
Pennsylvania Department of Education



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

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

Charter School: Maritime Academy Charter School
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SECTION I. EXECUTIVE SUMMARY

Organization Description

In fall 2003, the Maritime Academy Charter School (MAChS) opened with an innovative educational program designed to provide an alternative school environment for a predominately urban, minority student body at-risk for academic failure. The program was designed to accelerate students' academic growth, engage their interest, and expand their career

opportunities by incorporating a central theme of maritime studies. Through a unique alliance with the U.S. Merchant Marine Academy, MACHS students now learn from a multitude of on-site — and on the water — field experiences, interdisciplinary classroom lessons, and computer-supported curriculum. The ultimate vision of the school is to help all of our students to accomplish the following: achieve to high academic standards, develop leadership skills through experiential learning, develop a deep understanding of and respect for our waterways and the environment at large, and develop a plan for success beyond MACHS, whether in a leadership position in the nation's maritime industry or in the university classroom.

Core Purpose

Mission

The mission of the school is as follows:

The Maritime Academy Charter High School (MACHS) provides students in grades 5 through 12 a rigorous academic program with a central theme of maritime studies. MACHS' students participate actively in hands-on learning experiences that involve them directly in maritime activities and strengthen their preparation for college and careers, including those associated with the nation's intermodal transportation system. MACHS works to prepare students for leadership roles in the nation's commercial transportation systems. Students work with the latest technology to learn maritime content such as nautical science and maritime business, while achieving to high standards in English, Mathematics, Science, Social Studies and the Arts.

Vision

The program of studies begins at the middle school level, because middle schools provide a powerful opportunity to excite students about meaningful careers that are open to them, to deepen students' essential academic skills, and to develop students' emotional resiliency. Students continue into high school, where they are required to complete a series of courses to earn the high school diploma. The courses provide a nucleus of knowledge and skills in both key academic areas and specialized subjects. MACHS follows a standard academic year calendar, beginning in September and ending in mid-June. The schedule gives students the time they need to meet the academic standards required by the School District of Philadelphia and the State and allows time for inclusion of specialized courses and learning experiences around the maritime theme. The school also provides special learning opportunities in the summer, expanding students' maritime experiences during the warm summer months.

Shared Values

The mission of the Maritime Academy Charter High School is guided by the following principles:

- Shared responsibility and accountability;
- Leadership and character development;
- Encouragement and accommodation of diversity; and
- Integrated learning opportunities for students.

The Maritime Academy Charter High School offers a student-centered, constructivist education. Our students are provided with the tools, both physical and mental, to search, research, and acquire all types of information in and out of the classroom. With a project-based, action research paradigm, attention is given to acquisition of information and its application through the development of higher-order thinking skills and structured, real-life experiences. Students become active participants in the creation of knowledge and its use flowing from the maritime themes of the school.

As a maritime nation, the United State has the Atlantic Ocean on the east coast, the Pacific on the west, the Gulf of Mexico to its south, and the Great Lakes to the north. The country is also blessed with great rivers including the Delaware, that offer a plethora of opportunity for study, pleasure and employment. The program of studies designed for the Maritime Academy Charter

High School helps broaden horizons for Philadelphia students across a wide spectrum of abilities, interests and exceptionalities. The Academy gives students opportunities to learn and grow in areas of maritime study and secure jobs that have been typically unfamiliar to them.

Academic Standards

MACHS uses the Pennsylvania Standards as the basis and guideline for curriculum development, and many of the materials used in the core academic program were chosen specifically because they have been aligned to the PA standards. To ensure that these standards are utilized in daily classroom instruction, each teacher receives curriculum guidelines for each content area. The guidelines are reviewed at the beginning of each year and teachers meet weekly in grade groups to review and pace the curriculum. Teachers are also required to reference the standards being addressed in each lesson plan. These written plans are reviewed weekly by the Director of Curriculum to ensure accountability.

All students at MACHS will master the following required subject skills:

- Effective communication skills in reading, writing, speaking, and listening (including technical, business, and report reading and writing);
- Mathematical concepts with the ability to demonstrate the use of a variety of increasingly sophisticated mathematical techniques;
- Scientific concepts in nautical science, environmental science, astronomy, and meteorology, leading to an understanding of scientific tools, technologies, methodologies, and their application to the field of maritime transportation studies;
- Historical and social science disciplines, including an in-depth understanding of the role maritime activities played in each;
- Computer systems, including the use of computers for learning and research, for communicating, developing and marketing their ideas and mastering the use of maritime-specific technologies for navigation;
- Creative, performing, and applied arts — understanding that music, fine arts, and graphic arts are an integral part of the human heritage and changing creative processes;
- The ability to speak, read, and write in a foreign language at a level of comprehension that provides a working facility, including technical and commercial terms, and the relationship between language and culture.

Strengths and Challenges

Strengths

Maritime Academy possesses a number of unique strengths that position the school well for success now and into the future. For the second year in a row, the school made substantial achievements in all areas of the Pennsylvania System of School Assessments in Math and Reading for students as a whole and in each subcategory, enabling MACHS to meet the No Child Left Behind Annual Yearly Progress (AYP) targets. This brings the school out of the category of School Improvement I to Making Annual Yearly Progress.

Our curriculum is a distinctive strength for the school. In addition to a rigorous core academic program, we implemented a formal maritime curriculum into all grades during 2006-2007. The Board of Trustees determined that it was imperative that core maritime courses be developed and implemented for grades 9 — 12. Using the expertise of the school's Trustees who are professional mariners, the following courses were developed:

- Introduction to Maritime Studies

- Marine Biology/Oceanography
- Naval Architecture /Marine Engineering, Intermodal Transportation
- Maritime Law, Marine Navigation, Shipboard Operations

In the middle school, formal maritime instruction was delivered primarily by the Philadelphia Seaport Museum in the “Maritime Explorations” program. Topics included:

- The Sailor - Conditions, responsibilities, and regimen of a sailor. Students consider the value of community and teamwork on a sail across the Atlantic Ocean.
- Aboard a Tall Ship - The Philadelphia Gazella and experience what it might have been like at the height of the shipping era and walk in the footsteps of sailors: haul the lines, raise a sail, and witness the past conditions that carried the Transatlantic trade of people, goods and ideas into the present.
- Pulleys, Levers and Planes --- Students learn how the simple machines are used to move an 8,000-ton ship through the water without a motor or propeller and allow a 100-pound person to raise a sail 50 times his weight. They learn how the basic elements of physical science interconnect to make traveling long distances possible. Students use the Scientific Method of observation, hypothesis, and experimentation to investigate and manipulate the forces of nature as they haul on a block and tackle and raise a sail.
- Delaware Watershed Marine Life — Students handle samples of local marine life at Bartram’s Gardens and learn about our fragile ecosystem and how to protect it.
- Harbor Sail - In cooperation with City Sail, students take a harbor sail and see the City from a fresh point of view. On the sail, students develop environmental awareness and historical perspective. Students act as crew members by helping to raise the sails and participating in hands-on learning stations around the following topics:
 - ≈ Navigation
 - ≈ The Port of Philadelphia
 - ≈ Young Sailors
- Ship Communication — Students learn how sailors communicated through the noise of cannons. They experience the Boatswain Pipe and learn the calls.
- History As A Museum Curator — Students learn the art of handling real artifacts, plan an exhibition and piece together aspects of maritime history such as “Women & the Sea” and learn how women’s contribution to the water influenced the past and is shaping the future. Students discover the commonalities among A Ship Pilot, Lighthouse Keeper, and Pirate.
- The Science, Art, and History of Boat Building — Students learn how boats float and move. They put together a boat frame and explore how the process all comes together.
- Geography as a European Explorer - Students learn how travelers ventured to new lands hundreds of years ago and use the tools explorer used to sail the globe and test navigation equipment such as the astrolabe and cross-staff.
- The Science and History of the Ships of Exploration — Students participate in four history and science-related activities to learn about the importance of water and how it affects everyone.
- Urban Ecology — Students learn what would happen if the Delaware River didn’t exist. They discover how clean the river is through their own water testing and create a plan to protect the river from future pollution. Students take on the roll of environmental engineer and learn how to keep the river clean and accessible to everyone.
- Immigration — Students see Philadelphia’s history as the fourth largest port for immigrants through the eyes of a 19th century settler. They learn what the three ships that brought the first settlers here were like and follow with a tour of the USS Olympia to learn about the immigrants who worked aboard this steel warship.

- Pirates and Sea Warfare — The topics explore the mysteries of the pirates who roamed the high seas.

In addition to maritime courses, aquatic sports were provided. In cooperation with professional SCUBA divers, a SCUBA diving course was offered to students and interested staff in the spring of 2007. Students also took a boating safety course and sailing classes at the Cooper River Yacht Club in Collingswood, NJ. Not only are we setting high academic standards for our students, we are helping them to build bridges to future careers.

Without the aid of strong community partnerships, these successes would not be possible. Our alliance with the U.S. Merchant Marine Academy influences curriculum content, and provides state of the art programs which will soon include virtual science labs and maritime training technologies. Additionally, it is because of our unique community alliances, and the city's tremendous resources, that MACHS is able to offer students the opportunity to explore and experience maritime careers and branches of study related to intermodal transportation through experiences both inside and outside the classroom. Our distinctive partnerships with local and regional businesses and organizations afford MACHS many opportunities to engage students energetically in these exceptional experiences.

Our partnership with the Seaport Museum allows MACHS students to learn about the history of seafaring and shipbuilding and the role the city of Philadelphia plays in the essential industry. Grades five through eight visit the museum regularly for workshops with museum educators and to complete independent projects with different themes related to our seaports. Earth Force, a nonprofit organization dedicated to engaging young people as active citizens who improve the environment and their communities now and in the future, has partnered with MACHS to offer workshops and assist students in creating projects related to environmental learning. The Cooper River Yacht Club has generously agreed to host MACHS students over a twelve-week period to attend courses in sailing. The U.S. Coast Guard sponsors the MACHS Sea Scouts program, a nautical organization affiliated with the Boy Scouts of America. Sea Scouts, open to all MACHS students, provides a place where students can learn the traditions of the sea, and experience everything from tying knots to cruising in a vessel. This program also offers our students the chance to become certified in SCUBA, boating safety, CPR, and other valuable skills. In addition to the traditional Scouting disciplines, we also utilize the classroom-based Learning for Life program to encourage positive behavior, assist in building self-esteem and reward positive work ethics.

Finally, the school demonstrated considerable strength this year in tackling a major challenge- the relocation of the school to a new building located at 2275 Bridge Street in the Arsenal Business Complex, a significant distance from the school's former location at 30th and Market Streets. The new building ensures a permanent location for the school and allows for greater instructional space, including a new computer lab. However, many MACHS students live in West Philadelphia, and this move extended their commuting time significantly. Despite this inconvenience, nearly all families remained with MACHS for the entire 2006-2007 school year, a testament to the shared commitment of our faculty and our families to our school's mission. In 2007-2008, we will add a 12th grade class and expand the number of students in grades 5-8.

Challenges

While the school's students' achievements in math, reading, language use and science all improved over the past year, there is still a need for accelerating achievement in order to meet the school's goals of grade level proficiency for all students. For example, although the percentage of students as a whole who achieved proficiency on the PSSA mathematics test was slightly above the target set by the No Child Left Behind Law (48.4% vs. 45%), nearly half the class is still not proficient. And, the percentage of those students who achieved proficiency on the

PSSA reading test was low relative to the NCLB target (45.9% vs. 54%). In addition, when individual class scores are reviewed, there are several cohorts with significantly lower scores than the group as a whole, especially on the PSSA in the 5th grade cohort (20.8% vs. 45.9% overall in reading), the 7th grade cohort (27.9% vs. 48.4% overall in math) and the 11th grade cohort (8.8% vs. 48.4% overall in math). Extra attention will need to be provided to these classes, especially as the NCLB targets are raised in 2007-2008 to 56% in math, and 63% in reading, respectively.

