
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report **Tuesday, October 09, 2007**

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SECTION I. EXECUTIVE SUMMARY

Organization Description

INTRODUCTION

Mastery Charter School Thomas 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 2005 the School District of Philadelphia invited the original Mastery school to convert the District's struggling Thomas Middle School in South Philadelphia into a charter school serving grades 7-12. The conversion was part of the District's Small High School initiative to close middle schools and open new small high schools.

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

The conversion has been very successful. Violent incidences have decreased dramatically. Since the 2005 PSSA, 8th grade reading PSSA scores have increase 32 percentage points and math scores have increased 21 percentage points. Mastery Charter School Thomas Campus made AYP for the 2006-07 year.

In 2006-07, Mastery Thomas Campus served approximately 330 students in grades 7-9. Approximately 78% of our students are eligible for a free or reduced school lunch. 73% of our students are African American, 3% are Latino, 15% are White, 9% are Asian, and less than 1% is Native American. Our incoming students reflect the norm for Philadelphia District students, scoring at the bottom 30-40th national percentile on standardized tests. Approximately 30% of all incoming students score more than 2 grades behind in math and 58% of all incoming students score more than 2 grades behind in reading.

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 5th 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 5th grade level or below. The second course is for those functioning at the 6-7th grade levels. The third course is designed for those students functioning close to the expected 9th 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

Mastery Thomas Campus met AYP for the 2006-7 school year. We are particularly proud of:

- In math, the percentage of 7th grade students scoring proficient or advanced increased by 11 points (from 48.9 to 59.7) compared to last year, while 8th grade students increased by 15 points (44.4 to 59.2).
- In reading, the percentage of 7th grade students scoring proficient or advanced increased by 7 points (from 42.7 to 49.5) compared to last year, while 8th grade students increased by 22 points (39.2 to 61.1).

AREAS OF IMPROVEMENT

NEED:

Reading Improvement: While the percentage of 7th grade students scoring proficient or advanced increased by 7 points, results were below next year's AYP statewide goal of 54%.

ACTION:

- In the 2007-08 school year, Mastery will provide reading 1 hour skills classes twice weekly to all 7th and 8th graders in an effort to reinforce problem solving skills.
- We will introduce a direct instruction reading program aimed at reading remediation to our struggling readers.
- We will provide a library and further our independent reading program by scheduling over an hour per week for in-school independent reading and requiring additional independent reading at home.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

STRATEGIC PLANNING PROCESS:

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

1. **Establish Goals** Goals are established each summer. This involves:
 - Updating the goals described in the charter
 - Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and leadership team then discussed and revised by the School Management Committee (SMC). The SMC includes senior staff members and a representative teacher from each academic discipline.
2. **Board Approves Goals** Annual goals are reviewed first by the Executive Committee and then adopted by the Board as a whole. Two members of the Parents Association serve on the Board, providing parental input in our process.

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

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

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aqueelah Richards	Mastery Charter School Thomas Campus	Administrator	Principal
Deborah Durso	Mastery Charter School Thomas Campus	Secondary School Teacher	Principal
Jeff Pestrak	Mastery Charter School Thomas Campus	Administrator	CEO
Jeremy Nowak	The Reinvestment Fund	Board Member	Board of Trustees
Joan Schillinger	Mastery Charter School Thomas Campus	Special Education Representative	Principal
Rufus Taylor	Mastery Charter School Thomas Campus	Ed Specialist - Social Restoration	Principal
Scott Gordon	Mastery Charter School Thomas Campus	Administrator	Board of Trustees

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. Mastery's academic program is comprised of a sequence of six year-long course levels in Math and English/History and four levels of Science. Our curriculum is designed so that each course strategically builds on the skills of the previous course. All students must complete at least the 5th level in Math and English and 3rd 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

Gr-ade	Math	RELA	History	Science
7	Glencoe <i>Mathscapes</i> , 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> Great Source <i>Sciencesaurus</i>
8	Glencoe <i>Mathscapes</i> , 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> Great Source <i>Sciencesaurus</i>
9	McDougall Littell Algebra (1 and 2 year options, for all students)	Holt Elements of Literature 3 , John Collins Writing, Balanced Literacy, Novels and other Literature	[No separate History program b/c of intensive literacy focus]	CPO <i>Foundations of Physical Science Program</i>

SOCIAL-EMOTIONAL LEARNING

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

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 9th 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 Plan Approval
- Professional Education Plan pg. 2

English Language Learners

Mastery had 2 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.

