
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: Maritime Academy Charter School
Address: 2275 Bridge St
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Phone:
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Maritime Academy Charter School

Date of Local Chartering School Board/PDE Approval: 2003

Length of Charter: 5 years **Opening Date:** September 2003

Grade Level: 5-12 **Hours of Operation:** 8:45 a.m.-3:45 p.m.

Percentage of Certified Staff: 76% **Total Instructional Staff:** 37

Student/ Teacher Ratio: 19:1 **Student Waiting List:** 230

Attendance Rate/Percentage: 92.0%

Enrollment: 730 **Per Pupil Subsidy:** Regular \$7,465; Special Education \$15,806

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 12
Black (Non-Hispanic): 437
Hispanic: 95
White (Non-Hispanic): 160
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 85%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 53

| Number of: | K (AM) | K (PM) | K (FTIME) | ELEM | MIDDLE | SEC. | TOTAL |
|----------------------------|--------|--------|-----------|------|--------|------|-------|
| Instructional Days | 0 | 0 | 0 | 180 | 180 | 180 | 180 |
| Instructional Hours | 0 | 0 | 0 | 1157 | 1157 | 1157 | 1157 |

SECTION I. EXECUTIVE SUMMARY

Organization Description

Maritime Academy Charter School (MACHS) is an innovative educational program designed to provide an alternative school environment for a predominately urban, minority student body. The program was designed to accelerate students' academic growth, engage their interest, and expand their career opportunities by incorporating a central theme of maritime studies. Through a unique alliance with the U.S. Merchant Marine Academy, MACHS students now learn from a multitude of on-site — and on the water — field experiences, interdisciplinary classroom lessons,

and computer-supported curriculum. The ultimate vision of the school is to help all of our students to accomplish the following: achieve to high academic standards, develop leadership skills through experiential learning, develop a deep understanding of and respect for our waterways and the environment at large, and develop a plan for success beyond MACHS, whether in a leadership position in the nation's maritime industry or in the university classroom.

Core Purpose

Mission

The mission of the school is as follows:

The Maritime Academy Charter High School (MACHS) provides students in grades 5 through 12 a rigorous academic program with a central theme of maritime studies. MACHS' students participate actively in hands-on learning experiences that involve them directly in maritime activities and strengthen their preparation for college and careers, including those associated with the nation's intermodal transportation system. MACHS works to prepare students for leadership roles in the nation's commercial transportation systems. Students work with the latest technology to learn maritime content such as nautical science and maritime business, while achieving to high standards in English, Mathematics, Science, Social Studies and the Arts.

Vision

The program of studies begins at the middle school level, because middle schools provide a powerful opportunity to excite students about meaningful careers that are open to them, to deepen students' essential academic skills, and to develop students' emotional resiliency. Students continue into high school, where they are required to complete a series of courses to earn the high school diploma. The courses provide a nucleus of knowledge and skills in both key academic areas and specialized subjects. MACHS follows a standard academic year calendar, beginning in September and ending in mid-June. The schedule gives students the time they need to meet the academic standards required by the School District of Philadelphia and the State and allows time for inclusion of specialized courses and learning experiences around the maritime theme. The school also provides special learning opportunities in the summer, expanding students' maritime experiences during the warm summer months.

Shared Values

The mission of the Maritime Academy Charter High School is guided by the following principles:

- Shared responsibility and accountability;
- Leadership and character development;
- Encouragement and accommodation of diversity; and
- Integrated learning opportunities for students.

The Maritime Academy Charter High School offers a student-centered, constructivist form of education. Our students are provided with the tools, both physical and mental, to search, research, and acquire all types of information in and out of the classroom. With a project-based, action research paradigm, attention is given to acquisition of information and its application through the development of higher-order thinking skills and structured, real-life experiences. Students become active participants in the creation of knowledge and its use flowing from the maritime themes of the school.

As a maritime nation, the United State has the Atlantic Ocean on the east coast, the Pacific on the west, the Gulf of Mexico to its south, and the Great Lakes to the north. The country is also blessed with great rivers including the Delaware that offer a plethora of opportunity for study, pleasure and employment. The program of studies designed for the Maritime Academy Charter High School helps broaden horizons for Philadelphia students across a wide spectrum of abilities,

interests and exceptionalities. The Academy gives students opportunities to learn and grow in areas of maritime study and secure jobs that have been typically unfamiliar to them.

Academic Standards

MACHS uses the Pennsylvania Standards as the basis and guideline for curriculum development, and many of the materials used in the core academic program were chosen specifically because they have been aligned to the PA standards. To ensure that these standards are utilized in daily classroom instruction, each teacher receives curriculum guidelines for each content area. The guidelines are reviewed at the beginning of each year and teachers meet weekly in grade groups to review and pace the curriculum. Teachers are also required to reference the standards being addressed in each lesson plan. These written plans are reviewed weekly by the Director of Curriculum to ensure accountability.

Our primary academic goal is that all students of the MACHS master the academic skills to a degree commensurate with or greater than their age/grade appropriate level and meet Pennsylvania and School District of Philadelphia education standards prior to graduation, described as:

- Communication skills including reading, writing, speaking, and listening (including technical, business, and report reading and writing) at a level that supports successful careers and university level study
- Mathematics concepts and use of a variety of increasingly sophisticated mathematical techniques at a level that supports successful careers and university level studies
- Concepts of the physical sciences, life sciences, scientific tools and technologies and the scientific method for problem solving at a level that supports successful career and university level study
- Scientific concepts in nautical science, environmental science, astronomy, and meteorology, leading to an understanding of scientific tools, technologies, methodologies, and their application to the field of maritime transportation studies
- Appreciation of historical events and geographical regions, including acquisition of map and globe skills, reading of maritime charts, and understanding of different cultures and political systems including an in-depth understanding of the role maritime activities played in each
- Computer systems and other forms of technology to communicate, solve problems, exercise creativity, and meet varying industry standardized test requirements at a level that supports successful career and university level study mastering the use of maritime-specific technologies for navigation;
- Appreciation of creative, performing, and applied arts, understanding that music, fine arts, graphic arts, drama, and photography are integral to human heritage and creative processes
- The ability to speak, read, write, in a language other than their primary language to a level that provides a working facility, including technical and commercial terms, and the relationship between language and culture

Strengths and Challenges

Strengths

Maritime Academy possesses a number of unique strengths that position the school well for success now and into the future. Every year since opening, Maritime Academy has consistently increased its offerings, grown its student population, engaged more community partners, and improved student achievement and test scores.

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Perhaps the most important achievement during the 2007-2008 school year was completing the process of our successful charter renewal. During the year-long planning process, we reviewed our strategic planning during the past five years and were able to identify areas of strength and also areas where we needed to refocus, such as our school's integration of technology into teaching and learning across the school. In the renewal application, we proposed the expansion of our school to a K-4 program. We also revised the grades 5 to 12 curriculum to better address our students' needs. Today, we are pleased to share that MACHS has been unconditionally approved by the School District of Philadelphia to continue operation for another five years.

Our students did very well academically overall in 2007-08, demonstrating that our program of accelerating our students' achievement of the Pennsylvania Academic Standards is successful. Our school made 10 of 12 academic targets for Annual Yearly Progress this year, missing only the special education student targets in Math and Reading. Our students have posted consistent growth in achievement for the past four years, and we are very proud of what our students and teachers have been able to accomplish academically.

Another accomplishment this year was the successful completion and submission of several new plans: a Professional Education Plan, a Teacher Induction Plan, a School-wide Technology Plan, and a Consolidated Federal Programs Rider. All of those plans and grants were approved by PDE. We are also in the process of writing a Title I Schoolwide Plan, to be submitted later this year. By becoming classified as "schoolwide" for our Title I programs, we will be able to offer greater resources and accommodations to all of our students, rather than a limited group. Our target for implementation of a Title I Schoolwide Plan is 2009-2010.

Our curriculum continues to be a distinctive strength for the school. In addition to a rigorous core academic program, we possess a formal maritime curriculum at all grade levels. Using the expertise of the school's Trustees who are professional mariners, the program is reviewed and expanded each year to better reflect the needs of our students. This year, the following courses were added:

10th Grade: Marine Ecology (replaced Oceanography from the previous years).

11th Grade: Public Speaking

12th Grade: Humanities & Public Speaking

We have also started planning for next year, and anticipate adding the following new courses to students in 2008-09:

9th Grade: Marine Social Archaeology (It's a Humanities Course)

10th Grade: Piracy & the High Seas (Humanities)

11th Grade: Shipboard Operations, Marine Navigation

12th Grade: Physics, Watersheds, Calculus, and Entrepreneurship.

Another addition to the curriculum this year was a series of mini-courses for juniors and seniors in Maritime Law and the Admiralty, Shipboard Operations, Navigation, and Maritime Business. Led by professional mariners, the courses will become a regular component of the MACHS program every year from now on.

This was also the first year that MACHS had a senior class. Throughout the year, our senior class participated in internship and career to work programs, they visited colleges including SUNY Fort

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Schuyler, Cheyney University, and University of Pennsylvania; they attended a class trip to New York City, enjoyed our first senior prom, and created a yearbook for the entire school. The 12th grade also completed culminating research projects as part of their graduation requirements. Students participated in the National History Day Project at the Constitution Center and applied what they learned to an interdisciplinary project focused on Philadelphia. Some examples of the topics MACHS students explored include:

the history of the “Going Green” and environmental movements. Students did water sampling and clean-up at Cobbs Creek, and talked to surrounding residents about the clean up and what they can do to help

the impact of Bullying. One student conducted workshops on bullying and self-advocacy with 8th grade students

the history of slavery, and after learning about people who did not have a voice, students applied this to conversations and volunteer work at a homeless shelter

community redevelopment. Students talked to residents in neighborhoods about clean up (and helped clean up the neighborhood themselves) as well as took part in Mayor Nutter’s city-wide clean up day

the history of Israel. One student interviewed members at the Jewish YMCA and volunteered there as well.