The school will also continue to focus on increasing and strengthening students' opportunities to learn maritime-related knowledge and skills and to experience maritime careers through the Marine Coop program and additional activities with the U.S. Merchant Marine Academy.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The strategic planning process at MACHS is simple, straightforward and effective. Members of the School Leadership Team provide the core membership of the Strategic Planning Team, convened this year by the CEO. The planning team is comprised of administrators, grades leaders, and representation from the information technology department and the parent advisory committee. Throughout 2006-2007, the Strategic Planning Team met on a biweekly basis to review data, plan, monitor, and evaluate progress in all area related to the academic progress of the school. The starting point for the process began with the School Improvement Plan from last year, as well as the current goals of the school, which grow out of the mission and the NCLB requirements. In addition, the planning has started to be documented on the Estrategic Planning website. The committee will undergo training on the application in the summer of 2007.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ann G. Waiters	CEO, MACHS	Administrator	Ann G. Waiters
Ed Poznek	COO, MACHS	Administrator	Ann G. Waiters
Melanie Giancaterino	5th Grade Leader, MACHS	Middle School Teacher	Ann G. Waiters
Jeffrey Seagrest	6th Grade Leader, MACHS	Middle School Teacher	Ann G. Waiters
Linda Clarke	7th Grade Leader, MACHS	Middle School Teacher	Ann G. Waiters
Yvonne Smoker	8th Grade Leader, MACHS	Middle School Teacher	Ann G. Waiters
Brian Lytz	High School, MACHS	Secondary School Teacher	Ann G. Waiters
Zhanna Vaisberg	High School, MACHS	Secondary School Teacher	Ann G. Waiters
Stephanie Johnson	IT, MACHS		Ann G. Waiters
Ruth Gooden	Parent Representative	Parent	Ann G. Waiters

Goals, Strategies and Activities

Goal: Maritime Related Activities

Description: Increase the quantity and quality of maritime opportunities offered to MACHS students.

Strategy: Extracurricular

Description:

Activities:

Activity	Description
Community	Utilize community partnerships to offer MACHS students maritime related

Partners	opportunities (swimming, sailing, SCUBA, etc.)	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Strategy: Maritime Curriculum

Description:

Activities:

Activity	Description	
High School	Formalize maritime program for students in grade 9-12 with required courses and developing new ones.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Middle School	Incorporate maritime themes into content areas; collaborate with Seaport Museum on projects	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Communication

Description:

Activities:

Activity	Description	
Grade Meetings	Hold weekly grade level meetings and weekly full-staff meeting for discussion of student achievement data, curriculum planning, and on-going professional development.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description
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Leadership Team	Expand MACHS Leadership Team to include a teacher per grade level to allow for discussion of student achievement data and integrated curriculum planning.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Parent Conferences	Change structure of parent-teacher conferences, so conferences are held midway through each trimester to alert parents to possible problems in time for them to be remedied.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Strategy: Curriculum

Description:

Activities:

Activity	Description	
Individualized Instruction	Continue to provide individualized and self-paced math instruction through computer-based instruction using New Century Corporation's Integrated Instructional System Software (grades 5-8). Implemented Pearson Digital Learning's NovaNET for computer-based reading instruction (grades 9-11).	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Materials	Purchase new procedural fluency mathematics texts to go with Math In Context curriculum.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Math Across the Curriculum	Integrate mathematics across the curriculum through interdisciplinary projects.	
Person Responsible	Timeline for Implementation	Resources

Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00
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Activity	Description	
Talent Development Curriculum	Continue to implement evidenced-based Talent Development Middle Grades (TDMG) and Talent Development High Schools (TDHS) Math programs, which emphasize closing performance gaps. Add use of Study Island to provide students who perform below proficiency on Math PSSA with at least one semester of a double-dose of math instruction.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Strategy: Incentives

Description:

Activities:

Activity	Description	
Student and Teacher Incentives	Provide incentives to teachers and students for improvement in student achievement on Math PSSA (e.g. performance based pay for teachers, 76ers game for students, academic athlete letterman sweaters, etc.)	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Strategy: Professional Development

Description:

Activities:

Activity	Description	
Classroom Modeling	Use TDMG/TDHS coaches (from Johns Hopkins University) to provide classroom-based modeling, teacher observations, and professional development in math classrooms.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Math Curriculum	Launch year-long professional development series on TDMG/TDHS mathematics curriculum, developing background knowledge, and creating authentic learning experiences for students.	
Person	Timeline for Implementation	Resources

Responsible		
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Strategy: Support Mechanisms

Description:

Activities:

Activity	Description	
Afterschool Programs	Expand after-school program from informal homework help to a formal program targeted to those students performing below proficiency in mathematics. Use both computerized instruction and trained tutors (e.g. university students, retired teachers, MACHS teachers, etc.). Also provide program on Saturdays.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Reduce Barriers to Achievement	Reduce barriers to academic achievement by offering family therapy through Drexel University Family Therapy.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Reduced Class Size	Hire and train 5 Assistant Teachers for middle grades classrooms to allow for increased small-group mathematics instruction.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Communication

Description:

Activities:

Activity	Description
Grade Meetings	Hold weekly grade level meetings and weekly full-staff meetings for discussion of student achievement data, curriculum planning, and on-going professional

	development.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Hold Parent Conferences	Change structure of parent-teacher conferences, so conferences are held midway through each trimester to alert parents to possible problems in time for them to be remedied.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Leadership Team	Expand MACHS Leadership Team to include a teacher per grade level to allow for discussion of student achievement data and integrated curriculum planning.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Strategy: Curriculum

Description:

Activities:

Activity	Description	
Individualize Instruction	Continue to provide individualized and self-paced reading instruction through computer-based instruction using New Century Corporation's Integrated Instructional System Software (grades 5-8). Continue to use Study Island for computer-based reading instruction (grades 9-11).	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Talent Development Reading Program	Continue to implement evidenced-based Talent Development Middle Grades (TDMG) and Talent Development High Schools (TDHS) Reading program, which emphasize closing performance gaps using shared reading techniques and differentiated instruction. Students who perform below proficiency on	

	Reading PSSA receive at least one semester of a double-dose of reading using Study Island.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Talent Development Writing Curriculum	Continue to use TDMG/TDHS writing curriculum.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Strategy: Incentives

Description:

Activities:

Activity	Description	
Provide Teacher and Student Incentives	Provide incentives to teachers and students for improvement in student achievement on Reading PSSA (e.g. performance based pay for teachers, 76rs game for students, academic athlete letterman sweaters, etc.)	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Strategy: Literacy Rich Environments

Description:

Activities:

Activity	Description	
Expand Classroom Libraries	To create a literacy rich environment and promote reading for pleasure, amount of materials in classroom libraries in all RELA classes will be doubled. Continue to add classroom libraries in all non-RELA classrooms (i.e. math, science, social studies).	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Promote Reading at Home	To promote reading at home, hold Book Fair for students and families.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A	\$0.00

	Finish: N/A	
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Strategy: Professional Development

Description:

Activities:

Activity	Description	
Classroom Modeling	Use TDMG/TDHS coaches (from Johns Hopkins University) to provide classroom-based modeling, teacher observations, and professional development in RELA classrooms.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Reading Across the Curriculum	Launch professional development series on TDMG/TDHS reading curriculum and reading across the curriculum.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Strategy: Support Mechanisms

Description:

Activities:

Activity	Description	
Afterschool Programs	Expand after-school program from informal homework help to a formal program targeted to those students performing below proficiency in reading. Use both computerized instruction and trained tutors (e.g. university students, retired teachers, MACHS teachers, etc.). Also provide program on Saturdays.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Reduce Barriers to Achievement	Reduce barriers to academic achievement by offering family therapy through Drexel University Family Therapy.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Reduce Class Size		
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Collaborating with Parents

Description:

Activities:

Activity	Description	
Increase Parent Awareness	Communicate importance of attendance to parents in monthly newsletters, parent/teacher conferences, and additional communiqué throughout the school year.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Monitor Absences	Office staff will follow up on student absences by contacting parents.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Communication

Description:

Activities:

Activity	Description	
Parent and Student Awareness of Attendance	Communicate importance of student attendance on testing days to parents and students.	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

Strategy: Incentives

Description:

Activities:

Activity	Description	
Student Incentives for Test Attendance	Provide incentives to students for perfect attendance during testing days (e.g. In 2004-2005, MACHS held a pizza party for students who were present on all testing days).	
Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Rigorous Instructional Program

What curriculum does your charter school utilize?

MACHS students pursue rigorous academic study, while engaging in challenging hands-on learning activities related to the transportation-related industries and organizations. Building on the accelerating Mathematics and English programs of Talent Development, coursework is interdisciplinary, with classroom and individual learning focusing on understanding the world through the lens of maritime studies. Traditional topics of Mathematics, the Sciences, the Arts, Social Studies, and Languages serve as the core of student learning, with additional classes provided in maritime areas, including Transportation, Nautical Science, Maritime Business, Ecology, Astronomy and Meteorology.

What sets the MACHS program apart is our vision and high expectations for our students: we know they can achieve high academic standards, develop leadership skills through experiential learning, develop a deep understanding of and respect for our waterways and the environment at large, and develop a plan for success beyond MACHS, whether in a leadership position in the nation's maritime industry or in the university classroom. Three main nautical themes constitute the framework for our curriculum design and instructional programming: aquatics (including swimming and SCUBA), boating, and marine sciences. Students also explore and experience maritime careers through their experiences inside and outside the classroom. Our distinctive partnerships afford us many opportunities to engage students in these experiences. We are especially grateful for our partnership with the U.S. Merchant Marine Academy (USMMA). USMMA prepares young men and women to become shipboard officers in the maritime transportation industry, essential to our nation's economy and security.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

MACHS uses the Pennsylvania Standards as the basis and guideline for curriculum development, and many of the materials used in the core academic program were chosen specifically because they have been aligned to the PA standards. To ensure that these standards are utilized in daily classroom instruction, each teacher receives curriculum guidelines for each content area. The guidelines are reviewed at the beginning of each year and teachers meet weekly in grade groups to review and pace the curriculum. Teachers are also required to reference the standards being addressed in each lesson plan. These written plans are reviewed weekly by the Director of Curriculum to ensure accountability.

All students at MACHS will master the following required subject skills:

Effective communication skills in reading, writing, speaking, and listening (including technical, business, and report reading and writing);

Mathematical concepts with the ability to demonstrate the use of a variety of increasingly sophisticated mathematical techniques;

Scientific concepts in nautical science, environmental science, astronomy, and meteorology, leading to an understanding of scientific tools, technologies, methodologies, and their application to the field of maritime transportation studies;

Historical and social science disciplines, including an in-depth understanding of the role maritime activities played in each;

Computer systems, including the use of computers for learning and research, for communicating, developing and marketing their ideas and mastering the use of maritime-specific technologies for navigation;

Creative, performing, and applied arts — understanding that music, fine arts, and graphic arts are an integral part of the human heritage and changing creative processes;

The ability to speak, read, and write in a foreign language at a level of comprehension that provides a working facility, including technical and commercial terms, and the relationship between language and culture.

How is the curriculum organized to meet the developmental and academic needs of students?

To better illustrate how these goals are incorporated into MACHS' curriculum offerings, actual sample MACHS student schedules from the 2006-07 school year are provided below:

Grade	8:45-9:10	9:10-9:40	9:40-10:10	10:10-10:40	10:40-11:10	11:10-11:40	11:40-12:10	12:10-12:40	12:40-1:10	1:10-1:40	1:40-2:10	2:10-2:40	2:40-3:10	3:10-3:40	3:40-3:45
5	Home room	Reading and English Language Arts		Recess	Science	1 — Art 2 — Music 3 — Computers			Lunch	Social Studies	Math	Home room			
6	Home room	Science	Reading and English Language Arts		Lunch	Math	1 — Art 2 — Music 3 — Computers			Social Studies	Home room				
7	Home room	Social Studies	1 — Art 2 — Music 3 —		Reading and English Language Arts		Lunch	Math	Science	Home room					

			Computers							
8	Home-room	1 — Art 2 — Music 3 — Computers	Health/Ocean	Lunch	Social Studies	Reading and English Language Arts	Science	Math	Home-room	
9	Home-room	English 101	Math 101	Social Studies 101	Lunch	World Languages 101	Physical Education		Home-room	
10	Home-room	Social Studies 102	Science 102	Lunch	World Lang. 102	Physical Education	English 102	Math 102	Home-room	
11	Home-room	Social Studies 103: Civics & Government	Intramodal Transportation	English 103	Maritime Heritage/Health	Lunch	Maritime Heritage/Health	Science 103: Chemistry	Math 103: Algebra II	Home-room

To help meet the developmental and academic needs of MACHS students, teachers meet weekly to pace curriculum and ensure the presentation of consistent skills and concepts in Reading and English Language Arts, Mathematics, Social Studies, and Science. Additionally, teachers pace the assessment schedule to ensure consistent monitoring of student performance using a variety of tools, including projects and presentations. These regular meetings assist in maintaining a common timeline for all classes in a particular grade. Another strategy we use at MACHS to meet students' varied needs is to keep classes and school size small, so that attention may be focused on the goals of each individual student. MACHS is divided into two smaller administrative units- a middle school of grades 5-8, and a high school of grades 9-12. Each small learning community works with a nationally recognized (Obey-Porter School Reform Demonstration) program developed by Johns Hopkins University: Talent Development. This program prepares urban youth for accelerated Mathematics and English coursework in the upper grades. Students' goals and progress are organized, documented and assessed using individual learning plans, developed jointly with parents and teachers. The learning plan begins with a baseline assessment at the student's entry to the school, and then focuses on achieving the school's standards.

