Pennsylvania Department of Education

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

Charter Annual Report

Monday, November 10, 2008

Charter School: Manchester Academic CS
Address: 1214 Liverpool St
Pittsburgh, PA 15233-1304
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report
Summary Data
2008 - 2009

Name of School: Manchester Academic CS

Date of Local Chartering School Board/PDE Approval: April 25, 2001

Length of Charter: 5 Years **Opening Date:** September 1998

Grade Level: Kindergarten--8th Grade **Hours of Operation:** 8:00 a.m.--3:00 p.m.

Percentage of Certified Staff: 96 % **Total Instructional Staff:** 27

Student/ Teacher Ratio: 9.1 **Student Waiting List:** 400

Attendance Rate/Percentage: 96 %

Enrollment: 193 **Per Pupil Subsidy:** $12,066.72

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 188
Hispanic: 0
White (Non-Hispanic): 5
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 74 %

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 27

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	181	185	185	0	551
Instructional Hours	0	0	1086	1110	1110	0	3306

SECTION I. EXECUTIVE SUMMARY

Organization Description

Manchester Academic Charter School (MACS) is an open enrollment elementary/middle school that is available to all individuals of any creed, color, or nationality who wish to apply. The School is housed in a new modern building with facilities that enhance the effectiveness of students' learning and provides a safe environment for all activities. The Charter School is located on the North Side of

Pittsburgh in a predominately Black neighborhood that has some economic and environmental challenges; approximately 65% of the School's population comes from the area.

Core Purpose

Mission

MACS ***Mission Statement*** is to empower each child to grow to be an essential component of their community by presenting a safe and nurturing atmosphere, utilizing neighborhood and community resources, and preparing each child to meet academic standards through technological innovations, individual learning styles, and incorporating innovative teaching techniques thus preparing our students for the challenges of the 21st Century.

Vision

The vision of MACS is that the School continues our commitment to the students and the community by offering an educational program that incorporates the following:

- To provide opportunities for students to become responsible citizens, to develop positive self-esteem, and to become lifelong learners.
- To prepare our students to successfully progress from one grade level to the next, the School emphasizes academic achievement and is structured to address a child's intellectual, communication, perceptual, physical, social, and emotional growth and development.
- To educate and meet the needs of each child, the School's teaching staff uses various teaching methods that are based on the School's mission and goals and curriculum instruction is based on Pennsylvania State Standards.
- All of the School's staff interacts with students in a manner which exemplify our commitment to the *principle of mutual respect*.

Shared Values

MACS provides a shared values educational system that is child centered with a focus on educational excellence and includes the following shared values:

- Students come first
- Development of lifetime skills of reading, mathematics, and technology
- Continue National, State, & Local Test Scores that are above the projected range.
- Provide a smooth transition from home, school (Kindergarten through 8th Grades), and community
- Shared responsibilities among the educational professionals of the school and support staff
- Provides year-long activities that enrich the school and community environment
- Expose students to the fine arts and opportunities of the Pittsburgh community in drama, dance, multimedia, and art
- Provide continuance of fiscal management practices that keep MACS in the "black"
- Provide continuance of high morale practices among the staff, students, and the parents

- Develop successful college and university and MACS partnerships
- Increase opportunities for adults to share their expertise with interested students
- Develop collaboration with community partners in programs that increase the literacy and health and other student abilities and interests
- Develop a larger school facility and enrollment per elementary grade levels (K—5th) to provide a quality education for families with children on the School's rather large waiting list.

Academic Standards

OVERVIEW

e) ACADEMIC STANDARDS Use this narrative box. Instructions on what to enter: A description of academic standards for student achievement which must be consistent with those in section 4.12 of 22 Pa. Code (relating to academic standards)

The Manchester Academic Charter School (MACS) academic curriculum areas are aligned with PA State Standards and consist of the following curriculum areas: elementary & middle school levels of mathematics, reading & language arts, social studies, science, Spanish, physical education, health, technology, and art; the academic expectations of each area is shown below:

ACADEMIC STANDARDS ELEMENTARY READING AND LANGUAGE ARTS Kindergarten through 4th Grade
All students will learn to read independently
All students will read, analyze, and interpret literature
All students will read critically in all content areas.
All students will demonstrate an understanding of the characteristics and functions of the English language.
All students will demonstrate the ability to conduct research.

The reading and language arts teachers adopted the following three (3) instructional procedures to accommodate the students' learning of materials: whole group, small group, and individual attention. Within the whole group structure the following learning experiences takes place: Introduction and Prior Knowledge, Introduction to new vocabulary, read-aloud picture books, K-W-L charts, reading-based art projects, and oral reading participation. In the small group structure, the following learning experiences take place: skill leveled groups, skill leveled games, word building, and oral reading. Instructional techniques used with individual attention include daily language practice, journal writing, one on one instruction, and independent assessments. The elementary reading and language arts teachers use the following tests and other sources of information to assess student growth in the elementary reading and language arts curriculum: daily work observations, chapter tests, informed observations and assessments, placement tests, PSSA Reading (3rd & 4th Grades) and the Terra Nova (1st & 2nd Grades) standardized tests.

ACADEMIC STANDARDS MIDDLE SCHOOL READING AND LANGUAGE ARTS
5th Grade
1. All students will apply effective reading strategies in order to comprehend, analyze, synthesize

and evaluate various materials and texts.
2. All students will listen actively to information from a variety of sources for a variety of purposes including comprehending, interpreting, analyzing, evaluating and/or enjoying.
3. All students will view, understand, and use non-textual visual information.
4. All students will write in clear, concise organized language in a variety of forms for academic, personal, social, civic & school-to-career purposes.
6th Grade
1. All students will apply effective reading strategies in order to comprehend, analyze, synthesize, and evaluate various materials & texts.
2. All students will listen actively to information from a variety of sources for a variety of purposes including comprehending, interpreting, analyzing, evaluating and/or enjoying.
3. All students will speak for a variety of purposes and audiences.
4. All students will view, understand, and use non-textual visual information.
5. All students will write in clear, concise, organized language in a variety of forms for academic, personal, social, civic and school-to-career purposes.
7th & 8th Grade
1. All students will speak using a variety of purposes including informing, persuading, questioning, problem solving, sharing ideas and stories, reaching consensus, and responding sensitively and respectfully using language appropriate to the context, audience, and purpose.
2. All students will speak using effective communication skills including enunciation, inflection, volume, fluency, and non-verbal gestures.
3. All students will listen actively for a variety of purposes including comprehending, interpreting, and sequencing.
4. All students will recognize the diversity of oral English language use, patterns and dialects and understand its implications across social contexts, cultures, ethnic groups, and geography.
5. All students will view media, technology, and live performances for a variety of purposes including gathering information, making informed judgments, processing information, and for enjoyment.

The middle school reading and language arts teachers use a variety of instructional techniques to assist students' in learning how to interpret readings, improve writing skills, and retain pertinent information as follows: assign challenging reading materials that foster critical thinking and problem solving for real world situations; assign reading of longer novels and longer increments of pages to encourage independent reading; develop written essays covering persuasive, expository, and narrative areas of informational text, develop practice skills in taking standardized testing, and develop note-taking and outlining skills in order to prepare middle school students for the independent learning skills necessary in secondary education. The middle school reading and language arts teachers use the following resources to assess the student growth in this curriculum area: Terra Nova and PSSA Reading standardized tests, teacher made tests, placement tests, class participation, homework, class work, rubrics, portfolios, projects, journal writings, oral presentations, midterm and final examinations, and observations.

ACADEMIC STANDARDS ELEMENTARY MATHEMATICS Kindergarten through 4th Grade
All students will learn numbers, number systems, and number relationships, types of numbers
All students will compute and estimate.
All students will measure and estimate.
All students will solve probability and estimation problems.
All students will identify geometry, shapes, & properties using geometric principles to solve problems.

To develop procedures or provisions to articulate experiences in the elementary math curriculum area between levels in the elementary grade levels, MACS elementary math teachers adopted and use the same publisher's curriculum and materials for students in Kindergarten through the 4th Grade. The elementary math teachers meet as a staff to discuss grade-level curricula and expected outcomes. Primary teachers (K-2nd Grade) convene to share goals and objectives regarding math curriculum, materials, and teaching methods; the elementary intermediate teachers (3rd through 4th Grades) convene as well. The elementary math teachers use the following tests and other sources of information to assess student growth in the elementary math curriculum area: curricular assessments which include curriculum-based assessment, teacher-made tests, re-assessment and re-evaluation, portfolio assessments, informal assessments, rubrics, Terra Nova Achievement Tests (1st & 2nd Grades), PSSA Math Tests (3rd—8th Grades), Title 1 Assessments, and Key Math Test.

ACADEMIC STANDARDS MIDDLE SCHOOL MATHEMATICS 5TH through 8th Grade	
1	All students will learn standard number systems.
2	All students will develop formulas and procedures for determining measurements.
3	All students will learn to solve problems using geometry.
4	All students will identify standard patterns, algebra, and functions to solve problems.
5	All students will organize, display, and describe data, statistics, and probability to solve problems.

MACS Middle School Math Teachers develop procedures or provisions to articulate experiences in mathematics curriculum area between levels in the middle school math courses (5th through 8th Grade) and beyond, inasmuch as, both teachers meet regularly and discuss student performance and assessment results, as well as, the middle school grade-level curriculum and expected outcomes. The Math Teachers also use the PA Academic Standards for Mathematics and "curriculum matrixes" as planning guidelines (shown below). The Middle School Math Teachers also meet with Elementary math teachers to share goals, curriculum plans and activities, and elementary student progress and achievements. Diagnostic Readiness tests are given to all students in 4th through 7th grade to assess their readiness, any knowledge gaps, and their class placement for the following year's math class. The Middle School Math Teachers utilize various tests and other sources of information to assess student growth in the middle school math curriculum areas to get a complete picture of the student's progress. These tests and other sources of information include the following: curriculum based standard tests, PSSA Math Test, Terra Nova Achievement Test, Diagnostic Readiness Exams, teacher developed tests, and teacher observations of the student. The Key Math Test is given to any student who shows difficulty with the regular curriculum.

ACADEMIC STANDARDS ELEMENTARY SCIENCE Kindergarten through 4th Grade
All students will learn to identify systems of interacting components and understand how their interactions combine to produce the overall behavior of the system.
All students will develop an understanding of technology as an application of scientific principles.
All students will gain understanding of the structure, characteristics, and basic needs of organisms.
All students will investigate the diversity of life.
All students will gain an understanding of the structure and behavior of matter.

Elementary science teachers meet as a staff to discuss grade level science curriculum and expected outcomes to articulate experiences in this curriculum area between levels in the

elementary science classrooms. Primary teachers (K—2nd Grade) convene to share goals and objectives with one another, and intermediate teachers (3rd & 4th Grades) convene as well. The elementary science teachers use the following resources to assess student growth in their knowledge of science: curriculum-based assessment, teacher-made tests, performance assessments, informal assessments, rubrics, and group and individual projects.

ACADEMIC STANDARDS MIDDLE SCHOOL SCIENCE
5th & 6th Grade
All students will learn to identify systems of interacting components and understand how their interactions combine to produce the overall behavior of the system
All students will develop problem-solving, decision-making, and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results
All students will gain and understanding of the structure, characteristics and basic needs of organisms.
All students will investigate the diversity of life.
All students will gain an understanding of the structure and behavior of matter.
7th & 8th Grade
All students will understand the nature of science through observing, thinking, experimenting, and validating.
All students will have a basic knowledge of the overall structure of the universe, the physical principles on which it runs, and the processes that shape the earth.
All students will develop an understanding of the characteristics and life cycles of organisms and their environments.
All students will know and understand human body function, the factors that influence its structures.
All students will understand the interrelationship of science and technology and the function of technological design.

The Middle School Science Teacher develops procedures or provisions to articulate experiences in the science curriculum area between levels in the middle school science courses (5th through 8th Grades) to coincide with the lower levels of the secondary schools; these procedures and provisions include the following techniques: The students are asked to complete KWL *(Know, Want to know and Learned)* charts to show a base line when they begin a new topic; which also helps them to draw upon previous science knowledge and relate it to the current topics. The middle school students complete science projects each year; and on each grade level the students' projects become more complex or detailed.

The Middle School Science Teacher uses a variety of instructional techniques and assessment of student learning as follows: **c**hapter and/or tests to help assess the information gained; midterms and finals to test overall knowledge of the science curriculum area, and graded assigned lab reports that usually utilize the scientific method to help show what information they were able to gain by completing the experiment. Also, the teachers assess the students' abilities through class discussions, teams, and in groups to share the information gained interaction with others; homework assignments that help reinforce an area learned in class; writing in journals about class related topics and keeping notebooks that can be checked to assess their participation in class; written reports as well as web quests assigned periodically throughout the year; occasionally presentations in front of the class; and participation in scientific facts review games, as well as, students' creation of review games.

ACADEMIC STANDARDS ELEMENTARY SOCIAL STUDIES

Kindergarten through 4th Grade
All students will learn democratic citizenship through the humanities, by studying literature, art, history, & philosophy & related fields.
All students will acquire historical understanding of varying cultures throughout the history of Pennsylvania, the United States, & the world.
All students will acquire historical understanding of economic forces, ideas, & institutions throughout the history of Pennsylvania, the United States, & the world.
All students will acquire geographical understanding by studying the world in spatial terms.
All students will acquire geographical understanding by studying human systems in geography.

MACS elementary social studies teachers adopted the following instructional procedures to accommodate the students' learning of materials that align with PA State Standards: whole group instruction, small group instruction, and individual instruction. An example of instructional procedures used to articulate experiences in learning a topic in social studies are: (1) Whole group instruction—Introduction and prior knowledge; (2) Individual instruction—Identify resources in textbook or provide reference books and big books for students to read, complete reading assignment, and discuss the topic; (3) Individual or small group activity—After reading/discussion, follow-up with workbook activity or small group activity; (4) Brief review of topic to reinforce learning; and (5) Assessment of what is learned about the topic or related topics. The elementary social studies teachers use the following tests and other sources of information to assess student growth in the elementary social studies curriculum area: daily work, daily observations, end-of-the unit and chapter assessments, informal assessments, portfolios, and homework.

ACADEMIC STANDARDS MIDDLE SCHOOL SOCIAL STUDIES 5th through 8th Grade
All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.
All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of Pennsylvania, the United States and the world.
All students will acquire historical understanding of societal ideas and forces throughout the history of Pennsylvania, the United States and the world.
All students will acquire historical understanding of varying cultures throughout the history of Pennsylvania, the United States and the world.
All students will acquire geographical understanding by studying the environment and society.

