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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:** Math Civics and Sciences CS

**Address:** 447 N Broad St  
Philadelphia, PA 19123

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**Contact Name:** Veronica Joyner

## **SECTION I. EXECUTIVE SUMMARY**

### **Organization Description**

The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc. (MCSCS) is one of the largest charter schools in the state of Pennsylvania, serving students throughout the Philadelphia county. MCSCS opened in 1999 with 720 students in grades first through ninth, adding a grade every year for 4 years. Today, MCSCS has a population of nearly 1,000 students

in grades first through twelfth. The 2006-2007 school year marks the fourth year of our five year charter renewal. MCSCS student population consists of 95% African American, 5% White and Hispanic. Approximately 75% of our students come from minority low-income families, we are a Title I school. Many children come from single parent families, foster care, relative care and non-relative guardians.

## **Core Purpose**

### **Mission**

The mission of The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc. is to provide quality education to students in grades 1 to 12 and educational intervention to children classified as "at risk" of academic failure. We believe that all children can learn at high levels, children have varied learning styles. MCSCS offer small class size (not to exceed 20 students) with a teacher and full-time assistant (grades 1 and 2). Our education curriculum emphasizes character education, a positive learning environment, which includes love, respect, individual attention, and a reward system to foster success. MCSCS curriculum addresses basic skill deficiencies as a means to accelerate the development of advanced academic performance in mathematics, civics and sciences. Our non-academic curriculum is specifically designed to provide students with the essential social skills with academics to increase opportunities in college placement, trade school, workplace, and to teach students to become good and productive citizens in their community.

### **Vision**

The overarching vision of MCSCS is that "at risk" students can achieve academically if they receive support from home, parents/guardians, teachers and school staff. Every child has potential and special talents to contribute to the world. The Mathematics, Civics and Sciences Charter School of Philadelphia will help to develop those talents. Teachers will develop a safe and caring place for all learners, regardless of race, color, gender, religion, creed, age, aptitude, or ability to learn. Setting a climate of thinking and risk-taking becomes the norm, where learners understand that to learn is to make mistakes and that one experiences success when he/she learns from those mistakes.

Teaching skills of life involves both mind and body tools, communication, school skills, thinking skills, reflection, technological skills, and problem solving skills. More specifically, the skills must include critical thinking skills (prioritizing, comparing and judging), creative thinking skills (inferring, predicting, and generalizing), social skills (communicating, team building, leading, and resolving conflicts), technological skills (keyboarding, surfing for subjects and taking virtual field experience trips), visual skills (experiments, painting, sculpting, and drawing), the performing arts (dancing, acting, and playing a musical instrument).

### **Shared Values**

MCSCS' core belief and value is that every child provided strong basic skills in reading, mathematics and writing skills, which are "at risk" of academically failing can achieve given the proper academic and emotional support from home, parents/guardians, teachers and school staff. All children can meet with academic success if given the right curriculum, instruction, well trained instructors, tutoring and reinforcement of basic skills, which is the foundation to advanced learning.

### **Academic Standards**

The approved curriculum at The Mathematics, Civics and Sciences Charter is based on the Pennsylvania Department of Education Academic Standards and national standards. The core curriculum is focused on Mastery of basic skills in reading, mathematics and writing, science, social studies and technology. They are re-enforced by continuous teacher professional

development, developing methods to assess student achievement and executing steps for corrective action.

## **Strengths and Challenges**

Our curriculum is based on Mastering of basic skills in reading, math and writing, which sets the foundation for more advanced learning. Teacher training is key, along with tutoring for additional academic support to students and in a small classroom setting of 20 students, which provides for more student-teacher interaction. Our qualified staff of certified teachers trained, monitored and evaluated on the implementation of the school's mission is the key to success.

Students classified as special education, learning disabled, emotionally disturbed, or Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD) have been declassified and placed in higher levels academically. This is due to smaller classrooms of 20 students, individualized tutoring and a high level of counseling and coaching from teachers and staff. Parent involvement is excellent and is essential to our student learning and achievement. In addition to 4 out of 6 parents of children in the school serving on the Board of Trustees, parents are encouraged to visit the school and we have an active parent support group that assist with all special events and assist in organizing our Annual Parent Conference and Workshop each year. Parents have assumed more responsibility for making sure their children are: meeting academic standards, attending everyday, arriving to school on time, wearing clean uniforms, and prepared with school supplies and text books. There continues to be a high attendance at our Black History Celebration, Talent Show, Move-Up-Day and Graduation held at Community College. Parents readily volunteered as escorts for our class trips; and served as chaperones for our 10<sup>th</sup> Grade Soph-Hop, 11<sup>th</sup> Grade Junior Prom and 12<sup>th</sup> Grade Senior Prom. Parents also helped raise funds for our Annual Scholarship Dinner. Every year a school wide survey is conducted for all students and parents. This year over 95% of our school wide parent survey rated MCSCS with A's and B's.

