

---

# Pennsylvania Department of Education

---



COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Charter Annual Report** **Tuesday, October 09, 2007**

**Charter School:** Manchester Academic CS  
**Address:** 1214 Liverpool St  
Pittsburgh, PA 15233-1304  
**Phone:** (412) 322-0585  
**Contact Name:** Vasilios Scoumis

### **SECTION I. EXECUTIVE SUMMARY**

#### **Organization Description**

**Manchester Academic Charter School (MACS)** is an open enrollment elementary/middle school that is available to all individuals of any creed, color, or nationality who wish to apply. The School is housed in a new modern building with

facilities that enhance the effectiveness of students' learning and provides a safe environment for all activities. The Charter School is located on the North Side of Pittsburgh in a predominately Black neighborhood that has some economic and environmental challenges; approximately 65% of the School's population comes from the area.

## **Core Purpose**

### **Mission**

**MACS Mission Statement** is to empower each child to grow to be an essential component of their community by presenting a safe and nurturing atmosphere, utilizing neighborhood and community resources, and preparing each child to meet academic standards through technological innovations, individual learning styles, and incorporating innovative teaching techniques thus preparing our students for the challenges of the 21<sup>st</sup> Century.

### **Vision**

The vision of MACS is that the School continues our commitment to the students and the community by offering an educational program that incorporates the following:

- To provide opportunities for students to become responsible citizens, to develop positive self-esteem, and to become lifelong learners.
- To prepare our students to successfully progress from one grade level to the next, the School emphasizes academic achievement and is structured to address a child's intellectual, communication, perceptual, physical, social, and emotional growth and development.
- To educate and meet the needs of each child, the School's teaching staff uses various teaching methods that are based on the School's mission and goals and curriculum instruction is based on Pennsylvania State Standards.
- All of the School's staff interacts with students in a manner which exemplify our commitment to the *principle of mutual respect*.

### **Shared Values**

MACS provides a shared values educational system that is child centered with a focus on educational excellence and includes the following shared values:

- Students come first
- Development of lifetime skills of reading, mathematics, and technology
- Continue National, State, & Local Test Scores that are above the projected range.
- Provide a smooth transition from home, school (Kindergarten through 8<sup>th</sup> Grades), and community
- Shared responsibilities among the educational professionals of the school and support staff
- Provides year-long activities that enrich the school and community environment
- Expose students to the fine arts and opportunities of the Pittsburgh community in drama, dance, multimedia, and art.
- Provide continuance of fiscal management practices that keep MACS in the "black"
- Provide continuance of high morale practices among the staff, students, and the parents.
- Develop successful college and university and MACS partnership.
- Increase opportunities for adults to share their expertise with interested students

- Develop collaboration with community partners in programs that increase the literacy and health & other adults.
- Develop a larger school facility and enrollment per elementary grade levels (K—5<sup>th</sup>) to provide a quality education for families with children on the School's rather large waiting list.

## Academic Standards

### OVERVIEW

**e) ACADEMIC STANDARDS Use this narrative box. Instructions on what to enter: A description of academic standards for student achievement which must be consistent with those in section 4.12 of 22 Pa. Code (relating to academic standards)**

The Manchester Academic Charter School (MACS) academic curriculum areas are aligned with PA State Standards and consist of the following curriculum areas: elementary & middle school levels of mathematics, reading & language arts, social studies, science, Spanish, physical education, health, technology, and art; the academic expectations of each area is shown below:

<b>ACADEMIC STANDARDS ELEMENTARY READING AND LANGUAGE ARTS Kindergarten through 4<sup>th</sup> Grade</b>
All students will learn to read independently
All students will read, analyze, and interpret literature
All students will read critically in all content areas.
All students will demonstrate an understanding of the characteristics and functions of the English language.
All students will demonstrate the ability to conduct research.

The reading and language arts teachers adopted the following three (3) instructional procedures to accommodate the students' learning of materials: whole group, small group, and individual attention. Within the whole group structure the following learning experiences takes place: Introduction and Prior Knowledge, Introduction to new vocabulary, read-aloud picture books, K-W-L charts, reading-based art projects, and oral reading participation. In the small group structure, the following learning experiences take place: skill leveled groups, skill leveled games, word building, and oral reading. Instructional techniques used with individual attention include daily language practice, journal writing, one on one instruction, and independent assessments. The elementary reading and language arts teachers use the following tests and other sources of information to assess student growth in the elementary reading and language arts curriculum: daily work observations, chapter tests, informed observations and assessments, placement tests, PSSA Reading (3<sup>rd</sup> & 4<sup>th</sup> Grades) and the Terra Nova (1<sup>st</sup> & 2<sup>nd</sup> Grades) standardized tests.

<b>ACADEMIC STANDARDS MIDDLE SCHOOL READING AND LANGUAGE ARTS 5<sup>th</sup> Grade</b>
1. All students will apply effective reading strategies in order to comprehend, analyze, synthesize and evaluate various materials and texts.
2. All students will listen actively to information from a variety of sources for a variety of purposes including comprehending, interpreting, analyzing, evaluating and/or enjoying.

3. All students will view, understand, and use non-textual visual information.
4. All students will write in clear, concise organized language in a variety of forms for academic, personal, social, civic & school-to-career purposes.
<b>6<sup>th</sup> Grade</b>
1. All students will apply effective reading strategies in order to comprehend, analyze, synthesize, and evaluate various materials & texts.
2. All students will listen actively to information from a variety of sources for a variety of purposes including comprehending, interpreting, analyzing, evaluating and/or enjoying.
3. All students will speak for a variety of purposes and audiences.
4. All students will view, understand, and use non-textual visual information.
5. All students will write in clear, concise, organized language in a variety of forms for academic, personal, social, civic and school-to-career purposes.
<b>7<sup>th</sup> &amp; 8<sup>th</sup> Grade</b>
1. All students will speak for a variety of purposes including informing, persuading, questioning, problem solving, sharing ideas and stories, reaching consensus, and responding sensitively and respectfully using language appropriate to the context, audience, and purpose.
2. All students will speak using effective communication skills including enunciation, inflection, volume, fluency, and non-verbal gestures.
3. All students will listen actively for a variety of purposes including comprehending, interpreting, and sequencing.
4. All students will recognize the diversity of oral English language use, patterns and dialects and understand its implications across social contexts, cultures, ethnic groups, and geography.
5. All students will view media, technology, and live performances for a variety of purposes including gathering information, making informed judgments, processing information, and for enjoyment.

The middle school reading and language arts teachers use a variety of instructional techniques to assist students' in learning how to interpret readings, improve writing skills, and retain pertinent information as follows: assign challenging reading materials that foster critical thinking and problem solving for real world situations; assign reading of longer novels and longer increments of pages to encourage independent reading; develop practice skills in taking standardized testing, and develop note-taking and outlining skills in order to prepare middle school students for the independent learning skills necessary in secondary education. The middle school reading and language arts teachers use the following resources to assess the student growth in this curriculum area: Terra Nova and PSSA Reading standardized tests, teacher made tests, placement tests, class participation, homework, class work, rubrics, portfolios, projects, journal writings, oral presentations, midterm and final examinations, and observations.

<b>ACADEMIC STANDARDS ELEMENTARY MATHEMATICS Kindergarten through 4<sup>th</sup> Grade</b>
All students will learn numbers, number systems, and number relationships, types of numbers
All students will compute and estimate.
All students will measure and estimate.
All students will solve probability and estimation problems.
All students will identify geometry, shapes, & properties using geometric principles to solve problems.

To develop procedures or provisions to articulate experiences in the elementary math curriculum area between levels in the elementary grade levels, MACS elementary math teachers adopted and use the same publisher's curriculum and materials for students in Kindergarten through the 4<sup>th</sup> Grade. The elementary math teachers meet as a staff to discuss grade-level curricula and

expected outcomes. Primary teachers (K-2<sup>nd</sup> Grade) convene to share goals and objectives regarding math curriculum, materials, and teaching methods; the elementary intermediate teachers (3<sup>rd</sup> through 4<sup>th</sup> Grades) convene as well. The elementary math teachers use the following tests and other sources of information to assess student growth in the elementary math curriculum area: curricular assessments which include curriculum-based assessment, teacher-made tests, re-assessment and re-evaluation, portfolio assessments, informal assessments, rubrics, Terra Nova Achievement Tests (1<sup>st</sup> & 2<sup>nd</sup> Grades), PSSA Math Tests (3<sup>rd</sup>—8<sup>th</sup> Grades), Title 1 Assessments, and Key Math Test.

<b>ACADEMIC STANDARDS MIDDLE SCHOOL MATHEMATICS 5<sup>TH</sup> through 8<sup>TH</sup> Grade</b>	
1	All students will learn standard number systems.
2	All students will develop formulas and procedures for determining measurements.
3	All students will learn to solve problems using geometry.
4	All students will identify standard patterns, algebra, and functions to solve problems.
5	All students will organize, display, and describe data, statistics, and probability to solve problems.

MACS Middle School Math Teachers develop procedures or provisions to articulate experiences in mathematics curriculum area between levels in the middle school math courses (5<sup>th</sup> through 8<sup>th</sup> Grade) and beyond, inasmuch as, both teachers meet regularly and discuss student performance and assessment results, as well as, the middle school grade-level curriculum and expected outcomes. The Math Teachers also use the PA Academic Standards for Mathematics and “curriculum matrixes” as planning guidelines (shown below). The Middle School Math Teachers also meet with Elementary math teachers to share goals, curriculum plans and activities, and elementary student progress and achievements. Diagnostic Readiness tests are given to all students in 4<sup>th</sup> through 7<sup>th</sup> grade to assess their readiness, any knowledge gaps, and their class placement for the following year’s math class. The Middle School Math Teachers utilize various tests and other sources of information to assess student growth in the middle school math curriculum areas to get a complete picture of the student’s progress. These tests and other sources of information include the following: curriculum based standard tests, PSSA Math Test, Terra Nova Achievement Test, Diagnostic Readiness Exams, teacher developed tests, and teacher observations of the student. The Key Math Test is given to any student who shows difficulty with the regular curriculum.

<b>ACADEMIC STANDARDS ELEMENTARY SCIENCE Kindergarten through 4<sup>th</sup> Grade</b>	
All students will learn to identify systems of interacting components and understand how their interactions combine to produce the overall behavior of the system.	
All students will develop an understanding of technology as an application of scientific principles.	
All students will gain understanding of the structure, characteristics, and basic needs of organisms.	
All students will investigate the diversity of life.	
All students will gain an understanding of the structure and behavior of matter.	

Elementary science teachers meet as a staff to discuss grade level science curriculum and expected outcomes to articulate experiences in this curriculum area between levels in the elementary science classrooms. Primary teachers (K—2<sup>nd</sup> Grade) convene to share goals and objectives with one another, and intermediate teachers (3<sup>rd</sup> & 4<sup>th</sup> Grades) convene as well. The elementary science teachers use the following resources to assess student growth in their

knowledge of science: curriculum-based assessment, teacher-made tests, performance assessments, informal assessments, rubrics, and group and individual projects.

<b>ACADEMIC STANDARDS MIDDLE SCHOOL SCIENCE</b>
<b>5<sup>th</sup> &amp; 6<sup>th</sup> Grade</b>
All students will learn to identify systems of interacting components and understand how their interactions combine to produce the overall behavior of the system
All students will develop problem-solving, decision-making, and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results
All students will gain and understanding of the structure, characteristics and basic needs of organisms.
All students will investigate the diversity of life.
All students will gain an understanding of the structure and behavior of matter.
<b>7<sup>th</sup> &amp; 8<sup>th</sup> Grade</b>
All students will understand the nature of science through observing, thinking, experimenting, and validating.
All students will have a basic knowledge of the overall structure of the universe, the physical principles on which it runs, and the processes that shape the earth.
All students will develop an understanding of the characteristics and life cycles of organisms and their environments.
All students will know and understand human body function, the factors that influence its structures.
All students will understand the interrelationship of science and technology and the function of technological design.

The Middle School Science Teacher develops procedures or provisions to articulate experiences in the science curriculum area between levels in the middle school science courses (5<sup>th</sup> through 8<sup>th</sup> Grades) to coincide with the lower levels of the secondary schools; these procedures and provisions include the following techniques: The students are asked to complete KWL (*Know, Want to know and Learned*) charts to show a base line when they begin a new topic; which also helps them to draw upon previous science knowledge and relate it to the current topics. The middle school students complete science projects each year; and on each grade level the students' projects become more complex or detailed.

The Middle School Science Teacher uses a variety of instructional techniques and assessment of student learning as follows: chapter and/or tests to help assess the information gained; midterms and finals to test overall knowledge of the science curriculum area, and graded assigned lab reports that usually utilize the scientific method to help show what information they were able to gain by completing the experiment. Also, the teachers assess the students' abilities through class discussions, teams, and in groups to share the information gained interaction with others; homework assignments that help reinforce an area learned in class; writing in journals about class related topics and keeping notebooks that can be checked to assess their participation in class; written reports as well as web quests assigned periodically throughout the year; occasionally presentations in front of the class; and participation in scientific facts review games, as well as, students' creation of review games.

<b>ACADEMIC STANDARDS ELEMENTARY SOCIAL STUDIES Kindergarten through 4<sup>th</sup> Grade</b>
All students will learn democratic citizenship through the humanities, by studying literature, art, history, & philosophy & related fields.

All students will acquire historical understanding of varying cultures throughout the history of Pennsylvania, the United States, & the world.
All students will acquire historical understanding of economic forces, ideas, & institutions throughout the history of Pennsylvania, the United States, & the world.
All students will acquire geographical understanding by studying the world in spatial terms.
All students will acquire geographical understanding by studying human systems in geography.