The Middle School Social Studies Teacher develops instructional procedures and provisions that are made to articulate experiences in this curriculum area using whole group instruction, small group instruction and interaction, as well as, individual instruction. Student assignments are designed to promote more independent work and study through reading, writing and note-taking. Students also participate in group discussions and in role-playing of historical events. The Middle School Social Studies Teacher uses tests and other sources of information to assess student growth in the middle school social studies curriculum area as follows: multiple choice questions, essays, fill-in-the-blank questions, journal writing, projects, and class participation.

ACADEMIC STANDARDS SPANISH Kindergarten through 8th Grade
All students will communicate at a basic literacy level in Spanish.
All students will demonstrate knowledge of the cultures of speakers of the language studied
All students will demonstrate an understanding of the interrelationship between language and culture of the World Language Spanish.

The Spanish Teacher provides procedures or provisions to articulate experiences in the Spanish curriculum to accommodate both elementary and middle school levels using the following

instructional tools: course objectives and outcomes, language support materials, and oral and visual presentations. Elementary students are taught the basic Spanish language speaking and writing skills and learn about Spanish culture. Spanish is taken as electives in the middle school grades. The students in the middle school (5th through 8th Grade) who elect to take Spanish are placed into three Spanish skill level courses (1, 2, or 3) using a Spanish Competency Placement Exam. The middle school students learn to increase their Spanish speaking and writing skills, demonstrate a knowledge level of the language, and take on more challenging Spanish cultural projects that prepare the students for continuation of their Spanish skills into the lower levels of secondary schools. The Spanish Teacher uses teacher-designed tests and other sources of information to assess student growth in the Spanish curriculum as follows: Students are assessed orally on both the elementary and middle school levels, as well as, in written format. As the middle school students increase their Spanish speaking and writing skills; they are assigned Spanish cultural projects according to their language ability and interest. Portfolios are also used to measure student growth in various areas throughout the curriculum.

ACADEMIC STANDARDS COMPUTERS/TECHNOLOGY Kindergarten through 8th Grade
The students will identify basic computer operations and concepts.
The students will use basic computer software.
The students will identify basic computer communication systems.
The students apply computer software to solve specific problems.
The students will evaluate computer operations and concepts as to their effectiveness to solve specific problems.

The Technology Teacher Dan Dimucci uses the following instructional techniques:

Elementary students (K—4th Grade) start out with “Microsoft Works Scholastic Keys,” an elementary version of Word, Power Point and Excel. The use of this software provides students with a strong understanding of concepts that will be discussed throughout the curriculum. In addition, the K--5th Grade students are introduced to and practice using a variety of computer grade level software that centers round their academic curriculum

Between the levels of elementary and middle school, performance indicators are used that are appropriate to grade levels and that fall between the range of introductory to mastery levels and instructional techniques such as online learning are used which is essential for students to progress from one grade level to the next and online learning consists of supplemental activities that correspond to what is being taught in the classroom.

As students progressively learn from grade to grade the necessary computer/technology skills, upon completing the 8th Grade they have transferable skills that prepare them for the lower levels of the secondary schools and beyond.

ACADEMIC STANDARDS ART Kindergarten through 8th Grade
All students will express themselves creatively while developing knowledge, skills, techniques, and an appreciation of various communication forms.
All students will select and use art media techniques and process in order to

communicate ideas, experiences, and feelings.
All students will use verbal and written forms to describe art.
All students will identify their preferences in any art form and describe the reasons.

The Art Teacher provides procedures or provisions to articulate experiences in the Art curriculum area between levels in the elementary and middle school and with the lower levels of the secondary schools. The procedures or provisions include the following instructional techniques that guide students: The basic elements of art and principles of design are taught and reinforced throughout the curriculum on grade appropriate levels. The Art Teacher presents advanced art principles of design and techniques that are explored to a greater extent beyond the basic elements to the middle school grade students and thus the students' art skills carry over to the secondary schools' art curriculum. The Art Teacher evaluates student growth and understanding applicable to each grade level in the art courses as measured through worksheets, verbal reviews, and projects. Written or objective tests are not used to assess the students' art abilities.

ACADEMIC STANDARDS HEALTH & PHYSICAL EDUCATION Elementary & Middle School
Elementary—Health & Physical Education
1. Students describe the basic structure and function of human body systems.
2. Students recognize the signs and symptoms of chemical misuse, abuse and dependency, discuss their impact on personal and family health, and identify resources for help and information
3. Students discuss how family and friends are important throughout life and that relationships require respect for others.
4. Students combine movement skills to participate in physical activities, such as games, sports, and lifetime recreational pursuits.
5. Students perform loco motor (walk, run, jump), non-loco motor (bend, reach, turn), and manipulative (throw, strike, kick) movement skills.
Middle School--Health
1. Students identify nutrition habits of teens and know effect on physical, emotional, and intellectual health.
2. Students use a variety of resistance skills to avoid drugs and alcohol use and practice abstinence.
3. Students discuss ways to avoid and reduce threatening situations.
4. Students identify ways to develop good self-image.
5. Students recognize effect of advertising on health choices.
Middle School—Physical Education
1. Students demonstrate the ability to follow rules and apply mediation skills in game situations.
2. Students develop strategies to include everyone's participation in group physical activities.
3. Students apply knowledge of how to perform combinations of loco motor and

manipulative skills to game situations.
4. Students discover ways to handle aggressive feelings.
5. Students identify the components of muscular strength, and muscular endurance and recognize activities which develop each component.

The Health & Physical Education Teacher provides procedures or provisions that are made to articulate experiences in this curriculum area between levels in the elementary and middle school and with lower levels of the secondary schools by using specific curriculum for both Health and Physical Education. The Health Curriculum and the supplementary materials for the lessons are grade appropriate (K—4th and 5th—8th). The Physical Education Curriculum (K—4th and 5th—8th) consists of different units where numerous components are used for enjoyment, self-expression, physical fitness, and movement concepts and principles. Each concept for both Health and Physical Education is studied until each student displays competency in the skill or material in preparation for the next grade level at MACS and into the lower levels of secondary schools. The Health & Physical Education Teacher uses appropriate tests and other sources of information to assess student growth in health and physical education; the textbook and skill assessments are as follows: Students in Health classes are tested on each unit of material. In Physical Education, each year the students practice for weeks and then participate in a Track and Field competition with Pittsburgh Public Schools; this competition tests their ability for both Track and Field. Also, the students in Physical Education classes are given the Presidential Physical Fitness Test each year to test their endurance and strength in given activities

Strengths and Challenges

Strengths & Challenges of MACS overall school's program are summarized as follows:

MACS is an elementary charter school with students in Kindergarten through 8th Grade. In June **2008**, the 8th Grade students concluded their studies at MACS having reached expected proficiencies in the School's PA standard-based core curriculum in the five **required** academic subject areas (mathematics, science, reading/language arts, social studies, and Spanish). Knowledge and skills learned in these core academic subjects will enable the 8th Graders to apply knowledge and comprehend connections between and across subject areas in their chosen next level of schooling. To foster the students' ability to be creative, conduct research and make cultural choices, the 8th Grade students were exposed to a multifaceted curriculum. The 8th Grade students completed a final language arts project that consisted of written essays on preparations and aspirations for their future and each student recorded and video-taped **PowerP**oint presentations of their essays in the Saturday

Light Brigade (SLB) studios at the **Children's Museum of Pittsburgh; the students'** video was shown before and after their graduation ceremony. The School provided a social environment that enabled the 8th Grade students to develop positive social skills in interaction with others and an awareness of oneself and their surroundings in their own individual environments

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

MACS SCHOOL IMPROVEMENT PLAN (MACS-SIP) is a five (5) year Strategic Plan (2001-2006) that has guided the School's goals and objectives throughout the current year. The consulting firm FOUNDATIONS School Services Center (SSC) was the School's external professional resource in the preparation of the original MACS-SIP that made the final assessment report with School Administrators, teachers, and representatives of the Board of Trustees and parents. MACS final *Multi-Year On-Site School Assessment & School Improvement Plan* (OSASIPJ) Report examined the eight (8) areas of school performance and each area received a 1—5 average rating; one (1) being the minimal progress and five (5) meaning significant process. The ratings, assessments and recommendations of this Report were thoroughly examined and remain the focus of current administrative planning and teaching strategies. During the current school year, the School focused on the following strategic planning goals:

Goal No. 1: <u>Assessment and Accountability</u> To utilize student achievement data in instructional planning and program evaluation throughout the school year, the major (or critical) events which must occur if these goals are to be attained which will identify and support the following assessment and accountability processes:

- Initiate efforts to increase faculty capacity to use portfolios and analysis of student work as effective tools for student and program assessment.
- Develop a program evaluation protocol.

Goal No. 2: **<u>Student & Classroom Assessment</u>** To develop a consistent system of classroom assessment that includes such strategies as portfolio assessment, problem solving, and performance tasks, the School has developed the following major (or critical) events which must occur if the goal is to be attained:

- **Comprehensive Database of Student Demographic & Achievement Data**—The Database Development Committee continues to gather appropriate data using the selected data base program, *"Modular Management System (MMS) for School,"* **utilized since Fall 2002**. The current comprehensive database of student demographic and achievement data includes the following student profile information: student health, special education, demographic, suspension, standardized test scores, and

attendance data. The School plans to improve the comprehensive database to include the recommendations to enter *achievement test scores, report card, and portfolio assessment* data into the MMS **database**.

- **Student Achievement Data in Instructional Planning**—MACS teachers use student data in instructional planning such as: Woodcock Test for reading, Key Math Test, and Terra Nova & PSSA standardized tests. Teachers utilize this additional data for planning, grouping and instructional planning, differential math groups in Grades 5th through 8th, pull-out "skill' development in reading and mathematics (all grades). The School plans to expand the capacity to make effective use of this student achievement data to drive instructional planning and program evaluation.

- **Classroom Assessment—MACS** traditional teacher-made tests and assessments in classrooms continue to be used; however, the use of **student portfolios** have been introduced and are maintained by each teacher and the portfolios are filed in the Deputy Chief Executive Officer's office. During, the current school year, the School plans to **continue the refinement of** a uniform student portfolio assessment protocol and professional development in the use of the portfolios.

- **Program Evaluation**—**During this school year**, a comprehensive model for evaluating **the school's** programs **was developed by t**he Program Evaluation Team **that** consists of the Chief Executive Officer, the Deputy Chief Executive Officer, Board member(s), and several faculty members. As recommended by the FOUNDATIONS Team, the MMS database **is** used to provide data for evaluation.

- **Academic Curriculum Challenge & Enrichment Program**—MACS **utilizes the *Academic Challenge & Enrichment Strand*** (ACES) Program for Grades 5th through 8th. This Program format is a strong, rigorous academic curriculum aligned with PA State Standards, which provides an *Individualized Education Plan* (IEP) for each Middle School Student. The Program will involve **a Learning** Support Teacher, Reading Specialist, and Teaching Assistant. The Program is to be supported by partnerships with Carnegie Science Center, Manchester Craftsmen Guild, Sarah Heinz House, Carnegie Mellon University, and the Community House.

FOUNDATIONS School Services Center (SSC) Project Coordinators—*Mr. Spencer H. Davis* & *Ms. Mary Bennett* and Executive Director of School Services—*Mr. Phil Esbrandt*.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beth Pyzola	macs	Administrator	Vasilios Scoumis
Virgina Crawford	macs		Vasilios Scoumis

Goals, Strategies and Activities

***Goal:* "Pull Out" Sessions for Math & Reading**

Description: To provide and maintain appropriate individualized learning strategies for students

who experience problems in reading and/or mathematics in "pull out" sessions (conducted outside of the student's classroom).

Strategy: **Identification of Students performing below grade level**
Description: Teachers and administrators identify those students who are struggling or performing below grade level in reading and/or mathematics and provide small group instruction in "pull out" sessions twice a week. Administrator, Deputy CEO, coordinates the process with teachers.
Activities:

Activity	Description	
Student-Centered Instruction	For the past four years, the School has used and will continue to use pull out sessions for students struggling with math & reading. 85% of the students have progressed from below basic level of their grade level in both reading and math. And 65% of the students who were below basic score above the basic level of their grade level in both reading and math.	
Person Responsible	**Timeline for Implementation**	**Resources**
Virginia Crawford	Ongoing	$0.00

Goal: **Advanced & Gifted Education Program**
Description: Develop and maintain strategies and curriculum for advanced and gifted education program.

Strategy: **Selection of Students**
Description: MACS Administrator, Deputy CEO, oversees both the reading and math enrichment programs for advanced and gifted children in Grades Kindergarten through 8th. Students selected the 6th--8th Grade Math Team must pass selected achievement tests.
Activities:

Activity	Description	
Program Progress	This school year 25 students participated in math and/or reading enrichment programs. The gifted 6th--8th Grade Math Team of 10 members participated in out-of-school and internet math competitions. The 6th, 7th & 8th Grade Honors Reading classes focused on reading & writing synopsis of novels and short stories and completed final projects. In Fall 2007, the School implemented a Super Stars & Gifted & Enrichment Education Program for selected especially gifted students.	
Person Responsible	**Timeline for Implementation**	**Resources**
Beth Pyzola	Ongoing	$0.00

Goal: **Charter school processes**
Description: Professional education organizations conveniently provide seminars and/or conferences in various locations with opportunities for educators to learn about administrative techniques & strategies, special programs, new teaching & classroom techniques, research initiatives, new textbook and materials, etc. The PA Coalition of Charter Schools is one of the professional education organizations that MACS administrators and teachers are urged as a group to attend. Mr. Scoumis & Ms. Pyzola attend for the first time the National Alliance for Public Charter School Conerence held in late June in New Orleans.

***Strategy:* Staff will attend the annual charter school conference conducted by the PA Coalition of Charter Schools.**
Description: The Administrators, Teachers, and Staff plan to attend the annual conference. CEO attends local western regional meetings and was elected to serve as Treasurer.
Activities:

Activity	Description	
PCCS Annual Conference	All of MACS teachers, administrators, & several Board members attended the PCCS 2008 Annual Conference that was held Pittsburgh (city of location of MACS) and School's CEO served as head of that Conference.	
Person Responsible	**Timeline for Implementation**	**Resources**
Vasilios Scoumis	Ongoing	$0.00

***Goal:* Computerized Curriculum Matrix**
Description: MACS established a computerized matrix that enables all teachers to align their curriculum to PA State Standards.