Core subject teachers collaborate with art, music, computer, and environmental specialist teachers to develop specialized, developmentally appropriate, interdisciplinary lessons, research reports, projects and field trips. Students participate in inquiry based field trips throughout the year, where they engage in hands-on learning and make connections between what they have learned in the classroom and the real world. For example, the Spanish II classes visited Tierra Columbiana, a Spanish restaurant in Philadelphia, where they could practice their foreign language abilities in an authentic environment. In addition, each grade visited the Independence Seaport Museum at least two times this year to participate in unique data-gathering and learning experiences tied to class research projects. Other interactive, educational experiences were to be had this year at the Academy of Natural Sciences, the Franklin Institute, the African American Museum, Bartram's Garden, the Camden Aquarium, and the Philadelphia Shipyards.

How does the charter school promote in-depth and inquiry-based teaching and learning?

MACHS students participate actively in their education, particularly in the area of science. Our school has adopted the FOSS (Full Option Science System) program as a core component of our hands-on science teaching and learning. With funding from the National Science Foundation, FOSS was developed by the Lawrence Hall of Science at the University of California-Berkeley; the system teaches specific topics in life, physical, and earth and space science, includes daily lessons and equipment, and lasts from 6 weeks to a full semester. The modules focus on depth of understanding of a topic rather than breadth over multiple topics. Lessons are built around hands-on investigations carried out in pairs or groups. Students spend extensive time planning the investigations, recording their results, analyzing their findings, and discussing the experiment in pairs or groups, and with the whole class. Modules end with student-directed projects that combine the science content taught as well as the students' increasing ability to form questions, design experiments, gather data, and interpret it. Formative and summative assessments combine both hands-on and written questions. Students learn to work cooperatively to plan, implement, and analyze the results of their investigations. The hands-on components and group work are often of high interest to middle grades students and create a strong motivation to take part. Even students who are below grade level in science, reading, and/or math or who require individual accommodations can understand and contribute to the activities, thus increasing their self-confidence and motivation to learn. Our partnerships with various organizations also provide extensive experiences in hands-on, inquiry-based teaching and learning. For example, our students spend a large amount of time working on projects and attending workshops at the Independence Seaport Museum. There, they learn maritime history, marine science, and knowledge and skills essential to success in maritime fields.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

This year, the school examined Robert Marzano's research on the importance of students' acquiring the "academic vocabulary" to achieve success in school. Books for all instructional personnel were purchased; study groups were organized; and professional development was devoted to the topic. This initiative became the major emphasis for improvement in the core subject areas.

MACHS is committed to raising the academic achievement level of all our students, and to that end, we have implemented Talent Development in English and Mathematics throughout all grade levels. Designed by the Johns Hopkins University, this is a comprehensive reform model for urban middle and high schools, with a three-part focus on curricular and instructional innovations to prepare all students for high-level courses in math and English; parent and community involvement to encourage college awareness; and professional development to support and realize the recommended reforms. Since the adoption of this program, students have progressed rapidly and considerably, and for the second year in a row, MACHS was able to make AYP in both math and reading (school year 2006-2007).

In the middle school, the Talent Development mathematics program includes Everyday Mathematics (Wright Group, McGraw-Hill) in fifth and sixth grade, and Math in Context (Holt, Rinehart and Winston), in seventh and eighth grade. This curriculum is aligned with National Council of Teachers of Mathematics standards. The Talent Development Middle Schools Reading/English Language Arts program is centered on an innovative but thoroughly tested approach called [Student Team Literature](#) and Talent Development Writing. These programs provide teachers with the tools to teach effective reading strategies, extend reading comprehension skills, and develop fluency in reading and writing. As students read and analyze high-quality, high-interest books, they add important words to their working vocabulary, build language skills, and engage in higher-order thinking. Student Team Literature and Talent Development Writing use an integrated approach to teach language arts using Partner Discussion Guides. Student Team Literature and Talent Development Writing are aligned with

National Council of Teachers of English standards, and are recommended by the National Staff Development Council. Ninety-minute blocks for math and RELA allow students the time needed to complete thoughtfully lessons in the program.

Ninth grade students use Talent Development's Transition to Advanced Mathematics (TAM) program, intended to encourage students' conceptual understanding of key mathematics ideas that underlie high school mathematics and sharpen their overall basic mathematical skills. TAM's content is built upon three factors: analysis of existing research on best practices for teaching mathematics to poorly prepared adolescents; research from classroom teachers about skills and abilities their students lack; and examination of the skills and abilities necessary to succeed in standards. In tenth grade, students move on to the Geometry Foundations program, designed to fosters students' conceptual understanding of key mathematics ideas that underlie high school geometry and reviews basic algebra skills. Eleventh grade students enter Algebra II Foundations, designed to help students build the "habits of mind" needed for success in Algebra II. The course emphasizes the connections between numeric representation, graphic representation, and algebraic notation.

All math programs challenge students to think through and make sense of what they are doing, learn from one another, share and respect ideas, and to make connections between mathematics and the world.

In terms of reading and English language arts, high school classes employ Talent Development's Strategic Reading model, which aims to give students reading two or more years below grade level an opportunity to accelerate their reading in an age-appropriate, motivational and innovative classroom. Strategic Reading uses a balanced-literacy approach where students move through four components each day: Reading Showcase, Focus Lesson, Student Team Literature, and Self-Selected Centers. These components allow students to practice a variety of skills that improve their reading: predicting, visualizing, listening to good reading, reading independently on their own levels, analyzing style as a way of conveying meaning, recognizing unidentified vocabulary through context, increasing their knowledge of frequently used words in upper-level texts, answering critical thinking questions about what they have read, and applying what they have read to other readings, knowledge, or real-world situations. These strategies help students increase both their reading comprehension and vocabulary recognition, while increasing their overall confidence about approaching new and complex texts.

Eleventh grade classes utilize Talent Development's College Prep Reading & Writing (CPRW) course, designed for students who may have made gains in their reading ability in previous TDHS courses but are still reading at least two years below grade level or have not been exposed to the skills and strategies necessary for college. CPRW uses a balanced-literacy approach where students move through four timed components each day: Reading Colloquy, Focus Lesson, Literature Exploration, and Project-Based Applications. During these various activities students practice a variety of skills that help them to improve their reading: predicting, visualizing, listening to good reading, reading independently short higher-level selections, analyzing style as a way of conveying meaning, recognizing unidentified vocabulary through context, learning and practicing specific writing and speaking techniques and formats in literature-based or research assignments, answering critical thinking questions about what they have read by citing textual evidence, completing a common college application, and applying what they have read and done to other readings, knowledge, or real-world situations. These strategies help students improve both their reading comprehension and vocabulary recognition, improve their ability to handle upper level writing assignments, and increase their overall confidence and ability to be successful both on state-based English graduation exams and completion of college applications.

In addition to these effective programs, MACHS has a variety of additional supports in place for students who may be struggling. Students who have been identified as below grade level attend Study Island, a daily program for individualized intensive instruction. Tutoring is available before and afterschool, and a Saturday program is also available. For the second year, MACHS was also

able to offer an academically-based afterschool program during 2006-07, which provided students with additional supervised practice in reading and math skills.

When students are not meeting standards in their academic skill development, they are first reviewed by the Comprehensive Student Review Team, where contacts are made with parents, and short-term interventions are agreed upon to address specific needs. If the student continues to perform below standards in their academic skill development, we recommend testing by a certified school psychologist to determine if there is a learning disability. If a disability is noted, an IEP is prepared and the recommended learning prescription is followed. If a student is found not to have a learning disability, but still struggles with academic performance, tutoring and classroom support are available. MACHS has two full-time, Pennsylvania State certified Special Education teachers. MACHS follows federal regulations in determining special education placement.

What types of teaching strategies are used to actively engage students in the learning process?

Hands-On Teaching & Learning: At MACHS every opportunity is made to provide hands-on learning opportunities for students. This is realized most significantly in our science and math classes. Examples include incorporating manipulatives into math class when introducing students to new concepts, or building scale models of a boat in science class.

Interdisciplinary: Students use technology in the computer lab where they actively engage in research to acquire content knowledge, and use a variety of interdisciplinary software programs that enhance content area skills and concepts. In addition, students make connections to content knowledge in art and music classes, as well as when they are actively engaged in hands-on learning, such as learning how to sail.

Project Based Learning: MACHS students participate in sequentially scheduled field trips throughout the school year, providing them with opportunities to perceive clearly the value of the various subjects in real-life applications. Each grade is scheduled for a series of visits to the Independence Seaport Museum where museum educators present lessons on a particular maritime theme and help students develop independent projects and presentations, to be presented at The Annual MACHS Heritage Festival. Each grade is also scheduled for a series of trips to environmental sites that they revisit at regular intervals for long-term eco-zone studies.

Small-Group Teaching: Small-group teaching strategies are employed to encourage each student's learning. Teachers apply graduated lesson plans, with clearly defined objectives and direct instruction, for each student performance level. The small group teaching strategy permits students to achieve self-paced, clearly defined mastery levels in each respective subject. This permits students to achieve the confidence levels needed for attaining the next level of subject mastery until all students are performing at a standard level.

Differentiated Individual Activities: After students have learned new concepts in small groups, teaching strategies are employed to encourage each student's own mastery of the material. By assigning students distinct activities on their independent and instructional levels, teachers give them the opportunity to practice without the pressure of peer competition. This permits students to achieve the confidence levels needed for attaining subject mastery.

Cooperative learning teams: Aside from small-group teaching, students enjoy numerous opportunities to work with their peers on level planes. This cohort model is often used at the beginning of a new unit, when students need to begin to engage prior knowledge and develop concept vocabulary. Through peer assisted starter activities, students gain the competence and confidence to begin in-depth study of new material.

Rigorous Instructional Program - Attachments

- Teacher Induction Approval Letter
- Professional Development Agenda 2006-07
- Professional Development Approval Letter

English Language Learners

ELL students are instructed by a Pennsylvania certified teacher. ELL students are identified upon admission by required ESL surveys, data from the School District of Philadelphia, and student records. A language battery is administered upon entry into the program and annual tests required by the state are administered by our teachers to determine the level of progress for academic placement.

Beginner students receive direct instruction from the ELL teacher two hours each day in the ELL classroom. A full-time translator is provided for daily support. The ELL teacher collaborates with classroom teachers and works with Intermediate and Advanced ELL learners in their respective classrooms daily.

The ELL curriculum begins with language instruction in survival and life skills for non-English-speakers and those new to our country. All curricula include sequential skill development in listening, speaking, reading, and writing addressed in the ESL standards.

A copy of the ELL student data report is included as an attachment.

English Language Learners - Attachment

- ELL REPORT

Graduation Requirements

The Pennsylvania Department of Education's Project 720 initiative (named for the number of days a student spends in high school from the beginning of 9th grade to the end of 12th grade), states the following as its overriding goal, "All Pennsylvania students must graduate from high school prepared to enter college and the high-skills workplace." One of Pennsylvania's challenges, according to PDE, is that our schools are not ensuring that students take a challenging, real world curriculum. To meet the goal of preparing graduates for both college and the high-skills workplace, Project 720 has a four-pronged approach:

- 1) Transform our high schools by making curriculum more challenging and improving the learning environment.
- 2) Help students earn college credit before graduating from high school.
- 3) Upgrade "Vo-Tech" for the 21st Century to ensure that students are held to high academic standards and receive training for high-demand occupations.
- 4) Create seamless transitions from high school to higher education by aligning PDE's secondary and higher education efforts (e.g. using 11th grade reading and math PSSA as college entrance and placement exams, creating a statewide college credit transfer policy to ease movement from 2-year to 4-year colleges).

The mission and curriculum at MACHS are consistent with the following Project 720 goals:

- Making High School Curriculum More Challenging & Improving the Learning Environment:
- Helping Students Earn College Credit Before Graduating from High School:
- Upgrading "Vo-Tech" for the 21st Century

Consistent with these goals, the Board of MACHS has established rigorous graduation requirements that meet the mission of the school while also meeting the Pennsylvania regulations for high school graduation (Chapter 4 under Section 4.24 of 22 Pa. Code). Although we are still one year away from graduating our first high school class, we have developed a working set of requirements for graduation from our school. The following are requirements which may be augmented as the school moves forward toward serving all of our high school grades.

