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# Pennsylvania Department of Education

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

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

**Charter School:** Mastery CS-Shoemaker Campus  
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### **SECTION I. EXECUTIVE SUMMARY**

**Organization Description**

**OVERVIEW**

Mastery Charter School Shoemaker Campus is a new independent charter school based on the model developed by Mastery Charter High School -- Lenfest Campus (founded in 2001). Mastery's mission is to prepare urban youth for success in higher education and the global economy. In fall 2006 the School District of Philadelphia invited the original Mastery school to convert the District's struggling Shoemaker Middle School in West Philadelphia into a charter school serving grades 7-12. The conversion was part of the District's Small High School initiative to close middle schools and open new small high schools. The Shoemaker conversion was particularly urgent because the school was identified in 2005 as the second most violent school in the District (on per student basis).

In August 2006, the Shoemaker school was converted into Mastery Charter School Shoemaker Campus, a new independent charter school. The existing students remained but Mastery replaced the staff and implemented its program. The conversion was very successful. The number of violent incidences plummeted 75%. 8<sup>th</sup> grade reading PSSA scores increased 15 percentage points and math scores increase 32 points over the previous year. Mastery Shoemaker made AYP for the 2006-07 school year.

In 2006-07, Mastery Shoemaker Campus served approximately 205 students in grades 7-8. Over the next four years, the Mastery Shoemaker will add a grade each year and eventually serve 650 students in grades 7-12. Approximately 78% of our students are eligible for a free or reduced school lunch. 98% of our students are African American.

Our incoming students reflect the norm for Philadelphia District students, scoring at the bottom 30<sup>th</sup> national percentile on standardized tests. Only 33% of incoming 7<sup>th</sup> Graders and 32% of incoming 8<sup>th</sup> graders were either on or above grade level in reading. Only 8% of incoming 7<sup>th</sup> graders and 9% of incoming 8<sup>th</sup> graders were on grade level in math.

## **PROGRAM OVERVIEW**

Mastery's program is unique in three essential ways. First, we utilize a mastery-based grading and promotion system that challenges all students to reach rigorous academic standards. Second, we explicitly teach problem solving and social-emotional skills so that graduates have the life tools to be successful in today's society and the global economy. Third, we integrate modern management and educational best practices to drive a results focused organizational culture. Mastery insists on both high expectations and high support so students can achieve success. Key program elements include:

- **Small School** Our small size (420 student high school) and our program are designed to facilitate meaningful relationships between students and adult staff. Average class size is 25 per class or less.
- **Sequenced Course Structure & Mastery-Based Grading and Promotion** Instead of grade levels 9-12, Mastery's academic program is

comprised of a sequence of six year-long courses in each subject. After placement in the appropriate course, students must demonstrate “Mastery” (above 76%) in each course before progressing to the next course in the sequence. If a student does not attain Mastery, s/he must repeat the course.

- **Individualized Graduation Plan (IGP)** Each student develops an IGP which spells out how far in each course sequence the student must reach in order to graduate. Students can enroll at Mastery Charter for 4 to 5 years depending on what level they begin in the course sequences and the amount of time they require to complete their IGP.
- **Skills Focused Curriculum** The sequenced curriculum is aligned to PA standards and spells out each course’s required content and skills. Those skills and content are assessed through benchmark assessments every six weeks. Based on the assessment data, teachers adjust instruction to ensure students’ learning.
- **Personal Skills Training & Internships** All students complete coursework in decision making, emotional management, and interpersonal skills. The internships are required in the Junior year.
- **Positive and Strict School Culture** Structures, such as our Deans of Students, restorative practices, and community meetings, build a culture where students take responsibility for the school community. We sweat the small stuff and demand respect, courteousness, and order. All incidents are considered community-wide problems.
- **Instructional Support & Professional Development** 3 hours each week is dedicated to professional development and teamwork. An Assistant Principal for Instruction provides ongoing coaching and evaluation. Teaching teams receive bonuses based on their students’ performance.

## **Core Purpose**

### **Mission**

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

### **Vision**

Our goal is for students to score above the State average on the PSSA and SAT tests and for at least 85% of graduates to enroll in post-secondary education -- a two or four year degree program or technical training.

### **Shared Values**

We believe that all young people, especially those who have been traditionally underserved by schools, have the right and the ability to learn what they need to

succeed in the world. Our job is to enable urban students to gain the skills they need so that they have the freedom to pursue their individual dreams. We believe the standards required for success in the world are fixed. Students either meet employer expectations and higher education standards or they don't. There is no in-between. Consequently, for schools to bend or dilute standards does students — particularly urban students — a great disservice.

## **OUR VALUES**

- 1. Student Achievement -- Above All** Student achievement is the reason we exist. All our efforts must be judged by how they further student achievement. What works to strengthen student achievement dominates all other values and beliefs.
- 2. The High Road** We take the high road in our decision-making and personal standards. We do the right thing. We strive to operate with fairness and treat folks with respect. We model the adult behaviors we want to develop in our students.
- 3. Accountability and Straight Talk** Every Mastery staff member is accountable for the results we produce. To succeed we face reality and deal with each other honestly and directly. We don't waste time.
- 4. Joy and Humor** We believe that students learn better, and staff are more effective, when there is a positive, caring culture. We like fun. And we love to laugh and try to do so as often as possible.
- 5. Open Doors** Our school and management culture must be open and engaging to staff and students. We are more effective when we share information and gather diverse points of view. We believe participatory management supports organizational effectiveness and staff buy-in.
- 6. Initiative and Continuous Improvement** To succeed, all staff must be consciously engaged in a continuous cycle of goal setting, action, measurement, and analysis. Our mission is ambitious. We need proactive staff to be successful.

## **Academic Standards**

### **STANDARDS-BASED DESIGN**

Mastery utilizes a rigorous college-prep program built around graduation skills and content standards. These standards are intended to develop the skills and content required to succeed in college and the global economy (as stated in our mission). Our standards are derived from Pennsylvania content standards, workplace readiness, personal management skills standards (SCANS, 1991),

and subject-specific best practices (NCTE, NCTM, NSTA). We translate Pennsylvania state standards and Mastery's standards into skill and content standards that serve as the foundation of each of our courses' curriculum.

### **COMPETENCY-BASED GRADING & PROMOTION**

At the high school level, Mastery's academic program is comprised of a sequence of six year-long courses in Humanities (a combination of English and Social Studies), and Math and a four year long sequence in Science. Each course strategically builds on the skills of the previous course, so that all students master all state standards by the 5<sup>th</sup> course in the sequence.

Students are assessed upon entering Mastery and placed at an appropriate course level in each subject's sequence. The first course is designed for those students functioning at the 5<sup>th</sup> grade level or below. The second course is for those functioning at the 6-7<sup>th</sup> grade levels. The third course is designed for those students functioning close to the expected 9<sup>th</sup> grade level. Beginning in 2007-08, the sixth and final course of the sequences will be an AP level course. To ensure students quickly catch up, lower-level courses are limited to less than 20 students per class, while upper level classes have 24-28 students per class. Students progress, step by step through each course-level in the sequence toward graduation.