***Strategy:* Supervision of Curriculum Maxtrix**
Description: The Deputy CEO monitors each teacher's input into the curriculum matrix. Time is allotted for teachers to work on these projects. Teachers turn in weekly lesson plans based on the curriculum matrix.
Activities:

Activity	Description	
Yearly Status of Curriculum Matrixes	Teachers completed 100% of their curriculum matrixes (K through 8th Grade) in Math, Reading/Language Art, Science, Social Studies, Technology, Art, Spanish and Health & Physical Education. New textbooks and materials were selected this school year and thus Reading/Language teachers are in the process of updating their curriculum matrixes.	
Person Responsible	**Timeline for Implementation**	**Resources**
Beth Pyzola	Ongoing	$0.00

***Goal:* Extra-Curricular Activities**
Description: To increase opportunities for middle school students (5th--8th) to widen their experiences in making life choices, the School will increase the variety of extra-curricular activities.

***Strategy:* Variety of Specialty Courses & Activities**
Description: The School will continue to offer a variety of specialty subjects or extra-curricular activities, as well as, continue to sponsor out of school activities. The School will also seek to offer new courses and/or field trips.
Activities:

Activity	Description
Scheduling Extra-curricular	The School has had success with Specialty Subject classes scheduled during blocked double periods and as after school activities that include: flag football,

Activities	robotics, chess club, garden club, creative writing, Middle School Math Team, sculpture, Spanish, wind ensemble, dance, art, digital movie making, honors math and reading, and academic subject assistance courses.	
Person Responsible	**Timeline for Implementation**	**Resources**
Virginia Crawford	Ongoing	$0.00

Goal: **Financial Stability**
Description: To maintain financial stability, the School will remain within the School's Annual Budget while using 70% for the School's programs.

Strategy: **Financial Stability Process**
Description: To maintain the financial stability of the School, the School's CEO, Business Manager, and the Board monitors the Annual Budget as an operational budget to insure that the budget is in balance in Jone of the school year.
Activities:

Activity	**Description**	
Financial Stability Maintained	During 2007-2008, The School has stayed within its Annual Budget and uses over 70% on School programs.	
Person Responsible	**Timeline for Implementation**	**Resources**
Vasilios Scoumis	Ongoing	$0.00

Goal: **MATHMATICS**
Description: To reach 56% of the number of students achieving at proficient or above on PSSA Math assessment.

Strategy: **Analyzing students' math scores**
Description: Teachers continue to institute changes to the curriculum in alignment to PA State Standards to provide students with knowledge and skills and prepare them for the PSSA. The teachers also continue to use the following teaching methods: “questioning the author” methods of learning concepts, workbook practice in math and reading, assistance during school hours, the After-School program, and a Saturday 6-week practice sessions.
Activities:

Activity	**Description**	
Student PSSA Math Progress	According to the AYP Data Report of the results of the March/April PSSA Math Tests, students met the AYP threshold by achieving 62.8% advance + proficiency.	
Person Responsible	**Timeline for Implementation**	**Resources**
Vasilios Scoumis	Ongoing	$0.00

Goal: **Middle States Accreditation**
Description: Started in 2005 and completed in April 2007, MACS attained Middle States Accreditation with a two-year time frame. The Report was completed using a Steering Committee that developed a committee structure composed of administrators, teachers, staff, and the Board,

time line schedule, writers, and used guidelines that produced the required final document approved by the National Middle States Commission on Elementary Schools.

***Strategy:* Middle States Accreditation Process**
Description: The School will be re-evaluated within the time period of 2 1/2 to 3 years within the 7 year period of the School's accreditation to determine if the School accomplishes these goals by approximately May 2011.
Activities:

Activity	Description	
Middle States Accreditation Granted	MACS was very pleased to be informed in May 2007 that the School had received Middle States Accreditation for the next seven years. A formal presentation of the Award occurred in October 2007 in the presence of administrators, teachers, the Board, and parents. During the School's re-evaluation period, the School will need to set or present new goals to be accomplished during the last 3 to 3 ½ years of the initial 7 year Accreditation period.	
Person Responsible	**Timeline for Implementation**	**Resources**
Beth Pyzola	Ongoing	$0.00

***Goal:* Monitoring Student Attendance on Subject Family Nights**
Description: To reach 75% students attendance at Subject Family Night events.

***Strategy:* Subject Family Night Planning**
Description: To encourage student participation, the administrators, teachers, and staff organize each subject or family night activities in a manner in which students have "fun" while learning and engage their parents about what they have learned are taught in their subjects. The Annual Subject or Family Nights for all students (K--8th) are organized as follows:
1) What We Are Going to Learn This Year
2) Mathematics
3) Reading & Language Arts
4) Social Studies
5) Science & Science Fair
6) What You Have Learned this Year
Activities:

Activity	Description	
Subject Nights Student Attendance	This school year, MACS had success with a repeat of Subject Family nights with a 5% students increase in attendance which was over 80%.	
Person Responsible	**Timeline for Implementation**	**Resources**
Vasilios Scoumis	Ongoing	$0.00

***Goal:* New School Library**
Description: To continue to increase by 25% available resources, reading books and materials, develop library skills and research availability.

***Strategy:* New Library System**
Description: In this the second year of the reorganization of the Library and with the competent skills of our full time librarian, the School now has in place a computerized system for students to

borrow books and materials. The Librarian also provides services for teachers and library instruction for classes. The School will continue to sponsor Scholastic Book Fairs to acquire books and materials for the Library and the classrooms.
Activities:

Activity	Description	
Library as Resource Center	The School's Library, now in its 2nd year of re-organization, provided services for all students (K—8th) and teachers as support for individual and/or group reading, research, and project assignments. The Librarian provides library instruction for Kindergarten through 5th Grade students. The Librarian continues to categorize books and materials within a computerized system for students to borrow books and materials. The traditional Scholastic Book Fairs (3), which are run by parent volunteers and the Librarian, continue to be held in the Library and, as a result of its success, the Library receives books that the Librarian chooses.	
Person Responsible	**Timeline for Implementation**	**Resources**
Vasilios Scoumis	Ongoing	$0.00

Goal: **Parent Attendance on Subject Family Nights**
Description: To reach 65% parents attendance at Subject Family Night events.

Strategy: **Monthly Schedule for Subject Family Nights**
Description: The School arranges to have a subject night once a month with a different subject featured with parents in attendance to promote a better understanding of the School, the curriculum, the teachers, and the work that students are doing.
Activities:

Activity	Description	
Attendance Subject Family Nights	This school year overall attendance of parents on subjects family nights increased over 5% to over 70%. The parents expresses appreciation for the opportunity to view their child and/or children's work, participate in activities, attend performances, talk with teachers and administrators, and review the curriculum.	
Person Responsible	**Timeline for Implementation**	**Resources**
Vasilios Scoumis	Ongoing	$0.00

Goal: **READING**
Description: To reach 63% of the number of students achieving proficient or above on PSSA Reading assessment.

Strategy: **Utilize University Support**
Description: MACS Reading Teachers utilize the Learning Research & Development Center (LRDC) University of Pittsburgh's "questioning the author" and "Text Talk" materials.
Activities:

Activity	Description
Reading	According to the AYP Data Report of the results of the March/April PSSA

Results	Reading Tests, the students' average score of 58.9% did not meet the AYP threshold of achieving 63% advance + proficiency for the first time in five years.	
Person Responsible	**Timeline for Implementation**	**Resources**
Beth Pyzola	Ongoing	$0.00

Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

In **2007-2008**, Manchester Academic Charter School utilized the following academic curriculum:

Reading & Language Arts--Kindergarten—6th Grade—Harcourt School Publishers *STORYtown* 2008 Series

Language Arts--7th & 8th Grade**--**Holt/Reinhart/Winston *Elements of Language* 2008 Series

. **Mathematics**—Kindergarten—4th Grade—Scott Foresman/Addison Wesley 2005 Series

Mathematics—5th—8th Grade—Pearson/Prentice/Scott Foresman/Addison Wesley 2004 Series

Social Studies—Kindergarten—6th Grade—Macmillan/McGraw Hill 2004 Edition

Social Studies—7th & 8th Grades—Glencoe/McGraw Hill 2004 Edition

Science—Kindergarten—5th Grade—Harcourt Science 2006 Edition

Science—6th—8th— *Science Explorer: Life, Earth, Physical Science* Prentice Hall (Pearson Prentice Hall) 2006 Edition

MACS has documentation that shows that the School's curriculum meets the **PA Chapter 4 Academic Standards and Assessments** in the form of an established computerized curriculum matrix of all the subjects curriculum content and requirements and assessment records of students' progress as explained below.

To increase the performance of each child continues to be a goal of the MACS teaching staff, administrators, and Board of Trustees. FOUNDATIONS consultants with teacher input established benchmarks for every grade and every subject area based on PA State

content standards and all requirements. As part of MACS School Improvement Plan (MACS-SIP) curriculum planning, the School established a **PA standardized computer generated model curriculum matrix** that was created and adopted by the faculty. Deputy Chief Executive Officer (CEO) Beth Pyzola reports that core curriculum matrix projects for 2007-2008 are 100% complete by Kindergarten through 8th Grade teachers that includes the following subject areas: Math, Science, Social Studies, Technology, Health & Physical Education, Spanish (K—4th Grade); and Art. The Deputy CEO also monitors the updating of curriculum matrixes when new curriculum and materials have been adopted which includes: the new Reading/Language Arts curriculum (K—6th Grade) adopted in May 2007, the new Reading/Language Arts curriculum (7th & 8th Grade) adopted in September 2008.

MACS content standards are aligned with assessments of student learning through classroom evaluation and are measured using curriculum benchmarks, which are aligned with Chapter 4 Pennsylvania State Standards. The PSSA and Terra Nova (which is aligned with PA Standards) tests measure our students success. The assessment instruments which MACS utilizes include:

Curriculum embedded tests
Teacher observations
Portfolios
Completion of activities/projects
Teacher devised tests including midterm and final examinations (Grades 5 through 8)
State and national examinations——**(1) Terra Nova** national standardized tests in Reading, Language & Mathematics—**Terra Nova Pre-Test** Grades 1 through 8 for new students in September 2007and in March/April 2008 **Terra Nova Test** for Kindergarten and Grades 1 & 2. (2) **PSSA** state standardized tests: **PSSA Writing Assessment (**Grades 5 and 8) in February 2008, **PSSA Reading & Mathematics Tests** (Grades 3 through 8) in March/April 2008, and **PSSA Science Tests** Grades 4 and 8) in May 2008**.**
Other tests: Key Math Test & Woodcock Reading Mastery Test.
Placement Tests—As a standard practice at the beginning of the School year, School and teacher-generated and curriculum based placement tests appropriate for each grade level are given to determine the knowledge level and academic needs of each child.
Rubric requirements, assignments, and evaluations are clearly displayed, explained, and when used as assessment tools, results are given to students.

Classroom participation.

The academic and specialty curriculum are organized to promote student growth. As mentioned above, MACS has organized its curriculum to meet PA State standards and continues to use various educational strategies to meet the developmental and academic needs of its students. Also as mentioned above, MACS administrators and teachers developed a “curriculum matrix” as a tool that allows teachers to take an existing curriculum and align the curriculum to PA State standards. The curriculum matrix planning strategies are: *standards; benchmarks; lesson, activities, & assessments; extensions & reinforcement; technology & cross-curricular connections;* and *resources.* If the existing curriculum contains any weaknesses, the matrix clearly shows this and supplemental teaching techniques and/or strategies are programmed into the matrix. The evolving result of this curriculum project produces a matrix of all subjects based on PA State standards being taught at the School.

The curriculum matrix also serves the purpose of providing guidelines for teaching in all the classrooms for current and new teachers. In addition, each subject teacher will be able to teach subject matter with greater continuity in order to assist students to become more proficient

academically in every subject. As new textbooks and support materials are adopted for a subject or subjects, teachers are able to revise the course information to update their curriculum matrix; therefore, the curriculum matrixes are continually changing to reflect the adaptation of new curriculum, textbooks and support materials.

Intertwined with re-organizing the curriculum to meet academic standards, MACS administration and teachers recognize that the principles of cognitive (thinking and information processing capabilities) and linguistic development (reading, listening, and writing capabilities) have major implications for teaching in the classrooms. The curriculum matrix is structured to meet the developmental needs of its students by incorporating various teaching techniques and learning strategies to accommodate such developmental factors as: individual differences, different rates of learning, varying rates of growth, varying social interaction abilities, and the influence of heredity and environment.

MACS organizes its curriculum to meet the developmental and academic needs of students by implementing the teaching process using consistency in teachings utilizing the following educational techniques:

- Degree of Self-Containment

  K-4 academic subjects are taught in self contained classrooms

  Unifying subjects between grade level

Special Subjects

  Requiring classes in block schedules; for example, Spanish, health education

  Special Education for reading and math

Pull Outs

  Provide organized pull-outs sessions that are relevant to a student's needs (a student is assigned pull-out session or sessions that are arranged by the subject teacher and take students from a non academic class and place them in a specialized remediation session that focuses on their area of need)

Departmentalization:

  5th — 8th academics are departmentalized by subject area

  General school rules are enforced in individual teachers' behavior plans

Individualization:

  Make accommodations to lessons so that students' comprehension and other learning needs are met

Tailor classroom tasks and activities to the students' individual strengths and weaknesses.

Enable teachers to provide students with more individualized instruction and attention in middle school grade level classes that are split into two groups (10-12 students per class or less) in mathematics, reading/language arts, social studies, and science classes.

Provide students who need remediation individualized activities for reading and math

Assessment:

Identify the student's prerequisite knowledge and skills; if not at the grade level, provide the necessary instruction, tasks and/or activities to bring the student up to the proper skill level to learn and progress in the subject area.

Assessment of progress throughout the school year through class participation, quizzes, tests, homework and writing assignments.

MACS' ever evolving Mission provides guidelines that address the developmental and academic needs of each child by utilizing the following instructional techniques:

1) Incorporating technology innovations into the curriculum on every grade level.
2) Applying teaching techniques to address individual learning styles.
3) Incorporating innovative teaching techniques to communicate concepts and to encourage creative thinking and deductive reasoning.

The curriculum also addresses the following criteria through its Mission:

- Developing skills of communication, mathematics, learning and thinking, and technology.
- Developing self-awareness in terms of relationship with others.
- ♏❖♏●□□♓■♑ ♏☒□□♦◆❒♏ to the various specialty subject areas to empower the students' interests to grow in making life choices: the arts (painting, drawing, sculpture, architecture, photography, papier-mch, charcoal drawings, set & prop designs, collages, murals, dioramas, mobiles, and geometric stained glass designs), chorus, digital music, chess club, creative writing, theatre arts, choreography, computer, Spanish and Latin cultures, and introduction to cosmetology.
- Developing health awareness, health education (including separate teen girl and teen boy health classes), physical aptitudes, physical performance, and sportsmanship by participation in various sports and/or physical activities, i.e., soccer, basketball, track & field, flag football, volleyball, team sports, bowling, field & deck

hockey, swimming, dance, hip hop dance, beat club, aerobics, and cheerleading.