Due to our policy of 20 students per class there is not enough space available to meet the overwhelming demand on our waiting list of student enrollment for grades 1-8. There continues to be a decrease in the enrollment at the high school level for varying reasons (See Section X2: Student Enrollment). Focus will be placed on filling vacant seats with high school students in the September 2007-2008 school year. For the school year 2006-2007, MCSCS has met AYP status. Parents of students that tested below proficient have been notified and one-on-one also small group tutoring is scheduled daily. Parents receive training on how to reinforce reading, math and writing skills. Parents are also given text books in these areas to help support academic skills at home. Teachers communicate at least once per week with parents of students needing additional academic support.

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

### **Strategic Planning Process**

The Strategic Planning Process at MCSCS involves teachers from grades one through twelve in development of the Strategic Plan. There is input from parents, students, teachers and administrators and other stakeholders to ensure that the needs of all students are met. PSSA and Terra Nova data is analyzed to reflect student achievement. Student classroom participation, teacher observation and other evidence is used to demonstrate the quality and effectiveness of the school's educational practices. The results of research-based best-practices and approaches to instruction that have increased student achievement in schools with similar students guides the process. Another guide for the process is "Getting Results", a framework for Continuous School Improvement that was completed by MCSCS in March 2007.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Mr. E. Woodard	MCSCS Parent, 6th Grader	Parent	Board of School Directors
Mr. E. Worley	MCSCS Vice Principal	Administrator	School Administrators
Mr. F. Devine	MCSCS Principal	Administrator	School Administrators
Mr. F. Tate	MCSCS Lead Teacher, 7th Grade	Middle School Teacher	Veronica Joyner, CAO
Mr. L. Prince	MCSCS Lead Teacher, 6th Grade	Middle School Teacher	Veronica Joyner, CAO
Mr. M. Rasdell	MCSCS Lead Teacher, 1st Grade	Elementary School Teacher	Veronica Joyner, CAO
Mr. N. Horton	MCSCS Lead Teacher, 11th Grade	Secondary School Teacher	Veronica Joyner, CAO
Mr. R. Adamson	MCSCS Reading Teacher	Middle School Teacher	Veronica Joyner, CAO
Mr. T. Taylor	MCSCS Lead Teacher, 8th Grade	Middle School Teacher	Veronica Joyner, CAO
Mrs. A. Dowling	MCSCS Reading Specialist	Elementary School Teacher	Veronica Joyner, CAO
Mrs. Gorrell	MCSCS Parent, 10th Grader	Board Member	Veronica Joyner, CAO
Mrs. L. Mitchell	MCSCS Lead Teacher, 4th Grade	Elementary School Teacher	Veronica Joyner, CAO
Mrs. R. Rittenburg	MCSCS Lead Teacher, 3rd Grade	Elementary School Teacher	Veronica Joyner, CAO
Mrs. T. Lloyd	MCSCS Lead Teacher, 5th Grade	Elementary School Teacher	Veronica Joyner, CAO
Mrs. V. Joyner	MCSCS Founder & CAO	Administrator	Veronica Joyner, CAO
Mrs. Wilbanks/Mr. Dowell	MCSCS Lead Teachers, 12th Grade	Secondary School Teacher	Veronica Joyner, CAO
Ms. R. Tharpe	MCSCS Lead Teacher, 2nd Grade	Elementary School Teacher	Veronica Joyner, CAO
Ms. R. Thomas	MCSCS Lead Teacher, 9th Grade	Secondary School Teacher	Veronica Joyner, CAO
Ms. S. Newman	MCSCS Lead Teacher, 10th Grade	Secondary School Teacher	Veronica Joyner, CAO
Rev. Tyson	MCSCS Parent, 4th & 8th Grader	Parent	Veronica Joyner, CAO

## Goals, Strategies and Activities

### Goal: MATHEMATICS

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

**Strategy: Flexible Scheduling**

*Description:* In the lower school a flexible schedule and the rotation of the teachers will be developed to teach mathematics classes that will maximize the strenghts of the teachers to meet the instructional needs of the students.

