
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Charter Annual Report **Monday, November 10, 2008**

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

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Mastery CS-Thomas Campus

Date of Local Chartering School Board/PDE Approval: 8/31/06

Length of Charter: 5 years **Opening Date:** 9/1/06

Grade Level: 7,8,9, 10 **Hours of Operation:** 8AM-5PM

Percentage of Certified Staff: 84% **Total Instructional Staff:** 33

Student/ Teacher Ratio: 15:1 **Student Waiting List:** 90

Attendance Rate/Percentage: 93.56%

Enrollment: 403 **Per Pupil Subsidy:** \$16,760.03 special education; \$7,708.33

Student Profile

American Indian/Alaskan Native: 0%
Asian/Pacific Islander: 10%
Black (Non-Hispanic): 72%
Hispanic: 4%
White (Non-Hispanic): 14%
Multicultural: 0%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 77%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 65

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

SECTION I. EXECUTIVE SUMMARY

Organization Description

Mastery Charter School Thomas Campus is a three year old independent 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 2005 the School

District of Philadelphia invited the original Mastery school to convert the District's struggling Thomas Middle School in South Philadelphia into a charter school serving grades 7-12

In fall 2005, Mastery converted the Thomas school. The existing students remained but Mastery replaced the staff and implemented its program. In July 2006, the school became an independent charter school. Over the next two years, the school plans to grow to serve 600 students in grades 7-12.

The conversion has been very successful. Since the conversion, Thomas Campus has made Adequate Yearly Progress every year and has more than doubled the percentage of students scoring in Proficient/Advanced for the 8th grade state assessments. We are also proud that we have consistently decreased the number of students scoring in the Below Basic range on the 8th grade state assessments. Mastery Charter School Thomas Campus made AYP for the 2007-08 year.

In 2007-08, Mastery Thomas Campus served approximately 400 students in grades 7-9. Approximately 77% of our students are eligible for a free or reduced school lunch. 72% of our students are African American, 4% are Latino, 14% are White, and 10% are Asian. Our incoming students reflect the norm for Philadelphia District students, scoring at the bottom 30-40th national percentile on standardized tests. Based on the GMADE assessment test, 68% of entering students are below grade level in Math, 34% are 3 or more grades behind. Based on GRADE assessment the test, 70% of entering students are below grade level in Reading, 46% are 3 or more grades behind.

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

	<ul style="list-style-type: none">• 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. Thus the Mastery motto: Excellence. No Excuses.

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.

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.

Strengths and Challenges

2007-08 SCHOOL YEAR ACHIEVEMENTS

Mastery Charter Schools-Thomas Campus met Adequate Yearly Progress for the 2007-2008 school year in the areas of Attendance, Participation, and Reading and Math performance. We also decreased the number of students scoring in the below basic level for reading and math performance in both 7th and 8th grade reading

DESCRIBE WHAT YOU ARE MOST PROUD:

We are particularly proud of our students' achievements given the dramatic turnaround the school has undergone. Until August 2005, the Thomas school was a low performing middle school

operated by the School District of Philadelphia. Mastery Charter School was invited to convert the school into a Mastery Charter School by the School District of Philadelphia. Since the conversion, Thomas Campus has made Adequate Yearly Progress every year and has more than doubled the % of students scoring in the Proficient/Advanced range for the 8th grade state assessments. We are also proud that we have consistently decreased the number of students scoring in the Below Basic range on the 8th grade state assessments.

AREAS OF IMPROVEMENT

NEED: Test scores (PSSA), while we continue to make AYP each year, overall PSSA scores are still below State averages.

ACTION: In the 2008-2009 school year, Mastery will introduce a revised school wide instructional model, make structural curriculum changes in our lowest Reading courses, refocus our after school academic supports, and add a skills class for all students in Reading and Math.

NEED: PSSA Writing scores dropped from 90% proficient/advanced in 2006-07 to 76% proficient/advanced in 2007-2008 school year.

ACTION: in the 2008-09 school year, Mastery will specifically target instruction geared to writing in all courses.

NEED: Special education, although not a sub group on the DRC Reports, is an area where we continue to show a great need for improvement based on 2007-2008 PSSA scores.