During the 2006-07 school year, several incoming students indicated that English was not their primary home language. Those students were screened to determine need for supports, and it was determined that 2 were in need of ELL supports.

We have an ELL support program that meets regulatory requirements.

ELL Program Summary

The LEP/ELL Program offers:

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

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

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

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

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

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

English Language Learners - 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 5th level in Mastery's six level course sequences. At this level all PA standards are covered.

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

Standards-Based Curriculum & Mastery Grading & Promotion

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

Standardized Graduation Assessment

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

Authentic Graduation Assessment

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

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

Special Education

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

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

- *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.
- *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.
- *Push-in:* Special Ed instructors work in the regular classrooms supporting students who need additional support.
- *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
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Liam Doyle	1	Learning Support; Itinerant Services and Resource Services	Thomas Campus	20	-
Sonya Berry	1	Learning Support and Emotional Support; Itinerant and Resource Services	Thomas Campus	20	-
Sandra Eckle	1	Learning Support and Emotional Support; Itinerant and Resource Services	Thomas Campus	20	-
Michael Patron	1	Learning & Emotional Support; itinerant & resource services	Thomas Campus	5	-

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Oxford Consulting	.2	Speech Therapist	Thomas Campus	7	-
Sara Shack	.1	Psychological Screenings	Thomas Campus	8	-

Special Education Program Profile - Chart III

Title	Location	FTE
Special Ed Supervisor	Thomas Campus	1
Psychologist	Thomas Campus	.2
Social Worker	Thomas Campus	1

Special Education Program Profile - Chart IV

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

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
NOT APPLICABLE	No	No	No	No	No	No

Student Assessment - Secondary

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

Student Assessment

A. Evidence of Improved Student Progress

Mastery Thomas 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
Thomas' PSSA scores improved in all categories. Dramatic progress was made at Thomas Campus compared to last year.

7th 8th Grade % Proficient/Adv,

	<u>06</u>	<u>07</u>	<u>Chg</u>
7 th Read	42.7	48.9	+6.2
7 th Math	48.9	56.5	+7.6
8 th Read:	39.2	60.7	+21.5
8 th Math:	44.4	60.4	+16.0

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 8th grade writing PSSA scores dramatically improved from the previous year and remain above the Pa. average.

Thomas 8th Grade % Proficient/Adv

	<u>06</u>	<u>07</u>	<u>Chg</u>
Writing	71.6	89.6%	+18%

- 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 particularly in reading.

% of Students scoring BB

	<u>8th Grade</u>	<u>06</u>	<u>07</u>	<u>Chg</u>
Reading	31.2%	15.3%	-15.9%	
Math	21.6%	20.4%	-1.2%	

▪ *Dramatic Reduction in School Violence and Disruptive Incidents*

Addressing school violence and building a positive school culture is a top priority for Mastery. We are very proud that disruptive incidences plummeted after the conversion and continued to drop in our 2nd year.

	<u>05-06</u>	<u>06-07</u>
# of suspendable incidences per 100 students:	68	59
# of fights/violence per 100 students	3	2

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

1) ACADEMIC ACHIEVEMENT IN READING

DATA: Dramatic increases in reading in grades 7th and 8th grade were experienced according to PSSA Reading scores when compared to the previous year. We also experienced almost a 50% reduction in number of 8th graders scoring below basic.

GOAL REVISION: For 2007-08: 65% of our 7th/8th grade students will score proficient or advanced on the 08 reading pssa

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: Dramatic increases in math in grades 7th and 8th grade were experienced according to PSSA Math scores when compared to the previous year.