*Activities:*

Activity	Description	
Regrouping	Students will be regrouped regularly depending on benchmark analysis and PSSA data analysis. Students with similar academic deficiencies or strengths will be grouped for tutoring or enrichment.	
Person Responsible	Timeline for Implementation	Resources
Wanda Haines	Start: N/A Finish: N/A	\$0.00

**Strategy: Infusion of Test Taking Strategies**

*Description:* Test taking strategies and test preparation strategies will be infused into the daily instrctional program. Students will practice with the testing question formats and write responses to open-ended questions that will be scored with a rubric.

*Activities:*

Activity	Description	
Test Anxiety Defined	Ways of reducing test anxiety before to taking standarized mathematics tests.  Ways of reducing test anxiety while taking standardized mathematics tests.	
Person Responsible	Timeline for Implementation	Resources
Wanda Haines	Start: N/A Finish: N/A	\$0.00

**Strategy: Using Technology**

*Description:* Teachers will be able to differentiate instruction in the computer lab to meet the students' individual needs.

*Activities:*

Activity	Description	
Meeting Student Needs	Student will work at their own pace in the computer lab to increase their level of mathematics proficiency.	
Person Responsible	Timeline for Implementation	Resources
Wanda Haines	Start: N/A Finish: N/A	\$0.00

**Goal: READING**

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

**Strategy: Flexible Scheduling**

*Description:* In the lower and the middle school a flexible schedule will be developed that will maximize the the strenghts of the teacher's skills.

*Activities:*

Activity	Description	
Regrouping	Students will be regularly regrouped depending on the analysis of the benchmark test data and the PSSA data. Students with similar academic deficiencies or strenghts will be grouped for tutoring or enrichment.	
Person Responsible	Timeline for Implementation	Resources
Wanda Haines	Start: N/A Finish: N/A	\$0.00

**Strategy: Infusion of Test Taking Strategies**

*Description:* Test taking strategies and test preparation strategies will be infused into the daily instrctional program. Students will practice with the testing question formats and write responses to open-ended questions that will be scored with a rubric. Study and comprehension skills will be emphasized by assigning home work daily.

*Activities:*

Activity	Description	
Test Anxiety Defined	Ways of reducing test anxiety before to taking standarized reading tests. Ways of reducing test anxiety while taking standardized reading tests.	
Person Responsible	Timeline for Implementation	Resources
Wanda Haines	Start: N/A Finish: N/A	\$0.00

**Strategy: Using Technology**

*Description:* Teachers will be able to differentiate instruction in the computer lab to meet the students individual needs.

*Activities:*

Activity	Description	
Student Reflection and Self-evaluation	In the lower and the middle schools students will reflect upon thier classwork and the teachers will direct them to the appropriate web sites to develop reading comprehension and decoding skills. Students in the high school will be exposed to a variety of high interest and age appropriate literature and write a reflective evaluation of their reading.	
Person Responsible	Timeline for Implementation	Resources
Wanda Haines	Start: N/A Finish: N/A	\$0.00

**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

**Strategy: Increase Parent Participation**

*Description:* Parents will be invited to shadow their children, attend workshops and participate in a PSSA testing experience. A parents PSSA Night will be held prior to the administration of the test.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Familiarize Parents with the PSSA	To follow through with the instructional program at home Back to School Night will stress the importance of local and state tests. MCSCS will provide parents with take-home study packets with PSSA preparation materials.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Wanda Haines	Start: N/A Finish: N/A	\$0.00

### **SECTION III. QUALITY OF SCHOOL DESIGN**

#### **Rigorous Instructional Program**

##### **1. Rigorous Instructional Program**

MCSCS' curriculum uses state content standards as the benchmark for each grade. Students are assessed regularly using state practice tests and other barometers, and monitored on their progress. All grades have lead teachers that meet with staff and the CAO to ensure that content standards are followed. Staff development workshops are designed around areas of weakness on state and local tests.

Our mastery based learning curriculum is designed to foster a child centered multiple-intelligence approach. Mastery based learning begins with the mastery of basic concepts attained at grade appropriate levels. The multiple intelligence classroom is grounded in an examination of theories that suggests ways to individualize instruction to meet the needs of each learner in the classroom. Visual aides and hands on experiences supplement the curriculum, therefore funds are made available for resources and supplies that make classrooms stimulus-rich and respond to the learning styles of a wide range of students. MCSCS' emphasis on a rigorous, back-to-basics approach is enhanced by investment in textbooks and other teaching materials, often cited by teachers as one of the most distinctive elements of the school.

All new teachers participate in a teacher-mentoring program to promote in-depth inquiry based teaching and learning. Teachers are paired with more experienced members of the instructional staff. The mentoring occurs formally and informally. Formally, teachers meet every week in either subject area meeting or grade level meetings. Informally, teachers meet during lunch and before and after school. The CAO mentors the instructional through daily classroom visits and follow-up conversations.