	Below Basic
8 th Reading	50% (10/20)
8 th Math	55% (11/20)

ACTION: Target specific students and revamp academic programming for individuals based on 6 week benchmark, in class, and IEP data. Establish and maintain a response to intervention approach to educating our special needs population.

NEED: Although our black sub-group made AYP based on the confidence interval, we would like all of our subgroups to achieve AYP outright.

ACTION: Ensure that all students in each subgroup who are not performing at a proficient level are rostered for, and have access to, the appropriate in school and after school academic supports.

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:
 - o Updating the goals described in the charter
 - o 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
Aqueelah Ellzy	Mastery Charter High School Thomas Campus	Administrator	Principal
Deborah Durso	Mastery Charter High School Thomas Campus	Secondary School Teacher	School Improvement Committee
Jeffrey Pestrak	Mastery Charter High School Thomas Campus	Administrator	CEO
Jeremy Nowak	Mastery Charter High School Thomas Campus	Board Member	Board of Trustees
Joan Schillinger	Mastery Charter High School Thomas Campus	Special Education Representative	Principal
Hasan	Mastery Charter High	Ed Specialist - Social	School Improvement

Amenra	School Thomas Campus	Restoration	Committee
Scott Gordon	Mastery Charter High School Thomas Campus	Administrator	Board of Trustees
Michael Patron	Mastery Charter High School Thomas Campus	Ed Specialist - Instructional Technology	School Improvement Committee

Goals, Strategies and Activities

Goal: MASTERY CHARTER SCHOOLS WILL SUPPORT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Description: Mastery Charter Schools will support professional development opportunities for staff.

Strategy: Provide professional development opportunities to train and support staff

Description: Mastery’s PD plan is comprised of 4 key programs:

- Teacher Orientation
- Weekly PD
- Team Meetings
- Individualized teacher coaching

Activities:

Activity	Description	
Develop professional development strategies	<p>Technology Staff Training — Training for IT staff in the growing environment of Mastery is critical to its success. We have initiated a training program that will require all IT staff to learn instructional applications and traditional technology applications as part of their performance review requirements. The charter management office has set aside specific funding for all training purposes related to Mastery business functions. The Technology Director shall be tasked with ensuring accurate record keeping for these training sessions. The information is collected and retained from the mandated sign-in participation sheets. Training sessions are a combination of self-instruction and lab-based sessions.</p> <p>Teacher\Staff Training — Teacher and Staff training is also a critical function to success. Through a collaborative effort of Mastery IT and the Chief Academic Officer, we will be taking a new approach to teacher development. The implementation of a Teach the Teacher type model will incorporate all technology training related to classroom instruction software. In addition to this model, Mastery IT will be providing continued monthly seminars\webinars that will improve upon basic technology skills. The building principal shall be tasked with ensuring accurate record keeping for all training sessions is collected and retained from the mandated sign-in participation sheets.</p>	
Person Responsible	Timeline for Implementation	Resources
Keon Toyer	Ongoing	\$2,500.00

Activity	Description
Individualized Teacher Coaching	Teachers are observed frequently and received feedback as a result of every observation. Struggling teachers and teachers

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	focused on developing additional skills receive individualized ongoing coaching from master teachers and administrators.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Pestrak	Start:9/4/2007 Finish: 9/1/2010	\$3,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	4	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter High School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>- The Mastery Instructional Standards- Instructional best practices that are expected to be implemented on a daily basis.</p> <p>- Classroom Management- Management best practices such as proximity, behavior tracking, token economies, etc...</p> <p>- The Mastery Instructional Cycle- How to use assessment data to drive and inform instruction</p> <p>- Lesson and Unit Planning- Breaking down long term achievement goals into report period goals and daily lesson goals.</p>	<p>The content of the professional development is aligned to the PDE's Standards Aligned System.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

		<ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussions Lesson modeling with mentoring 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity 	

Statement of Quality Assurance

Charter school has met AYP.

