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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 Sci & Tech Community CS  
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## **SECTION I. EXECUTIVE SUMMARY**

### **Organization Description**

MaST Community Charter School is a K-12 learning institution located at 1800 East Byberry Road, Philadelphia Pa. It has over the last eight years served as a viable institution and organization based on several educational programs including the Authentic Teaching and Learning Assessment ATLAS model, inclusion model of special education, and others. We hire

eminently qualified instructors and give them the necessary resources to teach a curriculum that is rigorous and progressive yet appropriate. As an (ATLAS) School, MaST Community Charter School is committed to the creation of a K-12 pathway, an educational program that promotes continuous learning and individual development and provides an organizational structure that responds to the intellectual, social, and emotional needs of children at different stages of their development. MaST focuses on an integrated and constructivist curriculum that emphasizes math, science, and technology.

## **Core Purpose**

### **Mission**

MaST's mission statement reads: "Working in collaboration among school personnel, parents and community, the MaST Community Charter School seeks to help all children develop the necessary skills, knowledge and values to function as effective citizens. We draw on a national database of standards, high caliber curriculum, advanced instructional strategies and cutting edge technologies."

MaST remains faithful to its mission by consistently bearing in mind its own philosophical foundations and what MaST stands for: a pathway for student learning that involves teacher delivery of instruction and assessment of achievement which is authentic. To this end, MaST's programs have been fully implemented and are constantly being refined. We are honing our curriculum from a nation-wide data base of teaching methodologies and best practices. We actively encourage academic excellence for all MaST students. We create a scholastic environment that nurtures even as it challenges, and that openly welcomes students, teachers, families, and community members.

### **Vision**

At MaST Community Charter School, our goal is to enable all students to be lifelong learners, productive workers, and thoughtful members of our families and global communities. We believe that all our students can and will achieve high educational standards when they are made to feel important, when they are expected to do well, when they are engaged in challenging and meaningful work, and when they are supported by a unified community of teachers, parents, and other concerned and involved adults. MaST's commitment to recruiting and creating an ethnically diverse student population, to its cross-age mentoring and tutoring program, to accessing technology across all grade levels, and to its linkage to both service learning projects and post secondary course work, the school will serve as a clearing house for student employment opportunities via its counseling center, its job postings board, and a variety of websites both local and national.

### **Shared Values**

MaST Community Charter School, its families, and its community have reciprocal relationships in which families and communities contribute to the school and the school values their voices. Parents of MaST students understand the ATLAS model as described in the school's brochure and website, and formalize their commitment to the concept when their children are accepted. Volunteerism is encouraged by MaST and many families volunteer as many as 20 hours per school year. They chaperone class trips, assist in the classrooms, library, cafeteria and wherever needed.

### **Academic Standards**

In its charter application, MaST outlined its goals and benchmarks over an initial three -year period of operation. These are based on the Authentic Teaching and Learning Assessment model for all students. Essential questions and understandings that are shared throughout the school drive the curriculum. Prior to the schools opening each year, teacher study groups work to produce models of authentic teaching practices according to the ATLAS model founded in the state standards. They update these throughout the year to ensure that they are standards-driven.

Teaching takes place in a learning environment that is personalized for all students. Instructors strive to acknowledge and accommodate different learning styles and draw curriculum materials from different sources of knowledge.

As MaST Community Charter School achieves its goals and benchmarks, it will increasingly become a personalized learning environment where the student is the learner and the teacher acts as a coach. Working within a curriculum that is based on national standards and has a coherent K-12 alignment and flow, MaST teachers can address student needs by skill level, not grade level. Due to the flexibility gained by housing K-12 within one building, individualized plans of instruction will permit the mixing of age and skills groups. By the adopting of a coherent K-12 curriculum, aligned vertically and horizontally across grades and content area and aligned with state standards, students have the opportunity to learn at their own rate and ability level.

Teachers are being trained to identify and teach different learning styles, and to use multiple intelligences in creating a positive learning environment. In addition, teachers and parents are able to connect assessment strategies to measurable goals linked to state standards. In creating groups and grade teams, ATLAS creates a system of professional accountability that is teacher-driven and nurtures the use of a common language across the pathway. That shared communications base extends to parents with whom MaST actively engages in the work of improving student performance. ATLAS trains parents in appraising student work and in upholding instructional goals at home, and helps MaST design and implement teacher-parent-student conferences. Furthermore, teaching for understanding strives to create partnerships with the community at large, which will utilize school/community assets to support the success of all students.

Grade group teams endeavor to focus their action plans on student needs (identified by looking at data available on our schools Performance Tracker Software Systems) and to use authentic assessment instruments to gather evidence of changes in student performance. Likewise at times, these groups plan for their own professional development in order to improve classroom practice- including peer mentoring and active involvement in outside training. Finally, because MaST incorporates assessment into all facets of the school's program, its goal is to employ a wide range of recognized and appropriate standards- from performance-based measure (such as exhibitions of mastery, portfolios, and community based projects) to standardized tests.

At MaST, leadership opportunities are open to parents and community members, and the school actively promotes service in the community as a vehicle for student learning. Such a culture creates a school management structure that emphasizes shared decision making and lines of authority that integrate a collaborative team of teachers, administrators, parents, community members and representatives of community-based human service agencies.

## **Strengths and Challenges**

With the addition of another special education teacher in the high school we were able to achieve the desired ratio of special education teachers to students. Our special education program has been given an opportunity to provide even more services to our students with special needs.

On the elementary level, there is one classroom assistant in every K-6 classroom reducing the student to adult ratio and aiding in more individual attention to support high level as well as at risk students. There is flexible grouping offered in all content areas to further help our goal of differentiated instruction. There is an increased utilization of project based learning and service learning projects which are integrated into the content and infused with technology. The expressive arts program has been expanded. New teachers are provided with an extra preparation period in which they receive professional development around a variety of topics.

On the upper school level with the addition of an Advanced Placement Biology Program, MaST now offers three advanced placement courses approved by the College Board: Biology, U.S. History, and English. These courses are offered in grades eleven and twelve. MaST has also begun "Project Lead the Way" which is a computer based, hands on, science engineering course

designed to encourage high school students to see engineering and science as lucrative and interesting fields before they leave for higher education.