We have three (3) tutoring centers, reading specialists, math specialists, and first and second grade full-time teachers aides. Teachers are paid to tutor after school and they volunteer to tutor during their lunch hour when needed. The individual learning needs of every student with emphasis on the student's PSSA data determine the tutoring sessions. Students have mastered subject materials taught as determined by quarterly student evaluations.

Part of our mission is that children learn from visual aides, hands-on experience, and repetitious drills. Parent support conferences help parents learn our methods and strategies to help their children at home.

## **Rigorous Instructional Program - Attachments**

- Rigorous Instructional Program
- Rigorous Instructional Program

## **English Language Learners**

MCSCS does not have children to report for the ELL or LEP. However, should we have children in the future that are classified ELL or LEP we have developed a Program and Services Plan that can be implemented. **See Attachment: ELL Report and Program and Services for Students with ELL or LEP.** (Prepared in the event we ever have children for the ELL or LEP)

## **English Language Learners - Attachments**

- English Language Learners
- English Language Learners

## **Graduation Requirements**

In order to graduate, the Philadelphia School District require students earn 23.5 credits. A typical high school student at MCSCS graduate with 28 credits. Each grade from 9th through 12th earn 7.0 credits every school year. This year the entire senior class of **67** graduated in June 2007. The mission of The Mathematics, Civics and Sciences Charter School is for our students to enter college. For the past 5 years 97% of our graduating class continued on to college or a vocational trade school. This year a total of over \$600,000 in scholarships was awarded to our continuing education students and \$40,000 was raised from our Annual Scholarship Dinner.

MCSCS high school students have demonstrated proficiency in both local and state assessments. In 2005 we were listed as one of the top performing high schools in the central region on all TerraNovas. In 2006 our 11th grade students were listed in the ten most-improved schools with the biggest gains by percentage-point from last year's PSSA in math and reading. According to the Pennsylvania School Report our students have out-scored the state in writing for the past 5 years.

## **Special Education**

MCSCS students with special needs are met by their Individualized Educational Program (IEP) and instructional framework for the entire school. We emphasize an inclusion model where students are supported in the regular classroom. These students are afforded all of the basic math, reading and writing skills and curricular concepts of the regular students as well as supported with an IEP especially designed to ameliorate their diagnosed learning disability. We adhere to the guidelines issued under the Federal Individual and Disabilities Education Act and strictly follow the Pennsylvania interpretation and implementation recommendations. In succinct terms we follow the outline issued by the Pennsylvania Department of Education Act 22 of 1997 which speaks specifically about charter schools and special education.

When a child with possible special needs is identified, the following steps are taken: student referred to a child study team; recommendations are made; parent is notified; and, written approval to proceed is obtained from parent. MCSCS notifies parents of their child's rights to free appropriate public education (FAPE) and/or related services. MCSCS assist parents in arranging for an evaluation by the School District of Philadelphia or a certified child psychologist. All due process requirements for existing and newly identified Special Education students are observed. Special education services are provided by staff in the resource setting utilizing instructional strategies such as: direct and indirect instruction, decoding, encoding, small group, brainstorming, problem solving, computer assisted instruction graphic organizers, skip counting and guess & check. Teachers serving special needs students receive copies of the IEP and meet with school psychologist and school counselor to evaluate progress. MCSCS also contracts out to the Intermediate Unit and outside agencies for services not available via in-house staff.

## Special Education - Attachment

- Special Education

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
43 Teachers Grades 1st - 12th	1.00	Speech & Language/Learning Support	MCSCS	39	We emphasize an inclusion/pull-out model where students are supported in a regular classroom and a resource level of intervention. They are given all basic instructional and curricular concepts of the regular student and supported with an IEP designed to improve their diagnosed learning disability.
7 Teachers Grades 6th, and 9th - 12th	1.00	Mentally Gifted	MCSCS	8	Advanced placement classes are provided for "MG" students. These classes are fast pace and cover more advanced work in each subject.

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Pediatrics Therapy Services	1.00	Speech & Language	MCSCS	20	Provided Speech, Language, Evaluations and Services
Premier Health	1.00	Speech & Language Learning Support	MCSCS	47	Worked on IEP CER Reports
Dept. of Education Division of	1.00	Speech & Language Learning Support	MCSCS	47	Provided training on the policies and procedures

Compliance					of Special Education. Reviewed all Special Education documents for compliance with PA State regulations.
MCSCS	1.00	Mentally Gifted	MCSCS	8	Provided advance placement classes that are face pace and cover more advanced work in each subject.