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 <i>Concepts & Skills</i> Mobius <i>Procedural Fluency</i>	<i>Prentice Hall</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	<i>Glencoe World Studies</i>	<i>Pearson Science</i> Delta Education <i>DSM3 kits</i>
8	Glencoe <i>Concepts & Skills</i> <i>Procedural Fluency</i>	<i>Prentice Hall</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	<i>Glencoe World Studies</i>	<i>Pearson Science</i> Delta Education <i>DSM3 kits</i>
9	McDougall Littell Algebra (1 and 2 year options, for all students)	<i>Holt Elements of Literature</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	[No separate History program b/c of intensive literacy focus]	CPO <i>Foundations of Physical Science Program</i>
10	McDougall Littell Geometry	<i>Holt Elements of Literature</i> , World Literature & Novels, John Collins Writing, Balanced Literacy	Glencoe World History	Glencoe <i>Biology</i>
11	McDougall Littell	<i>Holt Elements of</i>	McDougall Littell,	Glencoe

	Algebra II	<i>Literature, American Literature & Novels, John Collins Writing, Balanced Literacy</i>	<i>The Americans</i>	Chemistry
12	College Preparatory Pre-Calculus or AP Statistics	Modern Literature novels, John Collins Writing, Balanced Literacy or AP Literature	McDougall Littell, <i>Modern World History, Patterns of Interactions,</i>	CPO Physics

Rigorous Instructional Program - Attachments

- Professional Plan Approval Email
- Induction Plan Approval Email

English Language Learners

English Language Learners

Mastery had 4 students requiring ELL supports for the 2007-2008 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.

In addition, students for whom there is a concern regarding their mastery of the English language are evaluated by an outside evaluator to determine appropriate supports that may be necessary for their success.

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.

During the 2007-2008 school year, two incoming students indicated that English was not their primary home language. The students were evaluated and the results of the evaluation were shared with the appropriate teachers and the recommendations were followed. Only one of the students required ELL support.

We have 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.

Instruction in ESL includes listening, speaking, reading, and writing at different levels of proficiency: beginning, intermediate, and advanced. Standards are addressed and objectives developed for ESL students at all levels depending upon the individual students' levels of language development and proficiency. ESL is integrated into the student's language-arts and English periods. The type and amount of standards-based ESL instruction provided to students depends 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 staff hold an Instructional I or II Certificate and have appropriate training to teach ESL classes. Content teachers are provided with 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 is 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 Thomas
- ACS Signed

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. Current options include Community College and online college courses. 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 Education PP 2008

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jennifer Pedrazzani	1	Learning Support	Thomas Campus	23	-
Sonya Berry	1	Learning Support	Thomas Campus	24	-
Sandra Eckle	1	Learning Support and Emotional Support; Itinerant and Resource Services	Thomas Campus	23	-

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Independent Evaluator	.1	Evaluations of ELL Students	Thomas Campus	2	-

Independent	.5	Transition Services	Thomas Campus	1	-
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Special Education Program Profile - Chart III

Title	Location	FTE
Special Ed Supervisor	Thomas Campus	1
Psychologist	Thomas Campus	.3
Social Worker	Thomas Campus	1

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
NOT APPLICABLE	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	Yes	Yes	No	No	No	No
PASA	No	Yes	Yes	No	No	No	No
4Sight Math and Reading	No	Yes	Yes	Yes	Yes	No	No
Riverside Testing	No	No	No	Yes	Yes	No	No

Student Assessment

A. Evidence of Improved Student Progress

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

1. Improved PSSA Reading and Math Scores.

Thomas's 7th and 8th Grade % Proficient/Adv.:

	2007 - Mastery	2008- Mastery
	(%prof/adv)	(%prof/adv)
7 th PSSA Math	59	66
8 th PSSA	59	66

Math		
7 th PSSA Reading	50	58
8 th PSSA Reading	61	66
8 th PSSA Writing	89	74

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

	2007 - Mastery	2008- Mastery
	(% BB)	(% BB)
8 th PSSA Math	20	16
8 th PSSA Reading	15	14
7 th PSSA Math	24	15
7 th PSSA Reading	24	13

3. Dramatic Reduction in School Violence

Prior to conversion to a Mastery school, Thomas was recognized as a 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 Thomas as one of the most important aspects of the school.