MaST's strength lies in its highly dedicated professional staff, a parent base that is very involved, and its Board of Trustees. All three of these groups function as a cohesive element making a great education possible for our students.

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

### **Strategic Planning Process**

Through the (ATLAS) reform model that is an integral part of MaST's charter, the school has the privilege of using the Information System for ATLAS Communities (ISAC) as it relates to the ATLAS elements. This tool aids MaST in best incorporating ATLAS elements into a comprehensive implementation plan that provides for teacher communication and input toward a responsive learning community that supports improved student achievement. The whole MaST community contributes to the assessment of our progress using the ISAC rubric. This rubric drives our study group teams action planning and our implementation plan.

The ISAC rubric focuses on five key elements leading to student success:

- Teaching and Learning
- Assessment;
- Management and Decision Making;
- Professional Development
- Family and Community

The teaching and learning criteria are designed to promote high student achievement and deep understanding of important facts, concepts and skills. Students can demonstrate and apply their knowledge through a variety of assessments, including an exhibition process. The assessment criteria provides the information and analysis necessary for the effective management and decision making focused on student success. Management and decision making criteria provides the administration with: information on the needs of students, teachers, staff, internal and external stakeholders for the planning of teaching and learning, forms of assessment data, student work, and the goals of family and community members. The family and community criteria are established through ongoing communications between community partners, families, and students themselves.

At the end of each school year, through use of both the ISAC rubric and Performance Tracker software, MaST's pathway leadership team reaches consensus about priorities for the pathway and projects a timeline for implementing the school improvement plan. The goal of MaST is to revisit this timeline bimonthly to determine areas of consensus, divergence, achievement, and deficiencies. The timeline is amended as a response to the current and changing school status.

The areas of improvement as determined by our ISAC analysis informs our teams action planning. In creating study groups and teams, ATLAS creates a system of professional accountability that is teacher driven and nurtures the use of a common language across the pathway. MaST staff participates in Study Groups and team level meetings at the same time on a weekly basis. Their goals are to focus on their particular needs for instruction, the curriculum in relationship to the students attaining standards, and to examine data. Along with their discussions they are aided by Performance Tracker software which compiles student data from a variety of assessments into one place where it is readily available and easily analyzed. They examine student work and share ideas to become more knowledgeable and skillful at doing what will result in higher levels of student learning.

Study Groups develop action plans that serve as their agendas. They attempt perceived solutions to problems, collect information about the degree of change, and share information with the whole

faculty. They maintain weekly logs that are posted outside of the professional development room. This gives staff and parent the opportunity to be aware of ongoing work so they can provide input. Administrators have the opportunity to comment, assess and supply and necessary resource to support this work.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Brian Mohr	Board Member	Board Member	Karen DelGuercio
Claudia Iuliano	Teacher	Middle School Teacher	Karen DelGuercio
Donna Sole	Teaching For Understanding Coordinator		Karen DelGuercio
Ernest Feilke	Teacher	Secondary School Teacher	Karen DelGuercio
Jeff Hunter	Upper School Administrator	Administrator	Karen DelGuercio
John Swoyer	Technology Representative		Karen DelGuercio
Linda Coger	Deputy CEO	Administrator	Karen DelGuercio
Mary Jane Hazel	Community Representative	Board Member	Karen DelGuercio
Michelle Cori	School Psychologist	Special Education Representative	Karen DelGuercio
Mike Thompson	Business Manager		Karen DelGuercio
Mimi Garbinski	Parent	Parent	Karen DelGuercio
Myra Mezei	Teaching For Understanding Coordinator		Karen DelGuercio
Terry Pendergast	Teacher/Parent	Elementary School Teacher	Karen DelGuercio
Linda Gottlieb	Chief Academic Officer	Administrator	Karen DelGuercio

### Goals, Strategies and Activities

#### **Goal: 1% increase in attendance rate of students in grades k-8**

*Description:* Increase the attendance rate of students in the K-8 grades by 1%, raising the attendance rate to 96.6%

#### **Strategy: Incentives**

*Description:* Through the use of incentives (individual and group) students will be encouraged to attend school on a daily basis. Parental involvement in these incentives will be a key component and the school will employ a full time attendance officer.

*Activities:*

Activity	Description	
Student Incentives	<p>Students will be given incentives to attend school, giving them initiative to participate in school including but not limited to: certificates, prizes, awards, trips, and general recognition. These incentives will start from the first day of school when attendance will be stressed and progress rewarded. It will be continually followed up by our staff including our Attendance Officer who will meet with parents, make home school visits, and make recommendations for parents to take. Teachers will be required to notify the Attendance Officer in the case of a student being absent more the three consecutive days.</p> <p>This goal is based on the indisputable facts and evidence that students who attend school have better achievement rates than those who have attendance issues. Students who are in school are more likely to understand and comprehend material, less likely into get in trouble with authorities outside of school, and more socially adjusted to the educational environment and its expectations.</p>	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	<p>Start: 8/29/2007 Finish: 6/18/2008</p>	\$6,000.00

**Goal: 10% Increase in the Number of Mandatory Professional Development Hours**

*Description:* The school will increase the number of mandatory professional development hours by 10%

**Strategy: Professional Development Plans**

*Description:* The 2007/08 School Year will consist of a staff development plan (which is attached to the Annual Report) which sets aside days and afternoons on a set basis for professional development to take place. Included in the strategy will be our annual professional development survey, teacher instructional improvement plans as provided by our administration, and professional development record of offerings.