GOAL REVISION: 65% of our 7th/8th grade students will score proficient or advanced on the 08 math pssa

IMPROVEMENT PLAN:

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

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

3) LOW ACADEMIC SKILL STUDENTS

DATA: We are experiencing mixed results in decreasing the number of below basic students. Our most significant gain was our decrease in 8th grade reading BB. Our most troubling loss was a 5% increase in reading BB students in 7th grade. All other measures only moved slightly.

	% of below basic students	
	<u>05-06</u>	<u>06-07</u>
7 th grade reading	19	24
8 th grade reading	31	15
7 th grade math	21	24
8 th grade math	21	19

GOAL REVISION: Reduce the number of students scoring BB in each assessment by 5 percentage points.

IMPROVEMENT PLAN:

- a) Implement Remedial Reading Program (See description above).
- b) TransMath Remediation program Our lowest math students will be pulled periodically for skills development using a remedial math program

4) RETENTION RATES

DATA: 12.7% of students at Thomas either withdrew during the year or did not re-enroll. Our mission is to serve all students, so reducing this rate is a high priority.

GOAL REVISION: 10% or less of students will withdraw from Mastery during the year or not re-enroll in June '08 for the following school year.

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 The counselor will host daily anger management and character development classes. Workshops on a variety of social/emotional issues will be offered at both campuses,

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 9th 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. As summarized below, fewer students with IEP's scored Below Basic on the PSSA compared to the previous year. Finally, our continuous progress of monitoring IEPs indicates students are meeting their individual goals and objectives as outlined in their plans.

8th Grader with IEP's: % Scoring Below Basic

	<u>06</u>	<u>07</u>
Reading	75%	50%
Math	73%	53%

Student Assessment - Attachments

- Student Assessment Data
- Student Assessment Data

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, Jeffrey Pestrak
- Assistant Principal, Aqueelah Ellzy (Richards)
- Assistant Principal: Michael Patron

Professional Development For Evaluators

All evaluators continue their professional development through the following activities:

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

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

BOARD CHANGES:

Mastery Charter School Thomas Campus was organized as an independent charter school in July 2006. As such, all Board members were newly appointed. The complete list can be found in the attachment. There were no changes to the Board membership during the year.

SCHOOL LEADERSHIP CHANGES:

The leadership from the 2005-06 school year, when the school was operated by Mastery Charter High School Lenfest Campus, transferred to the now independent charter school for the 2006-07 school year. The team included:

- Jeffrey Pestrak, Principal. Jeffrey has 12 years of educational experience. He formerly served as a Regional Academic Coach in the School District of Philadelphia and as an Adjunct Professor at Temple University's School of Education.
- Aqueelah Ellzy, Assistant Principal for Instruction. Aqueelah has 8 years of experience as a teacher and Dean of students at a magnet middle school. She has a Principal's certification and her Master's from Holy Family University.
- Michael Patron, Assistant Principal for Special Education. Michael has 20 years of educational experience. He formerly served as the Principal of a private high school for at-risk and special needs students.

Board of Trustees

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

Professional Development (Governance)

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

Coordination of the Governance and Management of the School - Attachment

- Coordination of Governance

Community and Parent Engagement

The Thomas Parents Association remains an active participant in the school. The President and Vice President of the Association serve on the Board of Trustees.

- Board meetings are announced to all parents and are posted in the Philadelphia Daily News as per Sunshine Law requirements.
- More than a 12 community groups, schools, and organizations are contacted as part of Mastery's student recruitment outreach.
- Open monthly Parent Association meetings were held on 4 occasions during the year.
- "Soul Food Night", a multi-ethnic celebration of the school community is co-sponsored by students and staff. Over 150 parents and students attended this year.
- Written school updates were sent home to parents several times during the year.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Mastery Charter Thomas 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 \$988,891 to Mastery during the school year. Donors included

- Gerry and Marguerite Lenfest
- 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
- The Phoebe W. Haas Charitable Trust
- PECO Energy to fund science lab equipment

2006-2007 Events

In addition to fundraising, the school sponsored a grand opening in partnership with the School District of Philadelphia. Over 75 community members, donors, and parents attended.