To promote i**n-depth and inquiry-based teaching and learning** in the classrooms, MACS teachers and administrators use a variety of ways to promote critical thinking and in-depth learning within the science, mathematics, language arts, and social studies curriculum, in addition these classes meet daily as illustrated below.

- MACS teachers continue to utilize the "Questioning the Author" and "Text Talk" strategies [1] within the reading/language arts, science, and social studies classrooms to **promote in-depth thinking**. The teachers continue to receive training and have utilized these strategies for the past six years in conjunction with the Learning Research & Development Center (LRDC), University of Pittsburgh. Every year new teachers are involved in training sessions and veteran teachers were involved in maintenance sessions.

- The Science teachers used the following curriculum to promote in-depth learning through inquiry-based teaching using the new science curriculum adopted for 2006-2007, which is the Harcourt Science 2006 Edition for students in Kindergarten through 5th Grade and the Science Explorer: Life, Earth, Physical Science, Prentice Hall (Pearson Prentice Hall) Series for students in the 6th through 8th Grades. Students in the elementary science classes learn more with hands-on scientific experiences and working in cooperative groups in the classroom lab as they learned to apply scientific concepts, methods, and processes to improve their problem-solving skills; also, field trips were used to expose the students to excellent scientific interactive learning tools. Students in the middle school science classes learn advanced science and problem solving techniques through individual and group work in a fully equipped classroom lab. As a part of the specialty block schedule, assistance with science projects is provided for students in Grades 6 through 8.

- **Mathematics** teachers logically utilize inquiry-based teaching techniques in these math classes to promote critical thinking and in-depth learning. Starting September 2005, the Scott Foresman-Addison Wesley Math Series curriculum and materials are taught in Kindergarten—5th Grade and students in 6th through 8th Grade are using for the fourth year the Prentice Hall Math Series curriculum & materials.To promote critical thinking and in-depth learning, Elementary School Math Teacher *Leroy Hall* (4th & 5th Grades) encourages critical thinking and in-depth learning for his elementary students using outside of class assignments and evaluations by taking part for the second time this year in a national math contest. The National Math League provides both in-school contests, as well as, nationwide contests, where scores are compared across the USA. All MACS students in Grades 4th through 8th competed in their grade level national math contest in April 2008. This Year the 4th Grade class had 2 students who tied for the 1st top scoring position; and the 5th Grade class had one student who tied for the top scoring position. Of all the 6th, 7th and 8th Grade students that participated in the National Math League contest, one student on each grade level qualified as a highest scorer.

- Middle School Math Teacher *William Orr* (6th, 7th, & 8th Grades) continues to promote critical thinking and in-depth learning for advanced students in the 6th through 8th Grades who qualify to form a **Math Team** each school year. For the School Year 2007-2008, the Middle School Math Team consisted of 10 Team members (four 8th Graders, four 7th Graders, and two 6th Graders). The MACS Math Team competed in the following five (5) contests this school year and MACS was typically one of the smallest, if not the smallest, middle school in these contests:

    - **American Mathematics Competition** (AMC-8) an on-line competitions in which the Math Team participated, one 8th Grade student (Bryton Taylor) achieved the National Honor Roll level. Because of achieving a high level qualifying AMC-8 score, Bryton Taylor competed in the American Mathematics Competition AMC-10 (10th Grade math contest).
    - **Western PA Mathematics Council Algebra I/Integrated Math-2** competition was held in April 2008 and one of the members of the Math Team qualified to compete in the finals held in May.
    - **MATHCOUNTS** The Math Team participated in this national mathematics competition that was held locally at Robert Morris University in February 2008.
    - **Purple Comet On-line Math Competition** was held in April 2008. The Math Team participated in this worldwide competition jointly run by the University of Wisconsin and the University of Texas.
    - **Mathematics League Algebra** competitions were held in five (5) separate competition rounds and the Math Team participated in each round.

- To promote **critical thinking and in-depth learning,** Teacher *Kristen Genito* uses inquiry-based teaching techniques in **middle school language arts** (6th through 8th Grade) classes. This past school year the 6th Grade students composed exciting and personal essays in the following writing formats: poetry, news articles, and various short stories. During the middle of the third nine weeks until the end of the year, 6th Grade students welcomed *Dr. Kathie Shoop*, LRDC, University of Pittsburgh, into the classroom to participate in writer's workshop. Dr. Shoop visited the classroom twice a week to team teach and to demonstrate ways to make writing personal and fun. In another special language arts project, Ms. Genito's 6th & 7th Grade students participated in the Scholastic Book Fair Contest, hosted by MACS's Librarian MaryAnne Eckert during the May Book Fair. The students created PowerPoint projects that would be shared to educate primary students about Ancient Greek Culture. On this project, the 6th and 7th Grade boys and girls worked together in small groups and practiced their speaking skills by making presentations.

- **Inquiry-based teaching techniques** are used by teachers in **all social studies classes** to promote critical thinking and in-depth learning using individual assignments/projects and group discussion. Social Studies is taught in the Kindergarten through 5th Grade classrooms by *Ruth Yoder* (Kindergarten), *Nicole Banks* (1st Grade), *Daniel Kuban* (2nd Grade), *Kesete Thompkins* (3rd Grade), and *Leroy Hall* (4th & 5th Grade). The

K—5th Grade elementary social studies curriculum exposes the children to diversity, understanding others and the importance of good citizenship, learning about other cultures, self-worth, and good family living; also, the students learn how to read full size (big) books. The **6th through 8th Grade Social Studies** Teacher *Dennis Henderson* teaching and assignments done through developing reading and note taking skills using "Questioning the Author," Learning Contracts, hands-on projects, skits and PowerPoint presentations. The 6th Grade World History curriculum focused on culture researching the following questions: What is culture? How is culture developed? How are cultures different? How does culture impact a person? Based on these questions, students studied the various cultures from around the world, and all the while, comparing what they learned with their own culture in America and the subcultures that they live in both at home and at MACS. The 7th Grade United States History curriculum focused on the discovery of America to the Civil War Era and the students learned some important historical facts, as well as, expanded their understanding of American history. The 8th Grade United States History curriculum focused on the Reconstruction after the Civil War to the Civil Rights Movement and examined some of the important related topics during that era.

- To promote **critical thinking and in-depth learning**, this school year the social studies students participated in several **special social studies and/or history projects in class and in the community.** In late November through December 2007, MACS Administrators, teachers, and students participated in developing History Projects regarding the Manchester area in which a majority of the students live. The **Kindergarten, 2nd, 4th, 5th, 6th, 7th & 8th Grade Social Studies** students and teachers worked along with *Ann B. Canning,* Ed.D, Waynesburg University Retired Professor of Education and a MACS grandparent. This History Project was initiated & coordinated by Dr. Canning, and she was instrumental in obtaining grant support and print services support from The Pittsburgh History & Landmarks Foundation. The social studies students completed history projects are published on **http://tps,waynesburg.edu/Manchester/KWalk.htm:** THE POETRY AND ART OF LIVERPOOL STREET Projects are written and illustrated by Ruth Yoder's Kindergarten Class, Daniel Kuban's 2nd Grade Class, Stacy McCandless' 4th Grade Class, Leroy Hall's 5th Grade Class and Dennis Henderson's 6th Grade Class with the assistance of Art Teacher *Christopher Basel*. The elementary students personified what they felt, saw, and what or who they looked like and used those ideas to generate the poetry and art found in the printed books and that appear online. The Pittsburgh History & Landmarks Foundation collaborated with the elementary teachers and students to create and print five The Poetry and Art of Liverpool Landmarks books. Students, teachers, administrators, parents, and Board members received free copies. The 1st Grade Social Studies Teacher Ruth Yoder's students completed Getting to Know Your School, a modification of the above **Pittsburgh History & Landmark Foundation** projects in their classroom. The students learned about the history and used photographs of MACS, which one was laminated and the other made posters to cut up into parts to identify windows, double doors, transoms, pediment, porches, and columns. Each student wrote poem *"This is the School that MACS built"* to attach as an explanation of their architectural component; each student displayed and explained their posters. Teacher *Kesete Thompkins'* 3rd Grade Social Studies

students completed one of the kits, Portable Pittsburgh Artifact Kit Project, provided by the Pittsburgh History & Landmark Foundation in their classroom. To introduce the Project to the students, a member of Landmark's Education Department spoke to the class about "Pittsburgh" utilizing historical photographs and artifacts and how a city grows. Mr. Thompkins then guided the students through activities provided in the Kit that enabled the students to make history tangible. Teacher Dennis Henderson's 7th & 8th Grade Social Studies classes completed an oral history project entitled GROWING UP IN MANCHESTER (which is detailed below).

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[1] Isabel Beck, Ph.D. & Margaret McKeown, Ph.D. & Others, Questioning the Author (Textbook & Participant Manual), LRDC, University of Pittsburgh, 1991; Text Talk written by the same authors.

MACS uses various strategies to accelerate academic skill development, content knowledge and learning strategies for **students performing significantly below standards in literacy and mathematics skills.** During the first month of the new school year, each new 2nd through 8th Grade student is given the ***Terra Nova Pretest*** for his/her grade level. Also, at the beginning of the school year, every student is given curriculum-based placement tests for reading and mathematics. Based on the results of these tests, teachers make a determination of a student's area of weakness in literacy and/or mathematics skills. Those students testing below average are given further testing through curriculum diagnostic, **Key Math**, and/or **Woodcock Reading Mastery Tests**. Then recommendations are made to either 'pull out' a student for individualized remediation or to place the student in a small instructional group with teacher or support staff.

For student's scoring below standards in literacy and/or mathematics skills any time during the school year, the School provides ***"pull-out"*** sessions or block scheduling for remediation classes for reading and mathematics in Grades K through 8. In Grades K through 4, students experiencing difficulty in math and/or reading are placed in "pull out" sessions twice a week. In Grades 5 through 8, students experiencing difficulty in math and/or reading are scheduled in assistance classes during a block schedule period. These students are kept in the class for the year, unless they test out or a parent requests removal. In the classrooms, teachers continually make assessments of students' progress throughout the year and accommodate as needed.

For student's scoring significantly below standards in literacy and/or mathematics skills that is attributed to academic performance below two grade levels, the Special Education Coordinator begins the special education evaluation process to develop an Individual Education Plan (I.E.P.) which involves the student's parents, teachers, administrators, social worker, and applicable professional specialists *(See Special Education Report in Attachment to this Annual Report).* The Special Education or Learning Support teachers operate a Resource Room that provides individualized or group instruction to meet the needs of special education students. The School promotes an inclusion policy in meeting the needs of special education students which means that they attend their regular cases as much as possible for socialization and to experience learning styles in the classroom. The classroom teacher is supported and the student is provided assistance in the classroom by the Learning Support teachers. Special

education students may also attend regular assistance classes in reading and math offered during the specialty block schedule.

MACS 2008 Summer School Program provided courses in mathematics, science, language arts, and social studies for at-risk students or students who would be possibly retained in their present grade based on their final grades for the present school year. There is no charge for this program. This five-week program started June 23 and ended July 24, 2008 was held Monday through Thursday, 9:00 a.m. through 12 noon. Individualized teaching concepts and course materials are used. No grades are issued in this program which is a skill-building concept to prepare students to master their grade level of achievement. Failing students must pass an end-of-summer assessment according to the subjects she/he failed during the school year.

MACS teachers use the following varieties of **standard researched-based teaching strategies to actively engage students in the learning process**. To enable the students to learn new materials, teachers used one or more or a combination of teaching strategies:

- **Expository instruction** (lecture, reading assignments, connections to prior knowledge, advanced organizer, organized presentations, visual aids, pacing, and review summaries).
    - To promote expository instruction to enable students to learn new materials, Middle School Teacher *Kristen Genito* guided the following learning activities: This school year, the School provided **7th and 8th Grade language students** with a brand new curriculum, ***Elements of Language***. Students in the 7**th Grade** wrote essays that covered the following areas of informational text: *Persuasive, Expository, and Narrativ*e. The assignments included designing a book jacket; creating a print advertisement; writing a "how-to" paper, advantages and disadvantages essay, and persuasive essay; and presenting orally to the class. Students in the **8th Grade** also covered the following areas of informational text: *Persuasive, Expository, and Narrative*. The students completed assignments that included writing a personal narrative, a complex process essay, a cause and effect essay, a book review, and a persuasive essay, and creating a brochure. Based on their interest and ability, three 8th Grade students volunteered to attend a Young Writer's Workshop, hosted by Career Connections Charter High School. The students had the opportunity to attend the workshop of their choice, which included workshops hosted by published authors, newspaper journalists, and play wrights. There were many schools present, which provided MACS's students the chance to meet and interact with other students their age.

- **Multiple intelligence learning** (in daily lesson planning, teachers may incorporate several of the nine multiple intelligence factors: linguistic, bodily kinesthetic, spatial, musical, logical-mathematical, intrapersonal, interpersonal, and/or existential or naturalist.)

- **Discovery learning** (interaction with physical or social environment, relevant prior knowledge, structured experiences).