*Activities:*

Activity	Description	
Professional Development Hours	<p>Professional development days will be moved to the last Friday of each month allowing an extra hour of time for training. There will also be several entire days dedicated to professional development during the school year. Three reasons for this goal were to increase the amount of time instructors spent with one another outside of the classroom in a professional setting, use an outside organization for better understanding of our own strengths and weaknesses, and getting more expert analysis of school data. This is the formalized part of our professional development calendar. Furthermore there will be weekly "team" meetings in which the staff will engage in various activities related to but not limited by: data analysis, peer mentoring, curriculum strategies, instructional strategies, and classroom management goals. Although these meetings do not count formally toward ACT 48 they are very much a part of our teacher training and ongoing education. During these informal team meetings, suggestions are often made to the administrators to take to the intermediate unit for formal training.</p>	
Person Responsible	Timeline for	Resources

	<b>Implementation</b>	
Professional Education Admin	Start: 8/31/2007 Finish: 5/30/2008	\$35,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1	7	79
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Delaware County Intermediate Unit	<ul style="list-style-type: none"> <li>• Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Educators will be versed in data comprehension and analysis to design realistic goals and action plans		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and use appropriate</u></li> </ul>

		<u>data</u> to inform decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> </ul>	

**Goal: 5% Increase in the number of students achieving at the Proficient or Advanced Level as measured by the Math scores on the PSSA**

*Description:* By increasing the number of students from basic to proficient, and proficient to advanced, MaST takes the necessary steps toward achieving the goal of the No Child Left Behind Act.

**Strategy: Staff Development**

*Description:* Through the participation in monthly and weekly staff development sessions coinciding with our calendar, instructions and administrators will become versed in:

the use of mental math & math vocabulary

the use of related instructional materials.

Furthermore they will:

analyze previous data

and determine strengths and weaknesses

*Activities:*

Activity	Description
Professional Development	Through effective staff development sessions we will increase scores. The activities will be designed and conducted to train

	<p>the Data Team to learn how to do the following:  analyze the PSSA data for strengths and weakness, design an action plan for the 2007-08 school year, look for trends, analysis over time, make predictions based upon the data, analyze 4sight data, make predictions based on the 4sight data, search for achievement gaps, analyze root causes, design realistic and attainable goal setting based on data analysis, and design an action plan for the year. This strategy will take place during the entire year and include several mid year reviews in the form of formal and informal surveys.</p>	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Professional Education Admin	Start: 8/24/2007 Finish: 5/30/2008	\$20,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1	7	79
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Delaware Valley Intermediate Unit	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<p>The data teams will be trained in collecting, analyzing, and using data, to improve student learning. This Data Team will analyze and disaggregate the data to help teachers make data driven decisions regarding instruction. We will designate sub groups to look for achievement gaps and analyze root causes.</p>	<p>Data research and analysis is imperative to providing quality instruction</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood</li> </ul>	

<ul style="list-style-type: none"> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> </ul>	

**Goal: 5% Increase in the number of students achieving at the Proficient or Advanced Levels as measured by the Reading scores on the PSSA**

*Description:* By increasing the number of students from the basic to the proficient category, and the proficient to advanced level, MaST will take steps toward achieving the goals of schools in the No Child Left Behind Act.

**Strategy: Staff Development**

*Description:* During monthly and weekly meetings coinciding with our professional development calendar, instructors and administrators will: analyze data, participate in team teaching workshops, review new related instructional material, focus on student tutorials and techniques for small group instruction, review cross curriculum teaching approaches.

*Activities:*

<b>Activity</b>	<b>Description</b>
Peer Turn Around Training	Through peer mentoring and lesson modeling the instructional staff will provide turn around training for other staff members on the use of proven techniques and reading strategies. These will serve to supplement our formal professional development as noted in other goal strategies and activities. This activity will take place on a monthly basis as needed and during weekly team meetings. The administration will monitor progress in the form of lesson plan objectives and observations, both formal and informal. Consumable supplemental materials will be ordered as needed in accordance with the beginning of the year strategy survey.

	Through our professional development series, the instructional staff will analyze the PSSA data, look for trends, make predictions, and design goals for achieving this increased score.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Professional Education Admin	Start: 8/29/2007 Finish: 6/13/2008	\$5,000.00

**Goal: 5% Increase in the number of students moving to Advanced Level as measured by Writing scores on the PSSA**

*Description:* Students will show progress in writing skills

**Strategy: Professional Development**

*Description:* There will be several hours of professional development dedicated to writing strategies across the curriculum as well as writing in the content areas, coupled with peer mentoring. This initiative will begin in late August and continue throughout the year with the staff attending a session every fourth Friday and several full day professional development days. These days will be attended by all instructional staff and they will be credited ACT 48 hours. The professional staff will then be asked to provide turn around training to non-instruction staff where applicable.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Professional Development Hours	Increase the hours of professional development by instructors through our contract via the intermediate unit starting in August 2007 and ending in June of 2008. All instructional staff will attend. These hours will help instructors learn new strategies for reading across the curriculum, differentiated instruction, and discussion of materials that can be ordered which have helped students gain in the past.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Professional Education Admin	Start: 8/29/2008 Finish: 5/29/2009	\$20,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1	7	79
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Delaware County Intermediate Unit	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
By increasing the time spent in professional development,		<i>For classroom teachers, school counselors and education specialists:</i>

<p>instructors will be able to summarize and analyze data more effectively, complete data team goals, and develop action plans</p>		<ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> <li>• Instructs the leader in <u>managing resources</u> for effective results.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-</li> </ul>	

<ul style="list-style-type: none"> <li>School counselors</li> </ul>	<ul style="list-style-type: none"> <li>8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> </ul>	

**Goal: Adequate Yearly Progress for Special Education Students taking the PSSA**

*Description:* MaST students will achieve Adequate Yearly Progress on their PSSA tests in both reading and math.

**Strategy: Differentiated Instruction**

*Description:* Instructors will focus on making lessons appeal to all types of learners including those with special needs through the use of Differentiated Instruction. Support systems like the Instructional Support Teams will be utilized and screenings will be employed. Small group instruction along with the use of specific test strategy material including purchased structured research based intervention programs will be utilized. Finally, staff develop will focus on Differentiated Instruction and model lessons and team teaching strategies will be focused upon during these trainings.