MACS elementary social studies teachers adopted the following instructional procedures to accommodate the students' learning of materials that align with PA State Standards: whole group instruction, small group instruction, and individual instruction. An example of instructional procedures used to articulate experiences in learning a topic in social studies are: (1) Whole group instruction—Introduction and prior knowledge; (2) Individual instruction—Identify resources in textbook or provide reference books and big books for students to read, complete reading assignment, and discuss the topic; (3) Individual or small group activity—After reading/discussion, follow-up with workbook activity or small group activity; (4) Brief review of topic to reinforce learning; and (5) Assessment of what is learned about the topic or related topics. The elementary social studies teachers use the following tests and other sources of information to assess student growth in the elementary social studies curriculum area: daily work, daily observations, end-of-the unit and chapter assessments, informal assessments, portfolios, and homework.

<b>ACADEMIC STANDARDS MIDDLE SCHOOL SOCIAL STUDIES 5<sup>th</sup> through 8<sup>th</sup> Grade</b>
All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.
All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of Pennsylvania, the United States and the world.
All students will acquire historical understanding of societal ideas and forces throughout the history of Pennsylvania, the United States and the world.
All students will acquire historical understanding of varying cultures throughout the history of Pennsylvania, the United States and the world.
All students will acquire geographical understanding by studying the environment and society.
The Middle School Social Studies Teacher develops instructional procedures and provisions that are made to articulate experiences in this curriculum area using whole group instruction, small group instruction and interaction, as well as, individual instruction. Student assignments are designed to promote more independent work and study through reading, writing and note-taking. Students also participate in group discussions and in role-playing of historical events. The Middle School Social Studies Teacher uses tests and other sources of information to assess student growth in the middle school social studies curriculum area as follows: multiple choice questions, essays, fill-in-the-blank questions, journal writing, projects, and class participation.
<b>ACADEMIC STANDARDS SPANISH Kindergarten through 8<sup>th</sup> Grade</b>
All students will communicate at a basic literacy level in Spanish.
All students will demonstrate knowledge of the cultures of speakers of the language studied
All students will demonstrate an understanding of the interrelationship between language and culture of the World Language Spanish.

The Spanish Teacher provides procedures or provisions to articulate experiences in the Spanish curriculum to accommodate both elementary and middle school levels using the following instructional tools: course objectives and outcomes, language support materials, and oral and visual presentations. Elementary students are taught the basic Spanish language speaking and writing skills and learn about Spanish culture. Spanish is taken as electives in the middle school

grades. The students in the middle school (5<sup>th</sup> through 8<sup>th</sup> Grade) who elect to take Spanish are placed into three Spanish skill level courses (1, 2, or 3) using a Spanish Competency Placement Exam. The middle school students learn to increase their Spanish speaking and writing skills, demonstrate a knowledge level of the language, and take on more challenging Spanish cultural projects that prepare the students for continuation of their Spanish skills into the lower levels of secondary schools. The Spanish Teacher uses teacher-designed tests and other sources of information to assess student growth in the Spanish curriculum as follows: Students are assessed orally on both the elementary and middle school levels, as well as, in written format. As the middle school students increase their Spanish speaking and writing skills; they are assigned Spanish cultural projects according to their language ability and interest. Portfolios are also used to measure student growth in various areas throughout the curriculum.

<b>ACADEMIC STANDARDS COMPUTERS/TECHNOLOGY Kindergarten through 8<sup>th</sup> Grade</b>
The students will identify basic computer operations and concepts.
The students will use basic computer software.
The students will identify basic computer communication systems.
The students apply computer software to solve specific problems.
The students will evaluate computer operations and concepts as to their effectiveness to solve specific problems.

The Technology Teacher Dan Dimucci uses the following instructional techniques:

§ Elementary students (K—4<sup>th</sup> Grade) start out with “Microsoft Works Scholastic Keys,” an elementary version of Word, Power Point and Excel. The use of this software provides students with a strong understanding of concepts that will be discussed throughout the curriculum.

§ Between the levels of elementary and middle school, performance indicators are used that are appropriate to grade levels and that fall between the range of introductory to mastery levels and instructional techniques such as online learning are used which is essential for students to progress from one grade level to the next and online learning consists of supplemental activities that correspond to what is being taught in the classroom.

§ As students progressively learn from grade to grade the necessary computer/technology skills, upon completing the 8<sup>th</sup> Grade they have transferable skills that prepare them for the lower levels of the secondary schools and beyond.

<b>ACADEMIC STANDARDS ART Kindergarten through 8<sup>th</sup> Grade</b>
All students will express themselves creatively while developing knowledge, skills, techniques, and an appreciation of various communication forms.
All students will select and use art media techniques and process in order to communicate ideas, experiences, and feelings.
All students will use verbal and written forms to describe art.
All students will identify their preferences in any art form and describe the reasons.

The Art Teacher provides procedures or provisions to articulate experiences in the Art curriculum area between levels in the elementary and middle school and with the lower

levels of the secondary schools. The procedures or provisions include the following instructional techniques that guide students: The basic elements of art and principles of design are taught and reinforced throughout the curriculum on grade appropriate levels. The Art Teacher presents advanced art principles of design and techniques that are explored to a greater extent beyond the basic elements to the middle school grade students and thus the students' art skills carry over to the secondary schools' art curriculum. The Art Teacher evaluates student growth and understanding applicable to each grade level in the art courses as measured through worksheets, verbal reviews, and projects. Written or objective tests are not used to assess the students' art abilities.

<b>ACADEMIC STANDARDS</b> <b>HEALTH &amp; PHYSICAL EDUCATION</b> <b>Elementary &amp; Middle School</b>
<b>Elementary—Health &amp; Physical Education</b>
1. Students describe the basic structure and function of human body systems.
2. Students recognize the signs and symptoms of chemical misuse, abuse and dependency, discuss their impact on personal and family health, and identify resources for help and information
3. Students discuss how family and friends are important throughout life and that relationships require respect for others.
4. Students combine movement skills to participate in physical activities, such as game, sports, and lifetime recreational pursuits.
5. Students perform loco motor (walk, run, jump), non-loco motor (bend, reach, turn), and manipulative (throw, strike, kick) movement skills.
<b>Middle School--Health</b>
1. Students identify nutrition habits of teens and know effect on physical, emotional, and intellectual health.
2. Students use a variety of resistance skills to avoid drugs and alcohol use and practice abstinence.
3. Students discuss ways to avoid and reduce threatening situations.
4. Students identify ways to develop good self-image.
5. Students recognize effect of advertising on health choices.
<b>Middle School—Physical Education</b>
1. Students demonstrate the ability to follow rules and apply mediation skills in game situations.
2. Students develop strategies to include everyone's participation in group physical activities.
3. Students apply knowledge of how to perform combinations of loco motor and manipulative skills to game situations.
4. Students discover ways to handle aggressive feelings.
5. Students identify the components of muscular strength, and muscular endurance and recognize activities which develop each component.

The Health & Physical Education Teacher provides procedures or provisions that are made to articulate experiences in this curriculum area between levels in the elementary

and middle school and with lower levels of the secondary schools by using specific curriculum for both Health and Physical Education. The Health Curriculum and the supplementary materials for the lessons are grade appropriate (K—4<sup>th</sup> and 5<sup>th</sup>—8<sup>th</sup>). The Physical Education Curriculum (K—4<sup>th</sup> and 5<sup>th</sup>—8<sup>th</sup>) consists of different units where numerous components are used for enjoyment, self-expression, physical fitness, and movement concepts and principles. Each concept for both Health and Physical Education is studied until each student displays competency in the skill or material in preparation for the next grade level at MACS and into the lower levels of secondary schools. The Health & Physical Education Teacher uses appropriate tests and other sources of information to assess student growth in health and physical education; the textbook and skill assessments are as follows: Students in Health classes are tested on each unit of material. In Physical Education, each year the students practice for weeks and then participate in a Track and Field competition with Pittsburgh Public Schools; this competition tests their ability for both Track and Field. Also, the students in Physical Education classes are given the Presidential Physical Fitness Test each year to test their endurance and strength in given activities

### **Strengths and Challenges**

Strengths & Challenges of MACS overall school's program are summarized as follows:

**Goal No. 1:** To utilize student achievement data in instructional planning and program evaluation throughout the school year, the major (or critical) events which must occur if these goals are to be attained which will identify and support the following Assessment and Accountability processes:

- Initiate efforts to increase faculty capacity to use portfolios and analysis of student work as effective tools for student and program assessment.
- Develop a program evaluation protocol

**Goal No. 2:** To develop a consistent system of classroom assessment that includes such strategies as portfolio assessment, problem solving, and performance tasks, the School has developed the following major (or critical) events which must occur if the goal is to be attained:

- **Comprehensive Database of Student Demographic & Achievement Data**—The Database Development Committee continues to gather appropriate data using the selected data base program, “*Modular Management System (MMS) for School,*” that has a comprehensive database of student demographic and achievement data includes the following student profile information: student health, special education,

demographic, suspension, standardized test scores, and attendance data. The School plans to improve the comprehensive database to include the recommendations to enter *achievement test scores, report card, and portfolio assessment* data into the MMS system.

- **Student Achievement Data in Instructional Planning**—MACS teachers use student data in instructional planning such as: Woodcock Test for reading, Key Math Test, and Terra Nova & PSSA standardized tests. Teachers utilize this additional data for planning, grouping and instructional planning, differential math and reading/language art groups in Grades 5<sup>th</sup> through 8<sup>th</sup>, pull-out “skill” development in reading and mathematics (all grades) and splitting classes into two groups with approximately 10 per group; next year the School plans to split same grade Science classes into two groups. The School plans to expand the capacity to make effective use of this student achievement data to drive instructional planning and program evaluation.
- **Classroom Assessment**—MACS traditional teacher-made tests and assessments in classrooms continue to be used; however, the use of **student portfolios** have been introduced and are maintained by each teacher and the portfolios are filed in the Deputy Chief Executive Officer’s office. The School continues plans to develop a uniform student portfolio assessment protocol and professional development in the use of the portfolios.
- **Program Evaluation**—The School plans to develop a comprehensive model for evaluating its programs. The Program Evaluation Team will consist of the Chief Executive Officer, the Deputy Chief Executive Officer, Board member(s), and several faculty members. As recommended by the FOUNDATIONS Team, the MMS database could easily be used to provide data for evaluation.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

In 2001 MANCHESTER ACADEMIC CHARTER SCHOOL (MACS) developed a school improvement strategic plan that was adopted by the School and its Board of Trustees and approved by the Pittsburgh Public Schools District in November 2, 2001 as part of the granting of the School’s five year renewal process (2001-2006). The *MACS SCHOOL IMPROVEMENT PLAN* (MACS-SIP) is a five (5) year Strategic Plan which was started in September 2001 and guided the School’s goals and objectives through June 2006. The Administration and Board of Trustees selected the consulting firm FOUNDATIONS School Services Center (SSC)[\[1\]](#) as an external resource in preparation of the original MACS-SIP and conducted two assessment processes/reports that led to the finalization phase of the comprehensive school plan. MACS Chief Executive Officer Mr. Vasilios Scoumis served as the Coordinator of the School Improvement Process, he organized and served on each Committee listed below and continually provided administrative and leadership support as well as monitored the planning process. Mr. Scoumis also reported monthly on the process to the Board of Trustees and prepared annual

progress reports to the Membership (parents), PA Department of Education, and the Pittsburgh Public Schools District.

In 2006, FOUNDATIONS representatives presented and discussed the final assessment report with School Administrators, teachers, and representatives of the Board of Trustees and parents. MACS final *Multi-Year On-Site School Assessment & School Improvement Plan* (OSASIPJ) Report examined the eight (8) areas of school performance and each area received a 1—5 average rating; one (1) being the minimal progress of a five (5) meaning significant process. The ratings, assessments and recommendations of this Report were thoroughly examined; and **the School will address in the following issues in new Strategic planning process in 2007-2008:**

- Assessment And Accountability (Overall Average 4.3)
  - Initiate efforts to increase faculty capacity to use portfolios and analysis of student work as effective tools for student and program assessment.
  - Develop a program evaluation protocol.
- Curriculum Development (Overall Average 3.8)—Initiate a process of systematic curriculum assessment.
- Instruction (Overall Average 4.1)--Initiate efforts to increase faculty capacity to use a greater variety of instructional strategies as effective tools for student achievement.
- Parent and Community Involvement (Overall Average 4.7)--Continue efforts to keep parents on committees and continue to survey entire membership.
- Planning, Problem Solving And Crisis Intervention (Overall Average 4.8)—School Performance Tasks are to participate in the Data Review to Improve Vital Education Strategies (DRIVES) program this year.
- Professional Development (Overall Average 4.0)
  - Offer professional development to help establish a goal setting protocol for program planning and student achievement.
  - Establish data review procedures, including teacher and parent participation.
  - Develop a process for systematic review of student work.
  - Initiate efforts to increase faculty capacity to use portfolios and analysis of student work as effective tools for student and program assessment.
- School Climate & Student Behavior (Overall Average 4.3)—School performance tasks are to stay consistent with consequences for unacceptable behavior.
- School Safety & Security (Overall Average 4.5)—Continue to maintain a safe climate for students, parents and staff.