- The completion of 34 credits of coursework.
- The completion of a culminating Senior Project (worth 0.5 credits of the 34 credits required for graduation).
- Demonstration of proficiency in reading, writing, and mathematics on state or local assessments.

The 34 credits will include:

Mathematics 4.5 credits
English 4.5 credits
Science 4.0 credits
Social Studies 3.5 credits
Maritime courses 3.0 credits
Modern Language 1.0 credit
Humanities 1.0 credit
Tutorial 4.0 credits
Senior Project 0.5 credit
Health & Physical Education 2.0 credits

All students will be required to complete a senior project as a requirement for graduation. As per state law, the purpose of the culminating project is to ensure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. All of our students will integrate their academic studies, college preparation, career exploration and maritime work into their Senior Project.

As per state law, students will be required to demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under § 4.52 (relating to local assessment system) at the proficient level or better to graduate. Specifically, students will be required to score proficient or higher on the mathematics and reading PSSA administered in spring of the 11th grade. Students not scoring at proficiency will be required to take the PSSA retest in fall of their senior year. If a student again fails to achieve proficiency they will be required to pass a local examination designed to gauge student achievement of the Pennsylvania Academic Standards.

Special Education

MACHS is designed for a broad range of student needs, including those who require special accommodations. Students with documented special needs are provided with the supports and programming required, based on the IEP developed for each student. When a student is identified as having special needs, MACHS informs parents of their child's rights to appropriate special education and/or related services. MACHS will also arrange for an evaluation, and will meet all due process requirements under IDEA for existing and newly identified Special Education students.

Based upon individual needs and requirements specified in the student's IEP, including sensory and physical disabilities, all students so identified receive appropriate supportive services and/or accommodations. These students participate in all aspects of the appropriate programming, formal/standardized testing, and/or ongoing progress evaluations through objective and alternative assessment procedures. The Maritime Academy Charter High School complies with all

state and federal regulations to accommodate students with special needs. A carefully designed inclusive program is individualized to meet the needs of students with disabilities. The individual needs, goals and objectives determined by IEP teams are the foundation on which the inclusive program is based and all the services needed to ensure that students progress academically, socially, and emotionally are provided. In addition, outcome-based data is analyzed to make sure that students with and without disabilities are making consistent educational progress.

Students whose special learning needs arising from Limited English Proficiency are rostered into the regular academic program and further accommodated as required by their individual circumstances. Elective course time, along with individual tutoring and peer mentoring, will be part of the program for improving English capacity and supporting English language skill proficiency. English as a Second Language (ESL) teaching will be provided in accordance with individual needs and aptitudes.

If needed, MACHS will provide a specialized program for autistic students and when possible will implement an inclusive program for youth in which students receive appropriate, specialized and related services within an age appropriate regular education classroom.

Special Education - Attachments

- Special Education Policies & Procedures
- June 2007 sp ed report

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Allison Demers	1.0	Learning Support	MACHS	15
Dani Sommer	1.0	Learning Support	MACHS	15

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
ABC, Inc.	1.0	Learning Support	Maritime Charter	000	...

Special Education Program Profile - Chart III

Title	Location	FTE
none	none	none

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	School Psychologist	8 hs
Therapy Source	Occupational Therapy	8 hs
Therapy Source	Speech and Lang Therapy	12 hs

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	No	No	Yes

PASA	No	No	No	No	No	Yes
Terra Nova	No	No	No	No	No	Yes

Student Assessment - Secondary

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

Student Assessment

The preliminary PSSA results for MACHS for the 2006-07 school year were made available July 6, 2007. The PSSA results for all grades tested (5, 6, 7, 8, and 11) were used in calculating Annual Yearly Progress, unlike last year, which only included grades 5 and 8. The PSSA results in 2005-06 for grades 6 and 7 serve as a baseline to calculate progress this year. The 2006-07 PSSA test results for all grades in Math and Reading are provided as attachments. The PSSA writing assessment for grades 5, 8, and 11 are also attached.

1. Provide a copy of the latest local test data.

Terra Nova test data for fall 2006 for MACHS are attached to this report. A discussion of these data and the school's PSSA data for 2007 is provided below.

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance.

This year's PSSA test scores in Math and Reading show that the school made significant progress over the previous year, resulting in the school making Annual Yearly Progress for the second year in a row. In 2004-05, the school missed Annual Yearly Progress targets in Reading and Math and did not make sufficient improvements in student PSSA scores over the previous year to qualify for the Annual Yearly Progress status. As a result, the school was placed in School Improvement I category. This placement required that the school develop a comprehensive School Improvement Plan, which was submitted to the Pennsylvania Department of Education in January 2006. The school's 2006 PSSA scores and improvements were sufficient to qualify for AYP, and the school moved into "making progress" status. As a result of making annual yearly progress in 2005-06, and again in 2006-07, we are pleased to declare that the school will now move into the category of Annual Yearly Progress. PSSA results from grades 5-8 and grade 11 from spring 2007 are discussed below.

When looking at proficiency scores and Annual Yearly Progress, it is important to understand that when a student scores "proficient", they are essentially performing at the expected level for their grade group. Expectations for the grades are stated explicitly in the Pennsylvania Academic Standards for each subject. If a student scores "advanced", they are performing at least one grade above their current grade level. If a student scores "basic", they are performing 1 to 2 levels below their grade level. If they score "below basic", they are performing three or more levels below their grade level. The aim of the current federal No Child Left Behind legislation is that all students be performing at their "grade level" by 2014. Those schools that are on target to meet the goal of 100% student proficiency are said to be making Annual Yearly Progress.

In order to meet the federal Annual Yearly Progress requirements, a given percentage of students must score at the levels of proficient or advanced on the PSSA, or the school must demonstrate a marked improvement of students moving out of the lowest two categories- basic and below basic. The AYP determination is made based on overall school performance, as well as performance of students within particular categories, such as special education students, provided those subgroups have 40 or more students. If the average of the current and past year's percentages of students scoring proficient or advanced is higher, AYP will be determined using that average score. If a school's student population has made significant improvement, but has not had enough students score proficient or advanced to meet the AYP threshold, the school is said to be in "safe harbor". If the scores and progress of the student population or subgroups do not meet the requirements for AYP or for safe harbor, a confidence interval is calculated and added to the scores, to account for errors in the test and testing procedures. This confidence interval, when added to proficiency or safe harbor scores, can allow the student body or subgroup to make AYP.

The state has also developed a Pennsylvania Performance Index (PPI) as an alternative method of assessing student performance. The PPI gives credit for gradual increases in student performance. PPI is calculated based on having higher percentages of students scoring in higher categories, such as having lower percentages in Below Basic and higher percentages in Basic.

When calculating AYP for the 2006-07 school year, the formula included Math and Reading scores from the school's fifth, sixth, seventh, eighth, and eleventh graders. The proficiency scores for Math and Reading for the school as a whole were considerably higher in Math and Reading in 2007 than in 2006, as the following tables illustrate:

PSSA Proficiency Scores in Math and Reading for Annual Yearly Progress in MACHS:

School Years 2004, 2005: Grades 5 and 8 combined

School Year 2006: Grades 5, 6, 7, and 8 combined

School Year 2007: Grades 5, 6, 7, 8, and 11 combined

Math			
2004	2005	2006	2007
% Prof Adv	% Prof Adv	% Prof Adv	% Prof Adv
19.0	27.7	38.9	48.4

Reading

2004	2005	2006	2007
% Prof Adv	% Prof Adv	% Prof Adv	% Prof Adv
39.4	35.4	40.3	45.9

The school as a whole did better in Math and in Reading in 2007 than in previous years. The school has made particular progress in Math, with an increase of approximately 10% per year in the percentage of students scoring at the proficient level on the Math PSSA. A higher percentage of students also achieved proficiency on the Reading PSSA in 2007 than in previous years. The higher percentage of students scoring proficient or advanced in Math and Reading represents a trend in increasing proficiency that is consistent with the school's goal of making incremental progress in all academic subjects.

This year the school tested all of its students in grades five through eight, and eleven, in Math and Reading with the PSSA in spring 2007, and for the first time, all of their scores were used in calculating AYP. The overall improvement of the school in the percentage of all students achieving proficiency on these tests, as well as the school's relatively high performance in Math, enabled the school to make the targets for the school as a whole and for each subgroup (Black students and Economically Disadvantaged students) to earn "Made AYP" status.

The following tables provide the official proficiency percentages for Math and Reading for 2007. The Y under "Met" in the Math table below indicates that the school did make AYP by meeting the 45% threshold for 2007 through straight calculation. The N under "Met" in the Reading table below indicates that the school did not make AYP by straight calculation of proficiency or with confidence intervals added in most categories.

The school did make AYP in Reading for all the students who took the test by Safe Harbor with confidence interval, and for Black and Economically Disadvantaged subgroups by Safe Harbor.

PSSA 2007 Math Thresholds								
All	White	Black	Lat/Hisp	Asian	IEP	LEP	Econ	Met
48.4	*	47.1	*	*	*	*	49	Y
PSSA 2007 Reading Thresholds								
All	White	Black	Lat/Hisp	Asian	IEP	LEP	Econ	Met
45.9	*	47.8	*	*	*	*	45.2	N

The tables below show the percentages of students who performed at the various levels (Below Basic, Basic, Proficient and Advanced) on the PSSA Math and Reading tests in 2006 and in 2007. A higher percentage of students achieved proficient level in Reading in 2007 than in 2006 among All students (45.9% vs. 40.3%), and in the Black (47.8% vs. 37.6% and Economically Disadvantaged (45.2% vs. 32.8%) student subgroups. Likewise, a higher percentage of students overall achieved proficiency in Math in 2007 than in 2006 in all categories (All students, Black students, Economically Disadvantaged students). The unofficial results were released by the state in July 2007.

MARITIME A C H S GRADES 5, 6, 7, 8 and 11 COMBINED PSSA MATH SCORES, 2006 and 2007*

Math Perf Lvl	Math % of ALL	Math % of Black	Math % of Econ
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	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Below Basic	31.9	25.6	33.3	25.9	38.8	26.9
Basic	29.2	25.9	31.5	27.0	23	24.0
Proficient	29.9	30.9	27.9	31.8	30.9	31.7
Advanced	9.0	17.5	7.2	15.3	7.2	17.3
Advanced Proficient	38.9	48.4	35.1%	47.1	38.1	49.0

* Proficiency scores for school year 2005-06 were calculated based only on grades 5 and 8. Proficiency scores for school year 2006-07 were calculated using grades 5,6,7,8 and 11.

MARITIME A C H S GRADES 5, 6, 7, 8 and 11 COMBINED PSSA READING SCORES, 2006 and 2007*

Reading Perf Lvl	Reading % of ALL		Reading % of Black		Reading % of Econ	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Below Basic	35.4	29.4	36.0	28.5	39.3	29.8
Basic	24.3	24.7	24.3	23.7	27.9	25.0
Proficient	32.6	31.6	30.6	34.3	27.9	31.7
Advanced	7.6	14.4	9.0	13.5	4.9	13.5
Advanced Proficient	40.3	45.9	39.6	47.8	32.8	45.2

* Proficiency scores for school year 2005-06 were calculated based only on grades 5 and 8. Proficiency scores for school year 2006-07 were calculated using grades 5,6,7,8 and 11.

Of the categories identified by the Pennsylvania Department of Education as indicators of progress, MACHs met the requirements for Participation of students taking the test (99% for Math and 99% for Reading). This means that MACHs had a sufficient percentage of students taking the PSSA to meet the requirements of the NCLB legislation. Additionally, the school met the attendance targets for AYP in 2007 (92.2% average daily attendance in school year 2005-06). Student attendance was up by 3% from 2005 to 2006. The following table identifies all of the areas in which MACHs made the AYP targets for NCLB in 2007. A designation of CI means the scores were close enough to the target to be considered within the confidence interval for that area. SH means the students' scores improved enough to qualify the school for Safe Harbor. SH*CI means the students' scores improved somewhat, and adding a confidence interval to that improvement allowed them to make Safe Harbor status.