2007-2008

of incidences per 100 students: 1.5 (7/443)

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

1) ACADEMIC ACHIEVEMENT IN 7th Grade Reading

DATA: PSSA Reading scores in both 7th grade (58 proficient/advanced) and 8th grade (66% proficient/advanced) increased over 2006-07 PSSA scores. However, the scores are still below the State average (67% in 7th and 75% in 8th for 2007).

GOAL REVISION: In 2008-09 the percentage of 7th and 8th graders scoring proficient will increase at least 9 percentage points.

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.

2) ACADEMIC ACHIEVEMENT IN MATH

DATA: Both 7th and 8th Grade PSSA math scores (66% proficient/advance) increased 7 percentage points over 2006-07 scores.

GOAL REVISION: For 2008-09: 7th and 8th grade math PSSA scores will improve 9 percentage points to 75%.

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) 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 8th grade made only slight reductions and still remains an area of concern.

% of Students scoring Below Basic

	2007 - Mastery (% BB)	2008- Mastery (% BB)
8 th PSSA Math	20	16
8 th PSSA	15	14

Reading		
7 th PSSA Math	24	15
7 th PSSA Reading	24	13

GOAL REVISION: For 2008-09: Decrease % of students Below Basic on 7th and 8 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 Thomas 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.

GOAL REVISION: Students who withdraw from Thomas during the school year or choose not re-enroll for the 2009-10 school year will total less than 9% 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 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. Our continuous progress monitoring of IEPs indicates students are meeting their individual goals and objectives as outlined in their plans.

Student Assessment - Attachments

- Thomas 4 Sight Reading
- Thomas Riverside Results
- Thomas AYP
- Thomas 4 Site Math

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

- Jill Dunchick, Principal: PA Principal Certification
- Aqueelah Ellzy, Assistant Principal, PA Principal Certification
- Assistant Principal of Special Education, Joan Schillinger— 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 Form

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.

§ Flo Skalisky was elected Thomas PTA President and appointed to the Board.

§ Catherine Drain was elected Thomas PTA Vice President and appointed to the Board.

SCHOOL LEADERSHIP CHANGES:

- Jeff Pestrak, the Thomas Principal for 2 years, was promoted to Chief Academic Officer for Mastery Charter Schools and stepped down as principal.
- Jill Dunchick, formerly Assistant Principal at the Mastery Charter Lenfest Campus, was hired as Principal.
- The Director of School Culture resigned in April 2008.
- Michael Patron was promoted to Director of Data and Accountability for Mastery Charter Schools and stepped down as Director of Special Education

- Joan Schillinger was hired as Assistant Principal of Special Education. Ms. Schillinger was formerly a Special Education Director at a Philadelphia middle school.

Board of Trustees

Name of Trustee	Office (if any)
Ed Baumstein	Treasurer
Charles Corpening	-
Ron Biscardi	Secretary
Eric Brooks	-
Stephen Cohn	-
Angela Duckworth	-
Brook Lenfest	-
Jordan Meranus	-
Graham Finney	-
Moshe Porat	-
Judith Tschirgi	Chair
David van Adelsberg	-
Thomas Webster	-
Catherine Drain	Parent Rep
Florence Skalisky	Parent Rep

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

- Thomas Board Meeting Schedule 2008

Community and Parent Engagement

The Thomas Parents Association remains 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 12 community groups, schools, and organizations are contacted as part of Mastery's student recruitment outreach.

Open monthly Parent Association meetings were held on 4 occasions during the year.

"Soul Food Night", a multi-ethnic celebration of the school community is co-sponsored by students and staff. Over 150 parents and students attended this year.

Written school updates were sent home to parents several times during the year.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

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

Board members and current contributors introduced new prospective donors to Mastery Thomas 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 \$350,260 to Mastery Charter School — Thomas Campus during the school year. Donors included:

1. Charter School Implementation Grant - \$299,707
2. Byers School Foundation = \$10,000
3. United Communities = \$6,000
4. Wal-Mart = \$1000
5. Comcast Spectacor Foundation = \$33,500
6. Verizon = \$20
7. Target = \$33

2007-2008 Events

In addition to fundraising, the Board was present the first Exhibition Night at the Thomas Campus on June 5th. This is an annual event modeled after our flagship high school. Donors, parents, and community members were present. The September 2007 Board meeting was held at the Thomas 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.