---

[1] The consulting firm was renamed **FOUNDATIONS School Services Center (SSC)** and in May 2004 Dr. Kurtz one of the original consultants left the firm; the following consultants continued with Program Coordinator—*Dr. Alan H. Barson* (deceased 12/05) and now Project Coordinators—*Mr. Spencer H. Davis* & *Ms. Mary Bennett* and Executive Director of School Services—*Mr. Phil Esbrandt*).

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
------	-------------	---------------------	--------------

Beth Pyzola	macs	Administrator	Vasilios Scoumis
Virginia Crawford	macs		Vasilios Scoumis

## Goals, Strategies and Activities

### Goal: "Pull Out" Sessions for Math & Reading

*Description:* To provide and maintain appropriate individualized learning strategies for students who experience problems in reading and/or mathematics in "pull out" sessions (conducted outside of the student's classroom).

### Strategy: Identification of Students performing below grade level

*Description:* Teachers and administrators identify those students who are struggling or performing below grade level in reading and/or mathematics and provide small group instruction in "pull out" sessions twice a week. Administrator, Deputy CEO, coordinates the process with teachers.

*Activities:*

Activity	Description	
Student-Centered Instruction	For the past four years, the School has used and will continue to use pull out sessions for students struggling with math & reading. 85% of the students have progressed from below basic level of their grade level in both reading and math. And 65% of the students who were below basic score above the basic level of their grade level in both reading and math.	
Person Responsible	Timeline for Implementation	Resources
Virginia Crawford	Start: N/A Finish: N/A	\$0.00

### Goal: Advanced & Gifted Education Program

*Description:* Develop and maintain strategies and curriculum for advanced and gifted education program.

### Strategy: Selection of Students

*Description:* MACS Administrator, Deputy CEO, oversees both the reading and math enrichment programs for advanced and gifted children in Grades Kindergarten through 8th. Students selected the 6th--8th Grade Math Team must pass selected achievement tests.

*Activities:*

Activity	Description	
Program Progress	This school year 40 students participated in math and/or reading enrichment programs. The School plans to increase the opportunities for K--8th Grade gifted math and/or reading programs. The gifted 6th--8th Grade Math Team of 10 members participated in out-of-school and internet math competitions.	
Person Responsible	Timeline for Implementation	Resources
Virginia Crawford	Start: N/A Finish: N/A	\$0.00

### Goal: Charter school processes

*Description:* Add Goal Statement here..

**Strategy: Staff will attend the annual charter school conference conducted by the PA Coalition of Charter Schools.**

*Description:* The Administrators, Teachers, and Staff plan to attend the annual conference. CEO attends local western regional meetings and was elected to serve as Treasurer.

*Activities:*

Activity	Description	
PCCS Annual Conference	The PCCS 2008 Annual Conference will take place in Pittsburgh (city of location of MACS) and School's CEO chosen to head that Conference.	
Person Responsible	Timeline for Implementation	Resources
Virginia Crawford	Start: N/A Finish: N/A	\$0.00

**Goal: Computerized Curriculum Matrix**

*Description:* MACS established a computerized matrix that enables all teachers to align their curriculum to PA State Standards.

**Strategy: Supervision of Curriculum Matrix**

*Description:* The Deputy CEO monitors each teacher's input into the curriculum matrix. Time is allotted for teachers to work on these projects. Teachers turn in weekly lesson plans based on the curriculum matrix.

*Activities:*

Activity	Description	
Yearly Status of Curriculum Matrixes	Teachers completed 100% of their curriculum matrixes (K through 8th Grade) in Math, Reading/Language Art, Science, Social Studies, Technology, Art, Spanish and Health & Physical Education. New textbooks and materials were selected this school year and thus Science teachers are in the process of updating their curriculum matrixes.	
Person Responsible	Timeline for Implementation	Resources
Virginia Crawford	Start: N/A Finish: N/A	\$0.00

**Goal: Extra-Curricular Activities**

*Description:* To increase opportunities for middle school students (5th--8th) to widen their experiences in making life choices, the School will increase the variety of extra-curricular activities.

**Strategy: Variety of Specialty Courses & Activities**

*Description:* The School will continue to offer a variety of specialty subjects or extra-curricular activities, as well as, continue to sponsor out of school activities. The School will also seek to offer new courses and/or field trips.

*Activities:*

Activity	Description
Scheduling Extra-curricular	The School has had success with Specialty Subject classes scheduled during blocked double periods and as after school activities that include: flag football,

Activities	robotics, chess club, garden club, creative writing, Middle School Math Team, sculpture, Spanish, wind ensemble, dance, art, digital movie making, honors math and reading, and academic subject assistance courses.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Virginia Crawford	Start: N/A Finish: N/A	\$0.00

**Goal: Financial Stability**

*Description:* To maintain financial stability, the School will remain within the School's Annual Budget while using 70% for the School's programs.

**Strategy: Financial Stability Process**

*Description:* To maintain the financial stability of the School, the School's CEO, Business Manager, and the Board monitors the Annual Budget as an operational budget to insure that the budget is in balance in June of the school year.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Financial Stability Maintained	During 2006-2007, The School has stayed within its Annual Budget and uses over 70% on School programs.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Virginia Crawford	Start: N/A Finish: N/A	\$0.00

**Goal: MATHEMATICS**

*Description:* To reach 45% of the number of students achieving at proficient or above on PSSA Math assessment.

**Strategy: Analyzing students' math scores**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Student PSSA Math Progress	According to the AYP Data Report of the results of the March 2007 PSSA Math Tests, students met the AYP threshold by achieving 71.4% advance + proficiency.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Virginia Crawford	Start: N/A Finish: N/A	\$0.00

**Goal: Middle States Accreditation**

*Description:* Starting in 2005, MACS sought to attain Middle States Accreditation with a two-year time frame. A Steering Committee developed a committee structure (administrators, teachers, staff, and the Board), time line schedule, writers, and used guidelines to produce a required final document.

**Strategy: Middle States Accreditation Process**

*Description:* The major steps to acquiring Middle States Accreditation are as follows:

- 1) Application to conduct the process approval
- 2) Appointment of Middle States representative to oversee the process
- 3) School received approval of plans and time line
- 4) School organized into committees and Deputy CEO appointed as the project manager
- 5) Committees worked together to complete each section
- 6) Final Planning Document completed and submitted in October 2006
- 7) Middle States Visitation Team comes and evaluates written Planning Document, interviews groups, and visits the classrooms and talks with students.
- 8) Middle States evaluates Planning Document and input from Visitation Team
- 9) Middle States Commission on Elementary Schools informs the School of its decision for Accreditation.

*Activities:*

Activity	Description	
Middle States Accreditation Granted	MACS was very pleased to be informed in May 2007 that the School had received Middle States Accreditation for the next seven years. A formal presentation of the Award will occur in Fall 2007; all the staff, parents, the Board, and interested community will be invited.	
Person Responsible	Timeline for Implementation	Resources
Virginia Crawford	Start: N/A Finish: N/A	\$0.00

**Goal: Monitoring Student Attendance on Subject Nights**

*Description:* To reach 75% students attendance at Subject Night events.

**Strategy: Subject Night Planning**

*Description:* To encourage student participation, the administrators, teachers, and staff organize each subject or family night activities in a manner in which students have "fun" while learning and engage their parents about what they have learned are taught in their subjects. The Annual Subject or Family Nights for all students (K--8th) are organized as follows:

- 1) Mathematics
- 2) Reading & Language Arts
- 3) Social Studies
- 4) Science & Science Fair
- 5) Arts (Dance, Art, Spanish)
- 6) What I Learned this Year

*Activities:*

Activity	Description	
Subject Nights Student Attendance	This school year, MACS had success with a repeat of Subject Family nights with a 5% students increase in attendance which was over 80%.	
Person Responsible	Timeline for Implementation	Resources
Virginia Crawford	Start: N/A Finish: N/A	\$0.00

**Goal: New School Library**

*Description:* To increase by 25% available resources, reading books and materials, develop library skills and research availability.

**Strategy: New Library System**

*Description:* With the acquisition of a new part-time librarian, the School plans to have in place a system for students to borrow books and materials and to provide services for teachers and library instruction for classes. The School will continue to sponsor Scholastic Book Fairs to acquire books and materials for the Library and the classrooms.

*Activities:*

Activity	Description	
Library as Resource Center	The Librarian provides services for teachers and has started to provide library instruction for Kindergarten through 4th Grade students. The Librarian has categorized the books and materials and now has a computerized system for students to borrow books and materials. The traditional Scholastic Book Fairs (3), which are run by parent volunteers, continue to be held in the Library and, as a result of its success, the Library receives books that the Librarian chooses.	
Person Responsible	Timeline for Implementation	Resources
Virginia Crawford	Start: N/A Finish: N/A	\$0.00

**Goal: Parent Attendance on Subject Nights**

*Description:* To reach 60% parents attendance at Family (Subject Nights) events.

**Strategy: Monthly Schedule for Subject Nights**

*Description:* The School arranges to have a subject night once a month with a different subject featured with parents in attendance to promote a better understanding of the School, the curriculum, the teachers, and the work that students are doing.

*Activities:*

Activity	Description	
Attendance Subject Nights	This school year overall attendance of parents on subjects nights increased over 5% to over 65%. The parents expresses appreciation for the opportunity to view their child and/or children's work, participate in activities, attend performances, talk with teachers and administrators, and review the curriculum.	
Person Responsible	Timeline for Implementation	Resources
Virginia Crawford	Start: N/A Finish: N/A	\$0.00

**Goal: READING**

*Description:* To reach 54% of the number of students achieving proficient or above on PSSA Reading assessment.

**Strategy: Utilize University Support**

*Description:* MACS Reading Teachers utilize the University of Pittsburgh's "questioning the author" and "Text Talk" materials.

*Activities:*

Activity	Description	
Reading Results	According to the AYP Data Report of the results of the March 2007 PSSA Reading Tests, Students met the AYP threshold of achieving 63.9% advance + proficiency.	
Person Responsible	Timeline for Implementation	Resources
Virginia Crawford	Start: N/A Finish: N/A	\$0.00

## SECTION III. QUALITY OF SCHOOL DESIGN

### Rigorous Instructional Program

In **2006-2007**, Manchester Academic Charter School utilized the following academic curriculum:

- **Reading & Language Arts--**Kindergarten—6<sup>th</sup> Grade—Harcourt Collection Series
- **Mathematics**—Kindergarten—5<sup>th</sup> Grade—Scott Foresman/Addison Wesley Series
- **Mathematics**—6<sup>th</sup>—8<sup>th</sup> Grade—Pearson/Prentice/Scott Foresman/Addison Wesley Series
- **Social Studies**—Kindergarten—6<sup>th</sup> Grade—Macmillan/McGraw Hill
- **Social Studies**—7<sup>th</sup> & 8<sup>th</sup> Grades—Glencoe/McGraw Hill
- **Science**—Kindergarten—5<sup>th</sup> Grade—Harcourt Science 2006 Edition
- **Science**—6<sup>th</sup>—8<sup>th</sup>— *Science Explorer*, Prentice Hall (Pearson Prentice Hall)

MACS has documentation that shows that the School's curriculum meets the **PA Chapter 4 Academic Standards and Assessments** in the form of an established computerized curriculum matrix of all the subjects curriculum content and requirements and assessment records of students' progress as explained below.

To increase the performance of each child continues to be a goal of the MACS teaching staff, administrators, and Board of Trustees. FOUNDATIONS consultants with teacher input established benchmarks for every grade and every subject area based on PA State content standards and all requirements. As part of MACS SIP 2002-2003 curriculum planning, the School established a **PA standardized computer generated model curriculum matrix** that was created and adopted by the faculty. Deputy Chief Executive Officer (CEO) Beth Pyzola reports that core curriculum matrix projects for 2006-2007 are 100% complete by Kindergarten through 8<sup>th</sup> Grade teachers that includes the following subject areas: Math, Reading/Language Arts, Science, Social Studies, Technology, Health & Physical Education, Spanish (K—4<sup>th</sup> Grade); and Art. The Deputy

CEO also monitors the updating of curriculum matrixes when new curriculum and materials have been adopted which includes: the new Science curriculum matrixes (K—8<sup>th</sup> Grade) adopted in 2006 and recently, the new Reading/Language Arts curriculum matrixes (K—6<sup>th</sup> Grade) adopted in May 2007.

Content standards are aligned with assessments of student learning through classroom evaluation and are measured using curriculum benchmarks, which are aligned with Pennsylvania State Standards. The PSSA and Terra Nova (which is aligned with PA Standards) tests measure our students success. The assessment instruments which MACS utilizes include:

- Curriculum embedded tests
- Teacher observations
- Portfolios
- Completion of activities/projects
- Teacher devised tests including midterm and final examinations (Grades 5 through 8)
- State and national examinations—**Terra Nova** national standardized tests in Reading, Language & Mathematics (September 2006—Pre-Test Grades 1 through 8 for new students and in March 2007 Terra Nova Test for Grades 1 and 2); February 2007 **PSSA Writing Assessment** Grades 5 and 8); March 2007 **PSSA Reading & Mathematics Tests** (Grades 3 through 8), and March 2007 **CTB McGraw-Hill School Assessment Test** (Kindergarten)
- Other tests: Key Math Test & Woodcock Reading Mastery Test.
- Placement Tests—As a standard practice at the beginning of the School year, School and teacher-generated and curriculum based placement tests appropriate for each grade level are given to determine the knowledge level and academic needs of each child.
- Rubric requirements, assignments, and evaluations are clearly displayed, explained, and when used as assessment tools, results are given to students.
- Classroom participation.