All students made a display and presented their work to the school community.

Among the colleges our graduates were accepted to and will be attending are Community College of Philadelphia, Delaware State University, DeSales, Harcum College, Indiana University of Pennsylvania, Lincoln University, Livingston College, Lockhaven University, Penn State University, Philadelphia Art Institute, Temple University, and University of Phoenix. Two students have chosen to pursue military service in the U.S. Air Force and Marine Corps, several will be attending technical schools, and one will be working at K-Sea Shipping Company, where he held an internship while attending MACHS. Not only are we setting high academic standards for our students, we are helping them to build bridges to future careers.

In the middle school, formal maritime instruction was continued in conjunction with the Philadelphia Seaport Museum in the “Maritime Explorations” program. Topics included:

- The Sailor - Conditions, responsibilities, and regimen of a sailor. Students consider the value of community and teamwork on a sail across the Atlantic Ocean.
- Aboard a Tall Ship - The Philadelphia Gazella and experience what it might have been like at the height of the shipping era and walk in the footsteps of sailors: haul the lines, raise a sail, and witness the past conditions that carried the Transatlantic trade of people, goods and ideas into the present.
- Pulleys, Levers and Planes --- Students learn how the simple machines are used to move an 8,000-ton ship through the water without a motor or propeller and allow a 100-pound person to raise a sail 50 times his weight. They learn how the basic elements of physical science interconnect to make traveling long distances possible. Students use the Scientific Method of observation, hypothesis, and experimentation to investigate and manipulate the forces of nature as they haul on a block and tackle and raise a sail.
- Delaware Watershed Marine Life — Students handle samples of local marine life at Bartram’s Gardens and learn about our fragile ecosystem and how to protect it.
- Harbor Sail - In cooperation with City Sail, students take a harbor sail and see the City from a fresh point of view. On the sail, students develop environmental awareness and

historical perspective. Students act as crew members by helping to raise the sails and participating in hands-on learning stations around the following topics:

- ≈ Navigation
- ≈ The Port of Philadelphia
- ≈ Young Sailors

- Ship Communication — Students learn how sailors communicated through the noise of cannons. They experience the Boatswain Pipe and learn the calls.
- History As A Museum Curator — Students learn the art of handling real artifacts, plan an exhibition and piece together aspects of maritime history such as “Women & the Sea” and learn how women’s contribution to the water influenced the past and is shaping the future. Students discover the commonalities among A Ship Pilot, Lighthouse Keeper, and Pirate.
- The Science, Art, and History of Boat Building — Students learn how boats float and move. They put together a boat frame and explore how the process all comes together.
- Geography as a European Explorer - Students learn how travelers ventured to new lands hundreds of years ago and use the tools explorer used to sail the globe and test navigation equipment such as the astrolabe and cross-staff.
- The Science and History of the Ships of Exploration — Students participate in four history and science-related activities to learn about the importance of water and how it affects everyone.
- Urban Ecology — Students learn what would happen if the Delaware River didn’t exist. They discover how clean the river is through their own water testing and create a plan to protect the river from future pollution. Students take on the roll of environmental engineer and learn how to keep the river clean and accessible to everyone.
- Immigration — Students see Philadelphia’s history as the fourth largest port for immigrants through the eyes of a 19th century settler. They learn what the three ships that brought the first settlers here were like and follow with a tour of the USS Olympia to learn about the immigrants who worked aboard this steel warship.
- Pirates and Sea Warfare — The topics explore the mysteries of the pirates who roamed the high seas.

Harold Robinson, Rear Commodore of Coast Guard Auxiliary, led a 15-hour certificate course in boating safety and seamanship for all nine sections of our 5th & 6th grade classes. Students also learned the basics of navigation in the program.

Another new program in the middle school this year was the Take *IT* Home program with Computers for Youth. Sixth grade students received reconditioned computers for home use, complete with educational software and a 2year free service contract. In order to participate, students and their parents had to attend a Saturday training session; 50% of eligible MACHS students utilized the program. CFY also conducted a Teaching Orientation workshop at Maritime Academy Charter to introduce the CFY Take *IT* Home program, give an overview of the educational software on CFY computers, and brainstorm with teachers on how to implement technology in their classroom and homework assignments. In the workshop participants received a CFY Teachers Guide: Supercharged Learning; “Maximizing Your Students’ Performance with Home Computing”. This guide gave teachers an overview of what students received (software programs and educational software) and various ways that they can utilize this new technology that their students will have in their homes.

In addition, 2007-2008 was the pilot year for a culminating 8th grade project at MACHS. The project was primarily funded by a federal Enhancing Education Through Technology grant. As such, one of the primary goal of the project was for 8th grade students to achieve proficiency on the National Educational Technology Standards developed in 2007. The bulk of the project was organized around students incorporating technology into their exploration of a self-generated research question/topic. Each student was required to maintain an Inspiration diagram/outline throughout their research process. They used this diagram/outline to organize their research findings and to prepare their final papers. All of the students were required to write a final paper which synthesized their research. The papers were approximately two typed pages in length and

required a works cited page. Each student also prepared a PowerPoint presentation about the research their research topic to present to their homeroom classmates. Lastly, each student was required to create a tri-fold board which displayed their research information.

Aquatic sports continued to be offered to all students in 2007-08. In cooperation with Adventure SCUBA, Inc., a SCUBA diving course was offered to students and interested staff. Operating out of St. Joseph's University, highly qualified instructors taught students not only how to dive safely, but the science behind the process. Rowing, sailing, and swimming were also available to MACHS students; all were located at Temple University. For the second year in a row, MACHS students took a boating safety course and sailing classes at the Cooper River Yacht Club in Collingswood, NJ. Finally, for the first time in our school's history, land sports arrived at MACHS; a basketball team was organized to compete against other schools. Despite a losing record, participation was high and school spirit was cultivated through well-attended games.

Spirit Week, held for the second time this May, has become a signature event for MACHS. Throughout the week students competed in contests and activities centered on a theme, such as twin day, decade day, or color day. New games this year included a maritime word scramble and a hallway decorating contest. On Festival Day, a morning program allowed students to display their maritime-related projects for visiting parents, guests, and board members. In the afternoon, students and their guests participated in carnival games, including an obstacle course, mechanical bull, gladiator joust, dunk tank, and moonbounce. The day ends with a series of basketball tournaments and a pinnacle event, the Student/Faculty Basketball Game.

Finally, in 2007-08, several professional development initiatives were realized. We held numerous workshops for teachers on how to develop effective lesson plans that are aligned with PA State standards, how to incorporate various technologies into student learning to achieve the NETS standards, and how to align assessments with the PSSA tests. The Executive Director of Delaware River Regional Port Authority also provided professional development in port operation to faculty throughout year. Most recently, several staff members involved in our Comprehensive Student Review Team attended behavioral health training to aid in the development of our Student Assistance Program.

Without the aid of strong community partnerships, these successes would not be possible. Our alliance with the U.S. Merchant Marine Academy influences curriculum content, and provides state of the art programs which will soon include virtual science labs and maritime training technologies. Additionally, it is because of our unique community alliances, and the city's tremendous resources, that MACHS is able to offer students the opportunity to explore and experience maritime careers and branches of study related to intermodal transportation through experiences both inside and outside the classroom. Our distinctive partnerships with local and regional businesses and organizations afford MACHS many opportunities to engage students energetically in these exceptional experiences.

Our partnership with the Seaport Museum allows MACHS students to learn about the history of seafaring and shipbuilding and the role the city of Philadelphia plays in the essential industry. Grades five through eight visit the museum regularly for workshops with museum educators and to complete independent projects with different themes related to our seaports. Earth Force, a nonprofit organization dedicated to engaging young people as active citizens who improve the environment and their communities now and in the future, has partnered with MACHS to offer workshops and assist students in creating projects related to environmental learning. The Cooper River Yacht Club has generously agreed to host MACHS students over a twelve-week period to attend courses in sailing. The U.S. Coast Guard sponsors the MACHS Sea Scouts program, a nautical organization affiliated with the Boy Scouts of America. Sea Scouts, open to all MACHS students, provides a place where students can learn the traditions of the sea, and experience everything from tying knots to cruising in a vessel. This program also offers our students the chance to become certified in SCUBA, boating safety, CPR, and other valuable skills. In addition to the traditional Scouting disciplines, we also utilize the classroom-based Learning for Life

program to encourage positive behavior, assist in building self-esteem, and reward positive work ethics.

Challenges

Our staff has many opportunities to discuss the challenges faced by our school, and to develop ways to improve the school. In addition to monthly staff meetings and informal discussions with the school's administrators and Board members who regularly come to the school, our staff provides their input into improvements they think need to be made at the school during our annual staff leadership retreat held every Summer before the start of school.

At our most recent retreats, and in informal discussion throughout our charter, our staff has indicated that our school could accomplish more if we were able to start with our students at a younger age. They have also found that it is difficult for our school to recruit students for the 5th grade class, because most students want to remain with their schools until the middle school transition, which begins at 6th grade in most areas. In response to this, our leadership team voted to explore development of a K-4 program to add to our current school. An application for this program was presented with our charter renewal application and subsequently denied. Further exploration and development of a K-4 program is planned.

While the school's students' achievements in math, reading, language use and science all improved over the past year, there is still a need for accelerating achievement in order to meet the school's goals of grade level proficiency for all students. For example, although the percentage of students as a whole who achieved proficiency on the PSSA mathematics test was slightly above the target set by the No Child Left Behind Law (57.7% vs. 56%), nearly half the class is still not proficient. And, the percentage of those students who achieved proficiency on the PSSA reading test was low relative to the NCLB target (50.7% vs. 63%). In addition, when individual class scores are reviewed, there are several cohorts with significantly lower scores than the group as a whole, especially on the PSSA in the 5th grade cohort (28.5% vs. 50.7% overall in reading), the 6th grade cohort (40.4% vs. 57.7% overall in math) and the 11th grade cohort (12.1% vs. 57.7% overall in math and 40.6% vs. 50.7% overall in reading). Extra attention will need to be provided to these classes, especially in the area of reading.