MACHs School Performance NCLB Achievements (Based on PSSA Results in Grades 5-11)

Math	Math	Math	Reading	Reading	Reading	Participation	Attendance
All	Af Am	Econ Dis	All	Af Am	Econ Dis		
YES	YES	YES	YES (SH*CI)	YES (SH)	YES (SH)	YES	YES

Another way to examine changes in the school's proficiency levels over time is to look at one particular grade, and examine how students in that grade have performed over time. For the fourth year in the school's history, 5th graders took the PSSA in Reading and Math. The table below shows that the Math performance of 5th graders has increased steadily since their first PSSA test in 2004. For fifth graders in math, the test scores surpassed the current AYP threshold of 45% by 23.8%. However, the Reading proficiency of 5th graders declined slightly to 20.8% in 2007 after rising for 3 years in a row.

MACHS Math and Reading PSSA, Percentage of All Fifth Grade Students Scoring Proficient or Advanced: School Years 2003-04, 2004-05, 2005-06, 2006-07

	2004	2005	2006	2007
	% Prof Adv	% Prof Adv	% Prof Adv	% Prof Adv
Math	21.0	23.0	50.8	68.8
Reading	32.0	35.0	37.3	20.8

School Year 2006-07 was the second year that sixth grade PSSA scores of MACHS students were calculated. The sixth grade proficiency scores are provided in the following table. These results show substantial improvement among sixth graders this year in Math and Reading over the previous year, as a higher percentage of sixth grade students scored proficient or advanced on the PSSA tests. For sixth graders in math, the test scores surpassed the current AYP threshold of 45% by 32.8%. Although the sixth graders did not exceed the threshold of 54% in Reading, the percentage of students scoring proficient or advanced did improve by 6.1%.

MACHS Math and Reading PSSA, Percentage of All Sixth Grade Students Scoring Proficient or Advanced: School Years 2005-06, 2006-07

	2004	2005	2006	2007
	% Prof Adv	% Prof Adv	% Prof Adv	% Prof Adv
Math	N/A	N/A	45.1	77.8
Reading	N/A	N/A	42.2	48.1

The PSSA in Math and Reading was given to seventh graders for the second time in 2006-07. The results of the seventh graders' PSSA tests are provided in the following table. The seventh graders' performance on the PSSA was lower in 2007 than in 2006 in Math and Reading. The percentage of students scoring proficient in Math declined by nearly 10%, from 37.8% to 27.9%. The percentage of students scoring proficient in Reading declined by a similar percentage, from 46.7% to 36.0%.

MACHS Math and Reading PSSA, Percentage of All Seventh Grade Students Scoring Proficient or Advanced: School Years 2003-04, 2004-05, 2005-06, 2006-07

	2004	2005	2006	2007
	% Prof Adv	% Prof Adv	% Prof Adv	% Prof Adv
Math	N/A	N/A	37.8	27.9

Reading	N/A	N/A	46.7	36.0
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The eighth graders at MACHS have been tested with the PSSA four times since 2004.

The eighth grade proficiency scores are provided in the following table. These results show substantial improvement among eighth graders this year in Math and Reading, as a higher percentage of eighth grade students scored proficient or advanced on the PSSA tests. For eighth graders in math, the test scores surpassed the AYP threshold of 45% by 9.1%, an improvement of 23.5% over 2006. For eighth graders in reading, the test scores surpassed the AYP threshold of 54% by 12.3%, an improvement of 23.9% over 2006. Eighth graders' scores on the PSSA have improved considerably since 2004 in both Math and Reading.

MACHS Math and Reading PSSA, Percentage of All Eighth Grade Students Scoring Proficient or Advanced: School Years 2003-04, 2004-05, 2005-06, 2006-07

	2004	2005	2006	2007
	% Prof Adv	% Prof Adv	% Prof Adv	% Prof Adv
Math	18.0	32.0	30.6	54.1
Reading	55.0	36.0	42.4	66.3

School Year 2006-07 was the first year that MACHS had an eleventh grade class, and therefore it was also the first year MACHS had eleventh grade PSSA scores. The eleventh grade PSSA scores for MACHS students were used to determine AYP for the school. These scores will also serve as a baseline for comparison in 2007-08. The eleventh grade proficiency scores are provided in the following table. The table shows that a relatively small percentage of 11th graders achieved proficiency in Math in 2007, and a much higher percentage of students achieved proficiency in Reading than in Math in 2007.

MACHS Math and Reading PSSA, Percentage of All Eleventh Grade Students Scoring Proficient or Advanced: School Year 2006-07

	2004	2005	2006	2007
	% Prof Adv	% Prof Adv	% Prof Adv	% Prof Adv
Math	N/A	N/A	N/A	8.8
Reading	N/A	N/A	N/A	44.1

The following set of tables show the PSSA Math and Reading proficiency scores of Maritime students from the spring of 2006 and the spring of 2007, by grade level, for students in grades 5,6,7,8 and 11.

GRADE 5 PSSA MATH PROFICIENCY SCORES MARITIME A C H S, 2006 and 2007

Math Perf Lvl	Math % of ALL		Math % of Black		Math % of Econ	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Below Basic	18.6	2.1	20.5	20.0	33.3	0.0
Basic	30.5	29.2	31.8	47.5	25.9	21.4
Proficient	35.6	43.8	36.4	30.0	25.9	57.1
Advanced	15.3	25.0	11.4	2.5	14.8	21.4
Advanced Proficient	50.8	68.8	47.7	67.5	40.7	78.6

GRADE 5 PSSA READING PROFICIENCY SCORES MARITIME A C H S, 2006 and 2007

Reading Perf Lvl	Reading % of ALL		Reading % of Black		Reading % of Econ	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Below Basic	35.6	54.2	38.6	57.5	44.4	57.1
Basic	27.1	25.0	38.1	25.0	25.9	28.6
Proficient	37.3	20.8	29.5	17.5	29.6	14.3
Advanced	0.0	0.0	0.0	0.0	0.0	0.0
Advanced Proficient	37.3	20.8	29.5	17.5	29.6	14.3

GRADE 6 PSSA MATH PROFICIENCY SCORES MARITIME A C H S, 2006 and 2007

Math Perf Lvl	Math % of ALL		Math % of Black		Math % of Econ	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Below Basic	32.4	14.8	33.3	15.9	44.7	20.0
Basic	22.5	7.4	21.1	9.1	15.8	4.0
Proficient	35.3	46.3	37.8	45.5	34.2	44.0
Advanced	9.8	31.5	7.8	29.5	5.3	32.0
Advanced Proficient	45.1	77.8	45.6	75.0	39.5	76.0

GRADE 6 PSSA READING PROFICIENCY SCORES MARITIME A C H S, 2006 and 2007

Reading Perf Lvl	Reading % of ALL		Reading % of Black		Reading % of Econ	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Below Basic	30.4	24.1	28.9	25.0	50.0	28.0
Basic	27.5	27.8	30.0	27.3	21.1	28.0
Proficient	30.4	33.3	31.1	34.1	18.4	28.0
Advanced	11.8	14.8	10.0	13.6	10.5	16.0
Advanced Proficient	42.2	48.1	41.1	47.7	28.9	44.0

GRADE 7 PSSA MATH PROFICIENCY SCORES MARITIME A C H S, 2006 and 2007

Math Perf Lvl	Math % of ALL		Math % of Black		Math % of Econ	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Below Basic	38.7	44.2	41.7	43.1	36.1	55.6
Basic	23.5	27.9	22.3	26.4	22.2	25.9
Proficient	27.7	18.6	29.1	20.8	36.1	7.4
Advanced	10.1	9.3	6.8	9.7	5.6	11.1
Advanced Proficient	37.8	27.9	35.9	30.6	41.7	18.5

GRADE 7 READING PSSA PROFICIENCY SCORES MARITIME A C H S, 2006 and 2007

Reading Perf Lvl	Reading % of ALL		Reading % of Black		Reading % of Econ	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Below Basic	26.7	34.9	26	31.9	29.7	33.3
Basic	26.7	29.1	28.8	29.2	32.4	29.6
Proficient	26.7	25.6	26.9	29.2	16.2	25.9
Advanced	20	10.5	18.3	9.7	21.6	11.1
Advanced Proficient	46.7	36.0	45.2	38.9	37.8	37.0

GRADE 8 PSSA MATH PROFICIENCY SCORES MARITIME A C H S, 2006 and 2007

Math Perf Lvl	Math % of ALL		Math % of Black		Math % of Econ	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Below Basic	41.2	22.4	41.8	23.3	44.1	18.2
Basic	28.2	23.5	31.3	25.6	29.4	36.4
Proficient	25.9	34.7	22.4	34.9	23.5	33.3
Advanced	4.7	19.4	4.5	16.3	2.9	12.1
Advanced Proficient	30.6	54.1	26.9	51.2	26.5	45.5

GRADE 8 PSSA READING PROFICIENCY SCORES MARITIME A C H S, 2006 and 2007

Reading Perf Lvl	Reading % of ALL		Reading % of Black		Reading % of Econ	
	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07
Below Basic	35.3	18.4	34.3	16.3	35.3	21.2
Basic	22.4	15.3	19.4	14.0	29.4	18.2
Proficient	29.4	38.8	31.3	44.2	26.5	39.4
Advanced	12.9	27.6	14.9	25.6	8.8	21.2
Advanced Proficient	42.4	66.3	46.3	69.8	35.3	60.6

GRADE 11 PSSA MATH PROFICIENCY SCORES MARITIME A C H S 2006-07

Math Perf Lvl	Math % of ALL	Math % of Black	Math % of Econ
	2006-07	2006-07	2006-07
Below Basic	38.2	37.5	40.0
Basic	52.9	53.1	40.0
Proficient	8.8	9.4	20.0
Advanced	0.0	0.0	0.0
Advanced Proficient	8.8	9.4	20.0

GRADE 11 PSSA READING PROFICIENCY SCORES MARITIME A C H S 2006-07

Reading Perf Lvl	Reading % of ALL	Reading % of Black	Reading % of Econ
	2006-07	2006-07	2006-07
Below Basic	20.6	21.9	0.0
Basic	35.3	31.3	20.0
Proficient	38.2	40.6	80.0
Advanced	5.9	6.3	0.0
Advanced Proficient	44.1	46.9	80.0

PSSA WRITING SCORES

The PSSA Writing test was administered to 5th, 8th and 11th graders at MACHS in spring 2007. The following tables provide the percentage of students in each of those grades, and in those three grades combined who scored at each of the four proficiency levels, by category (e.g., All students, Black students, Economically Disadvantaged students).

MACHS Percentage of 5th Graders Scoring at Various Levels on the Writing PSSA Test, Spring 2007

Writing Perf Lvl	Writing N of ALL	Writing % of ALL	Writing N of BLACK	Writing % of BLACK	Writing N of Econ	Writing % of Econ
Below Basic	0	0.0%	0	0.0%	0	0.0%
Basic	29	60.4%	25	62.5%	9	64.3%
Proficient	19	39.6%	15	37.5%	5	35.7%
Advanced	0	0.0%	0	0.0%	0	0.0%
Proficient and Advanced	48	39.6%	40	37.5%	14	35.7%

MACHS Percentage of 8th Graders Scoring at Various Levels on the Writing PSSA Test, Spring 2007

Writing Perf Lvl	Writing N of ALL	Writing % of ALL	Writing N of BLACK	Writing % of BLACK	Writing N of Econ	Writing % of Econ
Below Basic	1	1.0%	1	1.2%	0	0.0%
Basic	28	28.9%	24	27.9%	11	33.3%
Proficient	63	64.9%	58	67.4%	21	63.6%
Advanced	5	5.2%	3	3.5%	1	3.0%
Proficient and Advanced	97	70.1%	86	70.9%	33	66.7%

MACHS Percentage of 11th Graders Scoring at Various Levels on the Writing PSSA Test, Spring 2007

Writing Perf Lvl	Writing N of ALL	Writing % of ALL	Writing N of BLACK	Writing % of BLACK	Writing N of Econ	Writing % of Econ
Below Basic	0	0.0%	0	0.0%	0	0.0%
Basic	2	5.4%	2	5.7%	0	0.0%
Proficient	35	94.6%	33	94.3%	7	100.0%
Advanced	0	0.0%	0	0.0%	0	0.0%
Proficient and Advanced	37	94.6%	35	94.3%	7	100.0%

MACHS Percentage of 5th, 8th and 11th Graders Combined Scoring at Various Levels on the Writing PSSA Test, Spring 2007

Writing Perf Lvl	Writing N of ALL	Writing % of ALL	Writing N of BLACK	Writing % of BLACK	Writing N of Econ	Writing % of Econ
Below Basic	1	0.5%	1	0.6%	0	0.0%
Basic	59	32.4%	51	31.7%	20	37.0%
Proficient	117	64.3%	106	65.8%	33	61.1%
Advanced	5	2.7%	3	1.9%	1	1.9%
Proficient and Advanced	182	67.0%	161	67.7%	54	63.0%

The table above shows that the percentage of tested students who scored proficient or higher on the PSSA Writing test in the 5th, 8th and 11th grades in 2007 was approximately two-thirds across all three measured categories. Sixty-seven percent (67%) of All students were proficient, 67.7% of Black students were proficient, and 63.0% of Economically Disadvantaged students was proficient.