The academic and specialty curriculums are organized to promote student growth. As mentioned above, MACS has organized its curriculum to meet PA State standards and continues to use various educational strategies to meet the developmental and academic needs of its students. As mentioned, MACS Staff developed a “curriculum matrix” as a tool that allows teachers to take an existing curriculum and align the curriculum to PA State standards. The curriculum matrix planning strategies are: *standards; benchmarks; lesson, activities, & assessments; extensions & reinforcement; technology & cross-curricular connections; and resources*. If the existing curriculum contains any weaknesses, the matrix clearly shows this and supplemental teaching techniques and/or strategies are programmed into the matrix. The evolving result of this curriculum project produces a matrix of all subjects based on PA State standards being taught at the School.

The curriculum matrix also serves the purpose of providing guidelines for teaching in all the classrooms for current and new teachers. In addition, each subject teacher will be able to teach subject matter with greater continuity in order to assist students to become more proficient academically in every subject. As new textbooks and support materials are adopted for a subject or subjects, teachers are able to revise the course information to update their curriculum matrix; therefore, the curriculums matrixes are continually changing to reflect the adaptation of new curriculum, textbooks and support materials.

Intertwined with re-organizing the curriculum to meet academic standards, MACS administration and teachers recognize that the principles of cognitive (thinking and information processing capabilities) and linguistic development (reading, listening, and writing capabilities) have major implications for teaching in the classrooms. The curriculum matrix is structured to meet the developmental needs of its students by incorporating various teaching techniques and learning strategies to accommodate such developmental factors as: individual differences, different rates

of learning, varying rates of growth, varying social interaction abilities, and the influence of heredity and environment.

MACS organizes its curriculum to meet the developmental and academic needs of students by implementing the teaching process using consistency in teachings utilizing the following educational techniques:

- Degree of Self-Containment
  - ☐ K-4 academic subjects are taught in self contained classrooms
  - ☐ Unifying subjects between grade level
- Special Subjects
  - ☐ Requiring classes in block schedules; for example, Spanish, health education
  - ☐ Special Education for reading and math
- Pull Outs
  - ☐ Provide organized pull-outs sessions that are relevant to a student's needs (a student is assigned pull-out session or sessions that are arranged by the subject teacher and take students from a non academic class and place them in a specialized remediation session that focuses on their area of need)
- Departmentalization:
  - ☐ 5<sup>th</sup> — 8<sup>th</sup> academics are departmentalized by subject area
  - ☐ General school rules are enforced in individual teachers' behavior plans
- Individualization:
  - ☐ Make accommodations to lessons so that students' comprehension and needs are met
  - ☐ Tailor classroom tasks and activities to the students' individual strengths and weaknesses.
  - ☐ Provide students who need remediation individualized activities for reading and math
- Assessment:

- ☐ Identify the student's prerequisite knowledge and skills; if not at the grade level, provide the necessary instruction, tasks and/or activities to bring the student up to the proper skill level to learn and progress in the subject area.
- ☐ Assessment of progress throughout the school year through class participation, quizzes, tests, homework and writing assignments.

MACS' ever evolving Mission provides guidelines that address the developmental and academic needs of each child by utilizing the following instructional techniques:

- 1) Incorporating technology innovations into the curriculum on every grade level.
- 2) Applying teaching techniques to address individual learning styles.
- 3) Incorporating innovative teaching techniques to communicate concepts and to encourage creative thinking and deductive reasoning.

The curriculum also addresses the following criteria through its Mission:

- Developing skills of communication, mathematics, learning and thinking, and technology.
- Developing self-awareness in terms of relationship with others.
- Developing exposure to the arts (painting, drawing, sculpture, architecture, photography, papier-mâché, & stage design with puppets & scenery), chorus, string & wind ensemble, Thespian Society (drama), Drumline, dance, and foreign languages; i.e., Spanish and Latin cultures, and self-study introductory courses in Latin, German, and/or Japanese..
- Developing health awareness, health education (including separate teen girl and teen boy health classes), physical aptitudes, and sportsmanship by participation in various sports, i.e., soccer, basketball, track & field, flag football, volleyball, team sports, bowling, floor hockey, aerobics, and cheerleading.

MACS teachers and administrators promote in-depth and inquiry-based teaching in the classrooms a variety of ways as illustrated below. MACS teachers continue to utilize the "Questioning the Author" and "Text Talk" strategies within the reading/language arts, science, and social studies classrooms to promote in-depth thinking. The teachers continue to receive training and have utilized these strategies for the past six years in conjunction with the LRDC, University of Pittsburgh. Every year new teachers are involved in training sessions and veteran teachers were involved in maintenance sessions.

Teachers use inquiry-based teaching to promote critical thinking and in-depth learning within the science, mathematics, and social studies curriculum. The science, mathematics, and social studies classes meet daily. The **Science** teachers used the following curriculums to promote in-depth learning through inquiry-based teaching using the new science curriculum adopted for 2006-2007, which is the Harcourt Science 2006 Edition for students in Kindergarten through 5<sup>th</sup> Grade and the Science Explorer: Life, Earth, Physical Science, Prentice Hall (Pearson Prentice Hall) **Series** for students in the 6<sup>th</sup> through 8<sup>th</sup> **Grades**. Students in the elementary science classes learn more with hands-on scientific experiences and working in cooperative groups in the classroom lab as they learned to apply scientific concepts, methods, and processes to improve their problem-solving skills; also, field trips were used to expose the students to excellent scientific interactive learning tools. Students in the middle school science classes learn advanced science and problem solving techniques through individual and group work in a fully equipped

classroom lab. As a part of the specialty block schedule, assistance with science projects is provided for students in Grades 5 through 8.

To showcase the in-depth and inquiry-based learning of students in science classes, in April 2007 in the “5<sup>th</sup> Annual Science & Family Night” all science students (Grades K—8<sup>th</sup>) displayed their projects and participated along with their classroom teachers and parents in science based games and activities and some students formally presented their projects. Science Teachers Ruth Yoder (Kindergarten), Nicole Banks (1<sup>st</sup> Grade), Christina Brown (2<sup>nd</sup> Grade), Daniel Kuban (3<sup>rd</sup> & 4<sup>th</sup> Grade) and Caranina Koloshinsky (5<sup>th</sup>–8<sup>th</sup> Grade) work together to prepare their students for this annual science fair. The Pittsburgh National Aviary provided additional informative hand outs on their programs and organization. To demonstrate their retention of scientific facts, Chief Executive Officer Mr. Scoumis played “*Science Jeopardy*” with the students, who were able to win many prizes. This year Science Teacher *Caranina Koloshinsky* had the 5<sup>th</sup> through 8<sup>th</sup> students’ base their displays on “*problem solving*” science projects; which proved to be interesting reading and challenging to all observers. Under the guidance of Teacher *Daniel Kuban*, the 4<sup>th</sup> Grade students constructed a major project that turned their entire classroom into a “*trip*” to the Moon, a flight simulator and facts about our solar system. At this annual science fair, all students received a *Certificate of Participation* for their science projects. Three students in each grade level of 5<sup>th</sup> through 8<sup>th</sup> proudly received 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> Place *Certificates of Excellence* Awards for their outstanding Science Projects.

**Mathematics** teachers logically utilize inquiry-based teaching techniques in these math classes to promote critical thinking and in-depth learning. Starting September 2005, the Scott Foresman-Addison Wesley Math Series curriculum and materials are taught in Kindergarten—4<sup>th</sup> Grade and students in 5<sup>th</sup> through 8<sup>th</sup> Grade are using for the third year the Prentice Hall Math Series curriculum & materials. The School continues to build students’ math skills in smaller size math classes in the 5<sup>th</sup> through 8<sup>th</sup> Grades. Each of these grade levels is split into two groups (10 students in a class or less) which enable the teachers to provide their students with intensified instruction and more individual attention.

To demonstrate what students are learning in math classes, the “4<sup>th</sup> Annual Math & Family Night” was held in October 2007 and had an excellent attendance of both students and families. Each grade level had sample activities and materials utilized in their math classes. Math teachers were available to assist as parents viewed information on display tables which included Kindergarten through 8<sup>th</sup> Grade math curriculum, PSSA class activities, sample web activities, and educational websites for students in all grade levels. Students demonstrated their math skills in fun math activities in the *Math Game Room* which was again a popular and fun area for the students.

Middle School Math Teachers Leroy Hall (6<sup>th</sup>) and William Orr (7<sup>th</sup> & 8<sup>th</sup>) promote critical thinking and in-depth learning for advanced students in the 6<sup>th</sup> through 8<sup>th</sup> Grades who qualify to form a Math Team each school year. For the School Year 2006-2007, the Middle School Math Team consisted of **10 Team members** (three 8<sup>th</sup> Graders, three 7<sup>th</sup> Graders, and four 6<sup>th</sup> Graders). This School Year, MACS Math Team competed in the

following six (6) contests this year and MACS was typically one of the smallest, if not the smallest, middle school in these contests:

- **American Mathematics Competition** (AMC-8) in November 2006 (On-line)
- Western PA Mathematics Council “**Algebra 1/ Integrated Math-2**” was held at Quaker Valley April 14, 2007
- Math League “**Algebra I High School**” Contest was held on April 16, 2007
- **MATHCOUNTS** held locally at the University of Pittsburgh on February 10, 2007.
- University of Wisconsin “**Purple Comet On-line**” competition April 18, 2007)
- **SIGMA Math League** (with five (5) separate competition rounds)

MACS is very proud of 8<sup>th</sup> Grader *Mikaela Schaefer*, the School’s first math student to achieve a national academic recognition level on the *National Honor Roll level* on the *AMC-8 Contest*. At a Board Meeting, Mikaela was invited to attend and introduced by Mr. Scoumis and recognized for this high honor and to her surprise, Mikaela’s Math Teacher Mr. Orr presented her with an AMC-8 plaque; her proud Mother a former MACS Board Member and Chair Nancy Schaefer was also present.

Elementary School Math Teachers Daniel Kuban (4<sup>th</sup>) and Leroy Hall (5<sup>th</sup>) also encourage critical thinking and in-depth learning for their elementary students outside of class assignments and evaluations by taking part for the first time this year in a national math contest. In April 2007, all 4<sup>th</sup> and 5<sup>th</sup> Graders participated in the *Math League Contest* for their grade level. *The Math League provides contest for both in-school contests, as well as, nationwide contests, where scores are compared across the USA.* This Year the 4<sup>th</sup> Grade class had 3 students who each earned top 3 scoring positions; and the 5<sup>th</sup> Grade class had 2 students who tied for 1<sup>st</sup> top scoring positions and 2 students who tied for 3<sup>rd</sup> top scoring positions.

Inquiry-based teaching techniques are used by teachers in all **social studies classes** to promote critical thinking and in-depth learning using individual assignments/projects and group discussion. Social Studies is taught in the Kindergarten through 5<sup>th</sup> Grade classrooms by *Ruth Yoder* (Kindergarten), *Nicole Banks* (1<sup>st</sup> Grade), *Christina Brown* (2<sup>nd</sup> Grade), *Kesete Thompkins* (3<sup>rd</sup> Grade), *Daniel Kuban* (4<sup>th</sup> Grade), and *Sarah Hoffman* (5<sup>th</sup> Grade). The K—5<sup>th</sup> Grade elementary social studies curriculum exposes the children to diversity, understanding others and the importance of good citizenship, learning about other cultures, self-worth, and good family living; also, the students learn how to read full size (big) books.

The 6<sup>th</sup> through 8<sup>th</sup> Grade Social Studies Teacher Sarah Hoffman has all of the middle school students’ assignments done through developing reading and note taking skills

using “*Questioning the Author*,” Learning Contracts, hands-on projects, skits and PowerPoint presentations. The 6<sup>th</sup> Grade World History curriculum focused on culture researching the following questions: *What is culture? How is culture developed? How are cultures different? How does culture impact a person?* Based on these questions, students studied the various cultures from around the world, and all the while, comparing what they learned with their own culture in America and the subcultures that they live in both at home and at MACS. The 7<sup>th</sup> Grade United States History curriculum focused on the discovery of America to the Civil War Era and the students learned some important historical facts, as well as, expanded their understanding of American history. The 8<sup>th</sup> Grade United States History curriculum focused on the Reconstruction after the Civil War to the Civil Rights Movement and examined some of the important related topics, such as: racism and discrimination after the Civil War, the Great Depression, and the Holocaust. Students were challenged to think about these issues, form opinions, and express their ideas in an appropriate manner. In addition to the above requirements, the students’ assignments also focused on writing activities, group projects, and class discussions.

To demonstrate the depth of what students have learned in social studies classes, all students then displayed their social studies projects to parents, Board members, teachers, and staff at the “4<sup>th</sup> Annual Social Studies & Family Night” which was held in January 2007. Students in all grades had projects on display that included topics such as: family trees in Kindergarten—2<sup>nd</sup> Grade, famous people and a living wax museum in 3<sup>rd</sup> and 4<sup>th</sup> Grade, Pittsburgh history in 5<sup>th</sup> Grade, world travel in 6<sup>th</sup> Grade and historical events in 7<sup>th</sup> and 8<sup>th</sup> Grades. In addition to project displays, a number of the following social studies activities were taking place in the building: students did presentations for parents; and teachers had map activities, games, crafts, scavenger hunts and plantains (herbs) to sample. The students also participated in social studies focus games related to their grade level curriculum and won prizes for games. Prizes were given to middle school students (5<sup>th</sup>—8<sup>th</sup>) for the top three projects in each grade and the top three speeches given that evening; the Heinz History Center provided free admission passes to the winners.

*Multiple intelligence learning* (in daily lesson planning, teachers incorporate several of the nine multiple intelligence factors: linguistic, bodily kinesthetic, spatial, musical, logical-mathematical, intrapersonal, interpersonal, and existential or naturalist.)