While student achievement has generally continued to increase each year at the school as measured by PSSA tests in Math and Reading, our special needs students have struggled to make the same gains. Students with IEPs were the only group in the school that did not make their annual PSSA proficiency targets in 2007-08. Our special education population is expanding rapidly, providing particular challenges to the school in meeting their needs through staffing, materials, and integration into the regular classroom. In two years, we have had a 660% increase in the percentage of students taking the PSSA who have IEPs. In just one year, our IEP numbers have more than doubled. This has placed major stress on our ability to meet all of the needs of our special education students, both among regular education teachers and special education teachers. The PSSA scores of this subgroup in reading and math are well below the NCLB targets (16.0% vs. 63% in math, and 5.9% vs. 56% in reading) and the majority of students in this category are currently scoring below basic.

Over the next year, our school is planning to conduct more professional development with all of the staff geared toward instructional improvement, particularly for students with IEPs. We will also continue to devote resources toward improving our use of technology for teaching and learning at the school.

In school year 2008-09, MACHS will continue to focus on increasing and strengthening students' opportunities to learn maritime-related knowledge and skills and to experience maritime careers through the Marine Coop program and additional activities with the U.S. Merchant Marine Academy.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The strategic planning process at MACHS is simple, straightforward and effective. Members of the School Leadership Team provide the core membership of the Strategic Planning Team, convened this year by the CEO. The planning team is comprised of administrators, grades leaders, and representation from the information technology department and the parent advisory committee. Throughout 2007-2008, the Strategic Planning Team met on a biweekly basis to review data, plan, monitor, and evaluate progress in all area related to the academic progress of the school. The starting point for the process began with the current goals of the school, which grow out of the mission and the NCLB requirements. The team has worked hard this year, creating a schoolwide New Teacher Induction Plan, a Professional Education Plan, an Educational Technology Plan, and a federal programs (Title I, II, etc.) plan. The team has begun the year-long process of creating a Schoolwide Title I plan for submission to the Pennsylvania Department of Education. Approval of this plan will greatly assist the school by allowing us to use all of the federal title funding to assist all of our students, rather than restricting funds to the few who are able to provide sufficient documentation of their low income status.

Strategic Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|----------------------|-------------------------|--|----------------|
| Ann G. Waiters | CEO, MACHS | Administrator | Ann G. Waiters |
| Brian Lytz | High School, MACHS | Administrator | Ann G. Waiters |
| Ed Poznek | COO, MACHS | Administrator | Ann G. Waiters |
| Jeffrey Seagrest | 6th Grade Leader, MACHS | Middle School Teacher | Ann G. Waiters |
| Karin Kull | Curriculum Director | Special Education Representative | Ann G. Waiters |
| Linda Clarke | 7th Grade Leader, MACHS | Middle School Teacher | Ann G. Waiters |
| Melanie Giancaterino | 5th Grade Leader, MACHS | Middle School Teacher | Ann G. Waiters |
| Quinn Burke | English Teacher, MACHS | Secondary School Teacher | Ann G. Waiters |
| Ruth Gooden | Parent Representative | Parent | Ann G. Waiters |
| Stephanie Johnson | IT, MACHS | Ed Specialist - Instructional Technology | Ann G. Waiters |
| Yvonne Smoker | 8th Grade Leader, MACHS | Middle School Teacher | Ann G. Waiters |
| Zhanna Vaisberg | High School, MACHS | Secondary School Teacher | Ann G. Waiters |

Goals, Strategies and Activities

Goal: Maritime Related Activities

Description: Increase the quantity and quality of maritime opportunities offered to MACHS students.

Strategy: Extracurricular

Description:

Activities:

| Activity | Description | |
|--------------------|--|-----------|
| Community Partners | Utilize community partnerships to offer MACHS students maritime related opportunities (swimming, sailing, SCUBA, etc.) | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Strategy: Maritime Curriculum

Description:

Activities:

| Activity | Description | |
|------------------------|--|-----------|
| High School | Formalize Maritime program for students in grade 9-12 with required courses and developing new ones. | |
| Person Responsible | Timeline for Implementation | Resources |
| Not Currently Assigned | Ongoing | \$0.00 |

| Activity | Description | |
|--------------------|---|-----------|
| Middle School | Incorporate maritime themes into content areas; collaborate with Seaport Museum on projects | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Communication

Description:

Activities:

| Activity | Description |
|----------|-------------|
|----------|-------------|

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| | | |
|---------------------------|--|------------------|
| Grade Meetings | Hold weekly grade level meetings and weekly full-staff meeting for discussion of student achievement data, curriculum planning, and on-going professional development. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| | | |
|---------------------------|---|------------------|
| Activity | Description | |
| Leadership Team | Expand MACHS Leadership Team to include a teacher per grade level to allow for discussion of student achievement data and integrated curriculum planning. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| | | |
|---------------------------|--|------------------|
| Activity | Description | |
| Parent Conferences | Change structure of parent-teacher conferences, so conferences are held midway through each trimester to alert parents to possible problems in time for them to be remedied. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Strategy: Curriculum

Description:

Activities:

| | | |
|----------------------------|---|------------------|
| Activity | Description | |
| Individualized Instruction | Continue to provide individualized and self-paced math instruction through computer-based instruction using New Century Corporation's Integrated Instructional System Software (grades 5-8). Implemented Pearson Digital Learning's NovaNET for computer-based reading instruction (grades 9-11). | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| | |
|-----------------|--|
| Activity | Description |
| Materials | Purchase new procedural fluency mathematics texts to go with Math In |

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| | | |
|---------------------------|------------------------------------|------------------|
| | Context curriculum. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| | | |
|----------------------------|---|------------------|
| Activity | Description | |
| Math Across the Curriculum | Integrate mathematics across the curriculum through interdisciplinary projects. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| | | |
|-------------------------------|---|------------------|
| Activity | Description | |
| Talent Development Curriculum | Continue to implement evidenced-based Talent Development Middle Grades (TDMG) and Talent Development High Schools (TDHS) Math programs, which emphasize closing performance gaps. Add use of Study Island to provide students who perform below proficiency on Math PSSA with at least one semester of a double-dose of math instruction. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Strategy: Incentives

Description:

Activities:

| | | |
|--------------------------------|---|------------------|
| Activity | Description | |
| Student and Teacher Incentives | Provide incentives to teachers and students for improvement in student achievement on Math PSSA (e.g. performance based pay for teachers, 76ers game for students, academic athlete letterman sweaters, etc.) | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Strategy: Professional Development

Description: Professional development workshops for teachers

Activities:

| | |
|--------------------|---|
| Activity | Description |
| Classroom Modeling | Use TDMG/TDHS coaches (from Johns Hopkins University) to provide classroom-based modeling, teacher observations, and professional development in math classrooms. |

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| Person Responsible | Timeline for Implementation | Resources |
|--|--|---|
| Stephanie Johnson | Start:9/3/2007 Finish: 3/1/2010 | \$30,000.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 6 | 2 | 37 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Johns Hopkins University Talent Development Middle School/High School Programs | <ul style="list-style-type: none"> Company | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| <ol style="list-style-type: none"> Understanding content Teaching strategies Developmental lesson plans in math Presentation skills Open-ended questioning techniques Problem solving Classroom management Cooperative learning techniques Organization of materials Standardized test preparation resources Pacing of standardized curriculum based on national and state standards Assessment design Incorporation of PSSA rubrics Effective implementation of remediation and enrichment activities How to employ a culturally relevant/sensitive pedagogy Integration of math skills across the curriculum | <p>The TDMG Professional Development is based on teaching essential teaching strategies including proven techniques of cooperative learning. (Johnson, D. and R. Johnson, Learning Together and Alone, New Jersey: Prentice Hall, 1983.) fThe 5 elements of cooperative learning are:</p> <ol style="list-style-type: none"> Positive Interdependence <ul style="list-style-type: none"> * Each group member's efforts are required and indispensable for group success * Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities Face-to-Face Interaction <ul style="list-style-type: none"> * Orally explaining how to solve problems * Teaching one's knowledge to other * Checking for understanding * Discussing concepts being learned * Connecting present with past learning Individual & Group Accountability <ul style="list-style-type: none"> * Keeping the size of the group small. The smaller the size of the group, the greater the individual | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. |

| | | |
|---|--|---|
| | <p>accountability may be.</p> <ul style="list-style-type: none"> * Giving an individual test to each student. * Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class. * Observing each group and recording the frequency with which each member-contributes to the group's work. * Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers. * Having students teach what they learned to someone else. <p>4. Interpersonal & Small-Group Skills</p> <ul style="list-style-type: none"> * Social skills must be taught: <ul style="list-style-type: none"> o Leadership o Decision-making o Trust-building o Communication o Conflict-management skills <p>5. Group Processing</p> <ul style="list-style-type: none"> * Group members discuss how well they are achieving their goals and maintaining effective working relationships * Describe what member actions are helpful and not helpful * Make decisions about what behaviors to continue or change | |
| Educator Groups Which Will Participate in this Activity | | |
| Role | Grade Level | Subject Area |
| <ul style="list-style-type: none"> • Classroom teachers | <ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) | <ul style="list-style-type: none"> • Mathematics |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or | <ul style="list-style-type: none"> • Student PSSA data • Participant survey • Review of participant lesson plans | |

| | |
|--|--|
| <ul style="list-style-type: none"> peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring | |
|--|--|

| Activity | Description | |
|--------------------|--|-----------|
| Math Curriculum | Launch year-long professional development series on TDMG/TDHS mathematics curriculum, developing background knowledge, and creating authentic learning experiences for students. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Strategy: Support Mechanisms