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 Thomas 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

- Preliminary Statements of Revenues, Expenditures & 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

• Citations and follow-up actions for any State Audit Report

Mastery Charter Thomas 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 Thomas Campus rents a School District of Philadelphia school building at a discounted rate.

For the 2007-2008 fiscal year, Mastery Charter Thomas Campus acquired the following:

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

Future Facility Plans and Other Capital Needs

The Thomas Campus is a partnership with the School District of Philadelphia and is housed in the School District's Thomas Middle School building. Mastery Charter Thomas Campus leases the facility of 927 Johnston Street, Philadelphia PA 19148 and intends to continue this agreement in the future.

Once the school is at full capacity (approximately 534 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. 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

Mastery Charter Thomas Campus 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 **3/26/2008**.

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 Diphtheria/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's School Nurse completed vision for all students and hearing screenings for 7th grade 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

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

- Thomas Cert of Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2007-08 Teaching Staff

- 19 of 24 Teachers employed in June 2007 returned for the 2007-08 school year
- 12 new teachers were hired for 2007-08 school year
- 2 new teachers were hired mid-year

29 teachers were employed during the 2007-08 school year. 27 remained for the entire school year and 2 left mid year. 84% were certified or emergency certified

2007-2008 Administrative Staff:

Changes include:

- Jeff Pestrak, the Thomas Principal for 2 years, was promoted to Chief Academic Officer for Mastery Charter Schools and stepped down as principal.
- Jill Dunchick, formerly Assistant Principal at the Mastery Charter Lenfest Campus, was hired as Principal.
- The Director of School Culture resigned in April 2008.
- Michael Patron was promoted to Director of Data and Accountability for Mastery Charter Schools and stepped down as Director of Special Education

- Joan Schillinger was hired as Assistant Principal of Special Education. Ms. Schillinger was formerly a Special Education Director at a Philadelphia middle school.

The Principal, Assistant Principal of Instruction, and Assistant Principal of Operations, and Assistant Principal of Special Education were employed for the duration of the 2007-08 school year. 100% of this administrative team is certified for their roles.

Patterns and Reasons:

Mastery takes deliberate steps to create a strong professional learning community. Mastery conducts a staff satisfaction survey each January and June and our teachers have rated their job satisfaction an average of 8.5 of 10 point scale (10 is the high score).

Many of the teachers that are attracted to our educational model are young, energetic, and early in their careers and family plans. In addition, Mastery has very high standards for our teaching staff. As a result, some turnover is expected. For 2008-09:

- 2 teachers resigned for family reasons
- 1 staff position was eliminated
- 1 teacher left for a leadership position at another school
- 3 teachers felt that Mastery was not the best fit for them

Quality of Teaching and Other Staff - Attachments

- ACS Statment
- PDE 414

Student Enrollment

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 Thomas Campus recruits students for the incoming 7th and 9th grade classes. All students who have completed 6th and 8th grades are eligible to enroll in Mastery's 7th and 9th grades. Per our agreement with the School District of Philadelphia, first preference is given to students who live in the neighborhood catchment's area.

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. Mastery Charter School also advertises in local newspapers, visits elementary and middle schools to present to students, and attends the annual High School Expo hosted by the school district of Philadelphia.

? 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.

? Prospective students are asked to submit an application to the school.

? All students who submit an application are scheduled for a pre-enrollment meeting. The meeting is conducted by a member of administration. The purpose of the meeting is to discuss the school and our program with the prospective student on a one-to-one basis. The meeting is non-evaluative.

? 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.

For the 2007-8 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). Students are admitted to Mastery and placed on the waiting list in the order 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 Thomas Campus lottery was conducted on February 14, 2008.