### Special Education Program Profile - Chart III

Title	Location	FTE
Ms. Joyner, CAO	MCSCS	.25
Ms. Johnson, Counselor	MCSCS	.50
Mr. Booker, Counselor	MCSCS	.50
Mr. Davies, Special Ed. Teacher	MCSCS	1.00
Ms. Anderson, Nurse, Ms. Wyllie & Mr. Johnson, Asst. Nurses	MCSCS	.25
Ms. Warren, Ms Sheaff, Mr. James, Ms. Carter and Ms. Dowing, Tutors	MCSCS	1.00 x 4 and .25 x 1
Ms. Williams, Ms. Druitt, Ms. Franklin, Ms. Stokes, Ms. Woods, Ms. Graves, Ms. Purnell, Ms. Benjamin, Ms. Butler, Ms. Hall, Mr. Woodard, Ms. Young (1st 2nd Grade, Art, Music & Computer Teachers's Aides)	MCSCS	1.00 x 12

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
PATTAN, I.U. King of Prussia	Consultant	.25
Dr. Clifford of Premier Health	Psychologist	.50
Ms. J. Lunkes and Ms. N. Odom, Pediatric Therapy Services	Speech Therapists	.50
Mr. E. Davies	Special Education Teacher	1.00
Ms. S. Johnson	Counselor	.50
Mr. L. Booker	Counselor	.50

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

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

### Student Assessment - Secondary

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

### Student Assessment

Our students continue to make progress on standardized test. The school has made AYP 3 times out of the last 4 years. Test data is analyzed to monitor student's progress in math, reading and writing. As part of the weekly meetings that lead teachers conduct with their grade team members, instructional material is reviewed and strategies for implementation and modification are discussed. At weekly meetings, feedback is given at the follow-up meetings and modifications recommended as needed.

PSSA practice material was purchased early for use beginning in September. The CAO has developed a series of training sessions for teachers and students. Teachers are taught innovative strategies for the delivery of data and examples. Students are taught in groups by the CAO to review understanding of basic skills in reading and writing and test taking strategies. Math instructors work with small groups of students to strengthen their math skills.

### Student Assessment - Attachment

- Student Assessment

### Teacher Evaluation

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

The main features of our teacher evaluation plan are as follows:

- Personal and Professional Qualities
- Pupil Guidance and Instruction
- Classroom or Lab Management
- Participation in School and Community Activities

The evaluation process is also based on a series of ongoing observations that monitor the teacher's knowledge, planning, communication, organization, classroom management, professionalism, progress of the student, and instructional competence, all which are reported on the Observation Forms.

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

Ongoing teacher and staff evaluations are conducted by:

-Veronica Joyner, M.Ed., Founder and CAO

-Frank Devine, M.Ed., Principal

One or more Board members for the teacher and staff evaluation process occasionally join the CAO and principal. Mrs. Joyner, (CAO) and Mr. Devine (principal) bring with them years of educational experience in the evaluation of effective teaching practices. Mr. Devine has been an administrator and teacher for over thirty years and is well versed in the process of training and evaluating teachers. Mrs. Joyner visits every classroom at two to three times a day as well as having on-going contact with staff, and provides immediate feedback to teachers and staff both formally and informally. Parents and students evaluate teachers and staff formally and informally as well. Ms. Joyner meets with teams of teachers daily.

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

The Special Education Process Chart below is a part of our Staff Development Training. The Professional Development Training deals with classroom management techniques on how to work with students with learning and behavior disabilities in a positive, loving way to maintain order. This process includes teaching techniques to educate students at-risk of academic failure with emphasis in the areas of reading (phonics), mathematics (basic skills) and writing.

One-on-one and small group tutoring is offered during school and after school to help improve academics. Behavior Modification classes are scheduled with students, teachers and parents to help improve student conduct when needed to teach conflict resolution skills. Training is also provided to parents of special education students to discuss and explain special needs to help students with homework and reinforce academic skills development. Teachers are trained how to read an Individual Education Plan (IEP); how to implement the IEP; how to measure progress; and how to make modifications when needed. Teachers are given the following chart and trained on its use.