  - An example of discovery learning that was incorporated in Teacher *Dennis Henderson's* **7th & 8th Grade Social Studies** students completed an oral history project entitled GROWING UP IN MANCHESTER that is available online at **http://tps.waynesburg.edu/Manchester/GrowingUp.htm**. The middle school students' project began with the study of the history of Manchester dating back to 1832. The students then examined photographs, generated a written guidelines list of interview questions, recorded interviews on digital recorders, took pictures of the selected community interviewees, and completed their Projects by combining the sound and image files to create movies of nine Interview Videos that can be accessed on the Internet. Dr. Ann Canning collaborated with Mr. Henderson and his students to complete the project.
  - Another example of discovery learning that was incorporated in Learning Support Teacher *Marissa Gallagher's* **Middle School Honors Reading** classes. The learning strategies were based on the students reading novels, writing activities, and completing special projects. The Honors Reading classes are scheduled during the afternoon Specialty Subjects block periods. Throughout the course of the year, the students the **Honors Reading 6th Grade** course read three novels and one short story that included *Bronx Masquerade, The Lion, The Witch, The Wardrobe,* and *Where the Red Fern Grows*. The students also engaged in a variety of reading activities including Literature Circles. Their final project of the 2007-2008 year was a story quilt in which the students designed quilt squares in order to retell the story *Where the Red Fern Grow*s. The students in the **Honors Reading 7th & 8th Grade** course read three novels and completed a unit on genocide throughout the course of the year. The novels include *House on Mango Street, I Am the Cheese,* and *Of Mice and Men* the manuscript. The students also created comic strips, guided reading activities, and character maps.
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- **Inquiry-based teaching** is incorporated into the math classrooms, for example, this School year during block-scheduled time periods in Honors Math courses for Grades 5 & 6 and Grades 7 & 8, Math Teachers Leroy Hall and William Orr motivated and prepared students as members of the Math Team to participate in the regional and/or national competitions as mentioned above.
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- **Mastery learning** (instruction in small, discrete units, logical sequence, demonstration of mastery of each unit, observable criterion for mastery of each unit, and remedial activities when needed).
  - An example of mastery learning is incorporated in the **mathematics curriculum and expected outcomes between levels in both the elementary and middle school**. The Math Teachers use the PA Academic Standards for Mathematics and curriculum matrix" system as planning guides. The Math Teachers meet to share goals, curriculum plans and activities and student progress achievements. Diagnostic Readiness tests are given to all students in 4th through 7th Grade to assess their readiness, any knowledge gaps, and their class placement for the following year's math class. The following are examples of **mastery learning in middle school mathematics** classrooms (6th—8th Grades): With the School instituted small class policy

(10-12 students or less) for academic courses, instruction in small math classes insures that students get individualized instruction and attention. The Teacher *William Orr* teaches mathematical content in discrete units and logical sequences. To assess student growth and to demonstrate mastery of each unit and to use observable criterion for mastery of each unit, the Teacher uses observations and various tests; which includes teacher developed tests and curriculum based standard tests. To identify and treat students with learning problems, the Teacher uses various remedial activities; which include individual assessment, math assistance groups which supplemental instruction, skill packets, Key Math tests, oral and written assessments, standardized tests, curriculum based assessments, Individual Education Plans (IEP), as well as, mid-terms and final exams.

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- **Computer-based instruction** (Technology Courses) enables the Computer Technology Teacher *Dan Dimucci* to teach all grade levels of computer technology; and when applicable, uses the instructional techniques of online learning that correspond to what is being taught in the classroom. The **Kindergarten--5th Grade** students' computer classes were centered round the curriculum used in their classroom, along with keyboarding and word processing skills. The following are a few examples of curriculum related software used in the various classes: **Kindergarten** students were identifying site words and beginning to read using. ***starfall.com.*** **1st Grade** students advanced their reading skills and improve their basic math skills involving, counting coins and value, adding & subtracting, and patterns using ***SiteWordsWithSampson.com.*** **2nd Grade** students improve vocabulary enhancement and story telling with ***Kidspiration***; and learn graphing, telling time, measurement, sentence sequencing and ABC ordering using ***internet4classrooms.com***. **3rd Grade** students improve identifying states using ***SheppardSoftware.com*** and improve math skills in money transactions and fractions using ***MrNussbaum.com*** and improve multiplication & division skills using ***ArcAdemicSkillBuilder.com***. **4th Grade** students improve their knowledge of US geography & the food chain using ***SheppardSoftware.com***; improve geometry skills using ***APlusMath.com***; improve area & perimeter skills using I***KnowThat.com***,; and improve cause and effect skills using ***StudyZone.org***. **5th Grade** students improve their advanced keyboarding skills in Microsoft Word in conjunction with various classroom assignments, science projects & social studies research with various kid search engines, and math skills reinforcement using internet4classrooms.com.

  Middle school students **(6th through 8th Grade)** are guided through learning special software such as: Microsoft Office (Word, Excel, PowerPoint, and Inspiration) and Bridge Building software to provide a strong understanding of concepts and uses of these software packages that are applicable throughout the curriculum. This school year, **Google *SketchUp*** was added to the Middle School computer technology curriculum to enhance the students' knowledge of 3D design. A Google free down load, SketchUp is software that can be use to create, export and present 3D models; in addition, the students start out with basic

sketch and learn how to manipulate the sketch with the various tools of the software, which is like "pulling your drawing off the paper and into reality."

To enable the students to **process what has been learned**, teachers used one or more of a combination of teaching strategies:

- **Questioning, class discussion, cooperative learning** (small group work with individual role or task within the group).
    - For example, "Questioning the Author" continues to be used in 3rd through 8th Grade (text-based instruction designed to facilitate understanding of text ideas) and "Text Talk" continues to be used in Kindergarten Grade through 2nd Grade is incorporated into daily teaching.
- **Reciprocal teaching** (model effective learning strategies)--For example: The School continued the popular block scheduling classes for the academic programs and the specialty courses programs. The teachers of the specialty courses taught concepts and/or skills and assigned applicable activities that accommodate student diversity in abilities and interests. The specialty curriculum encourages the students to engage in effective information processing to be able to use or apply the knowledge and skills acquired in the classroom. This year the students were able to choose from a variety of following specialty courses offered in the following categories:
    - **Music/Drama/Dance Courses**—During the block specialty course periods, the School continues to offer these courses. During the Fall 2007 semester, former Teacher Denise Lewis taught music/dance education and various dances of many cultures to the Kindergarten—5th Grade students. During the Spring 2008 semester, the School offered theater arts, dance, choreography, hip hop dance, and jazz and the classes were taught by MACS community partner, Pittsburgh Dance Ensemble.
    - **Physical Education Courses**—Nine weeks of health classes and two 9 weeks of gym are required unless a student is involved in a Sports Event. The health credit courses included: nutrition, (human body & anatomy), teen girls' health, teen boys' health, and first aid. The physical education credit courses include: flag football, bowling, soccer, basketball, volleyball, swimming, team sports, floor hockey, and track & field; and added this year a deck field hockey team, coached by CEO Vasilios Scoumis. For the first time, Teacher Kesete Thompkins coached the girls' basketball team; the second year of the team's existence.
    - **Art Courses**—Painting, sculpture, papier-mch, drawing, photography, architecture, charcoal drawings, color theory, collages, murals, set and prop design, dioramas, mobiles, and geometric stained glass designs
    - **Spanish Courses**—Spanish 1, 2, & 3 and Latin Cultures (Art & Music Focus)
    - **Robotics**—During the specialty courses block schedule, the School continues to offer Robotics and **Competitive Robotics** classes to students in the 5th—8th Grade and Computer Specialist *Christopher (Chris) Brown* is their program instructor. On Saturday, May 3, 2008, MACS Competitive Robotics Team came in third (3rd) place in the FLL State Robotics Contest at the

Sarah Heinz House, which was sponsored by CMU National Robotics Engineering Consortium.

- **Additional Courses and/or Clubs**—Also other selections offered during the specialty courses block schedule include: Creative Writing, Science Club, Poetry Club, Yearbook, Chess Club, and Garden Club.

- To enable the student to use **what has been learned**, teachers used one or more or a combination of teaching strategies including in-class activities, homework, and authentic assignments or activities (related to out of school and/or world activities); for example, the students' assigned activities or projects were displayed or presented to parents on subject family nights:
    - To showcase what students have learned in s**cience classes,** in April 2008 in the ***"6th Annual Science & Family Night"*** all science students (Grades K—8th) displayed their projects and participated along with their classroom teachers and parents in science based games and activities and some students orally presented their projects; the science teachers also work together to prepare their students for this annual science event. Science Teachers Ruth Yoder (Kindergarten), Nicole Banks (1st Grade), Daniel Kuban (2nd Grade), Kesete Thompkins (3rd), Leroy Hall (4th & 5th Grade) and Caranina Koloshinsky (6th—8th Grade) work throughout the year so that all grade levels participated, and as usual, 6th, 7th, & 8th Grade science projects award contests were held. The Science teachers and staff also arranged to have the following guests with interactive exhibitions: Carnegie Museum of Natural History with their Paleontology table; Children's Museum of Pittsburgh and their Rubber Ball Making; Carnegie Science Center and their Slime Table; and Henry from the Pittsburgh Zoo and his pet friends. Students in all classes had additional activities to get the students involved, such as: "Scavenger Hunt", planting of seeds, and making Earth Day promises. Also, the Special Education Resource Room Staff hosted a seed planting table as students and their families were given the opportunity to plant a vegetable seed to take home and care for. Tips and strategies for keeping a "green thumb" were among the resources provided. This year Science Teacher Caranina Koloshinsky had the 6th through 8th students' base their science projects displays and presentations on various science topics that were student generated and which proved to be interesting reading and challenging to all observers. For this Annual Science Fair, all students received a Certificate of Participation for their science projects. Three (3) students in each grade level of 6th through 8th proudly received 1st, 2nd, or 3rd Place Certificates of Excellence Awards for their outstanding Science Projects.
    - To demonstrate what students are learning in mathematics classes, the ***"5th Annual Mathematics & Family Night"*** was held in October 2008 and had an excellent attendance again of both students and families. The evening's Event featured the following popular math activities and interaction with guest presenters:
        - Each grade level had sample activities and materials that students utilized in their math classes.

    - Other display tables encouraged interactions with guests: a representative from Career Connections High School and a representative from Pittsburgh Public High School
    - A Kindergarten through 8th Grade math curriculum table.
    - A table with computers showing sample math web learning activities.
      A table with computers showing educational Websites for students in all grade levels.
    - The Math Game Room was again a popular and fun area for the students.
    - Special Education Teachers Tracy Carr and Marissa Gallagher had computers set up in the library with a program called PLATO; parents and students actively explored the program. The PLATO program promotes mastery of basic skills in Math and Reading at many different levels.
- To demonstrate what students are learning in reading/language arts classes, the ***"4th Annual Reading Family Night"*** held on Thursday, November 15, 2007 from 6:00—7:30 p.m., was successful and well attended. The Annual Reading Night theme was, "MACS Magical Fairytale—Follow the Yellow Brick Road." The teachers, staff, and Kindergarten through 8th Grade students dressed up like storybook characters. Families were able to visit various activities based around the theme, such as Disney Tea Party, Dr. Seuss and the Grinch, Mother Goose and many more. Each grade level of activities centered around special fairy book and favorite character themes which included a Kindergarten Tea Party; 2nd Grade Fat Albert, 3rd Grade Mr. Grinch, 4th Grade Dora the Explorer, 5th Grade Comedy Scripts, 6th Grade Mother Goose, and the 7th & 8th Graders performed as Fairy Tales Dancers (directed by Denise Lewis, former Dance Instructor). Students and family members who visited each activity received a raffle ticket for a drawing at the end of the evening. Prizes included gift certificates for Giant Eagle, Wal-Mart, Build a Bear and Target establishments. On this Reading Night, 6th through 8th Grade Language Arts students had the opportunity to work with their families on bulletin boards to identify homophones and homonyms. Special Education Teachers Tracy Carr and Marissa Gallagher put together activities for parents to complete at home with their child about Reading Fluency and Comprehension from birth to 13 years old. One set was in packet form and another was laminated flashcards on a metal ring.
- To demonstrate what students are learning in social studies classes, the ***"5th Annual Social Studies Family Night"*** held on Thursday evening, January 17, 2008, was a successful and well attended Event. "History of Pittsburgh" was the theme around which students in Kindergarten through 8th Grade developed multiple displays in various areas throughout the School. Students also served as spokespersons and/or actors for each display. One popular display was the wax museum. Other MACS students' displays included a health theme table on diabetes and a display that featured senior citizens of Manchester. One of the School's main partnerships MYDC, students participated and had a table featuring various eras of

Pittsburgh such as 75 years of the Steelers, MYDC's 1st Alumni & 40th Anniversary Year table, etc. Along with parents, teachers, administrators, and staff, were guests MACS/MYDC Co-Founders Reverend Dr. James and Dr. Betty Robinson. Also this evening, Special Education Teacher Tracy Carr provided a Social Studies activity to commemorate MACS 10th Year Anniversary. Students and parents had fun answering trivia questions about the History of MACS. As they answered harder questions, the more raffle tickets they received. Ms. Carr also displayed at her table MACS's yearbooks and photos of each class of the last ten years. Students and parents enjoyed looking at themselves and classmates from the past.

- To demonstrate what all MACS students have learned, the School held its last Student & Family Night for the year ***"WHAT YOU HAVE LEARNED"*** on Thursday, May 15, 2008. During the evening all students (K—8th Grades) showed their portfolios of the school year's work and progress. They also presented various types of performances, speeches; and participated in fun activities. For instance, the Middle School language arts students contributed to the family nights activities by composing "Proud to be African American" essays and "What I Learned This Year" essays.

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- In order to encourage students to practice their reading/language arts skills, the Reading/Language Arts teachers continue to provide students with the following opportunities to increase their reading skills:
  - Every student received three free books each by the end of the school year through the **Reading Is Fundamental (RIF) Program**, a non-profit organization, which provides free books for students in Kindergarten through 6th Grade. Students were able to choose one book each time RIF delivers contributions.
  - Also, this school year teachers continued to use the ***"Readers Are Leaders"***, a book reading program for all grade levels. Teachers kept a list of these Readers who completed reading a number of books throughout the school year, and as an further incentive, a list of the top readers each month are displayed on a bulletin board outside of the library. The students also maintained a list of the books they have read in their ***"Book Logs."*** The School asked students to read 25 books this school year. Seventy (70) students successfully complete the goal this year; these students were invited to the **Sarah Heinz House** on Friday, May 30, 2008 for a "Fun Day."

- For the third year in a row, MACS 8th Grade students participated in a unique opportunity that enables students to use **what has been learned and to apply real-time technology to an English project**. The Saturday Light Brigade (SLB), Pittsburgh's award-winning live public radio program for kids and adults, again provided the opportunity for 16 MACS 8th Graders to video-tape their PowerPoint presentations on their written essays about their reflections of their preparations an aspirations for the future and recorded on CD's in the SLB studios. Under the guidance of their Language Arts Teacher *Kristen Genito*, the students prepared their projects. At the students June 11, 2008 graduation exercise, held at the **Children's Museum of Pittsburgh**, the audience was impressed as they viewed each of the 8th Graders video-taped

presentations before and after the graduation ceremony. This Project was again funded by **Dominion Foundation** as an outstanding tool to promote verbal literacy, self-expression, listening skills, and awareness of the ideas and feelings of others.

Rigorous Instructional Program - Attachments

- Teacher Induction Plan
- Professional Development Plan

English Language Learners

In 2007-2008, MACS had no ELL students. The School has in place a statement of the programs and goals if this service were needed. (See *ENGLISH AS A SECOND LANGUAGE in* Attachment of this Annual Report.)