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

Courses are a year in length, but comprised of two distinct semesters. If a student gets an Incomplete in one semester, s/he must take summer school to make up the incomplete. If the student receives an Incomplete for both semesters, s/he repeats the entire course the following year.

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

### **Strengths and Challenges**

### **2006-07 SCHOOL YEAR ACHIEVEMENTS**

The successful conversion of the Shoemaker Middle School to a Mastery Charter School was a major accomplishment. The number of disruptive incidents

dropped dramatically from 56 in 2005 prior to conversion to 6 this year. Shoemaker 8<sup>th</sup> grade students' PSSA scores soared, increasing by 18 percentage points in math and 24 percentage points in reading. Writing scores increased 42 percentage points. Overall, Mastery Shoemaker met AYP for 2007.

## **AREAS OF IMPROVEMENT**

NEED: PSSA scores, while higher than the School District of Philadelphia and African American and low-income State peers, are still below State averages.

ACTION: In the 2007-08 school year, Mastery will refocus our reading curriculum, add additional time for math instruction, and introduce an Instructional model based on the work of Madeline Hunter.

NEED: 17% of students withdrew or moved during the school year.

ACTION: Expand the role of student deans as a resource for struggling students/families and implement improvements to our social/emotional programs.

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

### **Strategic Planning Process**

#### **STRATEGIC PLANNING PROCESS:**

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

1. **Establish Goals** Goals are established each summer. This involves:
  - o Updating the goals described in the charter
  - o Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and leadership team then discussed and revised by the School Management Committee (SMC). The SMC includes senior staff members and a representative teacher from each academic discipline.
2. **Board Approves Goals** Annual goals are reviewed first by the Executive Committee and then adopted by the Board as a whole. Two members of the Parents Association serve on the Board, providing parental input in our process.
3. **Goals are Discussed with Teachers** Annual goals are discussed and reviewed by the entire teaching staff during the summer orientation in August. Action plans are developed and committees are organized as needed. When appropriate, goals may be modified after teacher input.
4. **Teacher Bonus Metrics Developed** The most salient annual goals are developed into a bonus formula at the start of the school year. The SMC and CEO agree on the bonus formula measurements. The bonus is awarded to the staff as a whole and can be up to 4% of a teacher's salary. The bonus is presented and discussed during the August teacher orientation.

5. **Incremental Progress Reviews Every Six Weeks** Every six weeks a professional development day is held to review benchmark test results, grade data, and analyze other pertinent information. The school leadership meets one-on-one with teachers, in subject teams, and as a school staff. Trends and issues are discussed and problem-solved.
6. **Semester Data Review** Course grade data, test score results, discipline records, and student withdrawal data are reviewed during the semester break by leadership and staff. Patterns and areas of concern are highlighted and solutions proposed. Standardized test score data are analyzed in the late spring when test results become available.
7. **Whole Staff Review Year End Data and Propose Lessons Learned** The whole staff meets for three days at the end of the school year to review data for the year and discuss lessons learned. Performance versus the bonus criteria is reviewed. Proposals for programmatic improvements are proposed and discussed. These proposals are developed throughout the summer by leadership and staff.

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

### Strategic Planning Committee

| Name               | Affiliation                                | Membership Category                   | Appointed By |
|--------------------|--|---------------------------------------|--------------|
| Scott Gordon       | Mastery Charter School<br>Shoemaker Campus | Administrator                         | Board        |
| Robert Lewis       | Mastery Charter School<br>Shoemaker Campus | Administrator                         | CEO          |
| Stan Bobowski      | Mastery Charter School<br>Shoemaker Campus | Administrator                         | Principal    |
| Lydia Jerchau      | Mastery Charter School<br>Shoemaker Campus | Special Education<br>Representative   | Principal    |
| Jeremy Nowak       | The Reinvestment Fund                      | Board Member                          | Board        |
| Grayson<br>Summney | Mastery Charter School<br>Shoemaker Campus | Secondary School Teacher              | Principal    |
| Kahlila Ames       | Mastery Charter School<br>Shoemaker Campus | Ed Specialist - Social<br>Restoration | Principal    |

### Goals, Strategies and Activities

## SECTION III. QUALITY OF SCHOOL DESIGN

### Rigorous Instructional Program

#### PROGRAM STRUCTURE

Mastery's education model is designed to:

1. Develop an excellent foundation of academic skills and ensure all students master PA standards

## 2. Develop social-emotional and independent thinking skills

As described earlier, Mastery translates Pennsylvania state standards into clear skill and content standards that are embedded in each course's curriculum, grades 7-12. Mastery's high school academic program is comprised of a sequence of six year-long course levels in Math and English/History and four levels of Science. The entire curriculum is designed so that each course strategically builds on the skills of the previous course. Our high school graduates will need to complete at least the 5<sup>th</sup> level in Math and English and 3<sup>rd</sup> level in Science — the points in the curriculum at which all PA standards are covered.

Mastery uses a "Mastery" and "Incomplete" system. Students attain mastery by maintaining a 76% or above average -- the level at which we are confident students have mastered the material. If a student gets an Incomplete in one semester, s/he must take summer school to make up the incomplete. If the student receives an Incomplete for both semesters, s/he repeats the entire course the following year.

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

### **CURRICULUM & BENCHMARKS**

Mastery's curriculum is divided into six week chunks, each covering a specific set of skill standards. Mastery's system of internally developed benchmark assessments directly links Mastery's curriculum and Pennsylvania standards, ensuring accountability for students' learning of the standards. The benchmark assessments are given at the end of every chunk in every grade in Math, Reading, Writing, and Grammar. Benchmarks in History and Science are currently being implemented. Data from these benchmarks are reviewed by teachers and school leaders. A full professional development day is dedicated after each assessment so teachers can meet with the school leadership to review their data and develop strategies to address their particular classes' and individual students' needs. The week following each benchmark is devoted to re-teaching skills

Our sequenced program demands uniformity in course assessment in order to ensure that all students are held to the same standards. The benchmark assessments account for 25% of each course's grade and primary texts, major activities, mid-terms and final exams are common across courses.

## **INSTRUCTION**

Because most incoming Mastery students do not have foundational academic habits, Mastery’s curriculum explicitly scaffolds the organizational, foundational academic, and meta-cognitive skills that are typically not explicitly taught. For example, early courses teach day-planner use, binder organization, and note-taking. Later courses focus on independent learning, research, and problem-solving.

Mastery strives to integrate technology in ongoing instruction. At the high school level, we maintain a 3:1 student to computer ratio. Software includes office applications, email, web access, and some subject-specific educational software. All teachers have a personal laptop computer and an available LCD projector.