**SPECIAL EDUCATION PROCESS CHART-CHARTER SCHOOLS**

**A-----B-----C-----D-----E-----F-----G**

Not Yet Eligible	Referral	Permission to Evaluate & Procedural Safeguards Notice <b>OR</b> Permission to Reevaluate & Procedural Safeguard Notice  Process starts here for currently enrolled eligible students	-Consent <b>OR</b> -Not ready to consent -Object Stop-Object Schedule *Informal meeting *Mediation *Due Process Hearing	Evaluation Team-(People)	Evaluation (Process)	Evaluation - Report(Document)
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H-----I-----J-----K-----L-----M-----N

Invitation to Participate in IEP Meeting & Procedural Safeguards Notice	IEP Team-- (People)	IEP Meeting-- (Process)	IEP(Document)	Prior Written Notice	-Approve <b>OR</b> -Do not approve <b>OR</b> -Request *Mediation *Due Process Hearing	Assignment
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**Teacher Evaluation - Attachment**

- Teacher Evaluation

**SECTION V. GOVERNANCE REQUIREMENTS**

**Leadership Changes**

There were no leadership changes on the Board of Trustees this year. Our Board of Trustees have remained the same and 4 out of 6 members have served for eight years. This has served as a major component of our success. Our school administration continues to be led by the same Chief Administrative Officer with the assistance of the Principal who has served for 8 years. We have however, hired a Vice Principal for school year 2006-2007..

**Board of Trustees**

Name of Trustee	Office (if any)
Kenneth Carter	President/Parent
Angela Hawkins	Vice-President
Helen Gorrell	Secretary/Parent
Jamie Ellison	Treasurer
Cleo Prince	Member
Leon Simmons	Member/Parent

**Professional Development (Governance)**

Selected Trustees have attended training sessions on The Charter School Law, Public School Code and the Sunshine Law, provided by the Foundations Technical Assistance Center. The Board of Trustees meets regularly with their legal counsel to further explain the Charter School Law, Public School Code, the Sunshine Law and the Public Officials Act.

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

The Board of Trustees meet monthly. The CAO and the Board President meet formally once a month and informally on an as needed basis. The Board approves all budgets, policies, procedures, hiring and dismissal of staff and the expulsion of students. The day-to-day operation is under the jurisdiction of the CAO and principal. There are four parent representatives on the Board who volunteer in the school and are available for student, staff and parent concerns. The CAO is a member on one of the School District's committees. Board members attend meeting, reviews and responds to communication from the Board of Education.

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

- Coordination of the Governance and Management of the School

### **Community and Parent Engagement**

Monthly announcements for school events can be heard through the school's special phone line. Information is distributed in the Student and Family Handbook. Events are posted in the school lobby and on the school calendar of events. Reminder letters and flyers are sent home with students. Teachers are required to call parents to give them a personal invitation to all school events. Calling lists must be turned in to the CAO for further calls if needed. The CAO is frequently on the radio providing information on the activities of the school as well as being posted in the local newspaper. Parents and members of the community are encouraged to attend the regular board meetings or any of the events where the Board members are present. Board Meeting schedules are posted throughout the school and in the local newspaper. Parents and community members may also submit their concerns, questions and suggestions to the Board. There is a mailbox located in the school. There are visitors to the school daily and parents are encouraged to visit the school lobby and classrooms. Teachers keep constant contact with parents via telephone calls.

Other ways we increase parental involvement is through our P.S.S.A (Parents Supporting Student Achievement). MCSCS annually holds a "Back-to School" night, four Parent/Teacher Conferences and two Parent Conferences and workshops. At the Parent Conference, we provide parents with take-home study packets on PSSA preparation and our teachers conduct class while parents take on role as students. Parents attend workshops facilitated by expert volunteers on children's mental, physical and academic development. We also hold college preparation workshops for parents and seniors. Due to our large parent participation in student activities, we have held our Black History Showcase, Talent Show, Move-Up Day, Graduation and Scholarship Dinner at an outside facility for the past four years.

MCSCS has established a number of community and business partnerships that support and provide hands-on academic and non-academic learning opportunities for our students. Fifth through twelfth grade students are required to select a school-to-college course of study. The selections include: Law, Medical, Computer Science and Accounting Academies. The academies are staffed by professional lawyers, doctors, computer specialist and certified public accountants. Over the past five years MCSCS has a team of law students that participate in the Mock Trial Competition through Temple University's Law School, and our medical academy participate in a summer HealthLink Program sponsored by Cheyney University.

To increase student awareness of their civic duty to society as well as get parent and community involvement, MCSCS continues to operate its Homeless Project that was launched in December 2005. Students raise money to buy food, clothing and toiletries. Meanwhile parents, local business and community organizations donate clothing. Every Thursday over 500 homeless people receive food and clothing. Students, parents and staff volunteer throughout the year including summer to prepare food packages and help distribute.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

Mathematics, Civics and Sciences Charter School held its Annual Scholarship Fund Dinner. Proceeds went towards assisting our high school graduates with admission and dorm fees, books, etc. for further education in college/universities and vocational trade schools. This event will be held next year.