English Language Learners - Attachment

- ELL Report

Graduation Requirements

High school graduation requirements are not applicable. MACS is an elementary/middle school.

Special Education

SPECIAL EDUCATION—MACS Special Education Program is staffed by three Learning Support and Inclusion special education teachers; the Program is located in a specific classroom called the Resource Room and the staff provides Inclusion assistance to its students and their subject teachers in classrooms. Due to MACS increase in students served by Individual Education Plans (IEP's) over this school year, the Resource Room has been a very busy place. From progress monitoring to planting a classroom garden, the students have had a very productive year.
Resource Room—Classes currently taught in the Resource Room include mathematics, reading,

language arts, social studies, science, and life skills. Within the resource room, the students worked hard to learn new academic skills in the areas of reading, writing and math. Students enjoy learning new vocabulary by playing Vocabulary Charades and adding words to the Word Wall. Learning Support teachers also work to improve student's reading fluency, build words, and develop test taking skills. Several of the students have benefited from a Daily Behavior Sheet with a check-in, check-out system where students work on behavior and organizational goals. The use of the Daily Behavior Sheet provided consistent accountability that has helped students become successful in several areas, including an increase in focus, completing homework, and improving peer relations.
Inclusion is also a major element of the Special Education Program. The Resource Room also serves as an area for inclusion pull outs. All three learning support teachers provide inclusion support on both the elementary and middle school levels for teachers and students in the classroom. For example, this school year a learning support teacher worked closely with several of the elementary teachers assisting them with projects within the classroom. Some of these projects include story writing and poetry books with 4th and 5th Graders and a science/writing unit this spring on growing plants with Kindergarten and 1st Graders.

MACS has completed the following Special Education Charts I, III, & IV which are applicable and attached the Special Education Policies & Procedures Report for 2007-2008.

Special Education - Attachment

- MACS Special Education Policies & Procedures 07-08

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Tracy Carr	1.00	Learning Support/Inclusion	Manchester Academic Charter School (MACS)	15	Shared responsibilities
Marissa Gallagher	1.00	Learning Support/Inclusion	MACS	15	Shared responsibilities
Sarah Hoffman	1.00	Learning Support Aide/Inclusion	MACS	10	Helped all students

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Not applicable	0	Not applicable	Not applicable	0	Not applicable

Special Education Program Profile - Chart III

Title	Location	FTE
Christina Sadoski, PhD School Psychologist	MACS	4 hours/week
David Saenz, PhD, EdM Behavior Consultant	MACS	5 hours/week
Chakola Hall, MS Social Worker	MACS	20 hours/week
Dave Jura MEd, CSP School Psychologist	MACS	4 hours/week

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Joanne Nicholson, Rehabilitation Specialist	Speech/Language Therapist	16 hours/week
Brenda Mellon, Easter Seals	Occupational Therapist	2 hours/week
Diane Munoz, Easter Seals	Occupational Therapist	1 hour/week
Beth Rich, Easter Seals	Physical Therapist	1 hour/week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA Math & Reading	Yes	Yes	Yes	No	No	No	No

Student Assessment

MACS annual measurable assessment goals are derived from the Adequate Yearly Progress (AYP) accountability mandates of the State and the NCLB Act. Based on the recent PSSA (March /April 2008) data, MACS students have met the AYP targets set forth in No Child Left Behind (NCLB) and the State (PSSA) for the past four years and also in the current school year 2007-2008. In the current school year, MACS students met these Annual Measurable Goals in the three target areas: (1) Attendance, (2) participation rate , and (3) proficiency (performance achievement) on the PSSA (See *2007-2008 MACS PSSA School Report above.*) The results are summarized as follows:

2008 ADEQUATE YEARLY PROGRESS (AYP) DATA FILE REPORT **Manchester Academic Charter School** **2007-2008 PSSA & NCLB Targets**			
NCLB Targets	**NCLB Requirement**	**Students Progress**	**Students Achieved Proficiency Thresholds**
Overall School Attendance	90%	Met AYP	97.14%
Participation in taking PSSA	95%	Met AYP	100%
Proficiency Targets for Math	54%	Met AYP	62.8 %
Proficiency Targets for	63%		58.9 %

Reading			

To reach MACS annual measurable goals for 2007-2008, the administration, teachers, and staff will continue to develop strategies to improve and meet the NCLB requirements for the next projected AYP target levels in math and reading, which are 63% for Reading and 54% for Math, as well as, continue progress in students overall school attendance and participation in taking the PSSA tests.

While MACS is located in the inner city of Pittsburgh, with a low socioeconomic population base, the students continue to maintain test scores that fall in the average national percentile on the **Terra Nova Tests**. MACS 1st and 2nd Grade students scores remained relatively constant this year (March/April 2008) in comparison with their Terra Nova scores from the previous year (March 2007) and their scores continued to fall in the average national percentile as shown in the following Median National Percentiles chart (Reading, Language, and Mathematics) for the grades indicated below:

THE MEDIAN NATIONAL PERCENTILE

For Manchester Academic Charter School Students

March 2009 Terra Nova Test Results

Grade	Reading	Language	Mathematics	TOTAL SCORES
Kindergarten	57	63	55	59
1st	72	71	59	68
2nd	49	58	46	52

Note: For the first time this year, the Kindergarten students took the Kindergarten level PSSA Test. The 3rd through 8th Grade students no longer take the Terra Nova tests.

Based on the PSSA & Terra Nova test results, the School Administrators and math teachers continued the following techniques to improve math instruction and students' skill: (1) the Administration increased the number of Math class hours per week and (2) maintained the services of second full time Math teacher to improve an already low teacher/students ratio by splitting the 6th through 8th Grade Math classes in half (10 or less students per class). (3) During school hours, a three math teacher team offered "assistance classes" for advanced students, students experiencing difficulty at any level, and at-risk students, as well as, (4) the School continued to offer structured Math tutoring during school hours, after school, summer school, and (5) a Spring six-week Saturday morning PSSA practice session in reading and math. After the process of review and approval, the middle school math curriculum and supplementary materials were adopted

and taught beginning in Fall 2004 for 6th—8th Grade students. Changes in the elementary math curriculum occurred in 2005-2006 School Year. The School purchased new math curriculum textbooks and materials for the Kindergarten through 5th Grades to strengthen their students' basic math skills, concepts, and reasoning abilities. The math curriculum are chosen are compliance with PA State standards and goals.

Also based on the PSSA and Terra Nova test results, the reading and language arts team of teachers (Kindergarten through 8th Grade) and Beth Pyzola, Deputy CEO maintained and continued to develop strategies to use "pull out" sessions or provide assistance in block scheduled classes to work with students who are experiencing difficulty in reading and language arts. The Team found that these students who have been getting extra help consistently from year to year are also making progress according to their standardized test scores. The degree to which "pull out" sessions have helped students was on an individual basis. Students in Kindergarten through 4th Grade who were experiencing difficulty in reading were placed in "pull out" sessions twice a week in order to get them back on track in the classroom. In Grades 5 through 8, students experiencing difficulty in reading are scheduled in assistance classes during a block schedule period. These students are kept in class for the year, unless they test out or a parent requests removal. In the 5th through 8th Grades, the School plans to administer the same successful strategy utilized in the mathematics courses, which is the reduction in class size. To improve student performance in the Reading/Language Arts courses for the 5th through 8th Grade students, classes were started in Fall 2005 smaller than before (20-22) with a limit of 10 students per class in each of the grades.

Based on the results of diagnostic reading tests (*Reading Remediation Curriculum Embedded Tests*) administered by reading teachers during the second week of school, the Deputy CEO and a Reading Support Teaching Assistant continue reading remediation sessions throughout the year to work individually with students in Kindergarten through 4th Grade who are recommended for reading assistance. In addition, this school year, the Team continued the book reading program for students reading 25 books or more called "Readers Are Leaders" for all grade levels, as well as, students kept "Book Logs." When students reached the goal, their names were displayed in the reception area of the School; and awards were given on each grade level. As written in Section III above, the students receive free books for their own personal collection through one non-profit organizations *Reading Is Fundamental (RIF).*

MACS teaching staff continue to administer locally developed tests throughout the school year. Teachers use quizzes, end of chapter exams, verbal cues and checks, as well as, homework and projects. The teaching staff uses these results to determine the effectiveness of the previous curriculum and make any changes and/or additions to the curriculum that may be needed to help further a child's or children's education

Midterm Examinations were administered in January 2008 to Grades 5th through 8th and were indicative of the progress of each student in the following subject areas: mathematics, social studies, reading & language arts, spelling, science, and Spanish. The Final Examinations were again administered in June 2008 to the same grade levels and

were used as a measurement of student progress in the above subject areas and are a part of the student's final grades. The final examination tests results also provide valuable information for the next school year regarding the student's level of knowledge and/or skill in a particular subject.

MACS has adopted and uses PA standard driven curriculum with assessments of student learning through classroom evaluation and are measured using curriculum benchmarks, which are aligned with PA State standards. MACS teachers, students, parents, and administrators (Chief Executive Officer and Deputy CEO) are involved in the student progress plans which include:

- Set increments of time that indicates where students academically should be at certain points during the school year.
- Set yearly goals.
- Checks to verify if students attain the goals and provide assistance where necessary.
- Provide guidelines on how to help students to meet their goals.
- The monitoring system involves the following three student progress cycles during a nine week period: First, after the first three (3) weeks, a progress report is sent to the parents and to the Administrators. Second, after the second three (3) weeks, parent-teacher conferences are scheduled on a particular day. And third, after the third three (3) weeks, report cards are issued. During the school year, this student progress procedure is repeated for each of the four (4) nine-week cycles.
- The assessment instruments which MACS utilizes include:
    - Χυρριχυλυμ εμβεδδεδ τεστσ
    - Teacher observations (formal and informal)
    - Portfolios
    - Rubrics
    - Projects and activities
    - Class work
    - Class participation
    - Homework
    - Teacher devised tests
    - Midterm and final examinations (Grades 5th — 8th)
    - Key math test & Woodcock reading mastery test

- Placement tests
- State and national examinations
- Request for Assistance — a Social Services and/or Academic referral form
- Permission to Evaluate — a parental permission form to conduct a Multidisciplinary Evaluation (MDE) to review and evaluate their child's educational needs and strengths.

MACS students who are at risk of failure and who are not making reasonable progress are provided with opportunities to make improvements. The School continues to use the following strategies that have proven to be effective to assist these students:

- Teachers notify parents and the Administration about a student or students "at risk" through progress reports that are submitted every three weeks.
- Teachers also complete a *Request for Evaluation* form for each student "at risk."
- After a student is identified as "at risk," an educational team is convened to devise a plan of remediation to enable the student to reach grade level standards.
- The plan is designed to rectify said student's weaknesses and shared in conference with the teacher, administrator, student, and parent.
- "Pull Outs" Programs or Assistance Classes—When students in Kindergarten through 8th Grade are experiencing difficulty in mathematics and reading/language arts any time during the school year, teams of teachers in those subject areas hold sessions at least twice a week to teach students basic skills or to concentrate on areas of weakness and/or lack of comprehension. Sessions are offered on an individual's needs basis. The School continues its afternoon block scheduled classes instituted in 2004 that provides Assistance Classes for math and/or reading remediation and assistance with social studies and science projects for students in Grades 5 through 8.
- Other intervention strategies may include one or a combination of the following: in school and after school help, tutoring, small group instruction, technological support (use of software), summer school, and/or evaluation of progress or lack thereof.

During the school year, the School has tracked the progress of students who are at-risk of failure or those who are not making reasonable progress; and the data shows that strategies are proving to be effective in terms of improved academic performance. For example, students exiting" pull out" remediation after two to three years showed an increase in report card grades and an increase in standardized test scores.

Student Assessment - Attachment

- Terra Nova Test Results March/April 2008

Teacher Evaluation

Collaboration of teacher and supervisor is a key feature of the MACS teacher evaluation process. The School's Chief Executive Office Mr. Vasilios Scoumis evaluates the teaching staff using the Pennsylvania Department of Education (PDE) Forms 426, 427 & 428 (Instructional I & Instructional II) evaluations recommended by the PDE. A Classroom Observation Record form and Self-Evaluation form are also used in the informal and formal evaluations. The teachers also conduct peer and self-evaluations. Evaluation is based upon these steps of the teaching cycle:

<!--[if !supportLists]--> 1. <!--[endif]-->The teacher and the supervisor set goals.

<!--[if !supportLists]-->2. <!--[endif]-->The supervisor observes and analyzes data and the teacher responds by implementing goal-related activities.

<!--[if !supportLists]-->3. <!--[endif]-->The supervisor and the teacher confer in a post-observation conference to discuss data and professional activities. This conference offers opportunities to modify goals and to set new goals.

<!--[if !supportLists]-->4. <!--[endif]-->The supervisor prepares a summative evaluation and discusses it with the teacher.

MACS Chief Executive Officer Vasilios Scoumis evaluated the teaching staff and conducted informal and formal classroom observations during the first term of the School Year. Mr. Scoumis also conducted half year and end of year formal evaluations of the teaching staffs' overall work performance.

MACS teachers also conduct peer and self-evaluations. Every teacher formally observes at least three other teachers and completes a Classroom Observation form for each observation. The teachers also conduct a self-evaluation that is discussed with the Chief Executive Officer (See *Classroom Observations* and *Self-Evaluation* forms included in Attachment in this Annual Report).

Chief Executive Officer Mr. Scoumis is a certified supervisor of teachers. He holds a master's degree in education and holds dual principal certification in elementary and secondary education, and he plans to pursue a doctorate in School Administration. Mr. Scoumis attended workshops, meetings, and/or conferences throughout the year, both locally PATTAN and within the State the PA Coalition of Charter Schools (PCCS) and PDE. During the 2007-2008 school year, Mr. Scoumis conducted "special training" sessions for the staff that dealt with the peer and self-evaluation process.

In keeping with the School's mission of ensuring that each child is given every opportunity to succeed, Behavior Consultant, David Saenz, PhD & EdM, a professional observer in the area of Special Education, continues to provide consulting services for the School's special education teachers and the staff. Dr. Saenz continues to participate in classroom observations and provides staff workshops in behavior management techniques.

The School supports its Special Education program under the leadership of Learning Support/Inclusion Teacher Tracy Carr, Special Education Coordinator, who has a bachelor's degree in Elementary and Special Education. The additional staff that works

regularly with Ms. Carr are two full time learning/inclusion teachers and seven part-time lpart-time specialists—speech/language therapist, two occupational therapist, physical therapist, two school psychologists, behavior consultant, and social worker. Ms. Carr creates, handles, and maintains the files for the following steps in the process (See *Special Education Report* in Attachment of this Annual Report):

<!--[if !supportLists]-->▪ <!--[endif]-->Receives referrals for gifted and/or remediation support

<!--[if !supportLists]-->▪ <!--[endif]-->Administers or has the needed tests given and records the test data

<!--[if !supportLists]-->▪ <!--[endif]-->Gathers all pertinent information and confers with the Behavior Consultant, parents, the subject teachers, and support personnel as needed.