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. 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 Thomas 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 Statements of Revenues, Expenditures & Fund Balances

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

The school's auditing firm is Larson, Allen & Weishair & Co., LLP. The most recent audit is dated September 21, 2006 for fiscal year 2005-2006, and it has a clean unqualified opinion with no findings. Larson, Allen expects to complete the 2006-07 financial audit by September 1st, 2007. The results of the audit will be presented to the Finance Committee and will then be presented to the Board of Trustees. As the Thomas Campus was operated under the Mastery Charter High School Charter, the audit was completed auditing both institutions in one audit. Please review the attachment for Auditors statement.

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

- Audit Firm, Date of Last Audit, Auditors Opinion and Any Findings

Citations and follow-up actions for any State Audit Report

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

SECTION VII. FACILITY RESPONSIBILITIES

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

Mastery Thomas rents a School District of Philadelphia school building at a discounted reate.

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 .

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

- | | |
|-----------------------------------|----------|
| • Instructional materials | \$55,160 |
| • Books & Software | \$77,000 |
| • Instructional Furniture & Equip | \$50,000 |
| • Computers | \$48,750 |
| • Facilities Repair | \$69,825 |

Future Facility Plans and Other Capital Needs

The Thomas Campus is a partnership with the School District of Philadelphia and is housed in the School District's Thomas Middle School building.

Mastery Charter Thomas Campus leases the facility of 927 Johnston Street, Philadelphia PA 19148. However, all furniture and equipment was purchased after obtaining quotations from various vendors. The lowest cost vendor was sought in purchasing all capital items.

Once the school is at full capacity (approximately 575 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 **4/10/2007**.

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 on **07/30/07**. Information on file includes:

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

- Wellness Policy
- student health reimbursement form

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

THOMAS: 2006-07 Teaching Staff

- 11 of 14 Teachers employed in June 2006 returned for the 2006-07 school year
- 11 new teachers were hired for 2006-07 school year
- 1 new teacher was hired mid-year (SPED Teacher)

23 teachers were employed during the 2006-07 school year

22 of the 23 remained for the entire school year. 1 staff member went out on maternity leave.

91% were certified or emergency certified.

THOMAS: 2006-07 Administrative Staff

- 5 of 6 administrative staff employed in June 2006 returned for the 2006-07 school year

- 4 new administrative staff were hired in 2006-07 school year (Admin Assistant, Technology Manager, Asst Principal for Instruction, Dean of Students)

9 administrative staff members were employed during the 2005-06 school year

7 of 9 remained for the entire school year

2 resigned from their positions

In total, 85% of the staff was certified or emergency certified during the 2006-07 school year.

Patterns and Reasons:

One administrator resigned for personal reasons. One was reassigned to a sister Mastery school. Two teachers from 2006-07 will not return for the 2007-08 school year because they did not meet Mastery performance standards.

Quality of Teaching and Other Staff - Attachments

- ESSP Accuracy Certification
- ESPP Certification
- PDE 414

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 7th and 9th grade class. All students who have completed 8th grade are eligible to enroll in Mastery's 9th

grade. Per agreement with the School District of Philadelphia, Thomas Campus gives first preference to students who live in the South Philadelphia region.

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, 1 student was asked to withdraw from the process. During the process, the student stated that she didn't want to attend Mastery. The school asked the parent if she wanted to continue with the process. The parent chose to end the process and enroll her daughter in another school.
- All students who complete the enrollment process are placed in a lottery. The lottery is conducted using a random number generator (www.random.org). Students are admitted to Mastery and placed on the waiting list in the order they are selected by the random number generator. Students are enrolled off the waiting list in the order they were placed by the random number generator.

The Mastery Charter School Thomas Campus lottery was conducted on February 15, 2007.