*Activities:*

Activity	Description	
Special Education Training	Through formal and informal training, instructors will become versed in the use and mastery of Differentiated Instruction and prove their proficiency through formal observation. Through learning differentiated instruction techniques instructors will be able to refocus their lessons on strategies that will keep reluctant learners involved. The training will involve classroom observation, team teaching, and a focus on technology in lessons as noted in lesson plans and formal observations.	
Person Responsible	Timeline for Implementation	Resources
Special Ed Plan Admin	Start: 8/29/2007 Finish: 6/13/2008	\$15,000.00

**Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

*Description:* Graduate rate will meet a 98% threshold and/or show growth.

**Strategy: Student Initiative**

*Description:* Students will be consistently reminded, encouraged, and mentored to keep the goal of graduation and future education and training a top priority through the use of:

Mentoring, Block Rostering, Website (homework hero and school), College and University partnerships, Work release programs

Activities:

Activity	Description	
Incentives	Students will be given several new incentives this year including but not limited to: mentoring, block rostering, Homework Hero, the school website, college and university partnerships, work release programs and attendance officer. The goal remains to have every student who begins their career at MaST graduate on schedule and become a productive citizen.	
Person Responsible	Timeline for Implementation	Resources
Richard Trzaska	Start: 8/29/2007 Finish: 6/18/2008	\$10,000.00

**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

**Strategy: Incentives for Participation**

*Description:* Students will be encouraged to participate in the PSSA through their confidence in their knowledge and preparation for the exam.

Parents and guardians will be informed and knowledgeable about time frames and stakes of the testing as well as results.

Students will be given incentives before, during, and after the PSSA.

Activities:

Activity	Description	
PSSA Attendance Initiative	Students will be encouraged to attend school during the PSSA. They will feel confident of their knowledge and preparation. Parental awareness and encouragement, special incentives during the testing period, and staff encouragement will be utilized. Students arriving and taking the assessments at the scheduled times minimizes the amount of time they are out of their assigned classes, and increases their feeling of accomplishment when finishing with their peers. From an organizational standpoint it is absolutely essential to have as many students take the assessment on schedule as possible.	
Person Responsible	Timeline for Implementation	Resources
Jeff Hunter	Start: 10/1/2007 Finish: 4/7/2008	\$7,000.00

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

At MaST Community Charter School, we believe that all of our students can and will achieve high educational standards when they are:

- Made to feel important

- Expected to do well
- Engaged in challenging and meaningful work
- Supported by a unified community of teachers, parents, and other concerned and involved adults

MaST focuses on an integrated and constructivist curriculum that emphasizes math, science and technology. Working within a curriculum that is based on Pennsylvania, local and national standards, which has a coherent K-12 alignment and flow, MaST teachers can address student needs by skill level, not age. Due to flexibility gained by housing K through 12 within one building, individualized plans of instruction permit the mixing of age and skill groups. MaST's K-12 curriculum, aligned vertically and horizontally across grades and content areas, allows student to have the opportunity to learn at their own rate and ability level. Teachers are trained to identify and teach different learning styles and to use multiple intelligences in creating a positive learning environment. In addition, teachers and parents are able to connect assessment strategies to measurable learning goals linked to curriculum benchmarks.

The ATLAS (Authentic Teaching, Learning, and Assessment for all Students) reform initiative is employed at MaST for its K-12 focus. Its comprehensive and effective framework provides for student learning and development via an integrated constructivist curriculum. Evidence for success of this framework in enhancing academic options and performance includes the following:

- Successful school wide technology integration. MaST presently maintains 3-4 computers per classroom, 7 mobile labs, a graphic arts and design lab, a CISCO Lab, an ALPHASmarts Lab, smart boards, LCD projectors and various assistive technologies for interactive teaching and learning.
- Development of full student-centered, technology-integrated classrooms where students routinely exercise higher-order thinking skills by explaining why they do what they do, by designing their own questions for exploration, and by choosing multiple ways to demonstrate understanding. This is representative of our "hands on" approach to learning, which promotes MaST's continuing academic improvement via cooperative group work, through student collaboration and consultation, and through alternative assessments.

Through the ATLAS reform model, team grade groups were formed to reinforce the teaching and learning at MaST. These team grade groups endeavor to focus their action plans on student needs which are identified by data, and to use authentic assessment instruments to gather evidence of changes in student performance. Likewise, these groups plan for their own professional development in order to improve classroom practice, such as, peer monitoring, behavioral interventions, collaborative team meetings, latest technological integration, and various instructional methods and resources.

For students that are not making reasonable academic progress, or for those who, through teacher progress reports, are identified as "at risk for failure" but who are not identified as special needs, individualized academic support is provided via MaST's Instructional Support Team (IST) and/or through supplemental after-school tutoring by the student's classroom teacher, and in small group instruction periods which are focused on remediation. These students participate in standardized testing which provides evidence that support strategies are effective in raising at-risk pupils' scholastic performance. Evidence is further supported by the fact that retention rates have not risen sharply despite the institution of a more rigorous curriculum.

## **Rigorous Instructional Program - Attachments**

- Professional Development Plan 2007
- Induction Plan 2007

## **English Language Learners**

Presently, there are no students identified as ELL. Students are identified by initial interviews, pre-referral screenings, formal evaluations and teacher identification. New arrivals to MaST with non-English language background would be screened for English proficiency through our Special Education Department. Testing materials from companies such as Ballard & Tighe Publishers are used. Testing in native language is available upon request. MaST provides an inclusionary setting for all students with disabilities. MaST Community Charter would use a Sheltered English/Content-Based program wherein language minority students from different language backgrounds would be grouped together in classes where teachers use English as the medium for providing content area instruction methods and materials to the proficiency level of the students. Gesture and visual aids would be incorporated to assist student understanding.

## **Graduation Requirements**

MaST students are required to complete a rigorous course of study with a curriculum that is strategically aligned with the state standards. High school students are mandated to pass all of their subjects. A total of 29.25 credits were required of this graduating class, exceeding the local district and state requirement.

English- 4.5 Credits  
Math- 6.0 Credits  
Writing- 2.0 Credits  
Social Studies- 4.0 Credits  
Science- 4.0 Credits  
World Language- 2.0 Credits  
PE/Health- 1.5 Credits  
Senior Project- 1.0 Credits

Block rostering allows a student to pursue courses at various grade levels. In this way, specific remediation is delivered while continuous learning and development are promoted and a coherent education program is maintained.