<!--[if !supportLists]-->▪ <!--[endif]-->Based on the gathered information, starts and follows through on the evaluation process to address the individual learning styles of the student or students.

<!--[if !supportLists]-->▪ <!--[endif]-->Develops Individual Education Plans (IEP) to meet each student's needs.

Teacher Evaluation - Attachments

- Classroom Observation Record
- Classroom Observation Report
- Informal Observation Form
- Pre Observation Sheetes
- Self Evaluation Forms
- Semi-Annual Evaluation Form--Instructional I Teachers
- PDE 426 Attachment A
- Instruction I to II Assessment Form
- Employee Evaluation Form for Instructional II Teachers

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In July 2007, the **Board of Trustees** selected a **new Treasurer** which was the only change in Board leadership; the Board's Chair, Vice Chair, and Secretary continued to serve a second term throughout 2007-2008. The former Board Treasurer Shemariah Little's baby boy was born in September 2007 and she was unable to attend throughout the school year; however, the Board maintained contact via phone, US Mail and/or email; she resigned in June 2008.

There was **one change in MACS's four top administrative positions** during the past school year. Chief Executive Officer *Vasilios Scoumis* completed his fifth full year in this leadership administrative position. In the second leadership administrative position, *Beth Pyzola* also completed her fifth full year as Deputy Chief Executive Officer in administrative and curriculum support services. *George Edmunds,* Director of Pupil Affairs; completed his second year in this administrative support position. In the support administrative position of Business Manager, the School hired *Tiffany Howard* in June 2008 to replace *Derrick Craig* who resigned at the end of March 2008 to take another position; the School hired *Jahmal Saunders*, MYDC Accountant, on an interim basis until the position was filled.

Board of Trustees

Name of Trustee	Office (if any)
Larry Berger, BSCE/E & PP	Board Treasurer & Committee Chair
Aliya Durham, MSW, MPIA	None
Sean Fitzpatrick, AD/Spec Tech	Committee Co-Chair
Jonathan Floyd, CIA, MBA	Board Chair & Committee Chair
Robyn Francis, BS Chmstry	None
Tina Henderson, ABS	Board Secretary & Committee Chair
Loretta Jeter, MEd	Board Vice Chair & Committee Chair
Sean McCaskill, MA	Committee Chair
Margaret McKeown, PhD	Committee Chair
Stanley Pittman, BS	None
Betty Robinson, PhD	Committee Chair
Jerri Stenhouse, BA	None
Shemariah Waggoner, BA/BA	None

Professional Development (Governance)

The Board participated in two of the following professional development meetings supported by the School's Administration: (1) In November 2007, Board Chair Jonathan Floyd as Board representative attended the **PA Coalition of Charter Schools** (PACCS) Regional Meeting with the Chief Executive Officer and Business Manager that was held at the Urban League Charter School Building in Downtown Pittsburgh; discussion centered on funding plans and bank investment possibilities. (2) In April 2008, Board representatives Trustees *Loretta Jeter* and *Robyn Francis* attended the PACCS State Convention held at the Pittsburgh Marriot City Center and attended in the following board workshops sponsored by PNC: *"School Governance & Leadership"* and *"The Five Dysfunctions of Charter School Boards."*
Regarding the **governance of the School**, the Board continues to oversee administrative procedures using the following reports and documents: Charter School Law, Middle States Accreditation Report, Financial and Audit Reports, MACS 5-Year Renewal Process, NCLB AYP Standards, School Improvement Plan, Board Bylaws, MACS/MYDC Joint Operating Agreement, PA Charter School Annual Report, Chief Executive Officer's June Annual Membership Report of Program Operations, and Parent/Student, Employee, & Teachers Handbooks.

Throughout the School Year, the School's Legal Counsel *John H. Rushford,* Esq., Dodaro Cambest & Associates, P.C., continues to work with individuals and the Board and the School as a whole on any governance issues (including **Sunshine Laws** and the **Public Officials Act**); Attorney Rushford regularly attends Board meetings and serves on the Board's Human

Resources, Strategic Planning/Development & Marketing, Audit, Chief Executive Officer Evaluation, and Bylaws Committees. At the Business Manager's request, all Board members complete a *Statement of Financial Interests* which is forwarded to the PA State Ethics Commission, Harrisburg. In 2007-2008, Attorney Rushford prepared and the Board approved for adoption the following documents: ***"General Policies & Guidelines on Legal & Ethical Standards"*** (Code of Ethics) and **Investment Of School Funds Policy**. All Board meetings are advertised in a major city/county newspaper, (Pittsburgh Tribune Review) and a notice is posted at least a week prior to meetings for parents in the main entrance at the School; a Schedule of Board Meetings is published in the Annual Membership Report. The Annual Public & Parent Notice (Equal Opportunity commitments) was published in a major city/county newspaper (Pittsburgh Post Gazette) in January 2007; the cost continues to be shared with four other area Charter Schools.

Coordination of the Governance and Management of the School

In the exercise of its continuing oversight role, the **Board of Trustees,** including parents and community representatives, is consistently **supportive of the governance and management of the School**. The Board's Executive Committee and the Chief Executive Officer *Vasilios Scoumis* generally met when necessary to determine the issues to come before the Board at its executive sessions (closed) and/or public sessions (open) meetings; the Board meets every second Tuesday of the month during the school year. The Board sets overall policies and procedures, ensures an independent audit of finances, and acts upon budgets. The Board operates through an appointed committee structure that coordinates policies and procedures by completing committee designated tasks and/or procedures, and presenting written reports of Committee activities and/or recommended actions for approval in Board meetings. This year, the Board and Chief Executive Officer agreed that, when practical, the regular (executive and/or public sessions) Board meetings would be scheduled every other month (starting in September) and Board Committees meetings (split into 2 sessions) meet on the opposite months. This new scheduling procedure has resulted in improved active participation, results, and attendance in all Board Committees' meetings.

MACS Executive Committee and Chief Executive Officer serve with the MYDC Executive Committee and Executive Officer on the **MYDC/MACS Coordination Committee**, which coordinates matters between the two organizations, particularly concerning, MACS occupancy agreement with MYDC the building owner (**MYDC/MACS Joint Operating Agreement** (June 1, 2007 through May 31, 2010), proposed building expansion planning, and necessary financial adjustments for major building repairs and/or higher utilities expenses. In November 2007, the Chief Executive Officer and the Special Education Coordinator Tracy Carr presented ***Board of Trustees Policy—Special Education Policies***, which the Board reviewed and approved. In January 2008, the Chief Executive Officer and Computer Teacher *Dan Dimucci* presented ***MACS Technology Plan 2008-2010***, which the Board reviewed and approved. Day-to-day management of MACS is the province of the Board-appointed Chief Executive Officer.

The Board of Trustees continues to work diligently toward meeting the r**esponsibilities of their elected positions**. At the beginning and during the school year, the Board, through its Human Resources Committee, worked with the Chief Executive Officer and the Board approved his hiring of full time teachers, part-time teachers, substitutes, and a new business manager. Prior to Board meetings, the School's former Business Manager *Derrick Craig* distributed copies of financial reports to the Board Treasurer Larry Berger and then to the Board. In the Board meetings, Mr. Craig presented the financial reports that were then discussed and then Board would vote approval of the following necessary financial statements: monthly financial reports, annual audit report (prepared by Auditor *Brian Hardy* of **Medwig & Co. Certified Public Accountants**), professional liability insurance renewal, application for approval of charter school lease, non-profit organization tax form (prepared by Auditor Hardy), and the 2008-2009 Budget.

Trustees chaired and/or served on several Board committees to continue to support the mission, curriculum goals and programs, purchase of recommended new curriculum materials, activities, and progress of the School. Particularly, the Board approved the purchase of the recommended new K-6th Grade reading/language arts materials for Fall 2007 and the 7th—8th Grade language arts materials for Fall 2008. The Board approved the Chief Executive Officer's proposal and purchase of new lockers that were installed in August 2007 in convenient areas for all students according to location of their grade level classrooms.

The Board expects the Chief Executive Officer to present for approval an executive summary of objectives and plans for next the school year and to present an activity report to the Board generally at each regular board meeting. The Chief Executive Officer often invites teachers to attend board meetings to make presentations about their program evaluations and/or proposed new curriculum initiatives or student activities. The Board continues to annually evaluate the Chief Executive Officer. The Board also requires that the Chief Executive Officer conduct evaluations, document observations, and conduct evaluations of the assistant administrators and the teachers in a timely and appropriate manner. The Chief Executive Officer and/or the Deputy Chief Executive Officer participate in the Board meetings and activities, as well as, serve on Board Committees. The Business Manager also regularly attends and presents financial reports at regular Board meetings. At the School Year's **Annual Membership Meeting** (generally held at the end of the school year), the Chief Executive Officer prepares, publishes, and presents to the Membership an A*nnual Membership Report of Program Operations;* the Board Chair also includes in this Report an annual summary report of the Board's activities and completed responsibilities, as well as, the Board Treasurer includes a summary Profit & Loss Statement.

One of the goals of the School's Administrators was to seek **grant monies** for **new computers in the labs, classrooms, and library**. Based on a proposal, which detailed these costs, that was approved by the Board, the School submitted a grant proposal to the **Heinz Endowment Foundation** to purchase new PC's in four phases as part of the School's Technology Plan. In May 2008, the School received a Heinz Endowment Grant of $50,000 to start the School's computer technology. Another important goal was to seek status as a NCLB Blue Ribbon School. In January 2008, the Chief Executive Officer received a nomination for MACS to become a **NCLB Blue Ribbon School**; he presented and the Board approved the proposal to seek this honor as a public and private K-12 schools ". . . that demonstrates dramatic gains in student achievement." MACS fits this category inasmuch as the School has improved student achievement consistently over the past four years (and projects to do so this year) having met AYP threshold in all four areas of assessment: school attendance, participation in taking the PSSA tests, mathematics, and reading.

Coordination of the Governance and Management of the School - Attachment

- MACS Bord Meeting Schedule 2007-2008

Community and Parent Engagement

The Board of Trustees continues to be persistent in its ongoing effort to engage MACS parents as well as other members of the greater community. All Board meetings are advertised on a yearly basis in a major city/county newspaper, the Pittsburgh Tribune Review, and parent notices/invitations to attend Board meetings are posted at least a week prior to each meeting in the main entrance at the School. The Chief Executive Officer approves all notices and sees that all MACS events and meeting notices are posted at the entrance to the School. Correspondence to gather pertinent information, survey and/or encourage parent participation is mailed to parents directly, otherwise general information is sent to homes via the students. To keep parents apprised of the Board actions in governing the School, parents are encouraged to attend Board meetings and Membership meetings, and a copy of approved Board Minutes is available for parents in a notebook binder in the Library and a copy is provided to the PTO President. In

addition, parents who serve on Board committees receive by mail or email meeting notices and drafts of committee minutes.
This school year, the Board's Parent Volunteers Committee Chair and Parent Tina Henderson was involved with **parent volunteerism** and continued interaction with the parents via email and recruiting parents to volunteer to assist at all School events. At the beginning and throughout the school year, parent volunteers signed up to assist in School sponsored activities and to serve on three (3) relevant Board Committees. During the 1st through 7th Grade Students' Recognition Day Celebration held on the last day of school June 11, 2008, six (6) awardees (including 1 grandmother and 5 parents) were recognized and received **MACS Volunteer Certificates** for top honors, flowers, movie passes, and gift certificates as parent volunteers who served over 30 hours. In addition, four (4) awardees (including 1 grandmother and 3 parents) were recognized for volunteering 15 hours or more and received MACS Volunteer Certificates, flowers, and gift certificates. Parents volunteer their services to assist with school activities that included the following areas: the library, uniform distribution, academic and specialty subjects' family nights, prepare and/or donate refreshments for sale, and/or distribution at special events, field trips, sports events, and fundraisers.

The Board supports the School as it continues to promote other opportunities for involvement in enrichment activities by sponsoring and/or supporting special activities in which students, parents, and community members participate, which is summarized as follows: "5th Annual Black History Month" Dinner Celebration, Competitive Robotics Contest, Math Team Competitions, Academic Subjects & Family Nights, Art Projects, Social Studies (Manchester poetry, art, & historical projects w/free printed booklets & Internet access), Scholastic Book Fairs, field trips, team sport games and the annual sports banquet, and Kindergarten and 8th Grade Graduation Celebrations.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The major fund-raising activities performed this year and planned for next year are various student fund-raising activities.

Fiscal Solvency Policies

One of MACS's fiscal solvency policies is to establish and maintain an effective accounting system to capture data regarding the activity of the School. MACS also have a policy to maintain an effective system of cash management that anticipates cash needs. In turn, the School's Business Manager and Chief Executive Officer supply financial reports at every board meeting to the Board of Trustees, as well as to the Board's Finance Committee. This procedure is done in order to judge the financial performance of the School and plan for future activities.

Accounting System

An automated and totally integrated accounting system is in place at MACS. The system functions effectively to properly record, process, summarize and report transactions. The MACS accounting system also provides adequate internal documentation to focus responsibility and accountability.

MACS is in complete compliance with the PA State Chart of Accounts and account numbering requirements. Additionally, for PDE reporting purposes, the MACS accounting system is Internet

integrated. Without exception, all budgeting, accounting and reporting systems comply with Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues, Expenditures & Fund Balances 07-08

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

MACS's Auditing Firm is: Medwig & Company, Certified Public Accountants

1000 Arrott Building

401 Wood Street

Pittsburgh, PA 15222

The School's last audit is for the 2006-2007 school year. The auditor's opinion affirmed the school's compliance with Generally Accepted Accounting Principles and Governmental Accounting Standards.

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

- MACS Auditor's Audit Report Summary 08

Citations and follow-up actions for any State Audit Report

<u>MACS State Audit for Years ending June 30, 1999 & 2000</u>

Citation 1: **Weaknesses in Tuition Billing and Membership Tracking Procedures**

Follow Up: Met with Pittsburgh Public School officials and designed and implemented procedures to meet the requirements of Code Section 17-1725-A.

Citation 2: **Official Board Minutes Were Incomplete**

Follow Up: The Executive Committee of the Board of Trustees reformatted the design of our minutes to include but not limited to greater detail when approving the Treasurer's Reports, approving Budgets, approving Expenditures and new hirings.