Description:

Activities:

| Activity | Description | |
|----------------------|---|-----------|
| Afterschool Programs | Expand after-school program from informal homework help to a formal program targeted to those students performing below proficiency in mathematics. Use both computerized instruction and trained tutors (e.g. university students, retired teachers, MACHS teachers, etc.). Also provide program on Saturdays. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| Activity | Description | |
|--------------------------------|--|-----------|
| Reduce Barriers to Achievement | Reduce barriers to academic achievement by offering family therapy through Drexel University Family Therapy. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| Activity | Description | |
|--------------------|--|-----------|
| Reduced Class Size | Hire and train 5 Assistant Teachers for middle grades classrooms to allow for increased small-group mathematics instruction. | |
| Person | Timeline for Implementation | Resources |
| | | |

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| | | |
|-----------------------|---------|--------|
| Responsible | | |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Communication

Description:

Activities:

| Activity | Description | |
|---------------------------|---|------------------|
| Grade Meetings | Hold weekly grade level meetings and weekly full-staff meetings for discussion of student achievement data, curriculum planning, and on-going professional development. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| Activity | Description | |
|---------------------------|--|------------------|
| Hold Parent Conferences | Change structure of parent-teacher conferences, so conferences are held midway through each trimester to alert parents to possible problems in time for them to be remedied. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| Activity | Description | |
|---------------------------|---|------------------|
| Leadership Team | Expand MACHS Leadership Team to include a teacher per grade level to allow for discussion of student achievement data and integrated curriculum planning. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Strategy: Curriculum

Description:

Activities:

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| Activity | Description | |
|---------------------------|--|------------------|
| Individualize Instruction | Continue to provide individualized and self-paced reading instruction through computer-based instruction using New Century Corporation's Integrated Instructional System Software (grades 5-8). Continue to use Study Island for computer-based reading instruction (grades 9-11). | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| Activity | Description | |
|------------------------------------|---|------------------|
| Talent Development Reading Program | Continue to implement evidenced-based Talent Development Middle Grades (TDMG) and Talent Development High Schools (TDHS) Reading program, which emphasize closing performance gaps using shared reading techniques and differentiated instruction. Students who perform below proficiency on Reading PSSA receive at least one semester of a double-dose of reading using Study Island. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| Activity | Description | |
|---------------------------------------|---|------------------|
| Talent Development Writing Curriculum | Continue to use TDMG/TDHS writing curriculum. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Strategy: Incentives

Description:

Activities:

| Activity | Description | |
|--|---|------------------|
| Provide Teacher and Student Incentives | Provide incentives to teachers and students for improvement in student achievement on Reading PSSA (e.g. performance based pay for teachers, 76rs game for students, academic athlete letterman sweaters, etc.) | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Strategy: Literacy Rich Environments

Description:

Activities:

| Activity | Description | |
|----------------------------|--|-----------|
| Expand Classroom Libraries | To create a literacy rich environment and promote reading for pleasure, amount of materials in classroom libraries in all RELA classes will be doubled. Continue to add classroom libraries in all non-RELA classrooms (i.e. math, science, social studies). | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| Activity | Description | |
|-------------------------|---|-----------|
| Promote Reading at Home | To promote reading at home, hold Book Fair for students and families. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Strategy: Professional Development

Description: Professional Development in Cooperative learning techniques and classroom management

Activities:

| Activity | Description | |
|---|---|---|
| Classroom Modeling | Use TDMG/TDHS coaches (from Johns Hopkins University) to provide classroom-based modeling, teacher observations, and professional development in RELA classrooms. | |
| Person Responsible | Timeline for Implementation | Resources |
| Not Currently Assigned | Start:9/3/2007 Finish: 3/1/2010 | \$30,000.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 6 | 2 | 37 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Johns Hopkins University Talent Development Middle School/High School Programs | <ul style="list-style-type: none"> Company | Approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| <ol style="list-style-type: none"> Understanding content Teaching strategies Developmental lesson plans in reading and writing Presentation skills Open-ended questioning techniques Classroom management | Based on research on cooperative learning and classroom management (Johnson and Johnson, 1984). See information regarding classroom modeling research above. | <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area |

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| | | |
|---|---|---|
| <p>7. Cooperative learning techniques 8. Organization of materials 9. Standardized test preparation resources 10. Pacing of standardized curriculum based on national and state standards 11. Assessment design 12. Incorporation of PSSA rubrics 13. Effective implementation of remediation and enrichment activities 14. How to employ a culturally relevant/sensitive pedagogy 15. Integration of RELA skills across the curriculum</p> | | <p>of the educator's certification or assignment.</p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. |
| Educator Groups Which Will Participate in this Activity | | |
| Role | Grade Level | Subject Area |
| <ul style="list-style-type: none"> Classroom teachers | <ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12) | <ul style="list-style-type: none"> Reading, Writing, Speaking & Listening |
| Follow-up Activities | Evaluation Methods | |
| <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring | <ul style="list-style-type: none"> Student PSSA data Participant survey Review of participant lesson plans | |

| | | |
|-------------------------------|---|------------------|
| Activity | Description | |
| Reading Across the Curriculum | Launch professional development series on TDMG/TDHS reading curriculum and reading across the curriculum. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Strategy: Support Mechanisms

Description:

Activities:

| Activity | Description | |
|-----------------------------|---|-----------|
| Afterschool Programs | Expand after-school program from informal homework help to a formal program targeted to those students performing below proficiency in reading. Use both computerized instruction and trained tutors (e.g. university students, retired teachers, MACHS teachers, etc.). Also provide program on Saturdays. | |
| Person Responsible | Timeline for Implementation | Resources |
| Charter Annual Report Admin | Ongoing | \$0.00 |

| Activity | Description | |
|--------------------------------|--|-----------|
| Reduce Barriers to Achievement | Reduce barriers to academic achievement by offering family therapy through Drexel University Family Therapy. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| Activity | Description | |
|--------------------|-----------------------------|-----------|
| Reduce Class Size | | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Collaborating with Parents

Description:

Activities:

| Activity | Description | |
|---------------------------|---|-----------|
| Increase Parent Awareness | Communicate importance of attendance to parents in monthly newsletters, parent/teacher conferences, and additional communiqué throughout the school year. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

| Activity | Description | |
|--------------------|--|-----------|
| Monitor Absences | Office staff will follow up on student absences by contacting parents. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Communication

Description:

Activities:

| Activity | Description | |
|--|---|-----------|
| Parent and Student Awareness of Attendance | Communicate importance of student attendance on testing days to parents and students. | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Strategy: Incentives

Description:

Activities:

| Activity | Description | |
|--|--|-----------|
| Student Incentives for Test Attendance | Provide incentives to students for perfect attendance during testing days (e.g. In 2004-2005, MACHS held a pizza party for students who were present on all testing days). | |
| Person Responsible | Timeline for Implementation | Resources |
| Ann Gillis Waiters | Ongoing | \$0.00 |

Goal: Technology Integration

Description: MACHS teachers will successfully integrate technology into their subject areas.

Strategy: Professional Development

Description: Professional development workshops for teachers on integration of technology into project based learning

Activities:

| Activity | Description |
|-------------------|---|
| Software Training | Teachers will be trained through presentations and hands-on, interactive learning to use PowerTeacher, Virtual science labs, Inspiration software, Webquests, Web 2.0 tools, Podcasts, blogs, wikis, and digital storytelling to enhance student learning. Teachers will be trained in how to teach and assess student progress toward the National Educational Technology Standards developed by ISTE. |

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| Person Responsible | Timeline for Implementation | Resources |
|---|--|---|
| Stephanie Johnson | Start:9/6/2007 Finish: 3/4/2010 | \$18,000.00 |
| Professional Development Activity Information | | |
| Number of Hours Per Session | Total Number of Sessions Per School Year | Estimated Number of Participants Per Year |
| 2 | 4 | 37 |
| Organization or Institution Name | Type of Provider | Provider's Department of Education Approval Status |
| Frontier 21 Education Solutions | <ul style="list-style-type: none"> Company | Not approved |
| Knowledge and Skills | Research and Best Practices | Designed to Accomplish |
| Integration of technology into the curriculum Microsoft Excel Microsoft PowerPoint Inspiration software Big Six model for research design | The professional development programs are designed within the framework of adult learning theory. The design for these programs is built around Knowles' four principles of adult learning: * Adults need to be involved in the planning and evaluation of their instruction. * Adults draw upon their reservoir of experience for learning. Their experiences (including mistakes) provide the basis for learning activities. * Adults are most interested in learning about subjects that have immediate relevance to their job or personal life. * Adult learning is problem-centered rather than content-oriented. - from Knowles, M. (1970). The Modern Practice of Adult Education. Our technology program is based on the proven Big 6 model for learning, an Information Literacy (ICT) model based on the principles of problem based learning (Wolf, S., Brush, T. and Saye, J. (2003). The Big Six Information Skills as a metacognitive scaffold: A case study. School Library Media Research Online, volume 6). The NETS Standards for Students are a set of technology standards developed by The International Society for Technology Education. | For classroom teachers, school counselors and education specialists: <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. |
| Educator Groups Which Will Participate in this Activity | | |
| Role | Grade Level | Subject Area |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> Classroom teachers | <ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12) | <ul style="list-style-type: none"> Science and Technology |
| <p>Follow-up Activities</p> <ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Lesson modeling with mentoring | <p>Evaluation Methods</p> <ul style="list-style-type: none"> Standardized student assessment data other than the PSSA Participant survey | |

Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Rigorous Instructional Program

What curriculum does your charter school utilize?