- *Discovery learning* (interaction with physical or social environment, relevant prior knowledge, structured experiences).

An example of discovery learning that was incorporated into Computer & Technology Teacher Dan Dimucci’s middle school classes was one of the most real life experiences for students to learn and that was the use of **Bridge Building Software** to complete their projects. As Pittsburgh was once titled “*The city with the most bridges*,” the students had the opportunity to learn how important bridges are to the City and to learn about the many types of bridges that were built in the City. The Bridge Building Software Program, ***West Point Bridge Designer 2007***, enables the students to learn about the

engineering design process, to understand how civil engineers design structures, and to learn how engineers use the computer as a tool to improve the effectiveness and efficiency of the design and visualizing structural behavior. After each student has designed their bridge, the software has a feature that will test the student's bridge design to see if it is strong enough to carry the specified highway loads. This strength test includes a full-color animation showing a truck crossing the student's bridge. If the design is strong enough, the truck will be able to cross it successfully, if the student's bridge collapses, the student can strengthen it by changing the properties of the structural components that make up the bridge. As a conclusion to the bridge design project assignment, the students put together Power Point presentations about the many types of bridges and then each student makes a presentation in class.

- *Inquiry-based teaching* is incorporated into the math classrooms, for example, this School year during block-scheduled time periods in Honors Math courses for Grades 5 & 6 and Grades 7 & 8, Math Teachers Leroy Hall and William Orr motivated and prepared students as members of the Math Team to participate in the regional and/or national competitions as mentioned above.
  - *Mastery learning* (instruction in small, discrete units, logical sequence, demonstration of mastery of each unit, observable criterion for mastery of each unit, and remedial activities when needed).
  - *Computer-based instruction* (Technology Courses) enables the Computer Technology Teacher Dan Dimucci teachers all grade levels of computer technology. The elementary students (K—4<sup>th</sup> Grade) start with “Microsoft Works Scholastic Keys” an elementary version of Word, PowerPoint and Excel. Middle school students (Grades 5—8) are guided through learning special software such as: Microsoft Office (Word, Excel, PowerPoint, and Inspiration) and Bridge Building Software (as mentioned above) to provide a strong understanding of concepts and uses of these software packages that are applicable throughout the curriculum. The Teacher uses the instructional techniques of online learning that correspond to what is being taught in the classroom.
- To enable the students to process what has been learned, teachers used one or more of a combination of teaching strategies:
- *Questioning, class discussion, cooperative learning* (small group work with individual role or task within the group).
    - ∅□ For example, “*Questioning the Author*” continues to be used in 3<sup>rd</sup> through 8<sup>th</sup> Grade (text-based instruction designed to facilitate understanding of text ideas) and “*Text Talk*” continues to be used in Kindergarten Grade through 2<sup>nd</sup> Grade is incorporated into daily teaching.

- *Reciprocal teaching* (model effective learning strategies)--For example: The School continued the popular block scheduling classes for the academic programs and the specialty courses programs. The teachers of the specialty courses taught concepts and/or skills and assigned applicable activities that accommodate student diversity in abilities and interests. The specialty curriculum encourages the students to engage in effective information processing to be able to use or apply the knowledge and skills acquired in the classroom. This year the students were able to choose from a variety of following specialty courses offered in the following categories:

∅ □ **Music/Drama/Courses**—Wind ensemble, digital movie making chorus, Thespian Society (drama) and Drumline.

∅ □ **Dance Courses**—Kindergarten—5<sup>th</sup> students participated in music/dance education and studied history of dancing, reading interactive dance stories, and viewed a tape of Debbie Allen’s School of Dancing (ages 5-17), they also learned about and danced the various dances of many cultures and the fine art of ballet. Teacher Denise Lewis arranged for the Pittsburgh Ballet Theater performance for the students at MACS in April 2007. In December 2006, the students put on a “Winter Show.”

∅ □ **Physical Education Courses**—*Nine weeks of health classes and two 9 weeks of gym are required unless a student is involved in a Sports Event. The health credit courses included: nutrition, (human body & anatomy), teen girls’ health, teen boys’ health, and first aid.* The physical education credit courses include: flag football, bowling, soccer, basketball, volleyball, swimming, team sports, floor hockey, and track & field. Teacher Christopher Cord sponsored and added this year, a girl’s basketball team.

∅ □ **Art Courses**—Painting, sculpture, papier-mâché, stage design with puppets & scenery, architecture, drawing, and photography.

∅ □ **Spanish Courses**—Spanish I, 2, & 3 and Latin Cultures (Art & Music Focus)

∅ □ **Robotics**—Competitive Robotics and Robotics

∅ □ **Additional Courses and/or Clubs**— Creative Writing, Science Club, Poetry Club, Introduction to German, School Newspaper, Yearbook, Sewing, Career Choices, Chess Club, Street Law, and Garden Club

∅ □ **Self-Study Courses**—Introduction to Latin, Introduction to German, and Introduction to Japanese.

- To enable the student to use what has been learned, teachers used one or more or a combination of teaching strategies:

☞ in-class activities

☞ homework

☞ authentic assignments or activities (related to out of school and/or world activities); some of the assigned activities or projects were:

℞◆ On *September 15, 2006*, the Pennsylvania Bar Association's (PBA) 2006 kickoff program, ***Celebrate the Constitution***, was held at MACS for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade students. PBA President *Ken Horoho* spoke to the students stressing ". . . *the responsibility of knowing about our Constitution, knowing about our laws, obeying our laws and respecting them.*" Afterwards, a group of lawyers and members of the School staff presented a choral reading of the ***Shamus the Squirrel***, a story written by Scranton, PA, Attorney J.J. Clark. In preparation for this event, the students had written about the Constitution, developed classroom constitutions, and wrote related poems which they shared at the Event. At the conclusion of the Program, the students and their guest readers signed a giant constitution that was put on display along with their work in the School's Multi-Purpose Room for all to see.

℞◆ Within the specialty courses block schedule, the School continues to offer **Robotics and Competitive Robotics classes** to students in the 5<sup>th</sup>—8<sup>th</sup> Grade. Mr. Christopher (Chris) Brown is their program instructor. On Saturday, December 2, 2006, the class participated in the FLL State Robotics Contest at the Sarah Heinz House, which was sponsored by CMU National Robotics Engineering Consortium.

☞ In order to encourage students to practice their reading/language arts skills, the **Reading/Language Arts** teachers continue to provide students with the following opportunities to increase their reading skills

℞◆ Every student received three free books each by the end of the school year through the **Reading Is Fundamental (RIF) Program**, a non-profit organization, which provides free books for students in Kindergarten through 6<sup>th</sup> Grade. Students were able to choose one book each time RIF delivers contributions.

℞◆ The School also received two grants from **First Book**, a non-profit organization, whose mission is to provide free books to school-aged children. This school year 2006-2007, the First Books' grants totaled **\$5,835.00**, which permitted the School to purchase and distribute books this year to students in all grades. Each student should have received at least **15 books** for their own personal collection.

℞◆ Also, this school year teachers continued to use the **"Readers Are Leaders**, a book reading program for all grade levels. Teachers kept a list of these

Readers who completed reading a number of books throughout the school year, and the students also maintained a list of the books they have read in their "**Book Logs.**" The School asked students to read 25 books this school year. Forty-five (**45**) students successfully complete the goal this year; these students were invited to the **Sarah Heinz House** on Friday, June 1, 2007 for a "Fun Day."

- ☐ To highlight what the reading/language arts students had learned, the School held its family "*4<sup>th</sup> Annual Reading & Family Night*" in November 2006. All students in Grades K—8 participated and proudly showed their work which was on display. The focus of the evening was the **Library** that had its grand opening, and parents were encouraged to browse and check books out with their children. Other Library activities included the following: handouts that described various reading and grammar websites that promote practice and review; and for their convenience, computers were set up so that students and adults could view these websites. Various craft activities were set up to allow children and adults to read and listen to various literature stories and create hands-on projects that accompanied the stories. Some of these activities allowed the students to create; turkeys, book marks, polar bears, and/or bracelets. Writing activities included 'mad libs,' thanksgiving jokes, poetry, and a story. A basket of books was provided and older students were encouraged to read to younger students.
- ☐ For the second year in a row, MACS 8<sup>th</sup> Grade students participated in a unique opportunity that enables students to use what has been learned and to apply real-time technology to an **English project**. The **Saturday Light Brigade** (SLB), Pittsburgh's award-winning live public radio program for kids and adults, again provided the opportunity for **16** MACS 8<sup>th</sup> Graders to video-tape their PowerPoint presentations on their written essays about their reflections of their preparations and aspirations for the future and recorded on CD's in the SLB studios. Under the guidance of their Language Arts Teacher Destiny Watson, the students prepared their projects. At the students June 8, 2007 graduation exercise, held at the Pittsburgh Children's Museum, the audience was impressed as they viewed each of the 8<sup>th</sup> Graders video-taped presentations before and after the graduation ceremony. This Project was again funded by **Dominion Foundation** as an outstanding tool to promote *verbal literacy, self-expression, listening skills, and awareness of the ideas and feelings of others.*
- ☐ During the specialty block schedule, the Computer Technology teacher offers to middle school students courses in the following unique software applications (in addition to Microsoft applications software) and web based activities to progressively develop strong computer "real world" skills: **Bridges**: As mentioned above, students explore the many bridges of Pittsburgh and then design and build a bridge using West Point Bridge Designer software and produce a Power Point presentation on bridges. **Home Design**: Students interpret architectural drawings of houses, design a home of their own and use the 3D Home Architect software to bring it to life. **Internet Searching**: Students are

introduced to techniques and strategies employed with search engines to narrow or broaden a search by comparing and contrasting features of the top 25 search engines and the top 15 children's search engines.

**Rigorous Instructional Program - Attachments**

- ELL REPORT
- Special Education Policies & Procedures
- Professional Development Plan
- Teacher Induction Plan

**English Language Learners**

In 2006-2007, MACS had no ELL students. The School has in place a statement of the programs and goals if this service were needed. (See *ENGLISH AS A SECOND LANGUAGE* in Attachment of this Annual Report.)

**Graduation Requirements**

High school graduation requirements are not applicable. MACS is an elementary/middle school.

**Special Education**

MACS has completed the Special Education Charts I, III, & IV which are applicable and attached the Special Education Policies & Procedures Report for 2006-2007.

**Special Education - Attachment**

- Special Education Policies & Procedures

**Special Education Program Profile - Chart I**

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Tracy Carr	1.00	Learning Support/Inclusion	Manchester Academic Charter School (MACS)	10	Shared responsibilities
Marissa	1.00	Learning	MACS	10	Shared

Gallagher		Support/Inclusion			responsibilities
Chari Wilson	.50	Learning Support Aide/Inclusion	MACS	20	Helped all students

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Not applicable	0	Not applicable	Not applicable	0	Not applicable

### Special Education Program Profile - Chart III

Title	Location	FTE
Toni Cavasina, EdS School Psychologist	MACS	4 hours/week
David Saenz, PhD, EdM Behavior Consultant	MACS	5 hours/week
Chakola Hall, MS Social Worker	MACS	20 hours/week

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Lisa Panazzi, Rehabilitation Specialist	Speech/Language Therapist	14 hours/week
Brenda Mellon, Easter Seals	Occupational Therapist	1 hour/week

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Math & Reading	No	No	No	Yes	Yes	Yes
Terra Nova	No	Yes	Yes	No	No	No
CTB McGraw-Hill Early School Level 2	Yes	No	No	No	No	No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA Math & Reading	Yes	Yes	Yes	No	No	No	No

### Student Assessment

MACS annual measurable assessment goals are derived from the Adequate Yearly Progress (AYP) accountability mandates of the State and the NCLB Act. Based on the recent PSSA (March 2007) data, MACS students have met the AYP targets set forth in No Child Left Behind (NCLB) and the State (PSSA) for the past three years and also in the current school year 2006-2007. MACS students met these Annual Measurable Goals

in the three target areas: (1) Attendance, (2) participation rate, and (3) proficiency (performance achievement) on the PSSA. This year the students' math proficiency threshold was 54 % and reading proficiency threshold was 63 % with no subgroups. (See 2006-2007 MACS PSSA School Report above.) The results are summarized as follows:

<b>2007 ADEQUATE YEARLY PROGRESS (AYP) DATA FILE REPORT</b>			
<b>Manchester Academic Charter School</b>			
<b>2006-2007 PSSA &amp; NCLB Targets</b>			
<b>NCLB Targets</b>	<b>NCLB Requirement</b>	<b>Students Progress</b>	<b>Students Achieved Proficiency Thresholds</b>
Overall School Attendance	90%	Met AYP	97.14%
Participation in taking PSSA	95%	Met AYP	100%
Proficiency Targets for Math	46%	Met AYP	71.4 %
Proficiency Targets for Reading	54%	Met AYP	63.9 %

To reach MACS annual measurable goals for 2007-2008, the administration, teachers, and staff will continue to develop strategies to improve and meet the NCLB requirements for the next projected AYP target levels in math and reading, which are 63% for Reading and 54% for Math, as well as, continue progress in students overall school attendance and participation in taking the PSSA tests.