### **Fiscal Solvency Policies**

MCSCS continues to maintain fiscal solvency due to a strict adherence to conservative budgeting. MCSCS has consistently budgeted and reported a financial surplus on the audited statements. Therefore, MCSCS had accumulated cash to maintain fiscal solvency.

### **Accounting System**

The accounting system is maintained by a Certified Public Accountant on QuickBooks Pro. The Pennsylvania State Chart of Accounts is the basis for the number and classification of the general ledger. The budgeting, accounting and reporting systems prepared by MCSCS comply with all of the representations and disclosures required by Generally Accepted Accounting Principles (GAAP).

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

- Preliminary Statements of Revenue, Expenditures and Fund Balances

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

The audit firm for MCSCS is LarsonAllen. The last audit report completed was for the fiscal year ended June 30, 2006. An unqualified opinion was issued with one finding relating to the Federal Award Programs. The finding was that the quarterly reports were not filed timely to the Pennsylvania Department of Education. As noted in the "Explanation of Disagreement with Audit Finding", the quarterly reports were not available for completion due to an error under appeal regarding the prior year's AYP determination. The appeal was resolved and a settlement was made in June 2006 in favor of the school. The audit fieldwork for the 2006-2007 school year began in May 2007 and is scheduled to be completed in September 2007.

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

MCSCS has not received citations for any State Audit Report.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

During the 2006-2007, MCSCS continued to invest in furniture, equipment and leasehold improvements that facilitate the educational environment. Furniture is replaced as needed to accommodate increase in enrollment or wear and tear. Equipment expenditures relate to improvement in technology and efficiency.

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

MCSCS is in the discussion phase with its landlord to acquire an adjacent lot for future facility expansion. The feasibility of the project's purchase price and perspective building has been discussed at Board meetings. To-date, no agreements have been signed. MCSCS will not have to increase enrollment to accommodate the expansion.

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

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

We have held ten fire drills during the school year and conducted bus evacuation drills for our ten school buses. MCSCS has provided the appropriate health services for our students and maintains all immunizations records as mandated by the Pennsylvania Department of Health. The Reimbursement Request and School Health Services Report for 2005-2006 has been submitted.

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

- Compliance with Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students
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### **Current School Insurance Coverage Policies and Programs**

MCSCS currently has the following insurance coverage:

- § Health including dental, prescription, and vision
- § Long-term and short-term disability
- § Life insurance
- § Workers' compensation
- § Business personal property
- § Commercial general liability
- § Educator's professional liability
- § Director's & Officer's liability
- § Employment practices

## SECTION IX. ADMINISTRATIVE NEEDS

### Quality of Teaching and Other Staff

<b>Full-Time Personnel</b>		<b>Part-Time Personnel</b>	
Chief Administrative Officer	1	Instructional Aides	0
Principal	1	School Admin. Support Staff	1
Vice Principal	1	Other Support (Health & Maintenance)	5
Teachers	66		
School Administrative Support Staff	14		
Instructional Aides/Tutors	18		
Library/Media Support Staff	0		
LEA Administrative Support Staff	0	Total Personnel	129
Other Support (Security, Food Service 102 Health, Maintenance)	22	+Returning from 2005-06	
		Remained 2006-07	120

Staff turnover is relatively low. Those that have left MCSCS have done so for either health reasons, relocating, pursuing different vocations, higher salary or contract was not renewed. Also there were those that conclude their educational approaches are not a good fit with the school's clearly defined mission and methods. Thus they wanted a less structured curriculum and/or one that does not emphasize basic skills.

### Quality of Teaching and Other Staff - Attachment

- Quality of Teaching and Other Staff

### Student Enrollment

Students were enrolled as a result of the lottery. The waiting list is used for student replacement. Students who have siblings attending the school are given preference for admissions. Students residing in the City of Philadelphia will be given preference for admission over students living outside of the city.

-First grade is offered at MCSCS. According to admissions policy a birth certificate must be submitted to verify child will be six years

old by the first day of school. If application exceeds the enrollment maximum then a lottery would be held.

-Total number of students initially enrolled in grades 2 thru 12: 835

-Total number of students dropped: 87

-Total number of students added: 183

-Transferred students: 59

-Total number of students who completed the 2006-2007 year who are currently enrolled to return in September: 818

-Students who left at the requirement of the school and the numbers who left voluntarily: 59 students left at the end of the school year. 58 left voluntarily, and 1 was expelled.