The MACHS curriculum is an academically accelerated program that begins with students entering the school at generally low levels of academic achievement and teaches them to the knowledge and skills that they will need to succeed in college and in demanding careers. Our program is dedicated to helping all students achieve high academic standards, develop leadership skills through experiential learning, develop a deep understanding of and respect for our waterways and the environment at large, and develop a plan for success beyond MACHS, whether in a leadership position in the nation’s maritime industry or in the university classroom. Three main nautical themes constitute the framework for our curriculum design and instructional programming: aquatics (including swimming and SCUBA), boating, and marine sciences. Assistance integrating maritime activities throughout the curriculum has been provided by The Independence Seaport Museum and Earthforce. Students also explore and experience maritime careers through their experiences inside and outside the classroom. Our distinctive partnerships afford us many opportunities to engage students in these experiences. We are especially grateful for our partnership with the U.S. Merchant Marine Academy (USMMA). USMMA prepares young men and women to become shipboard officers in the maritime transportation industry, essential to our nation’s economy and security.

MACHS students pursue rigorous academic study, while engaging in challenging hands-on learning activities related to the transportation-related industries and organizations. Building on the accelerating Mathematics and English programs of Talent Development, coursework is

interdisciplinary, with classroom and individual learning focusing on understanding the world through the lens of maritime studies. Traditional topics of Mathematics, the Sciences, the Arts, Social Studies, and Languages serve as the core of student learning, with additional classes provided in maritime areas, including Transportation, Nautical Science, Maritime Business, Ecology, Astronomy and Meteorology. Math and reading are integrated across the curriculum, and cumulative, multidisciplinary projects allow students to integrate and apply what they have learned in all of these areas. In addition, computer-based instruction using New Century Corporation's Integrated Instructional System Software for math (grades 5-8) and Pearson Digital Learning's NovaNET for computer-based reading instruction (grades 9-11) provides individualized and self-paced instruction for students beyond the classroom curriculum. Students prepare for the PSSA tests using Study Island test preparation software.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

MACHS uses the Pennsylvania Standards as the basis and guideline for curriculum development, and many of the materials used in the core academic program were chosen specifically because they have been aligned to the PA standards. To ensure that these standards are utilized in daily classroom instruction, each teacher receives curriculum guidelines for each content area. The guidelines are reviewed at the beginning of each year and teachers meet weekly in grade groups to review and pace the curriculum. Teachers are also required to reference the standards being addressed in each lesson plan. These written plans are reviewed weekly by the Director of Curriculum to ensure accountability.

The Board of MACHS has established rigorous graduation requirements that meet the mission of the school while also meeting the Pennsylvania regulations for high school graduation (Chapter 4 under Section 4.24 of 22 Pa. Code).

- The completion of 34 credits of coursework.
- The completion of a culminating Senior Project (worth 0.5 credits of the 34 credits required for graduation).
- Demonstration of proficiency in reading, writing, and mathematics on state or local assessments.

The 34 credits include:

Mathematics 4.5 credits
English 4.5 credits
Science 4.0 credits
Social Studies 3.5 credits
Maritime courses 3.0 credits
Modern Language 1.0 credit
Humanities 1.0 credit
Tutorial 4.0 credits
Senior Project 0.5 credit
Health & Physical Education 2.0 credits

Consistent with the PA Academic Standards, all students at MACHS are required to master the following required subject skills:

Effective communication skills in reading, writing, speaking, and listening (including technical, business, and report reading and writing;

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- Mathematical concepts with the ability to demonstrate the use of a variety of increasingly sophisticated mathematical techniques;
- Scientific concepts in nautical science, environmental science, astronomy, and meteorology, leading to an understanding of scientific tools, technologies, methodologies, and their application to the field of maritime transportation studies;
- Historical and social science disciplines, including an in-depth understanding of the role maritime activities played in each;
- Computer systems, including the use of computers for learning and research, for communicating, developing and marketing their ideas and mastering the use of maritime-specific technologies for navigation;
- Creative, performing, and applied arts — understanding that music, fine arts, and graphic arts are an integral part of the human heritage and changing creative processes;
- The ability to speak, read, and write in a foreign language at a level of comprehension that provides a working facility, including technical and commercial terms, and the relationship between language and culture.

These goals are further defined in our application to state that MACHS students will:

- Read proficiently, with the ability to continually acquire information necessary for employment or post high school education.
- Speak and write with the ability to communicate fluently and accurately with others.
- Analyze all types of information and use that information in order to reach sound and responsible decisions.
- Apply mathematical skills to personal finance and use mathematical skills in the workplace.
- Use technology to access and present information, and manage current business applications.
- Apply academic learning to simulated and real world situations.

How is the curriculum organized to meet the developmental and academic needs of students?

To better illustrate how these goals are incorporated into MACHS' curriculum offerings, actual sample MACHS student schedules from the 2007-08 school year are provided below.

| Grade | 8:45-9:10 | 9:10-9:40 | 9:40-10:10 | 10:10-10:40 | 10:40-11:10 | 11:10-11:40 | 11:40-12:10 | 12:10-12:40 | 12:40-1:10 | 1:10-1:40 | 1:40-2:10 | 2:10-2:40 | 2:40-3:10 | 3:10-3:40 | 3:40-3:45 |
|-------|-----------|-----------------------------------|-----------------------------------|-------------|-------------|-------------|---------------------------------------|----------------------|------------|-----------|----------------|-----------|-----------|-----------|-----------|
| 5 | Home room | Reading and English Language Arts | | | Recess | Science | 1 — Art 2 — Music 3 — Computers | | | Lunch | Social Studies | Math | Home room | | |
| 6 | Home room | Science | Reading and English Language Arts | | | Lunch | Math | 1 — Art 2 — Music | | | Social Studies | Home room | | | |

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|----|-----------|---|---------------------------------------|-----------------------------------|--------------------------|-----------------------------------|--------------------------|------------------------|----------------------|-----------|
| | | | | | | | | 3 — Computers | | |
| 7 | Home-room | Social Studies | 1 — Art 2 — Music 3 — Computers | Reading and English Language Arts | | Lunch | Math | | Science | Home-room |
| 8 | Home-room | 1 — Art 2 — Music 3 — Computers | Health/Ocean | Lunch | Social Studies | Reading and English Language Arts | | Science | Math | Home-room |
| 9 | Home-room | English 101 | Math 101 | Social Studies 101 | | Lunch | World Languages 101 | | Physical Education | Home-room |
| 10 | Home-room | Social Studies 102 | Science 102 | Lunch | World Lang. 102 | Physical Education | | English 102 | Math 102 | Home-room |
| 11 | Home-room | Social Studies 103: Civics & Government | Intramodal Transportation | English 103 | Maritime Heritage/Health | Lunch | Maritime Heritage/Health | Science 103: Chemistry | Math 103: Algebra II | Home-room |
| 12 | Home-room | Watersheds | Elementary Functions | English 4 | Lunch | Entrepreneurship | Sr. Project | Humanities | | |

To help meet the developmental and academic needs of MACHS students, teachers meet weekly to pace curriculum and ensure the presentation of consistent skills and concepts in Reading and English Language Arts, Mathematics, Social Studies, and Science. Additionally, teachers pace the assessment schedule to ensure consistent monitoring of student performance using a variety of tools, including projects and presentations. These regular meetings assist in maintaining a common timeline for all classes in a particular grade. Another strategy we use at MACHS to meet students' varied needs is to keep classes and school size small, so that attention may be focused on the goals of each individual student. MACHS is divided into two smaller administrative units- a middle school of grades 5-8, and a high school of grades 9-12. Each small learning community works with a nationally recognized (Obey-Porter School Reform Demonstration) program developed by Johns Hopkins University: Talent Development. This program prepares urban youth for accelerated Mathematics and English coursework in the upper grades. Students' goals and progress are organized, documented, and assessed using individual learning plans, developed jointly with parents and teachers. The learning plan begins with a baseline assessment at the student's entry to the school, and then focuses on achieving the school's standards.

Core subject teachers collaborate with art, music, computer, and environmental specialist teachers to develop specialized, developmentally appropriate, interdisciplinary lessons, research reports, projects and field trips. Students participate in inquiry based field trips throughout the year, where they engage in hands-on learning and make connections between what they have learned in the classroom and the real world. For example, the Spanish II classes visited Tierra Columbiana, a Spanish restaurant in Philadelphia, where they could practice their foreign language abilities in an authentic environment. In addition, each grade visited the Independence Seaport Museum at least two times this year to participate in unique data-gathering and learning experiences tied to class research projects. Other interactive, educational experiences were to be had this year at the Academy of Natural Sciences, the Franklin Institute, the African American Museum, Bartram's Garden, the Camden Aquarium, and the Philadelphia Shipyards.

How does the charter school promote in-depth and inquiry-based teaching and learning?

MACHS students participate actively in their education, particularly in the area of science. Our school has adopted the FOSS (Full Option Science System) program as a core component of our hands-on science teaching and learning. With funding from the National Science Foundation, FOSS was developed by the Lawrence Hall of Science at the University of California-Berkeley; the system teaches specific topics in life, physical, and earth and space science, includes daily lessons and equipment, and lasts from 6 weeks to a full semester. The modules focus on depth of understanding of a topic rather than breadth over multiple topics. Lessons are built around hands-on investigations carried out in pairs or groups. Students spend extensive time planning the investigations, recording their results, analyzing their findings, and discussing the experiment in pairs or groups, and with the whole class. Modules end with student-directed projects that combine the science content taught as well as the students' increasing ability to form questions, design experiments, gather data, and interpret it. Formative and summative assessments combine both hands-on and written questions. Students learn to work cooperatively to plan, implement, and analyze the results of their investigations. The hands-on components and group work are often of high interest to middle grades students and create a strong motivation to take part. Even students who are below grade level in science, reading, and/or math or who require individual accommodations can understand and contribute to the activities, thus increasing their self-confidence and motivation to learn.