While MACS is located in the inner city of Pittsburgh, with a low socioeconomic population base, the students continue to maintain test scores that fall in the average national percentile on the **Terra Nova Tests**. MACS 2<sup>nd</sup> Grade students scores remained relatively constant this year (March 2007) in comparison with their Terra Nova scores from the previous year (March 2006) and their scores continued to fall in the average national percentile as shown in the following Median National Percentiles chart (Reading, Language, and Mathematics) for the grades indicated below:

<b>THE MEDIAN NATIONAL PERCENTILE</b>				
<b>For Manchester Academic Charter School Students</b>				
<b>March 2007 Terra Nova Test Results</b>				
<b>Grade</b>	<b>Reading</b>	<b>Language</b>	<b>Mathematics</b>	<b>TOTAL SCORES</b>
1 <sup>st</sup>	80	71	49	67
2 <sup>nd</sup>	41	47	28	48

*Note: This year the again for the 2<sup>nd</sup> time in row the 3<sup>rd</sup> through 8<sup>th</sup> Grade students took the PSSA tests and did **not** take the Terra Nova tests.*

Based on the PSSA & Terra Nova test results, the School Administrators and math teachers continued the following techniques to improve math instruction and students' skill: (1) the Administration increased the number of Math class hours per week and (2) maintained the services of second full time Math teacher to improve an already low teacher/students ratio by splitting the 5<sup>th</sup> through 8<sup>th</sup> Grade Math classes in half (10 or less students per class). (3) During school hours, a three math teacher team offered "assistance classes" for advanced students, students experiencing difficulty at any level, and at-risk students, as well as, (4) the School continued to offer structured Math tutoring during school hours, after school, summer school, and (5) a Spring six-week Saturday morning PSSA practice session in reading and math. After the process of review and approval, the middle school math curriculum and supplementary materials were adopted and taught beginning in Fall 2004 for 6<sup>th</sup>—8<sup>th</sup> Grade students. Changes in the elementary math curriculum occurred in 2005-2006 School Year. The School purchased new math curriculum textbooks and materials for the Kindergarten through 5<sup>th</sup> Grades to strengthen their students' basic math skills, concepts, and reasoning abilities. The math curriculums chosen are in compliance with PA State standards and goals.

Also based on the PSSA and Terra Nova test results, the reading and language arts team of teachers (Kindergarten through 8<sup>th</sup> Grade) and Beth Pyzola, Deputy CEO maintained and continued to develop strategies to use "pull out" sessions or provide assistance in block scheduled classes to work with students who are experiencing difficulty in reading and language arts. The Team found that these students who have been getting extra help consistently from year to year are also making progress according to their standardized test scores. The degree to which "pull out" sessions have helped students was on an individual basis. Students in Kindergarten through 4<sup>th</sup> Grade who were experiencing difficulty in reading were placed in "pull out" sessions twice a week in order to get them back on track in the classroom. In Grades 5 through 8, students experiencing difficulty in reading are scheduled in assistance classes during a block schedule period. These students are kept in class for the year, unless they test out or a parent requests removal. In the 5<sup>th</sup> through 8<sup>th</sup> Grades, the School plans to administer the same successful strategy utilized in the mathematics courses, which is the reduction in class size. To improve student performance in the Reading/Language Arts courses for the 5<sup>th</sup> through 8<sup>th</sup> Grade students, classes were started in Fall 2005 smaller than before (20-22) with a limit of 10 students per class in each of the grades.

Based on the results of diagnostic reading tests (*Reading Remediation Curriculum Embedded Tests*) administered by reading teachers during the second week of school, the Deputy CEO and a Reading Support Teaching Assistant continue reading remediation sessions throughout the year to work individually with students in Kindergarten through 4<sup>th</sup> Grade who are recommended for reading assistance. In addition, this school year, the Team continued the book reading program for students reading 25 books or more called "Readers Are Leaders" for all grade levels, as well as, students kept "Book Logs." When students reached the goal, their names were displayed in the reception area of the School;

and awards were given on each grade level. As written in Section III above, the students receive free books for their own personal collection through two non-profit organizations *Reading Is Fundamental (RIF)* and *First Book*.

MACS teaching staff continue to administer locally developed tests throughout the school year. Teachers use quizzes, end of chapter exams, verbal cues and checks, as well as, homework and projects. The teaching staff uses these results to determine the effectiveness of the previous curriculum and make any changes and/or additions to the curriculum that may be needed to help further a child's or children's education

Midterm Examinations were administered in January 2007 to Grades 5<sup>th</sup> through 8<sup>th</sup> and were indicative of the progress of each student in the following subject areas: mathematics, social studies, reading & language arts, spelling, science, and Spanish. The Final Examinations were again administered in June 2007 to the same grade levels and were used as a measurement of student progress in the above subject areas and are a part of the student's final grades. The final examination tests results also provide valuable information for the next school year regarding the student's level of knowledge and/or skill in a particular subject.

MACS has adopted and uses PA standard driven curriculum with assessments of student learning through classroom evaluation and are measured using curriculum benchmarks, which are aligned with PA State standards. MACS teachers, students, parents, and administrators (Chief Executive Officer and Deputy CEO) are involved in the student progress plans which include:

- Set increments of time that indicates where students academically should be at certain points during the school year.
- Set yearly goals.
- Checks to verify if students attain the goals and provide assistance where necessary.
- Provide guidelines on how to help students to meet their goals.
- The monitoring system involves the following three student progress cycles during a nine week period: First, after the first three (3) weeks, a progress report is sent to the parents and to the Administrators. Second, after the second three (3) weeks, parent-teacher conferences are scheduled on a particular day. And third, after the third three (3) weeks, report cards are issued. During the school year, this student progress procedure is repeated for each of the four (4) nine-week cycles.
- The assessment instruments which MACS utilizes include:
  - Curriculum embedded tests
  - Teacher observations (formal and informal)
  - Portfolios

- Rubrics
- Projects and activities
- Class work
- Class participation
- Homework
- Teacher devised tests
- Midterm and final examinations (Grades 5<sup>th</sup> — 8<sup>th</sup>)
- Key math test & Woodcock reading mastery test
- Placement tests
- State and national examinations
- Request for Assistance — a Social Services and/or Academic referral form
- Permission to Evaluate — a parental permission form to conduct a Multidisciplinary Evaluation (MDE) to review and evaluate their child's educational needs and strengths.

MACS students who are at risk of failure and who are not making reasonable progress are provided with opportunities to make improvements. The School continues to use the following strategies that have proven to be effective to assist these students:

- Teachers notify parents and the Administration about a student or students “at risk” through progress reports that are submitted every three weeks.
- Teachers also complete a *Request for Evaluation* form for each student “at risk.”
- After a student is identified as “at risk,” an educational team is convened to devise a plan of remediation to enable the student to reach grade level standards.
- The plan is designed to rectify said student’s weaknesses and shared in conference with the teacher, administrator, student, and parent.
- “Pull Outs” Programs or Assistance Classes—When students in Kindergarten through 8<sup>th</sup> Grade are experiencing difficulty in mathematics and reading/language arts any time during the school year, teams of teachers in those subject areas hold sessions at least twice a week to teach students basic skills or to concentrate on areas of weakness and/or lack of comprehension. Sessions are offered on an individual’s needs basis. The School continues its afternoon block scheduled classes instituted in 2004 that provides Assistance Classes for math and/or reading remediation and assistance with social studies and science projects for students in Grades 5 through 8.

- Other intervention strategies may include one or a combination of the following: in school and after school help, tutoring, small group instruction, technological support (use of software), summer school, and/or evaluation of progress or lack thereof.

During the school year, the School has tracked the progress of students who are at-risk of failure or those who are not making reasonable progress; and the data shows that strategies are proving to be effective in terms of improved academic performance. For example, students exiting” pull out” remediation after two to three years showed an increase in report card grades and an increase in standardized test scores.

## **Student Assessment - Attachment**

- Terra Nova Test Results March 2007

## **Teacher Evaluation**

Collaboration of teacher and supervisor is a key feature of the MACS teacher evaluation process. The School’s Chief Executive Office Mr. Vasilios Scoumis evaluates the teaching staff using the Pennsylvania Department of Education (PDE) Forms 426, 427 & 428 (Instructional I & Instructional II) evaluations recommended by the PDE. A Classroom Observation Record form and Self-Evaluation form are also used in the informal and formal evaluations. The teachers also conduct peer and self-evaluations. Evaluation is based upon these steps of the teaching cycle:

1. The teacher and the supervisor set goals.

2. The supervisor observes and analyzes data and the teacher responds by implementing goal-related activities.

3. The supervisor and the teacher confer in a post-observation conference to discuss data and professional activities. This conference offers opportunities to modify goals and to set new goals.

4. The supervisor prepares a summative evaluation and discusses it with the teacher.

MACS Chief Executive Officer Vasilios Scoumis evaluated the teaching staff and conducted informal and formal classroom observations during the first term of the School Year. Mr. Scoumis also conducted half year and end of year formal evaluations of the teaching staffs’ overall work performance.

MACS teachers also conduct peer and self-evaluations. Every teacher formally observes at least three other teachers and completes a Classroom Observation form for each observation. The teachers also conduct a self-evaluation that is discussed with the Chief Executive Officer (See *Classroom Observations* and *Self-Evaluation* forms included in Attachment in this Annual Report).

Chief Executive Officer Mr. Scoumis is a certified supervisor of teachers. He holds a master's degree in education and holds dual principal certification in elementary and secondary education, and he plans to pursue a doctorate in School Administration. Mr. Scoumis attended workshops, meetings, and/or conferences throughout the year, both locally PATTAN and within the State the

PA Coalition of Charter Schools and PDE. During the 2006-2007 school year, Mr. Scoumis conducted “special training” sessions for the staff that dealt with the peer and self-evaluation process.

In keeping with the School’s mission of ensuring that each child is given every opportunity to succeed, Behavior Consultant, David Sañ©nz, PhD & EdM, a professional observer in the area of Special Education, continues to provide consulting services for the School’s special education teachers and the staff. Dr. Sañ©nz continues to participate in classroom observations and provides staff workshops in behavior management techniques.

The School supports its Special Education program under the leadership of Learning Support Teacher Tracy Carr, Special Education Coordinator, who has a bachelor’s degree in Elementary and Special Education. The additional staff that works regularly with Ms. Carr is one full time and one part-time learning support teachers and three additional part-time specialists—speech therapist, school psychologist, and social worker. Ms. Carr creates, handles, and maintains the files for the following steps in the process (See *Special Education Report* in Attachment of this Annual Report):

- <!--[if !supportLists]-->■ <!--[endif]-->Receives referrals for gifted and/or remediation support
- <!--[if !supportLists]-->■ <!--[endif]-->Administers or has the needed tests given and records the test data
- <!--[if !supportLists]-->■ <!--[endif]-->Gathers all pertinent information and confers with the Behavior Consultant, parents, the subject teachers, and support personnel as needed.
- <!--[if !supportLists]-->■ <!--[endif]-->Based on the gathered information, starts and follows through on the evaluation process to address the individual learning styles of the student or students.
- <!--[if !supportLists]-->■ <!--[endif]-->Develops Individual Education Plans (IEP) to meet each student’s needs.

### **Teacher Evaluation - Attachments**

- Classroom Observation Record
- Classroom Observation Report
- Informal Observation Form
- Pre Observation Sheetes
- Self Evaluation Forms
- Semi-Annual Evaluation Form--Instructional I Teachers
- PDE 426 Attachment A

- Instruction I to II Assessment Form
- Employee Evaluation Form for Instructional II Teachers

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

Upon the retirement to the Board Chair and Vice Chair in June 2006, there was a change in Board leadership as the new Board of Trustee officers (Chair, Vice Chair, Treasurer, and Secretary) were elected in July 2006 and continued to serve throughout the current school year. However, there was *no* change in the Chief Executive Officers' position as Mr. Vasilios Scoumis completed his fourth full year in this administrative position; and Ms. Beth Pyzola continued as Deputy Chief Executive Officer in administrative and curriculum support services in one of the support administration positions; Ms. Pyzola was appointed in Fall 2003. There was a change in the second administration support position, Director of Pupil Affairs; Mr. Scoumis hired Mr. George Edmunds in September 2007 for that position to replace Mr. Dennis Henderson who resigned in June 2006 to pursue a business venture.

### Board of Trustees

Name of Trustee	Office (if any)
Larry Berger, BSCE/E & PP	None
Aliya Durham, MSW, MPIA	None
Sean Fitzpatrick, AD/Spec Tech	Committee Chair
Jonathan Floyd, CIA, MBA	Board Chair & Committee Chair
Robyn Francis, BS Chmstry	None
Tina Henderson, ABS	Board Secretary & Committee Chair
Loretta Jeter, MEd	Board Vice Chair & Committee Chair
Sean McCaskill, MA	Committee Chair
Margaret McKeown, PhD	None
Stanley Pittman, BS	None
Betty Robinson, PhD	Committee Chair
Jerri Stenhouse, BA	None
Shemariah Waggoner, BA/BA	Board Treasurer & Committee Chair

### Professional Development (Governance)

In July **2006**, the Board welcomed **five** new Board members who were elected by the Membership (parents) in June **2006** in accordance to the Bylaws; the total number of Board members is now 13. Four Board members who served the Board faithfully for three years retired in June 2006 largely because of work commitments. The Board and Administrators provided a professional development session for the five new Board members Trustees *Larry Berger, Sean Fitzpatrick, Robyn Francis, Dr. Margaret McKeown, and Jerri Stenhouse*. In late September 2006, they attended an *Orientation Session* with presenters who distributed materials and spoke on the following topics: History & Relationship with MYDC, Charter School Law, Middle States Accreditation,

Financial Reports, and MACS Renewal Process, NCLB, & School Improvement **Plan**. The new members also received a binder that all Board members have; the binder contains all of important Board documents (Charter School Laws, Bylaws & MACS/MYDC Joint Operating Agreement) and reference materials regarding the governance the school (PA Charter School Annual Report & PPS Appendix J Annual Charter School Report, CEO's June Annual Membership Report of Program Operations, Parent/Student, Employee, & Teachers Handbooks).