## **CURRICULUM MATERIALS SUMMARY**

| <b>Gr-ade</b> | <b>Math</b>   | <b>RELA</b>   | <b>History</b>               | <b>Science</b>  |
|---------------|---|---|------------------------------|---|
| 7             | Glencoe <i>Mathscapes</i> ,<br><br>Mobius <i>Procedural Fluency</i> | <i>Holt Elements of Literature 1</i> , John Collins Writing, Balanced Literacy, Novels and other Literature | Pearson <i>World Studies</i> | Delta Education <i>DSM3 kits</i><br><br>Great Source <i>Sciencesaurus</i> |
| 8             | Glencoe <i>Mathscapes</i> ,<br><br>Mobius <i>Procedural Fluency</i> | Holt Elements of Literature 2 , John Collins Writing, Balanced Literacy, Novels and other Literature        | Pearson <i>World Studies</i> | Delta Education <i>DSM3 kits</i><br><br>Great Source <i>Sciencesaurus</i> |

## **SOCIAL-EMOTIONAL LEARNING**

Given Mastery’s mission to prepare all students to compete in the global economy, students’ social-emotional skill development is central to our program. Mastery has developed a social-emotional instructional program that fulfills chapter 4 requirements to “promote high levels of student behavioral development, social competency, vocational skill proficiency and academic achievement.” Social emotional coursework begins in 7<sup>th</sup> grade twice weekly focusing on decision-making and emotional self-management skills. In 9<sup>th</sup> grade

the course will be daily and students will be divided into small single sex classes that focuses on decision-making and emotional self-management skills. The course integrates lessons on sex education and drug and alcohol awareness. This focus will continue in the 10<sup>th</sup> grade. 11<sup>th</sup> graders will take a Workplace Skills Seminar and then practice those skills in 18 week field internships (one afternoon per week). Seniors will take coursework to prepare them for the college admission process and the transition to independent life. Our social-emotional curriculum is rooted in cognitive psychology, and the pedagogy is constructivist.

## **ACADEMIC SUPPORTS**

- *Appropriate Course Placement* No student at Mastery Charter is placed in a course in which s/he cannot, with hard work and dedication, succeed. Students with marked skill deficits (determined via intake testing in the summer before enrolling at Mastery) are placed in entry-level level courses in the subject sequences. These courses have a core skills-focused curriculum to enable students to quickly catch up with peers.
- *After-School Support* Students who are struggling have a number of supports available:
  - Homework Club: Students who do not complete their homework must attend an additional 50 minute silent homework class after-school.
  - Office Hours: All teachers offer individual and small group tutoring after-school at least three days per week.
  - Guardian Angel: Students who have a pattern of struggling are assigned a teacher to be their 'guardian angel'. The teacher meets with the student twice weekly after-school to support the student.
- *Remedial Curriculum* Struggling readers placed in the first level of the English course sequence will receive three periods daily of remedial reading instruction focused on foundational reading and literature skills. Students who enter 9<sup>th</sup> grade with weak math skills are enrolled in a two year algebra course that also covers pre-algebra and math fundamentals. The course materials are supplemented with the AGS Math text for students with low reading skills. All Math courses include 'Minute Math' drills to build computation skills.

## **Rigorous Instructional Program - Attachments**

- Induction Approval Plan
- Professional Education Plan

## **English Language Learners**

Mastery Shoemaker Campus had no students requiring ELL supports for the 2006 — 2007 school year.

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

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

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

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

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

### ELL Program Summary

The LEP/ELL Program offers:

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

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

Instruction in ESL includes listening, speaking, reading, and writing at different levels of proficiency: beginning, intermediate, and advanced. Standards will be addressed and objectives developed for ESL classes at all levels depending upon the individual students' levels of language development and proficiency. ESL will replace language-arts and English instruction. The type and amount of standards-based ESL instruction provided to students will depend upon their

level of language development and proficiency as determined by an appropriate English language proficiency instrument. However, guidelines for amounts of daily ESL instructional time:

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

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

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

### **English Language Learners - Attachment**

- English Language Learners

### **Graduation Requirements**

#### Individualized, Rigorous Graduation Standards

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

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

#### Standards-Based Curriculum & Mastery Grading & Promotion

As was previously described, Mastery Charter's curriculum and instruction are directly linked to our graduation skill and content standards, which are in turn, directly linked to Pennsylvania skill standards. Mastery's sequenced course

structure and mastery grading system (described previously) ensures that all students master the PA standards embedded in the curriculum per Chapter 4 of 22 PA code.

### Standardized Graduation Assessment

Student must obtain proficiency on the PSSA in order to graduate. Students who do not obtain proficiency receive additional support and must retake the exam a second time. If students still do not obtain proficiency they receive additional support and take a TABE math and reading exam.

### Authentic Graduation Assessment

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

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

## **Special Education**

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

Mastery employs primarily an Inclusion Model for the delivery of Special Education services. Services are delivered to each child with a disability in the least restrictive environment, which is determined by the student's IEP Team. Additional support for students with IEP's include:

- o *Differentiated Instruction:* Teachers meet regularly with the Special Education Director to review students IEP's and adjust instruction and assessment appropriately. Data from the benchmark assessments and other measures help assess students' progress.
- o *Additional Support:* Students who need additional support to be successful in the regular program receive small group or individual tutoring at the end of the school day.
- o *Push-in:* Special Ed instructors work in the regular classrooms supporting students who need additional help.
- o *Pull-out:* Students who have serious learning deficits are pulled out to receive instruction in a resource room setting.

At the high school, students with significant skill deficits take the first or second level courses in the subject sequences. These remedial-level courses fit into course sequences seamlessly with the non-remedial courses and students can test out of the lower levels at any time. Thus all students have the experience of moving up through the course sequence. This structure enables Mastery to avoid the “dumb class” phenomenon. Instead, students simply recognize that they are at different points on the sequence ladder. The lower level courses have a smaller teacher to student ratio and may include co-teaching or in-class support with a special education teacher .

IEP’s are distributed to all teachers along with weekly conferencing with Special Education personnel to share and compare instructional strategies and accommodations for students with disabilities. In this way, teachers can coordinate their instructional strategies and engage in an ongoing dialogue on how best to meet students’ needs. Teachers also discuss appropriate assessment strategies, accommodations and adaptations for identified students.