Enrollment History MASTERY CHARTER Thomas CAMPUS

	7th	8th	9th	10th	11th	Total
Re-enrolled from 2006-7		91	85	126		302
# of newly enrolled for 2007-08	54	13	49			116

Total enrolled at start of school year (2007 -8)	54	104	134	126		418
# added during the year	4	7	9	5		25
# withdrawn during the year	4	11	14	17		46
= Number of students at year end (June 2008)	54	100	129	114		397
# of students who did not re-enroll		5	4			9
# of students who re-enrolled in July 2008	54	95	125	114		388

Of the 46 Students who withdrew during the year:

- ⊘ 1 transferred to MCSC
- ⊘ 4 went to parochial schools
- ⊘ 1 students was home-schooled
- ⊘ 3 went to other Philadelphia charter schools
- ⊘ 25 enrolled in their neighborhood Philadelphia Public School
- ⊘ 3 moved out of the district but remained in Pennsylvania
- ⊘ 5 were dropped due to non attendance
- ⊘ 4 did not state where they would enroll

The reason for withdrawing from MCTC this year included:

8° 9 students were dropped due to 10 consecutive days absent during the year

8° 29 students withdrew stating dissatisfaction with Mastery's behavior expectations or disciplinary process

8° 1 student was expelled

8° 1 student transferred to another MCS school

8° 6 students withdrew stating that they were unhappy with the school's programs

The reasons for not re-enrolling at MCTC include

8° 6 were accepted at Philadelphia Public Schools Magnet Schools

8° 1 chose to attend a parochial high school

8° 1 enrolled in a Philadelphia Public School

8° 1 is transferring to another Mastery School

b) TRENDS IN STUDENT TURNOVER & RETENTION

Mastery's retention rate for the year was 88%. 10% (46/443 total kids enrolled) of students withdrew during the year and 2% (9/443 total kids enrolled) did not reenroll. 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

- Implement a mentoring program for students and a peer monitoring program for students
- Increase extra-curricular offerings
- Increase Parent / Guardian communication, initiate home visits
- Seek additional community counseling resources

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/Admissions 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*
 - *Uniform:* All students must be in school uniform (blue/black slacks and white Mastery shirt tucked in) at all times.
 - *School-Wide Classroom Rules:* All teachers post the same rules and are expected to enforce those rules consistently.
 - *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.
 - *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 parent conferences and may result in the following consequences:
 - student may be assigned to work in the independent learning area until they earn the privilege to return to the regular classroom.
 - 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.

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-Thomas campus during the 2007-2008 school year. One student withdrew while he was waiting for the board to ratify his expulsion. At the Mastery Charter-Thomas Campus there were 146 students involved in 248 suspensions.

Thomas Campus 2007-2008

Specific Offense (e.g. assault, theft, etc.)	Number of Incidents	Average enrollment During 2006-2007
		403
Level III Offense (violence, weapons, drugs, theft)	7	
Non-violence violations (Bullying, Harrassment, Inciting Violence, Intimidation, Pre-Fight)	36	
Inappropriate conduct (Contraband, Gambling, Illicit Activity, Misuse of Technology, Violation of School Code, Inappropriate Language)	3	
Insubordination	101	
Cutting classes	95	
Plagiarism/ Cheating	6	
Vandalism / Destruction of Property	0	
Lateness / Excessive Tardies	0	
TOTAL	248	

Reducing the number of suspensions and violent incidences is a high priority for next year. We believe the full implementation of the restorative practices model will lower the suspension rate. Our goal is to reduce suspensions by at least 25%. The following improvement strategies will be employed in 2008-2009 to reduce suspensions:

- Restorative Practices such as Community Meetings and Community Circles will be expanded to more effectively engage students. Staff will be trained in restorative policies and consequences and professional development in classroom management and de-escalation will be offered.
- The Dean Team will take a “case management” philosophy in working with at-risk students. Start a mentoring program and add peer to peer buddies program.
- The counselor will host therapeutic classes and groups for at-risk students
- Extended detentions may serve in lieu of suspensions for lesser offenses.
- Merit and Incentive programs will be improved
- Peer to Peer mediation will be increased.

Student Conduct - Attachment

- Discipline Policies

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Mastery CS-Thomas 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 Joan Shillinger

Title Assistant Principal

Phone 267-236-0036

Fax 267-236-0030

E-mail Joan.Shillinger@Masterycharter.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page