The table below illustrates the changes in Writing proficiency of 5th, 8th and combined 5th and 8th graders on the PSSA tests in 2006 and 2007. The table shows that the Writing proficiency of the combined 5th and 8th grade classes of 2007 increased over the proficiency of the combined 5th and 8th grade classes in 2006. Although the Writing proficiency of the 5th grade class in 2007 was slightly lower than the 5th grade class in 2006 (8.5 percentage points lower), the Writing proficiency of the 8th grade class in 2007 was considerably higher than the 8th grade class in 2006 (15.9 percentage points higher). Overall, the combined proficiency percentages of the 5th and 8th grade classes in 2006 increased from 51.8% in 2006 to 60.0% in 2007.

MACHS Change in PSSA Writing Proficiency, 2006 to 2007, Grades 5 and 8

GRADE	% Proficient or Advanced 2006	% Proficient or Advanced 2007	Change 2006 to 2007
Grade 5	48.1%	39.6%	-8.5%
Grade 8	54.2%	70.1%	15.9%
Combined Grades 5 and 8	51.8%	60.0%	8.2%

The results of the PSSA Writing test, represented in the tables above, show that the majority of students at MACHS are gaining the fundamental skills necessary for writing, and that the

percentage of students scoring at or above grade level in writing increases substantially as students progress through the grades at the school.

The PSSA Writing test consists of several items, grouped into two categories called “composition” and “revise and edit”. The MACHS students performed slightly better, on average, in composition (66.9% of items answered correctly) than in revising and editing (61.2% of items answered correctly), as can be seen in the following table.

MACHS Combined 5th, 8th, and 11th Grade Writing Subscores 2007,

Average Percent Correct of All Items

Writing Subarea	Grade 11
Composition	66.9%
Revise and Edit	61.2%

Overall the school’s combined PSSA scores increased in all subject areas—Reading, Math and Writing- over combined scores for 2006. Because most of the students in the school are black and economically disadvantaged, the proficiency scores for those groups were very similar to the scores for the entire grade level. The school was able to make AYP through a combination of straight performance and substantial increases in proficiency in Reading and Math. The improved scores this year reflect the school’s emphasis on reading and writing across the curriculum, the strong curriculum and teacher training in Math, and the use of diagnostic measures to identify and provide extra resources to students to build their academic skills. Individual students who scored at or below the basic level on the PSSA are designated as needing immediate remediation and are assigned to participate in the school’s mathematics and/or reading labs. In the case of the 2007 assessment, approximately 55% of students in grades 5 through 8 and 11 scored below proficiency on the PSSA in Reading and/or Math. These students will be assigned tutors and provided additional support such as computer-based learning in order to boost their skills over the course of the coming year (2007-08). Students in 12th grade who did not achieve proficiency on the 11th grade PSSA tests will be tested again in the fall of their senior year, in order to provide them another chance to demonstrate proficiency prior to graduation.

Students’ Terra Nova Scores

The Terra Nova is a test with multiple subjects that can be administered in the fall or the spring that provides a comparison of students’ academic skills to their peers nationally. The Terra Nova is administered to all students in the School District of Philadelphia and the charter schools to facilitate comparisons of the schools locally and to other students nationally. The fall Terra Nova allowed Maritime Charter to identify students at the beginning of the year (the scores were available in early January) who were performing far below their peers. Those students were then targeted with extra tutorial assistance, if they had not already been assigned to those services, including after-school programs and in-school remediation.

The following tables show the national percentile of the average score of students in each tested grade at Maritime in the fall of 2006 (national percentile of the mean Normal Curve Equivalent score). The first table provides the average national percentile for Reading, and the average national percentile for math, along with the estimated national percentile score needed to qualify as proficient on the PSSA for that grade in math and reading. The second table shows the Language Use and Science Terra Nova test results. As the first table shows, the students entered the year, on average, with skills below the estimated proficiency level required for that year. The entering fifth grade class was, on average, the farthest below proficiency in Reading (42 NPR vs.

63 NPR), and the 7th grade class was, on average, the farthest below proficiency in Math (49 NPR vs. 63 NPR). Math and Reading proficiency levels on the PSSA in the spring of 2007 both increased significantly over the estimated levels from the fall of 2006. The greatest gains were in math, particularly in the lower grades.

Table: MACHS Terra Nova Tests Mean National Percentile in Math and Reading by Grade (5 to 10), Fall 2006

	Reading	Estimated NP for PSSA Reading Proficiency	Difference	Math	Estimated NP for PSSA Math Proficiency
Grade 5	42	63	-21	48	61
Grade 6	54	69	-15	56	58
Grade 7	46	58	-12	49	63
Grade 8	46	52	-6	42	50
Grade 9	40	N/A	N/A	51	N/A
Grade 10	48	N/A	N/A	46	N/A
Combined Grades 5 to 10	46	61	-15	49	58

The following table indicates that the majority of the students at MACHS are scoring well below their peers in science, with mean national percentiles (national percentile of the mean NCE) ranging from the 28th percentile in 5th grade to the 41st percentile in 6th grade. The students performed better on the Terra Nova Language Use test, with the average student at Maritime scoring at the same level as their peers nationally. The Maritime students' average national percentiles in Language Use ranged from the 42nd percentile in grade 9 to the 58th percentile in grade 8. These results are similar to the results of the PSSA Writing test above, where the 8th graders performed well above the level of the 5th graders on the test overall.

Table: MACHS Terra Nova Tests Mean National Percentiles in Language Use and Science by Grade (5 to 10), Fall 2006

	Language Use	Science
Grade 5	43	28
Grade 6	55	41
Grade 7	51	32
Grade 8	58	35
Grade 9	42	38
Grade 10	52	35
Combined Grades 5 to 10	50	35

Terra Nova Scores, Percentage over 50th Percentile, Fall 2005 and Fall 2006

	READING	TERRA NOVA FALL 2005 and FALL 2006		
	Percentage of Students At/Above the 50th NPR			
Grade	Read 2005	Read 2006	Change 05 to 06	
5	53%	31%	-22%	

6	66%	47%	-19%	
7	57%	40%	-17%	
8	39%	47%	8%	
9	N/A	39%	N/A	
10	N/A	33%	N/A	
LANGUAGE USE		TERRA NOVA FALL 2005 and FALL 2006		
Percentage of Students At/Above the 50th NPR				
Grade	Lang 2005	Lang 2006	Change 05 to 06	
5	47%	43%	-4%	
6	66%	57%	-9%	
7	66%	52%	-14%	
8	49%	64%	15%	
9	N/A	49%	N/A	
10	N/A	48%	N/A	
MATH		TERRA NOVA FALL 2005 and FALL 2006		
Percentage of Students At/Above the 50th NPR				
Grade	Math 2005	Math 2006	Change 05 to 06	
5	34%	42%	8%	
6	38%	57%	19%	
7	34%	46%	12%	
8	28%	41%	13%	
9	N/A	53%	N/A	
10	N/A	41%	N/A	
SCIENCE		TERRA NOVA FALL 2005 and FALL 2006		
Percentage of Students At/Above the 50th NPR				
Grade	Science 2005	Science 2006	Change 05 to 06	
5	25%	17%	-8%	
6	33%	37%	4%	
7	25%	23%	-2%	
8	12%	29%	17%	
9	N/A	25%	N/A	
10	N/A	25%	N/A	

SAT Scores

The Maritime Academy Charter High School aims to prepare all of our students for higher learning after graduation. We have encouraged our high school Juniors to take the SAT in the spring, and 5 students have done so. We will also encourage their peers to take the SAT in the fall of their Senior year in order to improve their options for attending college. The average SAT

Reading score for the 5 Juniors who have taken the test so far is 380. The average Math score for those Juniors is 416. The average SAT Writing score of the 5 Juniors is 410. The school will be focusing on preparing more students to take the SAT in the fall and next spring, encouraging students to take advantage of online SAT preparation courses and providing on-site tutoring in SAT-related skills to Juniors and Seniors at the school.

How these results influence development of new or revised annual measurable goals and targets

Over the past two years, the staff, Board of Trustees, and administration of MACHS have focused intensely on our goals of increasing student achievement in math, reading and writing across all groups of students in our school. Our students' achievements in math and reading, as seen in the Terra Nova and PSSA tests, have increased dramatically over the past two years, enabling us to make AYP for the second year in a row. We have been successful in our strategy of making incremental improvements to our students' achievement levels each year in math and reading, and we will continue with our current outcomes-oriented program. We realize that, although we have made steady progress in our students' proficiency levels, our 11th graders performance on the PSSA indicates a need to improve their achievement levels, particularly in math, prior to their graduation in 2008. We will achieve this by providing them with additional learning resources and tutoring over the coming year.

We also realize that the PSSA proficiency targets are increasing in the 2007-08 school year, and that we will need to boost student achievement even higher in Reading and Math in order meet the new proficiency targets of 63% (this year's percentage was 45.9%) and 54% (this year's percentage was 48.4%).

We will also renew our emphasis on improving our students' science skills, which have been shown to need improvement by the students' relatively low average Terra Nova test performance in science. We will accomplish this by incorporating more science and maritime related activities across the curriculum, and

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.

Our teachers have all been trained in the use of Talent Development curricula, and in the use of the Talent Development assessment materials for adjusting teaching and learning to focus on areas of student weakness, particularly in reading and math. Teachers also use the results of locally developed assessments (paper and pencil tests, student presentations, writing assignments, homework assignments) to determine where students might need extra assistance from resources such as Study Island, or after school tutoring. Student performance is gauged regularly in all grades in all subject areas, and the results are frequently discussed at weekly grade level meetings in determining best approaches for working with the entire grade and with individual students. When students are assigned to extra assistance in reading or math, their teachers and the school principals monitor their progress on a regular basis to determine how well the particular intervention is working to build their skills. If the student is determined to be making little progress, the school tries a different type of remediation. The goal is to move the student quickly back up to his or her regular grade level.

Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

The Maritime student achievement plan is based on the school improvement plan developed as part of a comprehensive planning process in 2005 and submitted to the Pennsylvania Department of Education in 2006. The plan called for using a range of student assessments, including

standardized assessments, assessments created by the Talent Development program at Johns Hopkins, feedback from the Study Island online learning program, informal teacher observations, and student presentations, paper and pencil tests, and performances to guide instructional decisionmaking for individual students, for each grade level, and for the school as a whole. The school uses a mix of all of those methods to gauge each student's academic achievement, in order to ensure that they are on pace to meet the Pennsylvania Academic Standards by the time they graduate from MACHS. The school does not keep particular portfolios of each individual student's work, and does not use surveys to gauge students' academic progress. The school did conduct a parent survey during the summer of 2007, which showed that the large majority of the school's parents were satisfied with the school's academic program.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

Students who are at-risk of failure are identified by their teachers at the beginning of each school year and during each marking period based on their academic performance and performance on past reading and mathematics standardized tests. When the Terra Nova scores from the fall were received (in early January), the scores were used to assign the lowest performing students to academic support sessions, including time during the day devoted to using Study Island online test preparation program to practice their academic skills. Students with particularly low levels of skills also received tutoring support after school. Students with low levels of skills who show signs of mental challenges that may be interfering with their ability to learn are referred for special education evaluation. Additional interventions and strategies included:

Grade teachers met weekly to discuss instructional planning and progress of students.

Before, after, and in school tutoring was available daily. Communication was maintained between teacher and tutor to ensure specific academic needs were being addressed.

Johns Hopkins Talent Development Facilitators met weekly with teachers to review new strategies and interventions for at-risk students.

The Study Island PSSA preparation software programs were used with low-achieving students in a resource room during the school day to improve student performance in math and reading.

Comprehensive Student Review team met every other week to identify at-risk students, implement immediate interventions and follow-up to ensure no child is left behind.

Student Assessment - Attachments

- Aggregate Scores from Local Test Data 1
- Aggregate Scores from Local Test Data 2
- Aggregate Scores from Local Test Data 3

Teacher Evaluation

a.) List the main features of the school's teacher evaluation plan.