Third and fourth year high school students who are cognitively unable to go beyond the lower-level courses enroll in our “School-to-Career” (STC) program. The goal of STC is to prepare students for work. STC students take some in-school coursework and then spend the remainder of the day in a workplace internship

### Special Education - Attachment

- Special Education

### Special Education Program Profile - Chart I

| Teacher             | FTE | Type of class or support                                  | Location         | # of Students | Other Information |
|---------------------|-----|---|------------------|---------------|-------------------|
| Lydia Jerchau       | .1  | Learning Support and Emotional Support;Itinerant Services | Shoemaker Campus | 2             | -                 |
| Katherine Shoemaker | 1   | Learning Support; Itinerant Services                      | Shoemaker Campus | 16            | -                 |
| Andrea Ingram       | 1   | Learning Support; Itinerant Services                      | Shoemaker Campus | 15            | -                 |

### Special Education Program Profile - Chart II

| Organization      | FTE | Type of class or support | Location         | # of Students | Other Information |
|-------------------|-----|--------------------------|------------------|---------------|-------------------|
| Rae Cutler        | .2  | Speech Therapist         | Shoemaker Campus | 1             | -                 |
| Yelena Litvenenko | .2  | Educational Psychologist | Shoemaker Campus | 4             | -                 |

### Special Education Program Profile - Chart III

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

### Special Education Program Profile - Chart IV

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

|    |    |    |
|----|----|----|
| na | na | na |
|----|----|----|

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

| Test/Classification | K  | 1  | 2  | 3  | 4  | 5  |
|---------------------|----|----|----|----|----|----|
| Not Applicable      | No | No | No | No | No | No |

### Student Assessment - Secondary

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

### Student Assessment

#### A. Evidence of Improved Student Progress

Mastery Shoemaker Campus is proud of our students' progress during the 2006-07 school year. The evidence for this improvement includes:

- Improved PSSA Reading & Math Scores. Met AYP for 2006-07.  
Mastery's PSSA scores improved in all categories. Dramatic progress was made at compared to last year when the Shoemaker was operated by the School District of Philadelphia.

Shoemaker Campus 8<sup>th</sup> Grade % Proficient/Adv,

|          | <u>06</u> | <u>07</u> | <u>Chg</u> |
|----------|-----------|-----------|------------|
| Reading: | 43%       | 58%       | +15%       |
| Math:    | 31%       | 63%       | +32%       |

Shoemaker Campus 7<sup>th</sup> Grade % Proficient/Adv,

|          | <u>06</u> | <u>07</u> | <u>Chg</u> |
|----------|-----------|-----------|------------|
| Reading: | 20%       | 44%       | +24%       |
| Math:    | 16%       | 34%       | +18%       |

We believe that our benchmark assessment program, significantly contributed to the improvements in student performance. As a result of the benchmark

assessments, instruction was more focused and teachers were more conscious of individual student strengths and weaknesses.

- Writing PSSA Scores above the State Average.

Mastery's 8<sup>th</sup> grade writing PSSA scores dramatically improved from the previous year and are now above the Pa. average of 66%

Shoemaker Campus 8th Grade % Proficient/Adv

|         | <u>06</u> | <u>06</u> | <u>Chg</u> | <u>Pa Avg (06)</u> |
|---------|-----------|-----------|------------|--------------------|
| Writing | 44%       | 81%       | +37%       | 66%                |

- Decrease In Percent of Students Scoring Below Basic on PSSA

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

% of Students scoring Below Basic

| <u>8<sup>th</sup> Grade</u> | <u>06</u> | <u>07</u> | <u>Chg</u> |
|-----------------------------|-----------|-----------|------------|
| Reading                     | 39%       | 16%       | -23%       |
| Math                        | 43%       | 14%       | -23%       |

- Dramatic Reduction in School Violence

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

Pre Conversion    2006-7

|                                   |    |   |
|-----------------------------------|----|---|
| # of incidences per 100 students: | 17 | 3 |
|-----------------------------------|----|---|

- Dramatic Increase in Attendance

Average Daily Attendance increased from 82% pre-conversion to 90% in 2006-07.

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

### **1) ACADEMIC ACHIEVEMENT IN 7<sup>th</sup> Grade**

*DATA:* 7<sup>th</sup> Grade PSSA Reading scores (44% proficient/advance) increased 24 percentage points over the 2005-06 PSSA scores. However, the score is still below the State target.

*GOAL REVISION:* For 2007-08: % of 7<sup>th</sup> graders scoring proficient or advanced on PSSA Reading will increase by at least 8 percentage points (to 52%)

#### *IMPROVEMENT PLAN:*

a) Introduction of Instructional Model. To drive student achievement, Mastery must support more effective instruction in the classroom. In fall 2007, we will introduce a Mastery Instructional Model that will guide our professional development efforts and teacher evaluations. The model, developed by an internal staff team working through the 2006-07 school year, is largely based on the work of Madeline Hunter. Ms. Hunter has been an icon in the teaching field since the mid 80's. Her approach is research based yet very concrete and grounded in real classroom instruction. Mastery's model includes 44 standards of observable teacher actions in 7 categories. In addition, we have included a number of lesson evaluation metrics, such as % of students on task, % of students participating, and % of students mastering lesson objective. Our hope is the instructional standards and metrics will enable productive conversations about instruction and facilitate instructional coaching.

b) Improved Cycle of Instruction. Currently instruction at Mastery is driven by benchmark assessments every 6 weeks that frame the cycle of teach, assess, and reteach. Beginning in fall 2007, teachers will develop weekly summative assessments —tied to the skill standards for that 6 week cycle. Data from these assessments will enable teachers to adjust weekly instruction and identify skills and students who need additional attention.

c) Introduce Remedial Reading Program. In fall 2007, we will introduce a new remedial reading program for struggling readers in 7th, 8th, and 9th grades. The program will include 2 periods of direct instruction. The first period will utilize the *Rewards* program, a phonics and decoding curriculum designed to provide students the skill necessary to read grade level text. Students will learn strategies for breaking words containing two or more syllable into manageable, decodable chunks so they can access the meaning of the text more efficiently. The second period will utilize the *Amps Reading* program that provides explicit fluency and comprehension instruction. In addition, Amps provides systematic vocabulary instruction on the most frequent words found in adolescent

literature. 9th graders will receive a third period, of instruction which will follow Mastery's novel -based literature curriculum.

d) Reading Skills Class. Struggling middle school students will receive additional instruction after-school and Saturdays.

## 2) ACADEMIC ACHIEVEMENT IN MATH

*DATA:* 7<sup>th</sup> Grade PSSA math scores (34% proficient/advance) increased 18 percentage points over the 2005-06 PSSA scores . However, the score is still below the State target.

*GOAL REVISION:* For 2007-08: 7<sup>th</sup> Grade math PSSA scores will improve 10 percentage points in 2007-08.

### *IMPROVEMENT PLAN:*

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

b) Math Skills Class: Two additional hours of math skills instruction will be added for all 7<sup>th</sup> grade students.

## 3) LOW ACADEMIC SKILL STUDENTS

*DATA:* Though the percent of 8<sup>th</sup> grade students scoring Below Basic on the PSSA declined significantly in 2006-07, a large portion of our 7<sup>th</sup> grade students still perform at this level.