Our partnerships with various organizations also provide extensive experiences in hands-on, inquiry-based teaching and learning. For example, our students spend a large amount of time working on projects and attending workshops at the Independence Seaport Museum. There, they learn maritime history, marine science, and knowledge and skills essential to success in maritime fields. Several classes this year also piloted lessons from Earthforce's Community Action and Problem Solving (CAPS) Program, a program designed to train educators in creating hands-on environmental improvement projects for their classes. Earth Force's mission is to give young people real-world opportunities to practice civic skills, acquire and understand environmental knowledge, and develop the skills and motivation to become life-long leaders in addressing environmental issues.

Finally, in 2007-08, culminating projects in 8th grade and 12th grade were fully implemented for the first time.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

Our school requires that our students be retained in their grade if they do not:

- Pass reading, mathematics, science and social studies
- Successfully complete their 12th grade or 8th grade cumulative project
- Score at or above the 26th percentile on the Terra Nova test in reading and mathematics,

Or, at the 12th grade, if they have not earned a total of 23.5 credits including 4 in English, 3 in Math, 3 in Science, 3 in Social Studies, 2 in World Language, 1.5 in Health and Physical Education, 2 in Arts and Humanities, and 5 in electives.

If a student does not meet the above requirements, they will be required to attend a mandatory academic summer school program. Failure to attend the Summer school program results in retention in grade. The following are the retention statistics since the inception of our charter.

2004 to 2005- 1 student retained in grade
2005 to 2006- 8 students retained in grade
2006 to 2007- 23 students retained in grade

As can be seen from the above statistics the number of our students that have been retained in grade has grown over time. This is largely due to two factors- our school has grown substantially each year, and our academic program has become more rigorous.

MACHS is committed to raising the academic achievement level of all our students, and to that end, we have implemented Talent Development in English and Mathematics throughout all grade levels. Designed by the Johns Hopkins University, this is a comprehensive reform model for urban middle and high schools, with a three-part focus on curricular and instructional innovations to prepare all students for high-level courses in math and English; parent and community involvement to encourage college awareness; and professional development to support and realize the recommended reforms. Since the adoption of this program, students have progressed rapidly and considerably.

In the middle school, the Talent Development mathematics program includes Everyday Mathematics (Wright Group, McGraw-Hill) in fifth and sixth grade, and Math in Context (Holt, Rinehart and Winston), in seventh and eighth grade. This curriculum is aligned with National Council of Teachers of Mathematics standards. The Talent Development Middle Schools Reading/English Language Arts program is centered on an innovative but thoroughly tested approach called Student Team Literature and Talent Development Writing. These programs provide teachers with the tools to teach effective reading strategies, extend reading comprehension skills, and develop fluency in reading and writing. As students read and analyze high-quality, high-interest books, they add important words to their working vocabulary, build language skills, and engage in higher-order thinking. Student Team Literature and Talent Development Writing use an integrated approach to teach language arts using Partner Discussion Guides. Student Team Literature and Talent Development Writing are aligned with National Council of Teachers of English standards, and are recommended by the National Staff Development Council. Ninety-minute blocks for math and RELA allow students the time needed to complete thoughtfully lessons in the program.

This year, MACHS continued to explore Robert Marzano's research on the importance of students' acquiring the "academic vocabulary" to achieve success in school. Building on last year's professional development, teachers have incorporated a vocabulary program across the curriculum in core subject areas.

Ninth grade students use Talent Development's Transition to Advanced Mathematics (TAM) program, intended to encourage students' conceptual understanding of key mathematics ideas that underlie high school mathematics and sharpen their overall basic mathematical skills. TAM's content is built upon three factors: analysis of existing research on best practices for teaching mathematics to poorly prepared adolescents; research from classroom teachers about skills and abilities their students lack; and examination of the skills and abilities necessary to succeed in standards. In tenth grade, students move on to the Geometry Foundations program, designed to fosters students' conceptual understanding of key mathematics ideas that underlie high school geometry and reviews basic algebra skills. Eleventh grade students enter Algebra II Foundations, designed to help students build the "habits of mind" needed for success in Algebra II. The course

emphasizes the connections between numeric representation, graphic representation, and algebraic notation. All math programs challenge students to think through and make sense of what they are doing, learn from one another, share and respect ideas, and to make connections between mathematics and the world.

In terms of reading and English language arts, high school classes employ Talent Development's Strategic Reading model, which aims to give students reading two or more years below grade level an opportunity to accelerate their reading in an age-appropriate, motivational, and innovative classroom. Strategic Reading uses a balanced-literacy approach where students move through four components each day: Reading Showcase, Focus Lesson, Student Team Literature, and Self-Selected Centers. These components allow students to practice a variety of skills that improve their reading: predicting, visualizing, listening to good reading, reading independently on their own levels, analyzing style as a way of conveying meaning, recognizing unidentified vocabulary through context, increasing their knowledge of frequently used words in upper-level texts, answering critical thinking questions about what they have read, and applying what they have read to other readings, knowledge, or real-world situations. These strategies help students increase both their reading comprehension and vocabulary recognition, while increasing their overall confidence about approaching new and complex texts.

Eleventh grade classes utilize Talent Development's College Prep Reading & Writing (CPRW) course, designed for students who may have made gains in their reading ability in previous TDHS courses but are still reading at least two years below grade level or have not been exposed to the skills and strategies necessary for college. CPRW uses a balanced-literacy approach where students move through four timed components each day: Reading Colloquy, Focus Lesson, Literature Exploration, and Project-Based Applications. During these various activities students practice a variety of skills that help them to improve their reading: predicting, visualizing, listening to good reading, reading independently short higher-level selections, analyzing style as a way of conveying meaning, recognizing unidentified vocabulary through context, learning and practicing specific writing and speaking techniques and formats in literature-based or research assignments, answering critical thinking questions about what they have read by citing textual evidence, completing a common college application, and applying what they have read and done to other readings, knowledge, or real-world situations. These strategies help students improve both their reading comprehension and vocabulary recognition, improve their ability to handle upper level writing assignments, and increase their overall confidence and ability to be successful both on state-based English graduation exams and completion of college applications.

In addition to these effective programs, MACHS has a variety of additional supports in place for students who may be struggling. In 2007-08, two new programs were implemented to provide individualized and self-paced instruction. New Century Corporation's Integrated Instructional System Software provided students in grades 5-8 with additional math instruction, and Pearson Digital Learning's NovaNET offered additional practice in reading to students in grades 9-11. Students who have been identified as below grade level attend Study Island, a daily program for individualized intensive instruction, and receive at least one semester of double-dose math instruction. Tutoring is available before and after school, and a Saturday program is also available. For the third year, MACHS was also able to offer an academically-based after school program during 2007-08, which provided students with additional supervised practice in reading and math skills. Differentiated instruction and support is provided by computer-based programs and trained tutors. This year, MACHS also hired and trained five assistant teachers for middle grades classrooms to allow for increased small-group mathematics instruction.

When students are not meeting standards in their academic skill development, they are first reviewed by the Comprehensive Student Review Team, where contacts are made with parents, and short-term interventions are agreed upon to address specific needs. If the student continues to perform below standards in their academic skill development, we recommend testing by a certified school psychologist to determine if there is a learning disability. If a disability is noted, an IEP is prepared and the recommended learning prescription is followed. If a student is found not

to have a learning disability, but still struggles with academic performance, tutoring and classroom support are available. MACHS has two full-time, Pennsylvania State certified Special Education teachers. MACHS follows federal regulations in determining special education placement.

What types of teaching strategies are used to actively engage students in the learning process?

MACHS teachers use a variety of techniques to bring learning to life in their classrooms. For active learning in the classroom, teachers use the Internet and computer technologies, manipulatives, science kits, and maritime materials, such as maps and gps devices. The maritime theme is incorporated into all of our subjects at all grade levels, engaging students in a continuing conversation about the world around them and how they can contribute to it. Our maritime and transportation themes are also integrated with environmental science, further engaging students in themes of ecology and environmental restoration.

Hands-On Teaching & Learning: At MACHS every opportunity is made to provide hands-on learning opportunities for students. This is realized most significantly in our science and math classes. Examples include incorporating manipulatives into math class when introducing students to new concepts, or building scale models of a boat in science class. Based on the results of this year's professional development survey, teachers are being trained through presentations and hands-on, interactive learning to use PowerTeacher, Virtual science labs, Inspiration software, Webquests, Web 2.0 tools, Podcasts, blogs, wikis, and digital storytelling to enhance student learning. Teachers will be trained in how to teach and assess student progress toward the National Educational Technology Standards developed by ISTE.

Interdisciplinary: Students use technology in the computer lab where they actively engage in research to acquire content knowledge, use a variety of interdisciplinary software programs that enhance content area skills and concepts, and interact with technology to present and communicate information. In addition, students make connections to content knowledge in art and music classes, as well as when they are actively engaged in hands-on learning, such as learning how to sail. Math and reading instruction has also been incorporated into all subject areas across the curriculum, including the addition of an "academic vocabulary" program.

Project Based Learning: MACHS students participate in sequentially scheduled field trips throughout the school year, providing them with opportunities to perceive clearly the value of the various subjects in real-life applications. Each grade is scheduled for a series of visits to the Independence Seaport Museum where museum educators present lessons on a particular maritime theme and help students develop independent projects and presentations, to be presented at The Annual MACHS Heritage Festival. Each grade is also scheduled for a series of trips to environmental sites that they revisit at regular intervals for long-term eco-zone studies. Cumulative projects focused around a maritime issue have been incorporated into the curriculum for 8th and 12th graders, allowing students to synthesize what they have learned across the multidisciplinary curriculum into a meaningful piece of work.