Teacher Evaluation

MACHS is primarily the responsibility of the school's CEO, Dr. Ann Waiters. Dr. Waiters evaluates staff individually, and also engages senior master teachers to implement the school's teacher evaluation plan. The school's teacher evaluation plan is designed to serve two purposes:

1. To measure teacher competence; and
2. To foster professional development and growth.

MACHS' teacher evaluation aims to give teachers useful feedback on classroom needs, the opportunity to learn effective teaching techniques, and provide counsel from the master teacher on how to make classroom changes to achieve school goals. Specific procedures and standards are observed that:

1. Relate to important teaching skills and lesson planning,
2. Are as objective as possible,
3. Are clearly communicated to the teachers before the evaluation begins and reviewed following the evaluation; and
4. Is linked to the MACHS program of professional development.
5. The Instructional Advisors employ specific procedures to:
 - Observe classroom activities to collect data for evaluation. These are both formal and unannounced. The Teacher Evaluation Form is based on the PDE 426/427 Assessment forms with the following four categories: (1) Planning/Preparation, (2) Classroom Environment, (3) Instructional Delivery, and (4) Professionalism.
 - Review lesson plans and classroom records to note how well a teacher is developing instructional goals. Classroom records including tests and assignments are indicators of how the teacher is linking lesson plans, instruction, and testing.

6. Instructional Advisors report the results of their teacher evaluations and conduct post-observation conferences to give teachers feedback on their strengths and weaknesses. This process requires the instructional advisor to:

- Deliver the feedback in a positive and considerate way;
- Offer ideas and suggest changes that make sense to the teacher;
- Maintain a level of formality necessary to achieve the goals of the evaluation;
- Maintain an appropriate balance between praise and criticism; and
- Provide enough feedback to be useful but not so much that teachers are overwhelmed.

Linking Teacher Evaluation to Professional Development

The MACHS Instructional Advisors work to help the school use teacher evaluation to:

- Work with teachers to set specific, achievable instructional goal;
- Provide constructive criticism and suggestions to improve weak areas and amplify strengths; and
- Enlist experienced teachers to help improve the performance of less experienced teachers.

b.) List entities/individuals who are responsible for teacher and staff evaluation.

The teachers and staff are evaluated primarily by the school's CEO, Dr. Ann G. Waiters. Dr. Waiters is a Pennsylvania certified school principal and holds a Pennsylvania Superintendent's

certificate. She has served previously as a high school principal, as a regional superintendent in Philadelphia, and as a superintendent of schools in a Pennsylvania School District.

c.) Describe professional development for the evaluators, particularly in the areas of Special Education and instructional techniques, that are unique to the mission of the charter school and support student success.

The school's CEO, as well as the school's Principal/Chief Operating Officer and the school's Curriculum Director, participate in all of the professional development held for the school's staff. These include multiple professional development sessions for the teaching of Math and Reading conducted by the Talent Development program, the primary program used in the school to boost mathematics and language skills of students in the school. Dr. Waiters participates in all professional development sessions related to the staff's mission of promoting maritime learning and activities for inner city youth. For example, Dr. Waiters has been to several of the sessions held for the school by the Independence Seaport Museum. She collaborates regularly with the school's special education supervisor and school psychologist in planning special programs for students with Individualized Education Plans.

Teacher Evaluation - Attachment

- Teacher evaluation plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Two new members were appointed to the Board of Trustees in 2006-2007 to replace Brien Gardiner and Dr. Anna McGuire Davis, who moved out of town. Scott Cointot is Operations Manager and Captain at River Associates, a division of K-Sea Transportation Partners; and Michele Krajewski is Clinical Applications Specialist at the VA Medical Center in Philadelphia. Both bring extensive leadership experience and professional backgrounds that will benefit the entire MACHS community.

Board of Trustees

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Scott Cointot	Member

Professional Development (Governance)

The Chief Executive Officer serves with the Board as an ex-officio member. As a retired school district superintendent, she provides leadership to the Board in matters of governance including the Sunshine Law and the Public Officials Act. When additional expertise is needed for Board

decision making, professional consultants familiar with the issues involved are engaged to work with the Board.

Coordination of the Governance and Management of the School

The CEO is accountable to the Board for all school operations. In addition to participating in school activities and making site visits, the Board meets monthly to review and approve staff reports on the school's operations including financial expenditures and plans, curriculum reports, staff acquisitions and separations, student activities and issues, student achievements, staff performance reviews, fundraising efforts, student enrollment, textbook acquisitions, and acquisitions of furniture, fixtures and equipment. In addition, MACHS maintains a cooperative and collaborative relationship with the School District of Philadelphia.

Community and Parent Engagement

Community Engagement

MACHS encourages community engagement in school activities by informing the community of the regularly scheduled board meetings, which are open to the public, through advertisement in the *Philadelphia Daily News*. Additionally, MACHS maintains an information-rich website (<http://www.maritimecharter.org/>) that provides the community with information on school programs and activities, including calendars of upcoming events.

Our alliance with the U.S. Merchant Marine Academy influences curriculum content, and will soon provide state of the art programs to include virtual science labs and maritime training technologies. Additionally, it is because of our unique community alliances, and the city's tremendous resources, that MACHS is able to offer students the opportunity to explore and experience maritime careers and branches of study related to intermodal transportation through experiences both inside and outside the classroom. Our distinctive partnerships with local and regional businesses and organizations afford MACHS many opportunities to engage students in these exceptional experiences.

Our partnership with the Seaport Museum allows MACHS students to learn about the history of seafaring and shipbuilding and the role the city of Philadelphia plays in the essential industry. Grades five through eight visit the museum regularly for workshops with museum educators and to complete independent projects with different themes related to our seaports. Earth Force, a nonprofit organization dedicated to engaging young people as active citizens who improve the environment and their communities now and in the future, has partnered with MACHS to offer workshops and assist students in creating projects related to environmental learning. They also encourage active student participation outside of school, through recycling drives and clean-up days. The Cooper River Yacht Club generously hosts MACHS students over a twelve-week periods to attend courses in sailing. The U.S. Coast Guard sponsors the MACHS Sea Scouts program, a nautical organization affiliated with the Boy Scouts of America. Sea Scouts, open to all MACHS students, provides a place where students can learn the traditions of the sea, and experience everything from tying knots to cruising in a vessel. This program also offers our students the chance to become certified in SCUBA, boating safety, CPR, and other valuable skills. In addition to the traditional Scouting disciplines, we also utilize the classroom-based Learning for Life program to encourage positive behavior, assist in building self-esteem and reward positive work ethics.

Several additional partnerships were developed more fully in 2006-07. Adventure SCUBA, located in Conshohocken, PA, has created an entry-level course in basic SCUBA for MACHS students. The course covers topics ranging from equipment, environment, physics, physiology and emergencies, as well as the skills and techniques required for students to dive safely. Students who take this course become NAUI certified. This year, MACHS also partnered with

Teach for America and placed two corps members in the high school, teaching special education. Teach for America places outstanding college graduates in low-income community schools with the intent to eradicate inequality of education. Because of the success these teachers have had at MACHS, we plan to have a total of 4 corps members teaching at MACHS next year. Finally, we are pleased to share that MACHS has been named a member in the National Network of Partnership Schools with Johns Hopkins University. This recognizes and supports our school's commitment to developing a comprehensive program of school, family, and community partnerships for student success.

In 2006-07, community organizations became true educational partners with the school. It is these kinds of unique and meaningful partnerships with community organizations that MACHS seeks to continue—and to cultivate further—in the future.

Parent Engagement

Upon enrolling a child at MACHS, parents are asked to sign a contract in which they pledge to participate in the school as volunteers and as members of the Parents Association. Parents also receive a monthly newsletter keeping them informed of school happenings and encouraging them to visit the school, attend parent meetings and special events, and give some time as volunteers. Workshops are conducted periodically to aid parents and let them know how they can support their child's learning at home. Parents are invited to visit their child's classroom any time of the year. In addition, Board meetings are advertised in advance in the *Philadelphia Daily News* and are open to the public, including parents. A calendar of activities/school meetings is also posted on the school's website.

A new component of our school's effort to engage parents is the MACHS Parent Satisfaction Survey, administered during the summer of 2007. This mail survey asked a random sample of 300 MACHS parents to rate their satisfaction with the school in areas of curriculum, instruction, safety, communication, leadership, technology and opportunities for parents to affect school decision making. The results of the survey are still forthcoming, but the initial response has been positive. Preliminary results reveal that parents are most satisfied with the school in areas of curriculum, instruction, and school safety. Communication between school and home received slightly lower marks. Communication was made more difficult this year because of our move. Approximately three-quarters of respondents said that they would recommend MACHS to a friend. Over two-thirds of the responding parents reported that they were satisfied or very satisfied overall with the school. We will report the final results in our renewal application this fall.

Finally, MACHS also maintains a Parent Advisory Committee that meets and creates activities on a monthly basis. The committee participated in the Maritime Academy Charter School newsletter, which was sent home to parents quarterly. The newsletter included such information as research methods that can help parents develop their children's motivation, special points of interest such as grade activities, family counseling, annual book fairs, and school activities. The newsletter also provided new information about MACHS programs and procedures and invited parents and students to respond with comments and concerns in the school's suggestion box. In addition, the Parent Advisory Committee helped organize the Book Fair and Maritime Festival Day, and provided chaperones for our sailing courses.

The Parent Advisory Committee has remained active in providing ongoing parent and student orientations throughout the school year as well as weekly parent visits. Parent-teacher conferences are held each quarter when report cards are issued to assist the parents in becoming more aware of their children's progress each marking period. Guidelines for the conferences are shared with teachers to help parents and teachers communicate more effectively. They include:

- Help build parent support for the teacher and the school;
- Engage parents as learning partners with their children;
- Establish shared goals among the teacher, the parent, and the student;
- Review and seek agreement with school and classroom routines;
- Share information about classroom procedures, course objectives, and grading standards;
- Learn more about how the student learns best and likes to do;
- Share instructional concerns and design strategies for improvement;
- Share student successes; and
- Establish a procedure for ongoing communication.

The majority of parents attended conferences, and those who were unable to attend were called on a regular basis for status reports. In addition, MACHS uses the online program Powerschool, so that students and parents may access assignments and grades from home. Over half of the school's parents accessed the online Powerschool reports on their children this year.

Student Engagement

The staff and high school students of MACHS Student Advisory Committee created a student government for the betterment of the school community this year. Together with the staff and other school organizations, the student government worked to provide a positive learning environment. The student government is an organization that strived to be a constant source of representation and improvement for the students at MACHS. The members, who consist of a president, vice president, secretary, and treasurer, acted as liaisons for their fellow classmates and for the school. This year, the student government played an active role in creating and organizing fundraising projects and activities, as well as inventing opportunities for fellow students and classmates to participate in programs that would increase leadership and motivation among students. The members of student government were chosen by their peers to represent their ideas, goals and ambitions for the school year.

Furthermore, all students of MACHS are encouraged to participate in activities beyond the classroom. These activities provide the opportunity for a student to expand his or her skills in other areas of interest. MACHS provides a variety of extracurricular activities, and most students are involved in one or more. Among the clubs and organizations MACHS offered in 2006-2007 were an array of athletic teams, art club, chorus, newsletter/yearbook, dance club, chess club, comic book club, computer club, homework club, literary club, math club, science club and service learning club. In addition, upon meeting outstanding academic and disciplinary criteria, students were invited to join the National Honor Society.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Fundraising during the 2006-2007 school year was addressed through a variety of measures. Our most significant accomplishment in this area includes an EETT (Enhancing Education Through Technology) grant awarded in the amount of \$30,000 for the 2007-08 school year, with the possibility of another \$30,000 for the 2008-09 school year. This will allow MACHS to invest in new technology equipment, software, and training. In addition, the school community organized twenty fundraising events throughout the school year, including a flea market, carnival, dress down days, book fairs, bake sales, and raffles, raising approximately \$15,198 in goods, services and cash donations in 2006-07.

Fiscal Solvency Policies

MACHS is currently operating with a fund surplus of approximately \$106,500, which can be used in emergencies, shortfalls, and funding delays. In addition, Nobel Learning Communities, Inc. is the school's business manager and provides daily analysis and monthly and annual forecasting of receipts and expenditures.