Charter schools are schools of choice. Although parents make the choice to re-enroll their child, students are in agreement because of small classroom size, leadership of the CAO, caring supportive teachers, a safe environment and a general sense that MCSCS is a better school than most immediate alternatives. Based on exit interviews, those that do not return are generally due to relocation out of county or state or transportation issues, changes in child custody or foster care placement. Some parents also expressed their fears of violence due to repeated attacks to MCSCS students by students of surrounding discipline schools. The school is currently under-enrolled. High school students that have attended MCSCS since its inception opt to transfer for a different experience, such as an all-exclusive high school environment. With an average grade size of 70 students, we are not able to offer an extensive course selection in vocation or other skills based disciplines as other larger high schools. Particularly those that are actively pursuing a career in collegiate sports seek a high school with a nationally known sports program. We have a charter league, which is good, yet not recognized by the national high school leagues and professional scouts. On the other hand, at the same time we have an overwhelming waiting list that predominantly consists of students from grades 1 through 8, yet we have no classroom space due to our policy of no more than 20 students per class.

## **Transportation**

Students from grades 1 — 6 receive free bus transportation by the Philadelphia Department of Transportation. Free tokens are administered to those whose walking route is deemed hazardous by PennDOT or who are awaiting for Transportation Department to create a new stop on bus route. Students in grades 7 — 12 arrive to school by public transportation (bus or subway), taxi or transported by parents. Written request with the IEP is submitted to the School District's Transportation Department for students with disabilities who are beyond the 6<sup>th</sup> grade, yet still require transportation by the school bus. Transportation to and from school is provided in accordance with Charter School Law and the School District of Philadelphia. Bus monitors would be a great improvement with transportation.

## **Food Service Program**

MCSCS has been approved as a Sponsor in the National School Lunch, School Breakfast, and Afterschool Snack Programs. Students are eligible to participate in the Free and Reduced Lunch Program.

## **Student Conduct**

MCSCS has a disciplinary policy that complies with Chapters 12 of the Public School Code, particularly with respect to due process. The primary purpose of MCSCS is to educate its students. Education cannot occur where one or a few students disrupt the classroom or create a situation where students, staff or guests feel unsafe.

In order to maintain the order necessary to run a school program, MCSCS has established a Code of Student Conduct that sets forth 13 common sense rules, which students must obey. These rules are in addition to the laws of the United States and the Commonwealth of Pennsylvania, which prohibit offenses and ensure that sufficient action is taken in serious cases. With the exception of rules that were clearly necessary to guarantee safety in the building or mandated by Federal or Commonwealth law, all other student behavior rules and regulations were collaboratively decided with the parents' committee. The Code of Conduct was submitted as part of the 1999-2000 Annual Report. These rules inform students of the action they will face for disciplinary infractions before they commit them. Any conduct in violation of a criminal statute or ordinance is also be deemed to be a violation of the Code of Student Conduct and subject to

appropriate discipline, in addition to arrest. The Code of Student Conduct is found in the Parent and Student Handbook that is distributed to every student household.

### **Student Conduct - Attachment**

- Student Conduct

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Math Civics and Sciences CS

**Date of Local Chartering School Board/PDE Approval:** February 22, 1999

**Length of Charter:** 8 years    **Opening Date:** September 9, 1999

**Grade Level:** 1 through 12    **Hours of Operation:** 8:30 a.m. - 3:10 p.m.(6.5 hours)

**Percentage of Certified Staff:** 75%    **Total Instructional Staff:** 66

**Student/ Teacher Ratio:** 20 to 1    **Student Waiting List:** 5,500

**Attendance Rate/Percentage:** 91%

**Enrollment:** 925    **Per Pupil Subsidy:** Regular: \$7,248 Special Education: \$15,346

### Student Profile

**American Indian/Alaskan Native:** 0  
**Asian/Pacific Islander:** 2  
**Black (Non-Hispanic):** 913  
**Hispanic:** 7  
**White (Non-Hispanic):** 3  
**Multicultural:** 0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 75%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 39

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	182	182	182	182
Instructional Hours	0	0	0	910	1001	1001	1001

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

**School Year: 2007**

The Math Civics and Sciences CS 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** Veronic Joyner

**Title** Chief Executive Officer

**Phone** 215-923-4880

**Fax** 215-923-4859

**E-mail** info@mcsos.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** Kenneth C. Carter

**Title** President of the Board of Trustees

**Phone** 215-923-4880

**Fax** 215-923-4859

**E-mail** info@mcsos.org

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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** Edward Davies

**Title** Special Education Contact Person

**Phone** 215-923-4880

**Fax** 215-923-4859

**E-mail** info@mcsos.org

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*Signature of the Special Education Contact Person and Date*