Students begin their required culminating project in their junior year. The sponsoring teachers introduce the project. The students receive a packet specifically outlining the project and the timelines. The purpose is explained as an original portfolio created by a student that emphasizes pride in accomplishment and the self discipline required for future employment or continued education. Each student is assigned to a specific teacher and may have a mentor to aid in the completion of the project. There are required progress reports to ensure that the project is completed by the due date.

Students are administered the PSSA as well as Terra Nova Standardized Test in the eleventh grade. Along with the aligned curriculum, students in all grades receive preparation on test taking strategies across the curriculum. Our students take a local assessment in the Fall and Spring of every school year. Student who are experiencing difficulties receive small group instruction and tutorials to achieve proficiency.

## **Special Education**

MaST Charter School operates under the inclusion model of special education and provides students education in the least restrictive learning environment. Special education at MaST is taught by six teachers, each instructor being responsible for certain grade groups. The inclusion model is utilized to the utmost of these instructors ability keeping within the MaST philosophy that all teachers are special education teachers. Students are assigned to a specific special education instructor and their regular education teacher who both familiarize themselves with the specifics of the student Individualized Educational Program. After review of the program the regular and special education teachers coordinate schedules for class visitation, small group instruction, and other services as listed in the Individualized Educational Program. Both the Special Education teacher and the Regular Education teacher coordinate and collaborate with members of the IEP team including parents and are all a part of the implementation process. Both instructors collaborate as the teacher of record for the students and goals and strategies are discussed, instruction and assessments are modified, and appropriate attention and accommodations are made both in and out of the classroom. MaST believes strongly in peer grouping and small group instruction, therefore it is a goal to have students with special needs in the general environment as often as possible. Our program is coordinated by our school psychologist and the six teachers are aided by special education assistants, physical therapy, occupational therapy, and speech therapy, as needed according to their IEP, or disability.

### Special Education - Attachments

- Penn Data 2007
- Special Education Policy and Procedures 2007

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Steve Green	1	Learning Support	MaST	17	Inclusion model
Jamie Marlin	1	Learning Support	MaST	11	Inclusion Model
Jennifer Bathe	1	Learning Support	MaST	27	Inclusion Model
Addie Christopher	1	Learning Support	MaST	17	Inclusion Model
Aubree Cupitt	1	Learning Support	MaST	17	Inclusion Model
Kurt Stengel	1	Learning Support	MaST	23	Inclusion Model

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
none	0	none	none	0	There are no Special Education instructional programs operated by other under contract with MaST Charter School

### Special Education Program Profile - Chart III

Title	Location	FTE
Sp. Ed Classroom Assist.	MaST	1

Psychologist	MaST	1
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### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Services	Physical Therapy	Two hours
Pediatric Therapeutic Services	Occupational Therapy	Ten hours
Pediatric Therapeutic Services	Speech Therapist	Twenty-eight hours

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA/PASA	No	No	No	Yes	Yes	Yes
Local Assessment Terra Nova	No	Yes	Yes	Yes	Yes	Yes
Dibels	Yes	Yes	Yes	No	No	No
Rigby	Yes	Yes	Yes	Yes	No	No
DRA	Yes	Yes	Yes	No	Yes	Yes

### Student Assessment - Secondary

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

### Student Assessment

MaST has shown evidence of significant improvement in academic achievement in the areas of Math and Reading as measured by the Pennsylvania System of School Assessment. The results are a reflection on both our curriculum and the quality of our teaching. The number of students performing in the advanced and proficient levels has continuously increased in most grades/content areas as indicated in the chart.

Our progress is reviewed in relationship to the requirements of No Child Left Behind to determine if we are making continuous progress towards AYP. We compare our students' achievement to district and state standards. We review our curriculum to determine if it is aligned with the state standards and assessment anchors, making revisions where necessary.

Teachers are given the data to analyze and to guide their instruction and to formulate flexible groups. Lesson plans are reviewed by administrators and curriculum coordinators to assure that best practices and differentiated instruction are implemented in conjunction with needs determined by the data analysis. In addition, formal and informal observations allow for conversations about content and instructional strategies. Furthermore, weekly ATLAS study group meetings provide time and opportunity to discuss curriculum, assessments and student work. Every effort is made to strengthen vertical collaboration within MaST's K-12 continuum.

MaST has created a school-wide support system for any student exhibiting academic difficulties. This support system includes 14 part time K-6 classroom assistants, seven full time classroom assistants grades K-12 providing daily intervention in math and reading with progress monitoring. We currently have six special education teachers working with our K-12 population in an inclusionary setting. An expansion of services this school year included the addition of a full time special education assistant and two additional classroom assistants in grades 7-12.

MaST's administrators, faculty and support staff have successfully been trained in the use of Performance Trakker, which enables them to track individual standards-based performance. In order to most effectively use this information, teachers and classroom assistants received training in the area of differentiated instruction in order to best utilize this data to meet the needs of all learners. One avenue that was heavily pursued as a differentiated strategy was the integration of technology in the classroom. Teachers and staff attended monthly trainings in technology on self selected topics such as; Smartboard Technologies, use of individual hand-held technology in the classroom, web/webquest design, and specific program applications.

We will continue to identify our low performing students using standardized data as well as benchmark assessments at three designated intervals. MaST's staff will continue to provide appropriated interventions and support in the areas of math and reading. As an instructional model, all teachers, including classroom assistants and coordinators, will be responsible for providing flexible, small group instruction for all students. Special education teachers will be provided with additional training to improve the students' performance on the PSSA. They will provide the regular education teachers with turn around training in these strategies.

An additional component of our support system is the service learning requirement of our high school curriculum. The goal of the program is to provide individual and small group support for at-risk students. This program has been an integral part in our strategies to support students. In addition, after school tutorials are available. The decrease in the number of students in the basic and below categories indicates the success of our programs.