Citation 3: **Board Members Failed To File Statements of Financial Interests**

Follow Up: Statements of Financial Interests were completed and are now on file.

Citation 4: **Charter School was in Noncompliance With Safe Schools Act**

Follow Up: MACS executed and forwarded an agreement to the City of Pittsburgh Police Department to complete the School's compliance with the Safe School Act.

SECTION VII. FACILITY RESPONSIBILITIES

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

Acquisition of furniture, fixtures, and the purchase of lockers and equipment during the 2007-2008 school year was accomplished according to established control and accounting procedures.

Future Facility Plans and Other Capital Needs

In December 2001, the Occupancy Owner Manchester Youth Development Center (MYDC) completed construction on an extensive capital/building expansion adjacent to original structure. The students, faculty, and staff moved into the new building in January 2002. Future plans by the owner are to renovate the original building sometime in the future.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

A top priority of MACS Administrators, teachers, and staff continues to focus on the safety and well being of the child. The School's certified nurse, Mary K. Sykes, R.N., checks and maintains all health records for every student. Ms. Sykes gets to know every student and maintains all health and immunization records. The School dentist, Dean Scoumis, DDA, provides all students with an annual dental check. Kathleen Lamb, M.D., the School doctor, provides emergency medical services and annual medical examination for students who do not have medical insurance. MACS's "Safety Plan" is evaluated and strategies are changed if needed. Throughout the school year, MACS held both evacuation and fire drills in order to maintain a safe and prepared environment. A team of Commander RaShall Brackney and Pittsburgh Police employees monitor the School and Safety Plan during the school year.

The School is inspected and certified by the Allegheny County Health Department, Pennsylvania Department of Labor and Industry Bureau of Occupation and Industrial Safety, and annual inspections by the School's Liability insurance carrier. All student health and immunization records are on file at the School and available for inspection as well as the number and schedule of fire drills. Request for Reimbursement and Report of School Health Service have been submitted.

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

- Local Wellness Policy
- MACS Request for Reimbursement & Report School Health Services

Current School Insurance Coverage Policies and Programs

Current School insurance coverage includes:

Property/General Liability	Long Term Disability
Umbrella Liability	Dental & Eye Insurance
Workers Compensation	Professional Liability
Medical Insurance	Directors & Officers Liability
Life Insurance	Sports Accidents
Short Term Disability	Employee Dishonesty

Current School Insurance Coverage Policies and Programs - Attachment

- MACS School Insurance Coverage Policies & Programs 07-08

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

MACS Professional Staff--The professional employees for the 2007-2008 School Year were made up of one (1) chief executive administrator, (1) deputy chief executive administrator, one (1) director of pupil affairs, sixteen (16) full time teachers, seven (7) part-time teachers, five (5) paraprofessionals, one (1) executive administrative assistant & human resources representative, one (1) receptionist, one (1) instructional/resource room worker, one (1) business manager, one (1) Legal Counsel, one (1) social worker, one (1) librarian, one (1) part-time school nurse, two (2) part-time psychologists, one (1) part-time speech teacher, one (1) part-time behavior consultant, one (1) part-time rehabilitation specialist, two (2) part-time, occupational specialists, one (1) part-time physical therapist, one (1) licensed medical physician, one (1) licensed dentist, one (1) dental assistant, and one (1) Board of Trustees recording secretary. At the end of the 2007-2008 School Year, of the total fifty-one (51) professional staff, fifty (50) members were returning for the Fall 2007; for 2008-2009 two (2) new teachers are in the process of being hired.

Staff Turnover and Retention Patterns--MACS had an entire staff mobility rate of 5%. In the 2007-2008 School Year the following five positions were filled: two (2) fulltime teachers, one (1) full-time paraprofessional, and four (4) part-time teachers. At the beginning of the 2007-2008 School Year two (2) positions were vacated, one (1) 2nd Grade teacher resigned and one (1) learning support assistant resigned. During the School Year, two (2) part-time teachers left and one (1) teacher took maternity leave; therefore, three (3) part-time teachers were hired to fill the part-time positions.

The School's retention pattern for the professional teaching staff has been consistent throughout the ten years of the School's existence; any staff turnover is due to a variety of reasons why teachers left. Primarily, the teachers have moved out of the area, left to complete certification requirements, and/or accepted teaching or other professional positions in other schools, districts, and organizations.

Percentages of Certified and Non-Certified Professional Employee--MACS has a 100% certification rate. *(See PDE-414 in Attachment of this Annual Report.)* MACS has

a 100 % specialists and administrative certification rate. *(See Elementary and Secondary Professional Personnel PDE Report as Attachment of this Annual Report.)* MACS professional employees will be 100% certified for the 2008-2009 School Year.

ATTACHMENT NOTE: CEO notified by PDE that ESPP Profile no longer being used and is replaced with a PIMS form that is not yet available.

Quality of Teaching and Other Staff - Attachments

- MACS Elementary & Secondary Professional Personnel Data Submission 2006-2007
- MACS Certification Verification Form 07-08

Student Enrollment

MACS Student Enrollment Procedures & Policies

During the school year, enrollment applications are available upon request by phone, pick-up, mail-in, or obtained on the School's Website. Each child/parent application (with verification of grade level) results in that child being placed on a waiting list that is grade specific. Enrollment procedures begin in June near the end of each school year. The Deputy Chief Executive Officer and a Board member assist the Chief Executive Officer in managing the Lottery enrollment procedures. Enrollment is determined in the following step-by-step process:

1. Determine if current students are returning for the new school year.
2. Determine then the number of available openings for each grade level.
3. Refer to the current waiting list (which is monitored and updated and grade specific).
4. Conduct a Lottery for each grade level that has an opening or openings (see process below).
5. Parents are notified about their child eligibility, and if they accept, the child is enrolled as a new student; this is repeated for each opening. If those eligible decline, the lottery process is re-visited.

All of MACS student enrollment procedures, policies, admission, and lottery process are in compliance with the requisite statutory and regulatory requirements of the provisions of PA Act 1997-22, ARTICLE XVII-A CHARTER SCHOOLS, Section 1723-A Enrollment (a) through (c) and Item (2) amended in June 1999.

- **MACS Admission Policy**—The School's admission policy is in compliance with the above referenced Pennsylvania statutory and regulatory requirements.

- **MACS Lottery Procedures**—In July 2007, a lottery was conducted to enroll new students for the 2007-2008 School Year. The lottery was conducted using the up-to-date Waiting List and the Chief Executive Officer is responsible for carrying out the enrollment and admission policies and procedures. As mentioned, the School's lottery is handled by a Committee composed of a Board member, Chief Executive Officer, and Deputy Chief Executive Officer. The waiting list is used to fill vacant spaces that become available after continuing students have returned forms from their parents verifying that they plan to return. The returning students are first placed in the appropriate classrooms. Preferences are assigned from the Waiting List as stated below before the Lottery is held.

Using the School's Waiting List, the lottery is conducted in the following manner:

- During the year, parents who place their children on the Waiting List complete a registration form that is also available on line at www.macsk8.org.
- Preferences are assigned to openings from the Waiting List before the Lottery is held. Openings are filled giving preferences in the following order: siblings, Manchester residents, Northside residents, and the chartering district (Pittsburgh) residents.
- Lottery drawings are conducted during the summer months. The remaining names on the Waiting List are placed in designated grade level envelopes and the Deputy School Director with a Board member and the Chief Executive Officer present pulls the names.
- The Chief Executive Officer notifies parent or parents that their child has been selected by the Lottery and that their child is eligible to enroll. If the parent or parents have a change of plans, the Lottery process is revisited.
- For example, if there are three openings for a particular grade, three names are pulled first and then three alternates' names are pulled. The first three parents are then contacted to fill the vacancies; if one or more of the parents are no longer interested, the alternates are then contacted.
-
- IMPORTANT: New students selected by the lottery are required to provide board certified report cards and immunization papers.

The School continues to follow the above admission policy giving enrollment preference to *siblings, Manchester residents, Northside residents,* and *residents of the School District of Pittsburgh.* The age requirements are the same as PA State requirements. MACS admission policy for Kindergarten or First Grade is as follows: >

- All children must reach the age of five by October 30 to be admitted into Kindergarten and children must reach the age of six by October 30 to be admitted into the 1st Grade.

- The child's birth certificate and immunization record must be presented at the time of registration.

MACS enrollment history for 2007-2008 is as follows:

rade	Kng	1st	2nd	3rd	4th	5th	6th	7th	8th	TOTAL
September	24	22	20	22	23	23	22	22	17	195
October	24	22	20	22	23	23	22	22	17	195
November	24	22	20	22	23	23	22	22	17	195
December	24	22	20	22	23	23	22	22	17	195
January	24	22	20	22	23	23	22	22	16	194
February	24	21	20	22	23	23	22	22	16	193
March	24	21	20	22	23	23	22	22	16	193

April	24	21	20	22	23	23	22	22	16	193
May	24	21	20	22	23	23	22	22	16	193
June	24	21	20	22	23	23	22	22	16	193

As indicated above, 195 students were initially enrolled in September 2007, over the school year two (2) students transferred out and no students were added; 193 students remained at the end of the school year. One (1) of the students who left the School moved out of state and zero (0) students transferred to Pittsburgh Public Schools and zero (0) students transferred to another School or Schools.

One hundred and fifty seven (170) of the students who completed the 2007-2008 School Year are currently enrolled and returning in September 2008. Sixteen (16) 8th Graders graduated in June 2007.

Zero (0) students were expelled during the 2007-2008 School Year and zero (0) students (referred to above) left voluntarily.

MACS is proud that our student mobility rate has been very low, however, the following observations have been made regarding several "trends" in enrollment:

Manchester Academic Charter School's student mobility rate has been somewhat consistent over the years (approximately 95 % of the students returning); and the School's waiting list has doubled in the last two years. However, the School has determined that the departure of those students who chose to do so may leave for any one of the following reasons:

- Some of the students tend to leave due to relocation; for example, the family may have moved out of state or out of the school district; or when an older sibling graduates from the School and relocates to another school, the younger siblings of the graduating student move as well (the School has a large population of siblings).

- Some students depart to attend a larger middle school that has a greater student population and more athletic opportunities.

- Some parents may want their child or children to go to a new school for their own personal reasons.

- Some parents, for reasons unknown, have removed their child or children at the end of the school year and have not communicated their reasons.

Data derived from Manchester Academic Charter School's report—*Child Accounting for the School Year 2007-2008.*

Transportation

The School District of Pittsburgh continues to provide regular daily transportation to and from the school for all Pittsburgh resident students (including special education students) who need to be transported during the school year. MACS students are served by three different modes of transportation: (1) school bus, (2) parent-provided transportation and (3) neighborhood student walkers. To date, these arrangements have been satisfactory.

Food Service Program

The MACS food service program is handled under arrangement with the Manchester Youth Development Center (MYDC). The program offers well-balanced and nutritional meals that meet the Department of Health and Nutrition guidelines. MYDC uses the Federal guidelines for determining the students who will receive free and reduced priced lunches. The Allegheny County Health Department Food Protection Program certifies the MYDC food service workers.

Student Conduct

The students are expected to exemplify good behavior and discipline on school grounds before, during and after the school day; any other time at any school activity, function or event; traveling to and from school (including actions on any school bus, van, or public transportation); and away from school if resulting from school activity or interactions with other students. MACS students are to adhere to the School's disciplinary code which is *"Good order is the foundation of all good things."*

The MACS discipline policy is called the Code of Conduct and is consistent with statewide standards. Due process is the policy's keystone. *(See MACS Rules & Code of Conduct in Attachment of this Annual Report.)* This disciplinary code policy is an excerpt from the 2007-2008 Parent/Student Handbook, Rules of Conduct section. Inasmuch as excessive tardiness and unexcused absences are detrimental to a student's progress, the School has adopted a progressive discipline policy to deal with students who are truant or tardy to class or study halls. *(See excerpt from Parent/Student Handbook, 2007-2008, Attendance and Tardy Policy in the Rules & Code of Conduct in Attachment of this Annual Report.)* Important to note, the Parent Student Handbook information remained the same as the previous 2006-2007 edition.
In February 2004, the Board approved and the School adopted a "MACS Crisis Intervention Plan for Students" *(See Appendix of the Rules & Code of Conduct in Attachment of this Annual Report)* that was developed by Dr. David Saenz, Behavior Specialist, and Ms. Tracy Carr, Special Education Coordinator. The Plan was distributed to parents along with a form that required their signature. The Plan is designed as a guideline to provide a safe school environment in the event of a student or student's behavioral crisis or crises at the School and the Plan became a part of the Parent/Student Handbook.

Chapters 12 and 13 of the PA Public School Code (PA PSC) are an integral part of MACS discipline policy. At the beginning of the school year, a copy of MACS Parent/Student Handbook is distributed to all parents/legal guardians. Before a child is officially registered, each parent/legal guardian must sign and return an enclosed statement accompanying this Handbook acknowledging that they fully understand and accept the MACS discipline policy. The School's Parent/Student Handbook completely details the following:

- General Information
- Buses

- Student Safety
- Food Services
- Textbooks
- Educational Programs
- Protocol for Teacher Contact & Make-up work
- School Health Services
- Rules of Conduct (including due process)
  - Scope & Definitions
  - Disciplinary Code: Offenses & Corrective Actions
  - Policy Regarding Possession of Weapons
  - Crisis Intervention Plan
- School Uniform Regulations
- School Dress Code
- Standards for Awards
- Attendance and Lateness Policy
- Snow and Emergency Closing Provisions

There were twenty-six (26) students who were suspended (for a sum of 82 days) and zero (0) expulsions for the 2007-2008.

Student Conduct - Attachments

- Crisis Intervention Plan for Students
- Discipline Policies--MACS Rules of Conduct
- MACS Emergency Response Plan for Students
- Emergency Plan Update

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Manchester Academic CS within Pittsburgh-Mt Oliver IU 2 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

2008 - 2009 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 Vasilios Scoumis
Title Chief Executive Officer
Phone 412-322-0585 **Fax** 412-322-2716
E-mail vascoumis@aol.com

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name Jonathan Floyd
Title Board Chair
Phone 412-322-0585 **Fax** 412-322-2716
E-mail vascoumis@aol.com

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

Identify the charter school's Special Education Contact Person.
Name Tracy Carr
Title Special Education Coordinator
Phone 412-322-0585 **Fax** 412-322-2716
E-mail vascoumis@aol.com

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Assurance--Operation of CS Services & Programs and Signature Page