To further professional development, the Boards and the Administrators of both MACS & MYDC attended a Joint Board Retreat on Saturday, June 2, 2007 which was held at the Radisson Hotel in Greentree. At the Joint Board Session, *Rev. Dr. James Robinson* and *Dr. Betty Robinson* (co-founders of MYDC & MACS) presented a very informative account of the Historical Background of the organizations. Program Facilitator *Ms. Peggy Morrison Outon*, Bayer Center for Nonprofit Organizations, Robert Morris University, presented materials and discussed MYDC's Strategic Plan 2006-2007, Shared Vision for Our Children, and Board Roles and Responsibilities. In separate board sessions that followed, MACS Session Facilitator was Guest Speaker *Attorney Gary Matta*, Dodaro Cambest and Associates, P.C., who distributed materials and discussed Charter School Board Functions and an Update on Charter School Laws.

Throughout the School Year, the School's Legal Counsel John H. Rushford, Esq., Dodaro Cambest & Associates, P.C., continues to work with individuals and the Board and the School as a whole on any governance issues (including Sunshine Laws and the Public Officials Act); Attorney Rushford regularly attends Board meetings and serves on the Board's Human Resources and Bylaws Committees. At the Business Manager's request, all Board members complete a *Statement of Financial Interests* which is forwarded to the PA State Ethics Commission, Harrisburg. All Board meetings are advertised at least a week prior to a meeting in a major city/county newspaper, (Pittsburgh Tribune Review) and posted for parents in the main entrance at the School; a *Schedule of Board Meetings* is published in the Annual Membership Report. The *Annual Public & Parent Notice* (Equal Opportunity commitments) was published in a major city/county newspaper (Pittsburgh Post Gazette) in January 2007; the cost continues to be shared with four other area Charter Schools.

## **Coordination of the Governance and Management of the School**

In the exercise of its continuing oversight role, the Board of Trustees, including parents and community representatives, is consistently supportive of the governance and management of the School. The Board's Executive Committee and the Chief Executive Officer Vasilios Scoumis generally meets monthly to determine the issues to come before the Board at its executive sessions (closed) and/or public sessions (open) monthly meetings. The Board sets overall policies and procedures, ensures an independent audit of finances and acts upon budgets. The Board operates through an appointed committee structure that coordinates policies and procedures by completing committee designated tasks and/or procedures, and presenting written reports of Committee activities/ recommended actions for approval in Board meetings.

MACS Executive Committee and Chief Executive Officer serve with the MYDC Executive Committee and Executive Officer on the MYDC/MACS Coordination Committee which coordinates matters between the two organizations, particularly, MACS occupancy agreement with MYDC the building owner. In March 2007, the Coordination Committee participated in discussions and the proposal for the Boards to approve the next three year MYDC/MACS *Joint*

*Operating Agreement* (June 1, 2007 through May 31, 2010). The Committee also discussed and accepted the proposal for an Agreement to increase in MACS Operating Expenses for 2007-2008 and adjustments for the next two years based on the percentage (%) received for student enrollment; both proposals were approved by both Boards. Day-to-day management of MACS is the province of the Board-appointed Chief Executive Officer.

The Board of Trustees continues to work diligently toward meeting the responsibilities of their elected positions. At the beginning and during the school year, the Board, through its Human Resources Committee, worked with the Chief Executive Officer and approved his hiring of **full & part-time teachers, a librarian, and director of student affairs**. The Board approved the new MACS Local Wellness Policy as developed and presented by the Chief Executive Officer. After thorough review of copies received and discussion, the Board approved all of the necessary financial statements, annual audit report, 2006-2007 Budget, liability insurance renewal, and non-profit organization tax form that was presented by School's Business Manager Derrick Craig and Auditor Brian Hardy of Medwig & Co. Certified Public Accountants. Trustees chaired and/or served on several Board committees to continue to support the mission, curriculum goals and programs, purchase of recommended new curriculum materials, activities, and progress of the School. Particularly, the Board approved the purchase of the recommended new K-6<sup>th</sup> Grade reading/language arts materials for Fall 2007.

The Board requires the Chief Executive Officer to present for approval an executive summary of objectives and plans for next the school year and to present an activity report to the Board generally at each monthly board meeting. This school year, the Board renewed for another three (3) years the CEO's Employment Agreement (July 1, 2006 through June 30, 2009). The Board annually evaluates the Chief Executive Officer. The Board also requires that the Chief Executive Officer conduct evaluations and document observations and evaluations of the assistant administrators and the teachers in a timely and appropriate manner. The Chief Executive Officer and/or the Deputy Chief Executive Officer participate in the Board meetings, activities and serve on Board Committees, as well as, participated in the completion of the Middle States Accreditation Report; the Business Manager also regularly attends Board meetings. At the end-of-School Year's Annual Membership Meeting, the Board necessitates that the Chief Executive Officer prepare, publish, and present to the Membership an *Annual Membership Report of Program Operations*; the Board Chair also includes in this Report an annual summary report of the Board's activities and completed responsibilities.

One of the goals of the School's Administrators was to achieve Middle States Accreditation. Project Director Beth Pyzola made monthly progress reports to the Board since the process began in 2005. Based on committees comprised of administrators, teachers, staff, and the Board, MACS *Middle States Planning Document 2006 Report* was completed and submitted in October 2006. On October 31 through November 3, 2006 the Middle States Accreditation Evaluation Team visited and interviewed all factions of the School. Proudly, Ms. Pyzola and Mr. Scoumis announced in May 2007 that MACS met all requirements and received *Middle States Accreditation* for the next seven years.

The Board seeks to maintain a working relationship with the Pittsburgh Public Schools District Board of Directors primarily meeting with District representatives and giving prompt attention to reporting requirements. When pertinent, the Board seeks information and/or invites the District to visit the School at any time.

On November 8, 2006, in accordance with the *2005-2006 MACS Appendix School Profile Report*, the Pittsburgh Public Schools Review Team made an on-site visit to MACS. For over an hour, the Team held a question & answer group

session with the School's Board members, administrative staff, and parents were introduced, asked questions and comments on information related to the Report. The Review Team then visited classrooms, interviewed administrators, teachers, students and staff, and viewed specific documents; such as, financial records, curriculum and student records, and the block schedule of classes; special Review Team members evaluated the building and facilities and financial reporting. The Board, administrative staff, parents, teachers and students were pleased to have visitors from the Pittsburgh Public Schools view the School's facilities and students working in the classrooms.

*Based on the submission of 2005-2006 **MACS Appendix School Profile Report** by August 31, 2006, the Pittsburgh Public Schools Review Team returned a favorable Report (dated November 18, 2006) in this the first year of the 5-Year Charter School Renewal; the School received recognition for having met five of five NCLB AYP Targets and this was achieved for the third year in row. The School was awarded a plaque from PDE which is on display on the entrance door to the School. With great pride on March 23, 2006, the School received its **5-Year Charter School Renewal confirmation** by the Pittsburgh Public Schools Board of Directors by a vote of 8 to 1 during the meeting of the Pittsburgh Public Schools annual charter schools review process. The School was praised for again meeting five of five NCLB AYP Targets; having a caring and committed staff to meet the needs of its students, having a clean and well-maintained building, and having parents proud and supportive of the School's program.*

### **Coordination of the Governance and Management of the School - Attachment**

- MACS BOARD Meeting Schedule 2006-2007

### **Community and Parent Engagement**

The Board of Trustees continues to be persistent in its ongoing effort to engage MACS parents as well as other members of the greater community. All Board meetings are advertised at least a week prior to a meeting in a major city/county newspaper, the Pittsburgh Tribune Review and posted in the main entrance at the School. The Chief Executive Officer approves all notices and sees that all MACS events and meeting notices are posted at the entrance to the School. Correspondence to gather pertinent information, survey and/or encourage parent participation is mailed to parents directly, otherwise general information is sent to homes via the students. To keep parents apprised of the Board actions in governing the School, parents are encouraged to attend Board meetings and Membership meetings, and a copy of approved Board Minutes is available for parents in a notebook binder in the Library and a copy is provided to the PTO President. In addition, parents who serve on Board committees receive by mail or email meeting notices and drafts of committee minutes.

This school year, the Board's Parent Volunteers Committee Chair and Parent Tina Henderson was involved with parent volunteerism and continued interaction with the parents via email and recruiting parents to volunteer to assist at all School events. At the

beginning and throughout the school year, 26 parent volunteers signed up to assist in School sponsored activities and 16 of these volunteers signed up to serve on three Board Committees. On the last day of school during the Annual Membership Meeting on June 19, 2007, seven (7) parents were recognized and receive top honors certificates and gifts as parent volunteers who served over 30 hours. In addition, twenty (20) parents (including 2 grandmothers and 1 grandfather) were recognized for volunteering 15 hours or more and received special certificates and gifts. Parents volunteer their services to assist with school activities that included the following areas: the library, uniform distribution, academic and specialty subjects' family nights, donate refreshments and handle distribution for special events, field trips, sports events, and student fundraisers.

The Board and the School continues to promote other opportunities for involvement in enrichment activities by sponsoring and/or supporting special activities in which students, parents, and community members participate; summarized as follows: *4<sup>th</sup> Annual "Black History Month" Dinner Celebration*, Robotics' Contest, Academic and Specialty Subjects & Family Nights, Scholastic Book Fairs, team sport games and annual sports banquet, and Kindergarten and 8<sup>th</sup> Grade Graduation Celebrations.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

The major fund-raising activities performed this year and planned for next year are various student fund-raising activities.

### **Fiscal Solvency Policies**

One of MACS's fiscal solvency policies is to establish and maintain an effective accounting system to capture data regarding the activity of the School. MACS also have a policy to maintain an effective system of cash management that anticipates cash needs. In turn, the School's Business Manager and Chief Executive Officer supply financial reports at every board meeting to the Board of Trustees, as well as to the Board's Finance Committee. This procedure is done in order to judge the financial performance of the School and plan for future activities.

### **Accounting System**

An automated and totally integrated accounting system is in place at MACS. The system functions effectively to properly record, process, summarize and report transactions. The MACS accounting system also provides adequate internal documentation to focus responsibility and accountability.

MACS is in complete compliance with the PA State Chart of Accounts and account numbering requirements. Additionally, for PDE reporting purposes, the MACS accounting system is Internet integrated. Without exception, all budgeting, accounting and reporting systems comply with Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Preliminary Statement of Revenue, Expenditures & Fund Balances 2006-2007

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

MACS's Auditing Firm is: Medwig & Company, Certified Public Accountants

1000 Arrott Building

401 Wood Street

Pittsburgh, PA 15222

The School's last audit is for the 2005-2006 school year. The auditor's opinion affirmed the school's compliance with Generally Accepted Accounting Principles and Governmental Accounting Standards.

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

- MACS (A Non-Profit Corporation) Financial Statements June 30, 2006 & 2005

## **Citations and follow-up actions for any State Audit Report**

MACS State Audit for Years ending June 30, 1999 & 2000

Citation 1: **Weaknesses in Tuition Billing and Membership Tracking Procedures**

Follow Up: Met with Pittsburgh Public School officials and designed and implemented procedures to meet the requirements of Code Section 17-1725-A.

Citation 2: **Official Board Minutes Were Incomplete**

Follow Up: The Executive Committee of the Board of Trustees reformatted the design of our minutes to include but not limited to greater detail when approving the Treasurer's Reports, approving Budgets, approving Expenditures and new hirings.

Citation 3: **Board Members Failed To File Statements of Financial Interests**

Follow Up: Statements of Financial Interests were completed and are now on file.

Citation 4: **Charter School was in Noncompliance With Safe Schools Act**

Follow Up: MACS executed and forwarded an agreement to the City of Pittsburgh Police Department to complete the School's compliance with the Safe School Act.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Acquisition of furniture, fixtures and equipment during the 2006-2007 school year was accomplished according to established control and accounting procedures.

### **Future Facility Plans and Other Capital Needs**

In December 2001, the Occupancy Owner Manchester Youth Development Center (MYDC) completed construction on an extensive capital/building expansion adjacent to original structure. The students, faculty, and staff moved into the new building in January 2002. Future plans by the owner are to renovate the original building sometime in the future.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

A top priority of MACS Administrators, teachers, and staff continues to focus on the safety and well being of the child. The School's certified nurse, Mary K. Sykes, R.N., checks and maintains all health records for every student. Ms. Sykes gets to know every student and maintains all health and immunization records. The School dentist, Dean Scoumis, DDA, provides all students with an annual dental check. Kathleen Lamb, M.D., the School doctor, provides emergency medical services and annual medical examination for students who do not have medical insurance. MACS's "Safety Plan" is evaluated and strategies are changed if needed. Throughout the school year, MACS held both evacuation and fire drills in order to maintain a safe and prepared environment. A team of Commander RaShall Brackney and Pittsburgh Police employees monitor the School and Safety Plan during the school year.

The School is inspected and certified by the Allegheny County Health Department, Pennsylvania Department of Labor and Industry Bureau of Occupation and Industrial Safety, and annual inspections by the School's Liability insurance carrier. All student health and immunization records are on file at the School and available for inspection as well as the number and schedule of fire drills. Request for Reimbursement and Report of School Health Service have been submitted.