Accounting System

All financial and budgetary reporting are prepared in accordance with the Generally Accepted Accounting Principles and the applicable standards set by the Government Accounting Standards Board (GASB). The general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Maritime Academy Charter School utilizes the internal controls procedures, including cash management, general ledger, financial reporting, and account and bank reconciliations provided by Nobel Learning Communities, Inc. The accounting software used is Peachtree Complete Accounting 8.0.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- 2007-08 budget approved
- Preliminary revenues and expenditures report

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

MACHS engaged the audit firm of Siegal and Drosser PC Auditors, located at 7708-10 Castor Avenue, Philadelphia, PA 19152 for the 2005-2006 audit, and will use this firm to conduct the audit of our fiscal year ending June 30, 2007. Federal law allows non-profit organizations until the 15th day of the 5th month following the close of their fiscal year to file taxes and conduct audits. Therefore, MACHS has until November 15, 2007 to complete its audit report for 2006-2007; and we anticipate that this audit will be completed in early fall 2007. At this time, MACHS is submitting its audit report for 2005-2006 to this report. MACHS will provide PDE and the School District of Philadelphia with a copy of the audit report for the 2006-2007 school year immediately upon its completion.

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

- Annual report summary
- Annual report summary page 2

Citations and follow-up actions for any State Audit Report

MACHS received no citations on its 2005-06 financial audit.

SECTION VII. FACILITY RESPONSIBILITIES

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

In 2006-2007, Maritime Academy Charter High School moved to its present location at 2275 Bridge Street in the Arsenal Business Complex. The facilities are currently being rented. No facilities have been purchased by the school. Due to the move and the expansion of the school to grade 11, it was necessary for the school to purchase a significant amount of furniture, fixtures and equipment this year. Under the category of electronics, 30 IMAC Combo Computers and 10 Apple G4 1.0 GHz Mac computers (used) were purchased in addition to a laptop computer, a laser fax, and a selection of recording and projection equipment. A variety of tables, desks, cabinets, chairs, and bookcases were purchased for classrooms and offices. Classrooms were also outfitted with chalkboards, bulletin boards, storage cabinets, and student desk chairs. In

addition, science classrooms received 30 cordless monocular head microscopes. Assorted custodial equipment was purchased (ladder, vacuums, etc) for the new building, as well as necessary cafeteria and foodservice equipment, including two commercial refrigerators.

Future Facility Plans and Other Capital Needs

Over 700 students are enrolled for the 2007 -2008 school year and there are more than 600 students on the waiting list. This burgeoning enrollment requires that our building be expanded to add 8 more classrooms for 2007-2008. That expansion is scheduled for the summer of 2007. Plans are being made to rent an additional building, creating a state-of-the-art building that would provide space for a larger student population. We are planning to request an expansion of our charter during the upcoming renewal process to add grades K-4 to our current school, creating a K — 12 school.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

A current Use and Occupancy Certificate has been issued by the City of Philadelphia and is on file at the school.

In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, the School District of Philadelphia Policy and Procedure Number 110.4, and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code, MACHS held 10 fire drills in 2006-2007.

All fire alarm drills are recorded in a log book with all of the relevant information; date, time of drill, the actual time for evacuation, and any other factors. The Philadelphia Fire Department inspects the log book annually.

MACHS employs a full-time, certified school nurse who organizes the provision of all health services (i.e. physical examinations, hearing screening, etc.) mandated by the Pennsylvania Department of Health as stated in Section 1402 of the Public School Code. Furthermore, MACHS abides by 28 Pa. Code Chapter 23 relating to immunization requirements for students attending a public school. All health and immunization records for students are secured in the nurse's office. The School Immunization Report for 2006-2007 is attached. The School Health Report and Request for Reimbursement for 2006-2007 are not due to be submitted until November 2007. When these reports and requests are completed, MACHS will submit these forms to PDE as an addendum to this Annual Report.

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

- immunization
- health and wellness policy
- health reimbursement

Current School Insurance Coverage Policies and Programs

For the 2006-2007 school year, MACHS was insured at the following levels:

Commercial general liability \$ 3,000,000

Fire Damage (any one fire) \$ 500,000

Medical expense (any one person) \$ 5,000

Personal & advertising injury \$ 1,000,000

General Aggregate \$ 3,000,000

Products-completed operations aggregate \$ 3,000,000

Workers compensation & employers' liability \$ 600,000

Educators Legal Liability \$ 1,000,000

Excess liability/umbrella \$ 4,000,000

Automobile Liability (Combined Single Limit) \$ 1,000,000

The School District of Philadelphia is listed as an additional insured regarding general liability.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In 2006-2007, MACHS had a total of 45 professional staff members, 33 of which are teaching positions. MACHS added 2 new staff positions in 2006-2007 to accommodate the school's growth. Of the 33 teachers on staff in 2006-2007, all but 3 staff members (91%) were with MACHS for the entire school year, and the school replaced two of those staff members upon their leaving. Of the 30 staff members who were employed at the conclusion of the school year, 28 (93%) plan on returning to the school for the 2007-2008 school year. While many charter schools experience high staff turnover and low teacher retention during the first few years of operation, MACHS has an exemplary record of low staff turnover and high teacher retention. We attribute this success to clearly defined expectations for staff members, a policy of open communication among the staff, competitive salaries and benefits, uniformly enforced student discipline policies, leadership opportunities for staff members, and, most of all, a shared commitment to our school's mission and our students.

76 percent of all professional staff members held the appropriate Pennsylvania state certification for their area in 2006-2007, meeting the 75% certified requirement set forth in the Pennsylvania Charter School Law.

Quality of Teaching and Other Staff - Attachments

- pde 414
- professional personnel report evidence

Student Enrollment

a.) Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

The Maritime Academy Charter High School follows the admission policy described in our charter application. Our school is open for admission to students who are Philadelphia residents and who are eligible for enrollment in grades 5-12 (5-11 during 2006-2007). Students are admitted without limitation to those with learning disabilities, from low-income families, of color, and with limited English proficiency. For those grades receiving eligible student applications in greater numbers than the number of slots available, a lottery is held, and students who are selected are invited to enroll. The students who are not selected for those slots are added to the school's waiting list in the order in which their name is drawn. For 2006-2007, a waiting list was not developed because a lottery was unnecessary.

***If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.**

MACHS does not offer a kindergarten or first grade program.

***Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.**

MACHS Enrollment History 2006-07			
	Sept 06 enrollment	Add/Drop	June 07 enrollment
Total Enrollment	475	23/-13	485
School Year	Initial	Add/Drop	Final
Grade 5	52	9	61
Grade 6	61	6	67
Grade 7	96	4	100
Grade 8	102	4	106
Grade 9	69	-1	68
Grade 10	51	-9	42
Grade 11	44	-3	41
Difference		10	

MACHS began the SY 0607 school year with 475 students enrolled in the fall. Students and parents who come to the school most often indicate that they are interested in the school because of our reputation for safety and better academics. Over the course of the year, the school gained 23 students and lost 13, for a net gain of 10 students. The students who transferred out did so because of a lack of certain sports at the school, because of their long commute, or because of their interest in a specialty school. In 2006-07, MACHS started tracking which schools our students are transferring to when they leave. The schools that MACHS students transferred to most often are Girls High School, Central High School, and Performing Arts High School.

***Provide the number of students who completed the 2006-2007 year who are currently enrolled to return in September.**

Of the 485 students who completed the 2006-2007 school year, 382 (79%) students have been re-enrolled for the fall of 2007, 77 students (16%) have not yet submitted any information, and 5 students (1%) do not intend to re-enroll. It is important to note that the school is in a unique situation this year, having moved from West Philadelphia to the Arsenal Business Center in

northeast Philadelphia. Even with the major move, the large majority of our parents and students stayed with the school and will continue to do so next fall.

***Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.**

In 2006-2007, 0 students were required to leave MACHS, and 13 students left voluntarily.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

The school was approved to operate 7 grades in 2006-07, with 100 students in each grade. This school year, we served 485 students, close to the number of students for which we were approved. Because the school begins in the 5th grade, which is still a core grade for School District of Philadelphia elementary schools, we have not been completely successful at enrolling 100 students in 5th or 6th grades. However, our middle school grades tend to attract more than 100 students. Our high school grades have not attracted the full 100 students, although we do expect that more of our middle grades students will continue on to the high school program as our high school grows, adds more academic and sports programs, and builds a reputation as a leader in academic and vocational training. Our school lost a number of students due to our move from west to northeast Philadelphia over the summer, 8.5 miles away. Students and parents who come to the school most often indicate that they are interested in the school because of our reputation for safety and better academics. As was mentioned earlier our turnover of students is relatively low, and similar across grade levels. Our retention of students is excellent, demonstrating our staff's high level of commitment to our students and parents. In a recent survey of parents conducted in the summer of 2007, preliminary results show that 70% of our parents are satisfied or very satisfied with our curriculum and instruction, and three-quarters said they would recommend the school to a friend.

Transportation

Maritime Academy Charter School is located at 2275 Bridge Street, Philadelphia, just a short walk from the Market-Frankford Line Frankford Terminal, allowing students access to the school from most major subway and bus lines. MACHS offers the convenience of token sales during lunch periods and after school on Thursdays. Students must have their ID card in order to purchase tokens. Students enrolled in the middle school, grades 5-8, are also offered bus transportation through the School District of Philadelphia. Whenever necessary, transportation is arranged for students with special needs as indicated in their IEPs. MACHS contracts with Delaware County Bus Company for transportation for field trips, student athletics, etc.

Food Service Program

A local vendor provides lunch to Maritime students for a nominal fee. Though 85% of the students who attend Maritime are eligible for free/reduced lunches, the school does not participate in the program. Instead, free lunches are provided for eligible students through the proceeds of the school fund raising efforts. The majority of students provide their own lunch.

Student Conduct

a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with

respect to due process.

The primary purpose of MACHS is to educate its students in a safe and secure environment. MACHS strictly adheres to the Code of Conduct outlined in the Cadet Handbook. Students who disrupt this atmosphere must face the consequences of their actions. The School's "COMPACT" clearly indicates the student's responsibility to their self and to others.

In order to maintain the order necessary to run a school program, MACHS has established a detailed code of conduct with relevant consequences that is straightforward and easy for all (parents, students, faculty and staff) to understand and follow. The code has three levels in order to ensure uniformity of action in response to violations. These rules apply to all students during school hours, in any school sponsored program, on school grounds prior to the start of the school and following dismissal from school, traveling to and from school (including riding the bus), school trips or functions (i.e. prom) or an event that might jeopardize the school's ability to exercise its authority.

Violations of the Code of Conduct result in an "in-school" suspension or placement before a Disciplinary Review Board (DRB). All disciplinary action is in accordance with Chapter 12 of the Public Code. MACHS follows the School District of Philadelphia's code with regard to suspension and expulsion of students (included in Discipline Policies attachment). Students are provided a due process procedure in keeping with the School District of Philadelphia's Code of Conduct. The school uses in-school suspension whenever possible in order to ensure that students do not fall behind in their schoolwork. The school adheres to all provisions contained in Act 26 of 1995 & Act 30 of 1997 — The Safe Schools Act.

A Copy Of The Charter School's Code of Conduct and Discipline Policies is attached.

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

In 2006-2007, students were involved in suspension incidents.

Student Conduct - Attachment

- MACHS Conduct code and Discipline policy

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Maritime Academy Charter School

Date of Local Chartering School Board/PDE Approval: 2003

Length of Charter: 5 years **Opening Date:** September 2003

Grade Level: 5-12 (5-11 SY0607) **Hours of Operation:** 8:45 a.m.-3:45 p.m.

Percentage of Certified Staff: 76% **Total Instructional Staff:** 37

Student/ Teacher Ratio: 8:1 **Student Waiting List:** 700

Attendance Rate/Percentage: 92.19%

Enrollment: 485 **Per Pupil Subsidy:** Regular \$7,247; Special Education \$15,346

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 20
Black (Non-Hispanic): 398
Hispanic: 28
White (Non-Hispanic): 39
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 85%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 40

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	183	183	183	183
Instructional Hours	0	0	0	1190	1190	1190	1190

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

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

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

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

Board President

Date

Chief Executive Officer
2007 - 2008 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Dr. Ann G. Waiters

Title Chief Executive Officer

Phone 215-387-7066

Fax 215-387-7021

E-mail waiters@maritimecharter.org

Signature of the Chief Executive Officer and Date

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

Name Dante Mattioni, Esq.

Title Chairman of the Board of Trustees

Phone 215-629-1600

Fax 215-923-2227

E-mail dmattion@mattioni.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Karin Kull

Title Curriculum Director

Phone 215-387-7066 x227

Fax 215-387-7021

E-mail kkull@maritimecharter.org

Signature of the Special Education Contact Person and Date