### % Scoring Below Basic

7<sup>th</sup> Math            37%

7<sup>th</sup> Reading        26%

8<sup>th</sup> Reading:       16%

8<sup>th</sup> Math            14%

*GOAL REVISION:* For 2007-08: Decrease % of students in Below Basic in PSSA Reading and Math in 7<sup>th</sup> and 8<sup>th</sup> grades by 5% percentage points.

### *IMPROVEMENT PLAN:*

a) Implement Remedial Reading Program (see above).

b) Add Math Skills class (see above).

#### 4) RETENTION RATES

*DATA:* 17% of Shoemaker students withdrew during the school year. An additional 10% did not re-enroll for the 2007-8 school year. Our mission is to serve all students, so reducing this rate is a high priority. It is important to note that the previous year 35% of students withdrew from the school during the school year.

*GOAL REVISION:* For 2007-08: Students who withdraw from Shoemaker during the school year or choose not re-enroll for the 2008-09 school year will total less than 15% of enrollment .

#### *IMPROVEMENT PLAN:*

a) Expand Restorative Practices including circles and community meetings  
Restorative Practices is a discipline model focused on the value of community and personal interactions. Our weekly community meetings focus on school culture. Next year, we will adopt a daily advisory which will host weekly “circles” to provide students a place to raise and resolve emotional issues.

b) Expand Counseling At the Shoemaker Campus, the counselor will host daily anger management and character development classes. Workshops on a variety of social/emotional issues will be offered at the campus.

c) Improve Parental Communication All 9<sup>th</sup> grade parents will be required to meet with Mastery staff at the start of the school year. Mastery will emphasize the importance of school-parent communication and parental support in holding children to high standards.

#### **Impact of Local & Standardized Assessments on Student Progress Plans**

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

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

Terra Nova and PSSA scores are reviewed at the start of teachers’ summer orientation week. Students who are performing below expectations will be

discussed by subject teams and recommendations made for proactively helping the student from the beginning of the year.

## **B. Strategies For At-Risk Students**

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

*Remedial Curriculum* As described earlier, we will introduce a new remedial reading program for struggling readers. Incoming 9<sup>th</sup> grade students who are functioning significantly below grade level will take a two year algebra course that will also cover pre-algebra and math fundamentals. The course materials are supplemented with the AGS Math text for students with low reading skills. All Math courses include 'Minute Math' drills to build computation skills.

*Homework Club* Approximately 45 minutes of daily homework is expected in each core subject. In grades 7-8, students turn in their homework in advisory at the start of the day. These assignments are immediately delivered to teachers and graded by mid-day. A list is created of students who did not complete their homework or completed it unsatisfactorily; this list is used as a roster for a mandatory session of homework club, where students work silently for 50 minutes after-school to complete their homework.

*Office Hours* All teachers offer "office hours" at least three days a week in order to meet with individuals and small groups of students who are in need of additional support.

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

*Student Support Services (SSS)* Staff who identify a student in need make a referral to the SSS team. These confidential referrals are discussed at the weekly SSS meeting and forwarded to one of the following areas for follow up:

- *Student Assistance Program* — This intervention is used for drugs, alcohol, and mental health issues.
- *Counseling* — Each Mastery school employs a full-time counselor. Referrals are also made to community mental health agencies.
- *Instructional Team* — A team develops instructional strategies or support plans.
- *Special Education Team*

## **EVIDENCE OF EFFECTIVENESS**

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

### **Student Assessment - Attachments**

- Local Test Data
- Local Test Data - Terra Nova

### **Teacher Evaluation**

#### **Main Features Of Teacher Evaluation Plan**

Support for teachers and teacher coaching is essential to our student's success at Mastery. Consistent and ongoing analysis of our classroom practices, observations of our teachers, and using multiple lenses are major components of Mastery's teacher evaluation system. All teachers review our teacher evaluation criteria during the professional development days prior to the start of school. The criteria include the following areas:

Using student achievement data to inform lesson planning, guide instruction, monitor student progress and target assessment

Establishing clear and high expectations in the classroom

Engaging students

Classroom management

Maintaining clear focus

Facilitating thoughtful discourse

Stressing the importance of reading and writing in all content areas

Creating a rich, stimulating classroom environment

Using Hands-on activities and authentic assessments

Providing students with feedback and assessment

Supporting students outside of the classroom

The Administrative Team observes each teacher's classroom — both in biannual formal visits and frequent informal visits. The teacher and the Assistant Principal of Instruction meet after each visit to debrief.

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

The Assistant Principal of Instruction and each teacher draft an Individual Professional Improvement Plan to help the teacher improve his/her practice. This Individual Professional Improvement Plan lays out clear goals and benchmarks for the teacher. It further indicates specific training, reading, classroom videotaping, and/or new practices required of the teacher as s/he develops over the course of the year.

To these ends a locally developed evaluation form is used in conjunction with the PDE evaluation 426 Form.

To focus the teachers on student performance and to provide an incentive to the teaching teams, a bonus of up to 4% of salary is available to each teaching team. The team, as a whole, is awarded the bonus based on a formula that includes the following criteria:

- Students' standardized test scores increase
- % of students attaining Mastery grades
- Attendance
- % of students who transfer out of Mastery Charter
- Parent satisfaction (based on survey results)

### **Individuals Responsible For Teacher And Staff Evaluation**

Principal, Robert Lewis

Assistant Principal, Stan Bobowski

Assistant Principal: Lydia Jerchau

### **Professional Development For Evaluators**

All evaluators continue their professional development through the following activities:

Local IU Courses on Special Education

National Conference for ASCD

National Conference for NAASP

State Charter School Conference

Local Conference on Restorative Justice

Collaborative reviews with other Mastery schools' leadership teams

### **Teacher Evaluation - Attachment**

- Teacher Evaluation Form

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

#### **BOARD CHANGES:**

Mastery Charter School Shoemaker Campus was organized as an independent charter school in August 2006. As such, all Board members were newly appointed. There were no changes to the Board membership during the year.

#### **SCHOOL LEADERSHIP CHANGES:**

- Robert Lewis was appointed Principal of Mastery Shoemaker Campus. Robert has 19 years of educational experience. He formerly served as the high school principal and coordinator of secondary education at Octorara Area School District.
- Kahlila Ames was appointed Assistant Principal of School Culture. Kahlila has 9 years of educational experience and was previously the Assistant Principal at Mastery Thomas Campus. She formerly served as an Assistant Principal at a School District of Philadelphia middle school and as a new teacher coach.
- Stan Bobowski was appointed Assistant Principal for Instruction. Stan has 9 years of educational experience. He formerly served as a curriculum supervisor at the Lab School of Philadelphia
- Lydia Jerchau was appointed Assistant Principal for Special Education. Lydia has 25 years of educational experience. She formerly served as the Director of Special education at Mariana Bruschetti High School.