## **Teacher Evaluation**

We believe that a school maximizes excellence from its employees when they are respected for their individuality and their contributions to the group as it relates to the success of the school. When staff members are made aware of the expectations regarding professionalism, commitment and reflection towards organizational and personal growth, they feel safe and comfortable in meeting the needs of that working environment.

MaST's compensation rate includes an increase in the cost of living and a performance based pay system. Teachers are evaluated and rated in a number of areas including planning and preparation, classroom environment, instruction and professional responsibilities. School wide incentives are also provided for academic achievement as measured by standardized testing and an increase in attendance rate of students.

The Chief Executive Officer, the Deputy CEO and the Upper School Administrator conduct observations. They have completed formal degree programs in Educational Leadership, attended numerous workshops on pertinent topics and they have also attended Principal's Leadership Institute pertaining to the ATLAS Model. The administrators attend workshops/staff developments in the area of special education provided by the psychologist and outside agencies.

## **SYSTEM COMPONENTS**

-New Teachers will complete the New Teachers Induction Program

- All new teachers will be provided with a mentor in their content area
- All staff members will write professional improvement plans. These plans are written after self-assessments and peer conferencing
- The professional improvement plans are discussed and reviewed with an administrator
- Administrators will conduct on-going informal and formal classroom observations with written evaluations
- On-going collaboration will occur in a supportive environment

### **Teacher Evaluation - Attachments**

- Teacher Evaluation Plan
- Observation Forms

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

Our Board of Trustees believes that our teachers and students are our shining stars and that not only should their voices be heard, but those voices should also be part of our decision making process. There were no new members to our Board of Trustees other than our middle and high school student representatives. The rest of our Board of Trustees remained in tact allowing for consistency and continuity.

### **Board of Trustees**

<b>Name of Trustee</b>	<b>Office (if any)</b>
Brian Mohr	member
Gerald Santilli	Treasurer/Business Manager (non-voting)
Glen Devitt	member
Joseph Carfioli	Treasurer/ Chair of Finance Committee
Karen DelGuercio	President
Linda Ringer Deas	member
Mary Jane Hazell	member
Mimi Garbinski	member
Richard Trzaska	Secretary (non-voting)
Scott Meier	member
Thomas Mills	member
William Nolan	Vice President

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

Board Meetings for 2007-2008 School Year are as follows:

Wednesday, September 19, 2007

Wednesday, October 17, 2007

Wednesday, November 14, 2007

Wednesday, December 19, 2007

Wednesday, January 16, 2008

Wednesday, February 20, 2008

Wednesday, March 12, 2008

Wednesday, April 16, 2008

Wednesday, May 21, 2008

Wednesday, June 11, 2008

Wednesday, August 20, 2008

Our Board of Trustees has annual Board retreats for continuing education on "How to be a Better Board Member et al". Topics covered at our retreat are: The Pennsylvania Sunshine law, what is it and how it affects you and the Board, Education Law, Responsibilities of Board of Trustees, Policy Making, Board Roles and Responsibilities, vs Administrative Roles and Responsibilities, (how to differentiate them). Our sessions are taught by professionals, lawyers, educators and former Board Members from the School District of Philadelphia.

In addition to our Annual Retreat, board members also continue their education through reading periodicals such as: American School Board, The Law and You etc. These periodicals contain innumerable information on aspects of being a board member.

The MaST Board of Trustees are members of the Pennsylvania Coalition of Charter Schools. They attend and participate in the forums at the Annual State Conference.

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

It's the responsibility of the Board of Trustees of MaST Community Charter School to create our school's policies. Our Administrative Team then formulates the procedure to carry out those policies. The Board does not have an active role in the day-to-day operation of our school. It is the responsibility of our C.E.O. and our Administrative Team to run the school. The CEO informs the Board President of any emergencies or crisis situations and provides continuous updates. In the event of questions or concerns by Board Members to our administrators, faculty or staff, those questions or concerns are brought to the Board President who will handle such questions or concerns directing them to our C.E.O.

The Board of Trustees does have committees which incorporates our Administrative Team. For example, the Site Committee and Technology Committee meet often with administration to discuss the needs and direction of the school. By working together, we can continue to meet the needs of our school and build continuing trust between our Administrators and our Board. We have a Board of Trustees that has gone out of their way to maintain a friendly, open, collegial, and cooperative relationship with the School District of Philadelphia and the School Reform Commission. We have insured that all necessary reports, forms, etc. requested of us by the Philadelphia School District are returned promptly, and requested information is given. Our doors are open for visitations from the Philadelphia School District, School Reform Commission, or the Pennsylvania Department of Education.

## **Community and Parent Engagement**

Our parents are a vital and important key to our school's success. MaST Community Charter School is part of the ATLAS Community. Therefore to meet the goals of the ATLAS program, our parents, teachers and students work together for the betterment of each child in our school. The Board of Trustees realizes that parental participation in our school is vital for student development, and without our parents our educational goals cannot be met. MaST also has a Parent Advisory Council who has open meetings for all parents to attend twice a month and consists of fifteen dedicated parents from each grade in the school. Our Parent Advisory Council oversees fund raising to parental concerns and everything in between including volunteer recruitment.

In addition to educators, our Board of Trustees' has three parents (with children in the school) as members and three community members. It is these three choices that give parents a voice in the decision making process at MaST. One B.O.T. parent represents the Parent Advisory Council, another is a founding parent of the school and the other is a very active parent. Each Board of Trustee parent represents each and every parent and guardian in our school. They are available and accessible by telephone and e-mail and in person.

Our Community B.O.T. Members are representative of not only the immediate community but of the city in general. Our Board of Trustees believes that a lasting relationship should be forged and the voice of the community should be heard. We were lucky to find three committed individuals with strong regards for their community and for education. These three individuals are voices for our communities.

As a service to our immediate community and its many groups, MaST Community Charter School is available for use. We welcome any community group or youth athletic group who wishes to use our facility. We believe that being a part of our community is a full partnership and our attributes should be shared with the community.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

The Parent Advisory Council and the school conducted fundraising throughout the school year and expect to continue the practice during the upcoming year.