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

- PA Dept of Health--Request for Reimbursement & Report of Health Services 06-07
- Local Wellness Policy

### **Current School Insurance Coverage Policies and Programs**

Current School insurance coverage includes:

Property/General Liability

Long Term Disability

Umbrella Liability

Dental & Eye Insurance

Workers Compensation

Professional Liability

Medical Insurance

Directors & Officers Liability

Life Insurance

Sports Accidents

Short Term Disability

Employee Dishonesty

## SECTION IX. ADMINISTRATIVE NEEDS

### Quality of Teaching and Other Staff

**MACS Professional Staff**—The professional employees for the 2006-2007 School Year were made up of one (1) chief executive administrator, (1) deputy chief executive administrator, one (1) director of pupil affairs, fifteen (15) fulltime teachers, four (4) part-time teachers, four (4) paraprofessionals, one (1) executive administrative assistant & human resources representative, one (1) receptionist, one (1) business manager, one (1) School Solicitor, one (1) part-time social worker, one (1) part-time librarian, one (1) part-time school nurse, one (1) part-time psychologist, one (1) part-time speech teacher, one (1) behavior specialist, one (1) licensed medical physician, one (1) licensed dentist and (1) dental assistant, and one (1) Board of Trustees recording secretary. At the end of the 2006-2007 School Year, of the total forty (40) professional staff, forty (40) members were returning for the Fall 2007; two (2) new teachers are in the process of being hired.

**Staff Turnover and Retention Patterns**— MACS had an entire staff mobility rate of 5%. In the 2006-2007 School Year five positions were filled, three (3) fulltime teachers, one (1) part-time teacher, one (1) part-time director of student affairs, one (1) part-time librarian were hired to fill positions.. At the beginning of the School Year five positions were vacated, one (1) teacher took maternity leave, one (1) teacher resigned to fill the director's position of MYDC's Pre-School Training Wheels Program, one (1) director of pupil affairs resigned to pursuit a business enterprise, one (1) recently hired librarian resigned to accept a full-time librarian position in the Pittsburgh Public School District, and one (1) teacher resigned to accept a new position with the Pittsburgh Public Schools.

The School's retention pattern for the professional teaching staff has been consistent throughout the nine years of the School's existence; any staff turnover is due to a variety of reasons why teachers left. Primarily, the teachers have moved out of the area, and/or accepted teaching or other professional positions in other schools, districts, and organizations.

**Percentages of Certified and Non-Certified Professional Employees**—MACS has a 100% certification rate. (*See PDE-414 in Attachment of this Annual Report.*) MACS has a 100 % specialists and administrative certification rate. (*See Elementary and Secondary Professional Personnel PDE Report as Attachment of this Annual Report.*) MACS professional employees will be 100% certified for the 2007-2008 School Year.

### Quality of Teaching and Other Staff - Attachments

- MACS Elementary & Secondary Professional Personnel Data Submission 2006-2007
- PDE 414 Certification Verification Form

## Student Enrollment

### MACS Student Enrollment Procedures & Policies

During the school year, enrollment applications are available upon request by phone, pick-up, mail-in, or obtained on the School's Website. Each child/parent application (with verification of grade level) results in that child being placed on a waiting list that is grade specific. Enrollment procedures begin in June near the end of each school year. The Deputy School Director and a Board member assist the Chief Executive Officer in managing the Lottery enrollment procedures. Enrollment is determined in the following step-by-step process:

1. Determine if current students are returning for the new school year.
2. **Determine then the number of available openings for each grade level.**
3. **Refer to the current waiting list (which is monitored and updated and grade specific).**
4. **Conduct a Lottery for each grade level that has an opening or openings (see process below).**
5. **Parents are notified about their child eligibility, and if they accept, the child is enrolled as a new student; this is repeated for each opening. If those eligible decline, the lottery process is re-visited.**

All of MACS student enrollment procedures, policies, admission, and lottery process are in compliance with the requisite statutory and regulatory requirements of the provisions of PA Act 1997-22, ARTICLE XVII-A CHARTER SCHOOLS, Section 1723-A Enrollment (a) through (c) and Item (2) amended in June 1999.

- **MACS Admission Policy**—The School's admission policy is in compliance with the above referenced Pennsylvania statutory and regulatory requirements.
- **MACS Lottery Procedures**—In July 2007, a lottery was conducted to enroll new students for the 2007-2008 School Year. The lottery was conducted using the up-to-date Waiting List and the Chief Executive Officer is responsible for carrying out the enrollment and admission policies and procedures. As mentioned, the School's lottery is handled by a Committee composed of a Board member, Chief Executive Officer, and Deputy Chief Executive Officer. The waiting list is used to fill vacant spaces that become available after continuing students have returned forms from their parents verifying that they plan to return. The returning students are first placed in the appropriate classrooms. Preferences are assigned from the Waiting List as stated below before the Lottery is held. Using the School's Waiting List, the lottery is conducted in the following manner:
  - During the year, parents who place their children on the Waiting List complete a registration form that is also available on line at [www.macsk8.org](http://www.macsk8.org).
    - Preferences are assigned to openings from the Waiting List before the Lottery is held. Openings are filled giving preferences in the following order: siblings, Manchester residents, Northside residents, and the chartering district (Pittsburgh) residents.

- ✍ Lottery drawings are conducted during the summer months. The remaining names on the Waiting List are placed in designated grade level envelope and the Deputy School Director with a Board member and the Chief Executive Officer present pulls the names.
- ☐ The Chief Executive Officer notifies parent or parents that their child has been selected by the Lottery and that their child is eligible to enroll. If the parent or parents have a change of plans, the Lottery process is revisited.
- ☐ For example, if there are three openings for a particular grade, three names are pulled first and then three alternates' names are pulled. The first three parents are then contacted to fill the vacancies; if one or more of the parents are no longer interested, the alternates are then contacted.
- New students selected by the lottery are required to provide board certified report cards and immunization papers.

<>The School continues to follow the above admission policy giving enrollment preference to *siblings, Manchester residents, Northside residents, and residents of the School District of Pittsburgh*. The age requirements are the same as PA State requirements. MACS admission policy for Kindergarten or First Grade is as follows:>

- All children must reach the age of five by October 30 to be admitted into Kindergarten and children must reach the age of six by October 30 to be admitted into the 1<sup>st</sup> Grade.
- The child's birth certificate and immunization record must be presented at the time of registration.

**MACS enrollment history for 2006-2007 is as follows:**

Grade	Kng	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	TOTAL
September	23	20	20	22	23	21	18	19	18	184
October	23	20	20	22	23	21	18	19	18	184
November	23	20	20	22	23	21	18	19	18	184
December	23	20	20	22	23	21	18	19	18	184
January	23	20	20	22	23	21	18	19	18	184
February	23	20	20	22	23	21	18	19	18	184
March	23	20	20	22	23	21	18	19	18	184
April	23	20	20	22	22	21	18	19	18	183
May	23	20	20	22	22	21	18	19	18	183
June	23	20	20	22	22	21	18	19	18	183

As indicated above, 184 students were initially enrolled in September 2006, over the school year four (4) students transferred out and three (3) students were added; 183 students remained at the end of the school year. Four (4) of the students who left the School moved out of state and zero (0) students transferred to Pittsburgh Public Schools and zero (0) students transferred to another School or Schools.

One hundred and fifty seven (157) of the students who completed the 2006-2007 School Year are currently enrolled and returning in September 2007. Sixteen (16) 8<sup>th</sup> Graders graduated in June 2007.

Zero (0) students were expelled during the 2005-2006 School Year and zero (0) students (referred to above) left voluntarily.

MACS is proud that our student mobility rate has been very low, however, the following observations have been made regarding several “trends” in enrollment:

Manchester Academic Charter School’s student mobility rate has been somewhat consistent over the years (approximately 95 % of the students returning); and the School’s waiting list has doubled in the last two years. However, the School has determined that those students who departure may leave for any one of the following reasons:

- Some of the students tend to leave due to relocation; for example, the family may have moved out of state or out of the school district; or when an older sibling graduates from the School and relocates to another school, the younger siblings of the graduating student move as well (the School has a large population of siblings).
- Some students depart to attend a larger middle school that has a greater student population and more athletic opportunities.
- Some parents may want their child or children to go to a new school for their own personal reasons.
- Some parents, for reasons unknown, have removed their child or children at the end of the school year and have not communicated their reasons.

Data derived from Manchester Academic Charter School’s report—*Child Accounting for the School Year 2006-2007*.

## **Transportation**

The School District of Pittsburgh continues to provide regular daily transportation to and from the school for all Pittsburgh resident students (including special education students) who need to be transported during the school year. MACS students are served by three different modes of transportation: (1) school bus, (2) parent-provided transportation and (3) neighborhood student walkers. To date, these arrangements have been satisfactory.

## **Food Service Program**

The MACS food service program is handled under arrangement with the Manchester Youth Development Center (MYDC). The program offers well-balanced and nutritional meals that meet the Department of Health and Nutrition guidelines. MYDC uses the Federal guidelines for determining the students who will receive free and reduced priced lunches. The Allegheny County Health Department Food Protection Program certifies the MYDC food service workers.

## **Student Conduct**

The students are expected to exemplify good behavior and discipline on school grounds before, during and after the school day; any other time at any school activity, function or event; traveling to and from school (including actions on any school bus, van, or public transportation); and away from school if resulting from school activity or interactions with other students. MACS students are to adhere to the School's disciplinary code which is *"Good order is the foundation of all good things."*

The MACS discipline policy is called the Code of Conduct and is consistent with statewide standards. Due process is the policy's keystone. *(See MACS Rules & Code of Conduct in Attachment of this Annual Report.)* This disciplinary code policy is an excerpt from the 2006-2007 Parent/Student Handbook, Rules of Conduct section. Inasmuch as excessive tardiness and unexcused absences are detrimental to a student's progress, the School has adopted a progressive discipline policy to deal with students who are truant or tardy to class or study halls. *(See excerpt from Parent/Student Handbook, 2006-2007, Attendance and Tardy Policy in the Rules & Code of Conduct in Attachment of this Annual Report.)*

In February 2004, the Board approved and the School adopted a "MACS Crisis Intervention Plan for Students" *(See Appendix of the Rules & Code of Conduct in Attachment of this Annual Report.)* that was developed by Dr. David Sañz, Behavior Specialist, and Ms. Tracy Carr, Special Education Teacher. The Plan was distributed to parents along with a form that required their signature. The Plan is designed as a guideline to provide a safe school environment in the event of a student or student's behavioral crisis or crises at the School and the Plan became a part of the Parent/Student Handbook.

Chapters 12 and 13 of the PA Public School Code (PA PSC) are an integral part of MACS discipline policy. At the beginning of the school year, a copy of MACS Parent/Student Handbook is distributed to all parents/legal guardians. Before a child is officially registered, each parent/legal guardian must sign and return an enclosed statement accompanying this Handbook acknowledging that they fully understand and accept the MACS discipline policy. The School's Parent/Student Handbook completely details the following:

- General Information
- Buses
- Student Safety
- Food Services

- Textbooks
- Educational Programs
- Protocol for Teacher Contact & Make-up work
- School Health Services
- Rules of Conduct (including due process)
  - Scope & Definitions
  - Disciplinary Code: Offenses & Corrective Actions
  - Policy Regarding Possession of Weapons
  - Crisis Intervention Plan
- School Uniform Regulations
- School Dress Code
- Standards for Awards
- Attendance and Lateness Policy
- Snow and Emergency Closing Provisions

There were twenty-one (21) students who were suspended (for a sum of 72 days) and zero (0) expulsions for the 2006-2007.

### **Student Conduct - Attachments**

- Crisis Intervention Plan for Students
- Discipline Policies--MACS Rules of Conduct
- MACS Emergency Response Plan for Students
- Emergency Plan Update

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Manchester Academic CS

**Date of Local Chartering School Board/PDE Approval:** April 25, 2001

**Length of Charter:** 9 Years    **Opening Date:** September 1998

**Grade Level:** Kindergarten--8th Grade    **Hours of Operation:** 8:00 a.m.--3:00 p.m.

**Percentage of Certified Staff:** 100 %    **Total Instructional Staff:** 27

**Student/ Teacher Ratio:** 9.1    **Student Waiting List:** 250

**Attendance Rate/Percentage:** 95.5 %

**Enrollment:** 184    **Per Pupil Subsidy:** \$10,354.70

### Student Profile

**American Indian/Alaskan Native:** 0  
**Asian/Pacific Islander:** 0  
**Black (Non-Hispanic):** 180  
**Hispanic:** 0  
**White (Non-Hispanic):** 4  
**Multicultural:** 0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 70 %

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 26

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	181	185	185	0	551
Instructional Hours	0	0	1086	1110	1110	0	3306

## **ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2007**

The Manchester Academic CS within Pittsburgh-Mt Oliver IU 2 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

---

**Board President**

---

**Date**

---

**Chief Executive Officer**

---

**Date**

**2007 - 2008 Annual Report for Pennsylvania Charter Schools**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**SIGNATURE PAGE**

*Identify the charter school's Chief Executive Officer.*

**Name** Vasilios Scoumis

**Title** Chief Executive Officer

**Phone** 412-322-0585

**Fax** 412-322-2716

**E-mail** vascoumis@aol.com

---

*Signature of the Chief Executive Officer and Date*

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

**Name** Jonathan Floyd

**Title** Board Chair

**Phone** 412-322-0585

**Fax** 412-322-2716

**E-mail** vascoumis@aol.com

---

*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name** Tracy Carr

**Title** Special Education Coordinator

**Phone** 412-322-0585

**Fax** 412-322-2716

**E-mail** vascoumis@aol.com

---

*Signature of the Special Education Contact Person and Date*