### **Board of Trustees**

| <b>Name of Trustee</b> | <b>Office (if any)</b> |
|------------------------|------------------------|
| Ed Baumstein           | Treasurer              |
| Ian J. Berg            | Member                 |
| Ron Biscardi           | Secretary              |
| Eric Brooks            | Member                 |
| Stephen Cohn           | Member                 |
| Angela Duckworth       | Member                 |
| Brook Lenfest          | Member                 |
| Jordan Meranus         | Member                 |
| Jeremy Nowak           | Chair                  |
| Moshe Porat            | Member                 |
| Judy Tschirgi          | Member                 |
| David Van Adelsberg    | Member                 |
| Thomas Webster         | Member                 |
| Sandra McKinney        | Parent Representative  |

### **Professional Development (Governance)**

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

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

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

- The Executive Committee of the Board is empowered to act in the Board's behalf when Board oversight is required between Board Meetings. The Executive Committee handles outstanding student issues, disciplinary hearings, and parent complaints. The committee also nominates prospective Board members, and conducts the CEO's annual review.

- The Finance Committee of the Board supervises the financial processes and reviews monthly financial statements. The Audit Committee, which is a subcommittee of the Finance Committee, supervises the audit.
- The Development Committee is responsible for coordinating Mastery's fundraising efforts.
- The Strategic Planning Committee advises the Board and CEO on key leadership, organizational, and strategic direction issues.

### RELATIONSHIP WITH SCHOOL DISTRICT OF PHILADELPHIA

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

Mastery has partnered with the School District of Philadelphia to support SDP's Small High School Initiatives, supporting the conversion of the District's Shoemaker Middle School into an independent charter school.

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

- Coordination of Governance & Management

### **Community and Parent Engagement**

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

- Board meetings are announced to all parents and are posted in the Philadelphia Daily News as per Sunshine Law requirements.
- More than a dozen community groups are contacted as part of Mastery's student recruitment outreach.
- Open parent and Parent Association meetings were held on four occasions during the year.
- A pep rally was held to excite the community about the approaching state testing period. The community of West Philadelphia was invited to attend. Over 100 parents attended.
- Written school updates were sent home to parents several times during the year.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

Mastery Charter School Shoemaker Campus 2006-2007 fundraising activities focused on supporting start-up costs and extra curricular activities.

Board members and current contributors introduced new prospective donors to Mastery during the school year. Numerous meetings and school tours were conducted to familiarize prospective donors with the school. In total, individual and foundation donors contributed \$953,500 to Mastery during the school year. Donors included

- Gerry and Marguerite Lenfest
- Brook J. Lenfest Foundation
- Christine and Ed Snider Foundation
- Comcast Spectacor Foundation
- High Tech High Foundation (through the Education Improvement Tax Credit program) to support technology and social-emotional programming

### Plans for 2007-2008

Prospective donor meetings and visits will continue throughout the year. We are exploring means to create a Mastery Charter Foundation to streamline fundraising for the network of Mastery schools, and we plan to purchase fundraising software to efficiently manage our fundraising efforts. The Ed Snider Youth Hockey Foundation plans to establish an after school Hockey program with Mastery Charter this year. Efforts are also underway to raise funds for a drill team and after-school poetry and African drumming activities. Finally, the Board is considering sponsoring a raffle to support extra-curricular activities.

### **Fiscal Solvency Policies**

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

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

The accounting department of Mastery Charter Shoemaker Campus provides interim financial reporting for the board of trustees and CEO on a monthly basis. The controller meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school assures all expenditure and revenue categories remain within budget.

## **Accounting System**

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

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

- Preliminary Statment of Revenues, Expenditures and Fund Balances

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

The Mastery Charter Shoemaker Campus was not in operation during the 2006-2007 fiscal year. An audit is scheduled to be completed for the 2006-2007 School year by October 1, 2007 by Larson, Allen & Wishair & Co., LLP.

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

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

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

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

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

In 2006-7, operating income from the School District and entitlement funding was not sufficient to fund Mastery's operating expense and the Board privately fundraised the gap . Once the school is at full capacity (approximately 600 students), we expect the per student allocation and entitlement funding to cover operating expenses. However, for the next three years, while enrollment is growing, the Board will privately fundraise to cover all shortfalls.

For the 2006-2007 fiscal year, Mastery Charter Shoemaker Campus aquired the following:

- Instructional materials \$20,745
- Books & Software \$77,865
- Instructional Furniture & Equip \$76,946
- Computers \$78,385
- Facilities Repair \$91,175

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

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

In 2006-7, operating income from the School District and entitlement funding was not sufficient to fund Mastery's operating expense and the Board privately fundraised the gap. Once the school is at full capacity (approximately 600 students), we expect the per student allocation and entitlement funding to cover operating expenses. However, for the next three years, while enrollment is growing, the Board will privately fundraise to cover all shortfalls.

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

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

#### **HEALTH AND SAFETY REQUIREMENTS:**

Mastery Charter conducted regular monthly fire drills to comply with safety regulations. City License and Inspections examined the building for safety and fire code violations and issued a Certificate of Occupancy, finding no material deficiencies. Mastery filed PDE-4101 — Certificate of Fulfillment of Fire Drill and School Bus Emergency Evacuation Drill Requirements — with PDE on **4/12/2007**.

Health and Immunization records were collected for all students. Records for all students are kept on file at Mastery. Mastery filed the School Immunization Law Report with PDE by **10/31/06**. Information on file includes:

- Medical/Health Information form to be completed by the parents/guardians requesting general health information
- Private Physician's Report of Physical Examination of a Pupil of School Age (must be submitted prior to the students first day of attendance). This form covers Medical History on Immunizations and Tests such as Diptheria/Tetanus, Polio, Measles, Mumps, Rubella, Hepatitis B, and Tuberculosis. Also covered is a Report of Physical Examination and Significant Medical Conditions, including but not limited to allergies, asthma, chemical dependency, diabetes, hearing disorder, hypertension, respiratory illness, and seizure disorders.
- Private Dentist Report of Dental Examination of a Pupil of School Age (must be submitted prior to the students first day of attendance).
- Vision and hearing screens. In 2006-2007, Mastery Charter invited volunteer physicians to conduct vision and hearing screenings for all students.

## **WELLNESS POLICY IMPLEMENTATION**

Mastery has completed and submitted the Local Wellness Policy Checklist and Student Wellness Policy to the Pennsylvania Department of Education on 6/23/06. Mastery pursued the implementation of the Guidelines for Nutritional Standards for Competitive Foods in Pennsylvania Schools in 2006-2007. The program will be monitored by our physical education and nutrition instructors, our cafeteria manager, and our school nurse. Mastery has already executed the following initiatives:

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

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

- School Health Reimbursement Submission
- Wellness Policy

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

### HEALTH INSURANCE:

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

DENTAL INSURANCE: Guardian Dental Guard Preferred

LONG & SHORT TERM DISABILITY: UNUM

LIFE: UNUM

COMMERCIAL PROPERTY The Hartford

GENERAL LIABILITY INSURANCE: The Hartford

COMMERCIAL AUTOMOBILE The Hartford

WORKERS COMPENSATION                      The Hartford

COMMERCIAL UMBRELLA                      The Hartford

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

Shoemaker Campus was a new school in 2006-7 with a 100% new instructional and administrative staff. Consequently there is no turnover data from the previous year.