### **Fiscal Solvency Policies**

The Board of Trustees has adopted financial policies and procedures which include the topics of 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 business office provides interim financial reporting for the Board of Trustees and CEO on a monthly basis. The business manager meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenue categories remain within budget.

### **Accounting System**

The accounting system is QuickBooks and is loaded with the State Chart of Accounts. Transactions are posted by the Business Manager's Office, 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.

### **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 & Wieshair & CO., LLP. The last dated June 3rd, 2006 for fiscal year 2004-2005 and has a clean unqualified opinion with no findings. It is impossible to submit an audit for the 2006-2007 school year by August 1st 2007.

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

The school has completed its eighth year of operation and has not been audited by the State Comptrollers Office.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

MaST provides all of the teachers with tablet notebook laptops to enhance their ability to integrate technology into the curriculum and to maintain real time progress reporting so parents can keep abreast of their child's progress. This purchase allowed us to provide additional desktops in the classrooms. Additional LCD projectors were purchased because of the increase demand for technological integration. We also have renewed our Performance Trakker which is software designed to allow us to continuously make data driven decisions about instruction.

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

In the fall we opened a new three story building in the rear of our existing property. This thirty thousand square foot building is attached to our present building by a sixteen foot wide bridge. The new building houses our middle school students. It includes new classrooms, a new gymnasium, and fully equipped science and computer labs for our students.

The building contains a large group instruction room that will hold 128 students. This room will be used for assembly programs, lecture, board and faculty meetings. Parents will be permitted to hold meetings and functions pertinent to the operation of the school. Community involvement is in our strategic plan. This new building will help accomplish the goal of getting parents and outside organizations involved in our school.

In addition to the above, our astronomy dome complete with one of the largest telescopes in the tri-state area has been completed and is fully operational. It will serve to enhance our science and technology programs at the school, which will coincide with our overall strategic plan of the charter school.

Our multipurpose room was revamped with acoustics and a new stage for our drama and

performing arts programs.

Our parking lot was resurfaced and additional parking spaces were generated.

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

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

MaST Community Charter School is more than diligent in its pursuit of a safe school environment for its students and staff. We utilize a sophisticated security system that employs sound detectors and over twenty security surveillance cameras. These cameras are stationed throughout the building; they monitor stairwells, hallways, lunchroom, gymnasium, and exterior parking lots. The monitor for all cameras is located at the front desk and is overseen by two MaST receptionists. It is also accessible to administration, via a laptop at any given moment. Our front doors employ a magnetic lock, which can only be deactivated by the receptionist, who must personally admit entrants. The building's rear entrance is also equipped with a magnetic lock.

A swipe card system is used by all employees to enter through the front and rear doors.

MaST Community Charter School is equipped with both a sprinkler system and a fire alarm system, which uses a strobe light (as required for the disabled). Fire drills and intruder drills are conducted on a regular basis.

As part of our safety and security plan, all staff and students are issued an identification card, which provides name, grade, I.D. number, school year and school name. All visitors and volunteers are required to wear a visitor's badge upon entering the school building.

In addition to the above-mentioned safety and security measures, each teacher is given a crisis manual and a flip chart that describes any crisis situation that may arise in the school building. Proper procedures are outlined in a step-by-step form regarding how to handle each crisis situation. Crisis drills are conducted regularly.

Each year all new students have files made with all immunization dates posted on the immunization card. All student are entered into a Microsoft Works database and any information that is missing (i.e., physical forms, dental forms, or any immunization shots or dates) are entered and easily kept track of. If any information is missing, form letters are sent for the required information and followed up so that all records are up to date. Each student file is checked at the beginning of the year.

Dental hygienists from Kids Smiles checked students from Kindergarten through third grades. The Pennsylvania College of Optometry medical students checked vision on students in grades 9th-12th. Student with signed permission slips were seen. All students were given forms with the findings and copies were kept in the student file along with any follow up care forms.

Each year students are checked for height, weight, and vision. All findings are recorded in the student health files. All health records are maintained in the health rooms in a locked cabinet.

Evidence of the Request for Reimbursement and Report of School Health Services is in the attached.

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

- Department of Health Voucher
- Wellness Policy

## Current School Insurance Coverage Policies and Programs

We provide Personal Choice, Keystone Health Plan; Worker's Compensation; General Liability; AFLAC; Corporate Officers Errors and Omissions and contents insurance, wage continuation, and life insurance.

## SECTION IX. ADMINISTRATIVE NEEDS

### Quality of Teaching and Other Staff

MaST professional staff consists of seventy nine members including the three administrators.

-94% of MaST's teaching body is certified. All certified instructors are teaching within their cluster of expertise.

-74% of MaST's teaching body had teaching experience at other schools prior to coming to MaST.

- 57% of MaST's teaching body possesses graduate degrees.

-100% of MaST's teaching body is highly qualified

All current MaST instructors have received satisfactory performance reviews by administrative evaluators.

Teacher's surveys have consistently resulted in "high satisfaction" ratings for both educational programming and overall quality of instructors.

MaST has not experienced an inordinate amount of staff turnover, particularly in its last few operational years. Based upon exit interviews and surveys, the chief reasons for leaving MaST are salary (i.e. higher public school salary) and relocation (teacher moving away from the area). Teachers remain at MaST because of the overall quality of the school; its facility, personnel, educational programming and resources ("The whole environment here is terrific") and its location ("I live here in the Northeast and its close to home").

Per MaST's signed charter agreement, all individuals having direct contact with students have, prior to their employment, been cleared through criminal history/ child abuse injury records.

	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Total number of professional staff	28	57	70	72	75	75	72	76
Number of professional staff employed in September who returned from previous year	N/A	21	55	60	68	62	68	61
Number of professional staff	21	55	63	67	73	70	71	75

employed in June who were also employed by the school the previous September									
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	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Total number of professional staff	28	57	70	72	75	75	78	76
Total percentage of professional staff with PA certification	72%	76%	88%	89%	92%	94%	95%	94%

### Quality of Teaching and Other Staff - Attachments

- ESPP REPORT
- PDE 414 2007

### Student Enrollment

MaST adheres to the State Law that requires open admission to all residents of Philadelphia by lottery or criteria. The CEO conducts the application process and the lottery with the oversight of the Board of Trustees. Completed applications are accepted until March with the lottery held in April. Kindergarten students must be five years old on or before September 1st. MaST has an enrollment that is very stable. As of June 2007, MaST had 1161 students enrolled in 45 classes averaging 25 students per classroom teacher. This places MaST right on target with its current student/teacher ratio goal of 25;1.