Small-Group Teaching: Small-group teaching strategies are employed to encourage each student's learning. Teachers apply graduated lesson plans, with clearly defined objectives and direct instruction, for each student performance level. The small group teaching strategy permits students to achieve self-paced, clearly defined mastery levels in each respective subject. This permits students to achieve the confidence levels needed for attaining the next level of subject mastery until all students are performing at a standard level.

Differentiated Individual Activities: After students have learned new concepts in small groups, teaching strategies are employed to encourage each student's own mastery of the material. By

assigning students distinct activities on their independent and instructional levels, teachers give them the opportunity to practice without the pressure of peer competition. This permits students to achieve the confidence levels needed for attaining subject mastery. In addition, classroom assessments, combined with the use of a variety of software programs, allow us to identify the specific needs of every individual student.

Cooperative learning teams: Aside from small-group teaching, students enjoy numerous opportunities to work with their peers on level planes. This cohort model is often used at the beginning of a new unit, when students need to begin to engage prior knowledge and develop concept vocabulary. Through peer assisted starter activities, students gain the competence and confidence to begin in-depth study of new material.

Every year, our Professional Development Committee and our School Leadership Team look at our test scores and our teacher evaluation team, and identify professional development needs for our teachers and staff. Recently, our Committee developed a new Act 48 Professional Education Plan to replace our previous plan which expired in 2007.

The new plan identified some important professional development needs for our staff, including:

- Specialized training using research-based pedagogy in the content areas of RELA and mathematics
- Training with a focus on differentiated instructional strategies and classroom accommodations to comply with student IEPs
- Training in Maritime Studies
- Training to develop an early intervention process for students who are not progressing at grade level expectations

Responding to these needs, our Professional Development Committee has contracted a number of providers to present trainings to our staff. One such provider is John's Hopkins University Talent Development Middle Schools Program. This is a comprehensive reform model for urban middle and high schools, with a three-part focus on curricular and instructional innovations to prepare all students for high-level courses in math and English, parent and community involvement to encourage college awareness, and professional development to support and realize the recommended reforms.

Talent Development is a state-approved Act 48 Professional Education Provider. Talent Development Facilitators conduct monthly, full-day workshops throughout the school year which include topics such as understanding content, PSSA rubrics, differentiation, and teaching strategies. Peopling of Philadelphia, an Act 48 professional education provider, provides our staff with trainings in urban ecology and the ecology of the Delaware Watershed, a major component of our maritime curriculum. Topics of workshops conducted by Peopling of Philadelphia include soil testing, water testing, macro-invertebrates, and the formation of the Delaware Watershed. Additionally, MACHS teachers have collaborated with educators from the Philadelphia Independence Seaport Museum to develop a sequential maritime curriculum for each grade that compliments Pennsylvania state standards. Educators from the Independence Seaport Museum have provided professional development workshops on grade specific content information, culminating school-wide activities, and various maritime projects. Many of our professional development opportunities are directly related to our mission of providing a rigorous academic program which incorporates maritime themes.

Rigorous Instructional Program - Attachments

- MACHS Prof Dev Letter
- MACHS Induction Letter

English Language Learners

ELL students are instructed by a Pennsylvania certified teacher. ELL students are identified upon admission by required ESL surveys, data from the School District of Philadelphia, and student records. A language battery is administered upon entry into the program and annual tests required by the state are administered by our teachers to determine the level of progress for academic placement. Starting in September 2008, MACHS will adopt the W-APT as its placement test.

Our ELL students are instructed by a Pennsylvania certified teacher. Beginner students receive direct instruction from an ELL teacher two hours each day in the ELL classroom. A full-time translator provides daily support. The ELL teacher collaborates with classroom teachers and works with Intermediate and Advanced ELL learners in their respective classrooms daily.

Our ELL curriculum begins with language instruction in survival skills and life skills for non-speakers and those new to our country. All of our ELL curricula develop skills in listening, speaking, reading and writing according to the ESL Standards.

The main goal of our ELL program is to successfully transition our ELL students to the regular classroom as quickly as possible. Our ELL students' skills are re-assessed at least on an annual basis, and a plan developed for their transition for students whose skills require additional TESOL instruction.

A copy of the ELL student data report is included as an attachment.

English Language Learners - Attachment

- ELL Student report 0708

Graduation Requirements

The Pennsylvania Department of Education's Project 720 initiative (named for the number of days a student spends in high school from the beginning of 9th grade to the end of 12th grade), states the following as its overriding goal, "All Pennsylvania students must graduate from high school prepared to enter college and the high-skills workplace." One of Pennsylvania's challenges, according to PDE, is that our schools are not ensuring that students take a challenging, real world curriculum. To meet the goal of preparing graduates for both college and the high-skills workplace, Project 720 has a four-pronged approach:

- 1) Transform our high schools by making curriculum more challenging and improving the learning environment.
- 2) Help students earn college credit before graduating from high school.
- 3) Upgrade "Vo-Tech" for the 21st Century to ensure that students are held to high academic standards and receive training for high-demand occupations.
- 4) Create seamless transitions from high school to higher education by aligning PDE's secondary and higher education efforts (e.g. using 11th grade reading and math PSSA as college entrance and placement exams, creating a statewide college credit transfer policy to ease movement from 2-year to 4-year colleges).

The mission and curriculum at MACHS are consistent with the following Project 720 goals:

- Making High School Curriculum More Challenging & Improving the Learning Environment:
- Helping Students Earn College Credit Before Graduating from High School:
- Upgrading "Vo-Tech" for the 21st Century

Consistent with these goals, the Board of MACHS has established rigorous graduation requirements that meet the mission of the school while also meeting the Pennsylvania regulations for high school graduation (Chapter 4 under Section 4.24 of 22 Pa. Code).

- The completion of 34 credits of coursework.
- The completion of a culminating Senior Project (worth 0.5 credits of the 34 credits required for graduation).
- Demonstration of proficiency in reading, writing, and mathematics on state or local assessments.

The 34 credits include:

Mathematics 4.5 credits
English 4.5 credits
Science 4.0 credits
Social Studies 3.5 credits
Maritime courses 3.0 credits
Modern Language 1.0 credit
Humanities 1.0 credit
Tutorial 4.0 credits
Senior Project 0.5 credit
Health & Physical Education 2.0 credits

All students are required to complete a senior project as a requirement for graduation. As per state law, the purpose of the culminating project is to ensure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. All of our students will integrate their academic studies, college preparation, career exploration, and maritime work into their Senior Project.

As per state law, students will be required to demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under § 4.52 (relating to local assessment system) at the proficient level or better to graduate. Specifically, students will be required to score proficient or higher on the mathematics and reading PSSA administered in spring of the 11th grade. Students not scoring at proficiency will be required to take the PSSA retest in fall of their senior year. If a student again fails to achieve proficiency they will be required to pass a local examination designed to gauge student achievement of the Pennsylvania Academic Standards.

Special Education

MACHS admission policy allows for equal opportunity to a free public education for all students including those with special needs. After acceptance, students with disabilities are identified through their incoming records forwarded by previous schools, a guardian interview, Penn Data, and/or the MACHS Comprehensive Student Review process.

Students with documented special needs are provided with the supports and programming required, based on the IEP developed for each student. When a student is identified as having special needs, MACHS informs parents of their child's rights to appropriate special education and/or related services. MACHS will also arrange for an evaluation, and will meet all due process requirements under IDEA for existing and newly identified Special Education students. If needed, MACHS will provide a specialized program for autistic students and when possible will implement an inclusive program for youth in which students receive appropriate, specialized and related services within an age appropriate regular education classroom.

Our grade teachers meet weekly to discuss instructional planning and progress of students. When a student is not meeting standards in their academic skill development, teachers refer the student to the Comprehensive Student Review Team. This team contacts the students' parents and creates short-term interventions to address specific needs. If the student continues to perform below standards in their academic skill development, the Comprehensive Review Team will recommend testing by a certified school psychologist to determine if there is a learning disability. If a disability is noted, the Comprehensive Review Team prepares an IEP and the recommended learning prescription is followed. If a student is not found to have a learning disability, but still struggles with academic performance, tutoring and classroom support are available. MACHS has two full-time, Pennsylvania State certified Special Education teachers. MACHS follows federal regulations in determining special education placement.

Based upon individual needs and requirements specified in the student's IEP, including sensory and physical disabilities, all students so identified receive appropriate supportive services and/or accommodations. These students participate in all aspects of the appropriate programming, formal/standardized testing, and/or ongoing progress evaluations through objective and alternative assessment procedures. The Maritime Academy Charter High School complies with all state and federal regulations to accommodate students with special needs. A carefully designed inclusive program is individualized to meet the needs of students with disabilities. The individual needs, goals and objectives determined by IEP teams are the foundation on which the inclusive program is based and all the services needed to ensure that students progress academically, socially, and emotionally are provided. In addition, outcome-based data is analyzed to make sure that students with and without disabilities are making consistent educational progress.

Students whose special learning needs arising from Limited English Proficiency are rostered into the regular academic program and further accommodated as required by their individual circumstances. Elective course time, along with individual tutoring and peer mentoring, will be part of the program for improving English capacity and supporting English language skill proficiency. English as a Second Language (ESL) teaching will be provided in accordance with individual needs and aptitudes.

Our teachers meet weekly with our special education teachers and Special Education Coordinator to assess student progress and to determine whether the needs of each special education student are being fulfilled in accordance with their IEP.

Please see our attached Special Education Policies and Procedures.

The particular needs of our students with IEPs were met by the following teachers and consultants in 2007-08.