In total, 89% of the staff was certified or emergency certified during the 2006-07 school year.

#### 2007-2008 Expectations

At the Shoemaker Campus, 14 of the 17 staff members from 2006-07 year will return for 2007-08 year. Two are moving out of the Philadelphia area. One person did not meet Mastery standards and was dismissed.

### **Quality of Teaching and Other Staff - Attachments**

- Quality of Teaching Staff-ESPP Accuracy Certification Statement
- Quality of Teaching Staff-ESPP Data Submission
- Quality of Teaching Staff-PDE 414 Shoemaker

### **Student Enrollment**

#### **a) ADMISSIONS & ENROLLMENT**

#### **Admissions Policy**

We have reviewed our admissions and enrollment procedures with attorneys familiar with Charter School Law to ensure our procedures comply with both the spirit and practice of the law. Each year Mastery recruits students for the incoming 7<sup>th</sup> and 9<sup>th</sup> grade class. All students who have completed 8<sup>th</sup> grade are eligible to enroll in Mastery's 9<sup>th</sup> grade. Per agreement with the School District of Philadelphia, Shoemaker Campus gives first admissions preference to students from the designated feeder school (Bluford Elementary) and from the Overbrook catchment area.

#### **Enrollment Procedures**

- Mastery Charter sends out recruitment notices to community organizations, community centers, public middle schools, and charter middle school. The

notices and advertisements invite interested students and parents to information sessions held at Mastery Charter.

- More than 6 information sessions are held on weekday evenings and weekend mornings.
- The information sessions review the Mastery Charter’s academic program and culture. Current students present at the sessions.
- Prospective students are asked to submit an application to the school.
- Prospective students who submit an application are scheduled for a pre-enrollment meeting. The meeting is conducted by staff or parents and a current student. The purpose of the meeting is to discuss the school and our program with the prospective student on a one-to-one basis. The meeting is non-evaluative.
- The only criteria by which a prospective student can be eliminated from the application process is if the student states an unwillingness to adhere to, or participate in, Mastery Charter’s specific program. Before a prospective student is eliminated from the enrollment process a second meeting must be held between Mastery’s Principal (or Assistant Principal) and the student’s parent or guardian to discuss the situation. In the 2006-7 enrollment process, no students were asked to withdraw from the process.
- The School District of Philadelphia (SDP) requested that Mastery Shoemaker Campus make every effort to enroll previously enrolled Shoemaker students and students from the feeder school (Bluford). Mastery conducted numerous information sessions throughout spring and summer 2006. Students who previously enrolled at Shoemaker were given first preference. There was not sufficient demand during the 2006 enrollment period to conduct a lottery, so students were enrolled on a rolling basis. However in 2007, students who complete the enrollment process were placed in a lottery. The lottery is conducted using a random number generator ([www.random.org](http://www.random.org)). Students are admitted to Mastery or placed on the waiting list in the order they are selected by the random number generator. Students are enrolled off the waiting list in the order they were placed by the random number generator.

Enrollment History SHOEMAKER CAMPUS

|                                 | 7 <sup>th</sup><br>graders | 8 <sup>th</sup><br>graders | TOTAL |
|---------------------------------|----------------------------|----------------------------|-------|
|                                 |                            |                            | 0     |
| # of newly enrolled for 2006-07 | 105                        | 103                        | 208   |
| Total Enrolled at start of      | 105                        | 103                        | 208   |

|  |     |    |     |
|--|-----|----|-----|
| school year                                |     |    |     |
| # added during the year                    | 13  | 20 | 33  |
| # withdrawn during the year                | 14  | 28 | 42  |
| = Number of students at year end           | 104 | 95 | 199 |
| # of Students who did not re-enroll        | 8   | 15 | 23  |
| # of students who re-enrolled in July 2006 | 96  | 80 | 176 |

Schools Transferred to and Reasons:

Of the 42 students who withdrew during the year; 26 enrolled in their neighborhood Philadelphia Public School, 2 enrolled in a Charter School, 11 moved from the Philadelphia area, and 3 are unknown.

The reasons for withdrawing from Shoemaker Campus include:

- 11 students moved out of the region
- 1 withdrew stating that attendance and lateness requirements were too strict
- 3 withdrew to go to school with a sibling
- 22 withdrew stating that behavior standards were too restrictive or they were unwilling to abide by our disciplinary process and consequences.
- 2 unknown reasons.
- 1 personal reasons
- 2 because of a difficult commute to the school

The reasons for students not re-enrolling for the 2007-08 year include:

- The lack of extracurricular activities (specifically sports/music programs)
- The desire to enroll in vocational high school program.
- A feeling that the Mastery Disciplinary program was too strict.

**b) TRENDS IN STUDENT TURNOVER & RETENTION**

The Shoemaker School is located in a high poverty neighborhood with a very transient population -- so student retention is a challenge. In 2005-06, prior to conversion to a Mastery school, 35.5% of students withdrew from Shoemaker during the school year. While this year Mastery cut the withdraw rate in half (to 17.4%), we believe the rate is still too high. We are also concerned about the number of students who did not reenroll for the 2007-08 school year (9.5%). We believe some of the turnover is due to the dramatic change in culture of the school -- which was an adjustment for parents and students. Next year our goal

is to reduce the number of student who withdraw and do not reenroll to less than 15% of the total enrollment.

06-07 (241 total students enrolled during year)

Students withdraw during the year  
42(17.4%)

Students not re-enrolling for upcoming year                      23 (9.5%)

TOTAL TRANSFER OUT RATE    65 (27.0%)

TRENDS:

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

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

At the Shoemaker Campus, some families were not comfortable with the culture change that occurred when school was converted to the Mastery model. Clearly the school has become more orderly and behavior expectations are enforced more uniformly than when the School District operated the school. Despite the parent and student orientation sessions conducted throughout the summer of 2006, some students and families claimed to be unaware of the behavior expectations. Some parents said they did not want to be called into the school so frequently. Some students felt the mandatory after-school tutoring, detentions and other programs were too stringent.

Improvement plans include:

- *Expand Restorative Practices:* Training with staff on effective restorative practices will facilitate better execution of school culture and reduce student alienation.
- *Expand Counseling:* More of a focus will be placed on anger management and social development student groups.

2. High School Extra Curriculars A large number of students who choose not to reenroll for 2007-8 were 8th graders who said they wanted to attend a high school with sports and other extra curricular activities.