Drawing upon exit interviews and comments made by a small percentage of students who choose not to return to MaST, the following reasons were most often offered: (1) relocation (I am moving out of the state); (2) inconvenience ("MaST is too far away from my house and it takes too long to get here"); (3) curricular concentration ("I want to go to Performing Arts. I want to be a dancer"); extra curricular offerings ("I want to play football"). Comments regarding student family decisions to remain at MaST included: "Small school environment. It's easier to communicate"....."Treated respectfully"... "Well organized"...."Open door policy"...."Teachers involved parents in the learning process".... "Excellent teachers and counselors. A willingness to help as soon as the problem is noticed."

MaST has, since opening, offered admission to students from all areas of the city of Philadelphia. Although the school is physically located in an area with a predominantly white constituency, we have been successful in attracting a significant number of students representing other racial and cultural groups. We intend to continue this practice despite the fact that student turnover has been minimal during the past five years.

During the 2006-07 School Year:

17 students left MaST for several of the reasons specified above

78 graduated from MaST

170 new students will be attending MaST in 2007-2008 school year

Students with disabilities have also been included in admissions. Special needs students are not identified prior to the lottery. The school's lottery system is based solely on a student's grade placement and students are admitted based on their position in the lottery.

### **Transportation**

MaST Community Charter School's transportation program consists of 17 yellow school buses, which transport our 1st through 8th grade, within the city limits. Our 9th through 12th grade student transportation consists of four public transportation buses (SEPTA) that provide service to and from the entrance of the school.

The buses are wheelchair accessible and special seating is provided when necessary. Door to door service has been provided when necessary. At this time there are no students that require any special assistance outside the normal transportation to and from school. We have purchased a vehicle(s) to assist with the transportation of students to field trips and extra curricular activities.

### **Food Service Program**

Our food service is provided by the School District of Philadelphia, Division of Food Service. Our students receive breakfast as well as lunch. The school lunch program offers a wholesome and well balanced meal that contains meat or a meat alternative, vegetable or fruit, or both, a bread item and milk. Breakfast includes milk, fruit or vegetable, bread items and/or meat or meat alternative. We do participate in the Free and Reduced Lunch/Breakfast Program.

### **Student Conduct**

The MaST Community Charter School Code of Student Conduct reflects a set of ethical principles governing both student behavior and the safety and welfare of all our pupils. MaST is committed to creating an environment conducive to student learning, where respect for fellow community members is paramount and where problems are resolved before they become disciplinary matters via the use of positive reinforcement. Students are expected to conduct themselves in a mature and responsible manner during school and at all school functions. The student is a representative of MaST and to the greater community. He/she is, therefore, accountable to the Code.

The Code of Student Conduct has established rules and disciplinary interventions to promote safety, order, and responsible conduct in all school related activities. MaST's counselors and school psychologist have provided and continue to provide information and training on positive behavior intervention. These techniques are utilized throughout the MaST Community Charter School and shared with the parents and general community.

The Code of Student Conduct lists and defines: *Correction Procedures, Disciplinary Interventions, Policy Statements, General Statement of Nondiscrimination and Sexual Harassment Policy Statements, Title IX of the Education Amendments of 1972, Representation of the Student, Procedural Safeguards regarding students with disabilities, and Notice of Rights Pursuant to IDEA 97, including Section 50, Notification of Rights Under FERPA and Directory Information.* These policies and procedures are located in the Student Handbook, the Special Education Manual and the MaST Community Charter School Policy and Procedures Manual.

There are four levels of infractions, which are listed and defined in the Student Handbook. Appropriate behavioral interventions, which are recognized as best practices may be used to achieve student success in behavior. In each case, the procedures to be used will be discussed with the parent/guardian prior to implementation. When a student fails to respond to non-punitive measures, disciplinary action may be required. In all cases, the disciplinary action is intended to gain the attention of the student and to discourage future misbehavior.

60 Students were involved in 80 suspension incidents from school in 2006-07, one student was expelled.

### **Student Conduct - Attachment**

- Code of Conduct 2006

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Math Sci & Tech Community CS

**Date of Local Chartering School Board/PDE Approval:** September 1st 1998

**Length of Charter:** Renewed for Five Years   **Opening Date:** September 1, 2004

**Grade Level:** K-12   **Hours of Operation:** 7:40 am-3:00 pm

**Percentage of Certified Staff:** 94%   **Total Instructional Staff:** 76

**Student/ Teacher Ratio:** 25:1   **Student Waiting List:** 1000

**Attendance Rate/Percentage:** 95.4%

**Enrollment:** 1161   **Per Pupil Subsidy:** reg \$7,248 special ed \$15,346

### Student Profile

**American Indian/Alaskan Native:** 1  
**Asian/Pacific Islander:** 99  
**Black (Non-Hispanic):** 106  
**Hispanic:** 64  
**White (Non-Hispanic):** 865  
**Multicultural:** 26

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 40

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 136

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
<b>Instructional Days</b>	0	0	180	182	182	182	182
<b>Instructional Hours</b>	0	0	949	1034	1080	1063	1080

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

**School Year: 2007**

The Math Sci & Tech Community 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** Richard Trzaska

**Title** Chief Executive Officer

**Phone** 267-348-1100

**Fax** 267-348-1218

**E-mail** rtrzaska@mastcharter.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** Karen DelGuercio

**Title** President of the Board of Trustees

**Phone** 856-795-5526

**Fax** 267-348-1218

**E-mail** kmdg@comcast.net

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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** Michelle Cori

**Title** Special Education Supervisor

**Phone** 267-348-1100

**Fax** 267-348-1218

**E-mail** mcori@mastcharter.org

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*Signature of the Special Education Contact Person and Date*