Enrollment History THOMAS CAMPUS

	7 th graders	8 th graders	9 th graders	TOTAL
# of newly enrolled for 2006-07	100	0	60	160
Total Enrolled at start of school year	100	100	133	333
# added during the year	5	8	7	20
# withdrawn during the year	8	15	12	35
= Number of students at year end	98	98	132	328
# of Students who did not re-enroll	3	4	3	10
# of students who re-enrolled in July 2007	95	94	139	318

Schools Transferred to and Reasons why:

Of the 35 students who withdrew during the year; 30 enrolled in their neighborhood Philadelphia Public School, 5 moved from the Philadelphia area.

The reasons for withdrawing from Thomas Campus include:

- 1 withdrew to go to school with a sibling
- 20 withdrew stating that behavior standards were too restrictive or they were unwilling to abide by our disciplinary process and consequences.
- 1 was forced to withdraw by the office of Homeland Security for disobeying the guidelines of her student visa.
- 5 students moved out of the region
- 2 transferred to another mastery school
- 6 withdrew stating that attendance and lateness requirements were too strict or completely stopped attending

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

- 2 are transferring to a vocational high school
- 8 moved out of the area

b) TRENDS IN STUDENT TURNOVER & RETENTION

Mastery's goal for this year was a 10% or less transfer out rate, including withdraws and non-reenrollments. Thomas did not make its goal.

06-07 (353 total students enrolled during year)

Students withdraw during the year 35
(9.9%)

Students not re-enrolling for upcoming year 10 (2.8%)

TOTAL TRANSFER OUT RATE 45 (12.7%)

TRENDS:

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

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

Improvement plans include:

- *Expand Restorative Practices*
- *Expand Counseling*

2. Academic Expectations. Some students are unwilling to accept Mastery's mastery-based promotion system. This competency-based system means that students who do not master material and classroom lessons do not progress and face a 5th year of high school. 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:

- *Develop Individual Graduation Plan (IGP) in Sophomore Year.*
 - *Improve Parent / Guardian communication*
-

Student Enrollment - Attachment

- Student Enrollment/Admissions Policy

Transportation

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

Food Service Program

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

Student Conduct

A) EXPECTATIONS FOR STUDENT BEHAVIOR AND DISCIPLINE

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

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

CODE OF CONDUCT
I choose to be here.
I am here to learn and achieve.
I am responsible for my actions.
I come with a clear mind and healthy body.
I contribute to a safe, respectful, cooperative community.
This is my 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

No students were expelled from Mastery Charter during the 2006-2007 school year.

At Thomas 122 students were involved in 199 total suspensions.

THOMAS CAMPUS 2006-2007 Suspensions

Specific Offense (e.g. assault, theft, etc.)	Number of Incidents	Average enrollment During 2006-2007
		335
Fighting	2	
Non-violence violations (pushing, threatening, etc.)	39	
Insubordination/Inappropriate conduct	99	
Cutting classes	34	
Contraband	2	
Plagiarism/ Cheating	1	
Theft	4	
Harassment	7	
Vandalism	2	
Lateness	9	
TOTAL	199	

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
- Introduce alternatives to suspension based on restorative practice examples. For example, instead of suspending a student for disruption, s/he will need to lead a community meeting on school culture.

Student Conduct - Attachment

- Student Conduct

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Mastery CS-Thomas Campus

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

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

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

Percentage of Certified Staff: 85% **Total Instructional Staff:** 22

Student/ Teacher Ratio: 15:1 **Student Waiting List:** 35

Attendance Rate/Percentage: 94%

Enrollment: 347 **Per Pupil Subsidy:** \$7247.92; SPED \$15346.00

Student Profile

American Indian/Alaskan Native: 0%

Asian/Pacific Islander: 9%

Black (Non-Hispanic): 71%

Hispanic: 2%

White (Non-Hispanic): 12%

Multicultural: 1%

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: 57

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	184	184	184
Instructional Hours	0	0	0	0	1035	1035	1035

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

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

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

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

Board President

Date

Chief Executive Officer

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

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

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Joan Shillinger

Title Assistant Principal

Phone 267-236-0036

Fax 267-236-0030

E-mail Joan.Shillinger@Masterycharter.org

Signature of the Special Education Contact Person and Date