To respond to this concern, next year Shoemaker Campus will implement the following extra curricular activities:

- Girls and boys basketball team
- "Step" drill team
- African drumming club and Poetry club -- provided in partnership with the Arts & Spirituality Center of Philadelphia.

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

Improvement plans include:

- *Field trips to colleges to develop student motivation*
  - *Improve Parent /Guardian communication -- all parents will meet with Mastery staff either at the school or in their homes.*
- 
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### **Student Enrollment - Attachment**

- Student Enrollment Procedures

### **Transportation**

In Philadelphia County, students in grades 7 through 12 do not receive transportation. In lieu of transportation, discounted SEPTA tokens are sold to students. However, the majority of the students are within walking distance to the school (1 mile or less.)

### **Food Service Program**

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

### **Student Conduct**

## **A) EXPECTATIONS FOR STUDENT BEHAVIOR AND DISCIPLINE**

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

- *Deans Of Students* Mastery schools have a Dean of Students for every 150-200 students. The Deans are responsible for school culture, serving as disciplinarians, student coach/guides, teacher supporters, community/parent liaisons, and services coordinators. The Deans work closely with teachers to identify struggling students, discipline problems, and general school culture issues.
- *Code Of Conduct & Merit/Demerit System* Prior to enrolling at Mastery, each student agrees to abide by a code of conduct.

| <b>CODE OF CONDUCT</b>                                     |
|--|
| I choose to be here.                                       |
| I am here to learn and achieve.                            |
| I am responsible for my actions.                           |
| I come with a clear mind and healthy body.                 |
| I contribute to a safe, respectful, cooperative community. |
| This is my schoolâ€” I make it shine.                      |

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

- *School Culture Rituals And Programs*
  - *Uniform:* All students must be in school uniform (blue/black slacks and white Mastery shirt tucked in) at all times.
  - *School-Wide Classroom Rules:* All teachers post the same rules and are expected to enforce those rules consistently.
  - *Community Meetings:* A community meeting (up to 100 students) is held weekly. At the community meeting, public recognition of student accomplishments is highlighted, community problems are addressed, and announcements are made.
  - *Awards:* Students who demonstrate elements of the Code of Conduct are recognized at Community Meetings. In the middle

school, class cohorts receive a behavior rating from each teacher. At the end of the week the cohort with the highest rating receives recognition and privileges.

- *Restorative Justice*: Restorative Justice is an approach to wrongdoing that emphasizes relationships and raises attention to the harm done to victims, offenders, and the overall community. Restorative Justice means that individuals who hurt the school community must make amends and give back to the community for their infraction.
  - *Progressive Discipline* Students who have repeated disciplinary problems are called in for a “teaming” — a meeting with the entire instructional team and the student’s parents. If additional disciplinary problems occur, the privileges are withheld. Continued discipline problems require a parent conferences and may result in the following consequences
    - student may be assigned to work in the independent learning area until they earn the privilege to return to the regular classroom
    - Student may be suspended from school

### Due Process

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

- Expulsions and suspension greater than one day must be approved by CEO.
- An Expulsion Hearing must be held before a recommendation to expel is made. The student’s parent or representative must be given 10 days written notice of the hearing.
- Expulsion decisions are made by the Board of Trustees upon recommendation by the CEO.
- Special Education students will not be expelled until their IEP Team has conducted a “Manifestation Determination Hearing” to determine whether or not their classification impacted on their infraction.

## **B) NUMBER OF SUSPENSIONS AND EXPULSIONS**

There were no expulsions at Mastery Shoemaker during the 2006-07 school year. There were 91 students were involved in 161 total suspensions.

### **SHOEMAKER CAMPUS 2006-2007 Suspensions**

| Specific Offense<br>(e.g. assault, theft, etc.)      | Number of Incidents | Average enrollment During 2006-2007 |
|--|---------------------|-------------------------------------|
|  |                     | 200                                 |
| Fighting   | 6 (5 students)      |                                     |
| Non-violence violations (pushing, threatening, etc.) | 35                  |                                     |
| Insubordination/Inappropriate conduct                | 69                  |                                     |
| Cutting classes                                      | 16                  |                                     |
| Contraband   | 1                   |                                     |
| Plagiarism/ Cheating                                 | 6                   |                                     |
| Theft  | 8                   |                                     |
| Harassment   | 8                   |                                     |
| Miscellaneous  | 12                  |                                     |
| <b>TOTAL</b>   | <b>161</b>          |                                     |

Reducing the number of suspensions is a high priority for next year. We believe the full implementation of the restorative practices model will lower the suspension rate. Our goal is to reduce suspensions by at least 25%. The following improvement strategies will be employed in 2007-08 to reduce suspensions:

- The counselor will host anger management classes
- Alternatives to suspension will be developed based on restorative practice philosophy. For example, instead of suspending a student for disruption, s/he will need to lead a community meeting on school culture.
- Revising the demerit system so that students receive a new card and start with a fresh slate every grading period.

#### **Student Conduct - Attachment**

- Student Conduct

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Mastery CS-Shoemaker Campus

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

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

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

**Percentage of Certified Staff:** 89%    **Total Instructional Staff:** 12

**Student/ Teacher Ratio:** 17:1    **Student Waiting List:** 22

**Attendance Rate/Percentage:** 90%

**Enrollment:** 210    **Per Pupil Subsidy:** \$7247.92; SPED: \$15346.00

### Student Profile

**American Indian/Alaskan Native:** 0%  
**Asian/Pacific Islander:** 0%  
**Black (Non-Hispanic):** 98%  
**Hispanic:** 0%  
**White (Non-Hispanic):** 1%  
**Multicultural:** 1%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 87%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 23

| Number of:          | K (AM) | K (PM) | K (FTIME) | ELEM | MIDDLE | SEC. | TOTAL |
|---------------------|--------|--------|-----------|------|--------|------|-------|
| Instructional Days  | 0      | 0      | 0         | 0    | 183    | 0    | 183   |
| Instructional Hours | 0      | 0      | 0         | 0    | 1025   | 0    | 1025  |

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

**School Year: 2007**

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

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

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

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**Board President**

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**Date**

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**Chief Executive Officer**

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**Date**

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

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

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

**SIGNATURE PAGE**

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

**Name** Scott Gordon

**Title** CEO

**Phone** 215-922-1902 x2408

**Fax** 215-922-1903

**E-mail** Scott.Gordon@Masterycharter.org

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*Signature of the Chief Executive Officer and Date*

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

**Name** Jeremy Nowak

**Title** Board Chair

**Phone** 215-574-5825

**Fax** 215-574-5910

**E-mail** Jeremy.Nowak@TRFund.com

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

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

**Name** Lydia Jerchau

**Title** Assistant Principal for Special Education

**Phone** 267-296-7111

**Fax** 267-296-7112

**E-mail** Lydia.Jerchau@Masterycharter.org

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*Signature of the Special Education Contact Person and Date*