Special Education - Attachments

- Special Education Policies & Procedures
- June 2007 sp ed report

Special Education Program Profile - Chart I

| Teacher | FTE | Type of class or support | Location | # of Students | Other Information |
|-----------------|-----|--------------------------|----------|---------------|-------------------|
| Allison Demers | 1.0 | Learning Support | MACHS | 15 | |
| Dani Sommer | 1.0 | Learning Support | MACHS | 15 | |
| Denise McDevitt | 1.0 | Learning Support | MACHS | 15 | |
| Karin Kull | 1.0 | Learning Support | MACHS | 8 | |

Special Education Program Profile - Chart II

| Organization | FTE | Type of class or support | Location | # of Students | Other Information |
|--------------|-----|--------------------------|------------------|---------------|-------------------|
| ABC, Inc. | 1.0 | Learning Support | Maritime Charter | 000 | ... |

Special Education Program Profile - Chart III

| Title | Location | FTE |
|-------|----------|------|
| none | none | none |

Special Education Program Profile - Chart IV

| IU, Public Agency, Organization, or Individual | Title/Service | Amount of Time Per Week |
|--|-------------------------|-------------------------|
| Therapy Source | School Psychologist | 8 hs |
| Therapy Source | Occupational Therapy | 8 hs |
| Therapy Source | Speech and Lang Therapy | 12 hs |

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

| Test/Classification | K | 1 | 2 | 3 | 4 | 5 |
|---------------------|----|----|----|----|----|-----|
| PSSA | No | No | No | No | No | Yes |
| PASA | No | No | No | No | No | Yes |

Student Assessment - Secondary

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

Student Assessment

Maritime Academy Charter High School assessed the academic skills of all of our students in Grades 5,6,7,8 and 11 with the PSSA Math and Reading tests in the spring of 2008. Our 12th graders who had not scored at the Proficient or Advanced level in the previous year took the PSSA Math and Reading re-tests in the fall of 2008. Our students in 5th, 8th, and 11th grades took the PSSA Writing tests in the winter of 2008. Finally, the PSSA Science test was administered to our 5th, 8th and 11th graders for the first time in the spring of 2008. The school did not use any nationally standardized tests to assess our students this year.

The preliminary PSSA results for MACHS for the 2007-08 school year were made available in June, 2008. The PSSA results for all grades tested (5, 6, 7, 8, and 11) were used in calculating Annual Yearly Progress. The 2007-08 PSSA test results for all grades in Math and Reading are provided as attachments. The PSSA writing assessment for grades 5, 8, and 11 are also attached. The PSSA Science test results were not available as of the date of this report (August 1, 2008).

1. Provide a copy of the latest local test data.

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance.

Each year, MACHS administrators and teachers review the results of the Pennsylvania State assessments (PSSAs) to gauge how well our program is helping all of our students become proficient in the skills and knowledge represented in the Pennsylvania Academic Standards. Results of these tests show that our school has done well in raising student achievement over time, particularly for our low income students. Despite the many challenges our school has faced recently, with the move across the city, and on-going construction to accommodate growing numbers of students and the addition of 11th and 12th grades, our students have done well academically overall. Our PSSA test results show that the majority of our students with IEPs and our 11th grade students are struggling academically, and will need more attention in order to raise their academic achievement levels.

Understanding PSSA score results and AYP

When looking at proficiency scores and Annual Yearly Progress, it is important to understand that when a student scores “proficient”, they are essentially performing at the expected level for their grade group. Expectations for the grades are stated explicitly in the Pennsylvania Academic Standards for each subject. If a student scores “advanced”, they are performing at least one grade above their current grade level. If a student scores “basic”, they are performing 1 to 2 levels below their grade level. If they score “below basic”, they are performing three or more levels below their grade level. The aim of the current federal No Child Left Behind legislation is that all students be performing at their “grade level” by 2014. Those schools that are on target to meet the goal of 100% student proficiency are said to be making Annual Yearly Progress.

In order to meet the federal Annual Yearly Progress requirements, a given percentage of students must score at the levels of proficient or advanced on the PSSA, or the school must demonstrate a marked improvement of students moving out of the lowest two categories- basic and below basic. The AYP determination is made based on overall school performance, as well as performance of students within particular categories, such as special education students, provided those subgroups have 40 or more students. If the average of the current and past year’s percentages of students scoring proficient or advanced is higher, AYP will be determined using that average score. If a school’s student population has made significant improvement, but has not had enough students score proficient or advanced to meet the AYP threshold, the school is said to be in “safe harbor”. If the scores and progress of the student population or subgroups do not meet the requirements for AYP or for safe harbor, a confidence interval is calculated and added to the scores, to account for errors in the test and testing procedures. This confidence interval, when added to proficiency or safe harbor scores, can allow the student body or subgroup to make AYP.

The state has also developed a Pennsylvania Performance Index (PPI) as an alternative method of assessing student performance. The PPI gives credit for gradual increases in student performance. PPI is calculated based on having higher percentages of students scoring in higher categories, such as having lower percentages in Below Basic and higher percentages in Basic.

When calculating AYP for the 2007-08 school year, the formula included Math and Reading scores from the school’s fifth, sixth, seventh, eighth, and eleventh graders. The proficiency scores for Math and Reading for the school as a whole have been growing steadily over the past four years and were considerably higher in Math and Reading in 2008 than in any previous year, as the following tables illustrate.

**PSSA Proficiency Scores in Math and Reading in MACHS, 2004 to 2008
(School Years 2004, 2005: Grades 5 and 8 combined)**

**(School Year 2006: Grades 5, 6, 7, and 8 combined)
(School Year 2007, 2008: Grades 5, 6, 7, 8, and 11 combined)**

| Math | | | | |
|------------|------------|------------|------------|------------|
| 2004 | 2005 | 2006 | 2007 | 2008 |
| % Prof Adv |
| 19.0 | 27.7 | 38.9 | 48.4 | 57.7 |

| Reading | | | | |
|------------|------------|------------|------------|------------|
| 2004 | 2005 | 2006 | 2007 | 2008 |
| % Prof Adv |
| 39.4 | 35.4 | 40.3 | 45.9 | 50.7 |

The school as a whole did better in Math and in Reading in 2008 than in previous years. The school has made particular progress in Math, with an increase of approximately 10% per year in the percentage of students scoring at the proficient level on the Math PSSA. A higher percentage of students also achieved proficiency on the Reading PSSA in 2008 than in previous years, with an increase of approximately 5% per year. The higher percentage of students scoring proficient or advanced in Math and Reading represents a trend in increasing proficiency that is consistent with the school's goal of making incremental progress in all academic subjects.

In order to make AYP this year, our school had to achieve 14 targets, the most we have ever had. Because of our growing population, our school added a Hispanic students subgroup and an IEP subgroup this year. Through a combination of high achievement, growth, and allowances for confidence intervals, our school reached 12 of 14 targets. Improvement in the percentage of all students achieving proficiency on the PSSA Math and Reading tests, as well as the school's relatively high performance in Math, enabled the school to make the targets for the school as a whole and for the following subgroups: Black students, White Students, Latino/Hispanic Students, and Economically Disadvantaged students.

The following table provides the official proficiency percentages for Math and Reading for 2008 and identifies all of the areas in which MACHS made the AYP targets for NCLB in 2008. The N under "Met" in the Math table below indicates that the school did make AYP by meeting the 56% threshold for 2008 through straight calculation or through confidence intervals. The N under "Met" in the Reading table below indicates that the school did not make AYP by straight calculation of proficiency at the 63% threshold or with confidence intervals added in most categories. A designation of CI means the scores were close enough to the target to be considered within the confidence interval for that area. SH means the students' scores improved enough to qualify the school for Safe Harbor. SH*CI means the students' scores improved somewhat, and adding a confidence interval to that improvement allowed them to make Safe Harbor status.

Official PSSA Proficiency Results for All MACHS Students and for Each Subgroup, 2008

| PSSA 2008 Math Thresholds | | | | | | | | | |
|---------------------------|------|-------|-------|----------|-------|-----|-----|------|---------|
| | All | White | Black | Lat/Hisp | Asian | IEP | LEP | Econ | Overall |
| | 57.7 | 59.2 | 55.4 | 64.7 | * | 16 | * | 60.7 | |
| Met AYP | Y | Y | Y *CI | Y | | N | | Y | N |

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| PSSA 2008 Reading Thresholds | | | | | | | | | |
|------------------------------|-------|-------|-------|----------|-------|-----|-----|-------|---------|
| | All | White | Black | Lat/Hisp | Asian | IEP | LEP | Econ | Overall |
| | 50.7 | 49.2 | 51 | 50.7 | * | 5.9 | * | 47.9 | |
| Met AYP | SH*CI | SH | SH*CI | SH | | N | | SH*CI | N |

The school did make its AYP targets in Math for White, Black, Latino/Hispanic, and Economically Disadvantaged subgroups. The school also made AYP targets in Reading for White, Black, Latino/Hispanic, and Economically Disadvantaged subgroups through Safe Harbor and Safe Harbor with Confidence Intervals. The school did not make its AYP targets in Math or Reading for the IEP subgroup.

Although the school did not make its targets for the IEP subgroup, this was the first year that there were enough students (over 40) to qualify that group for a target. Our special education population is expanding rapidly, providing particular challenges to the school in meeting their needs through staffing, materials, and integration into the regular classroom. In two years, we have had a 660% increase in the percentage of students taking the PSSA who have IEPs. In just one year, our IEP numbers have more than doubled. This has placed major stress on our ability to meet all of the needs of our special education students, both among regular education teachers and special education teachers. The PSSA scores of this subgroup in reading and math are well below the NCLB targets (16.0% vs. 63% in math, and 5.9% vs. 56% in reading) and the majority of students in this category are currently scoring Below Basic. We have submitted an appeal of the ruling on this group, as we had several unavoidable circumstances that negatively impacted our special education program this year. We are currently awaiting results of that appeal.

MACHS met the requirements for Participation of students taking the test (99.2% for Math and 99% for Reading). This means that MACHS had a sufficient percentage of students taking the PSSA to meet the requirements of the NCLB legislation. The school also met the Attendance targets for AYP (92.0 % average daily attendance, with 90% attendance required).

The tables below show the percentages of students who performed at the various levels (Below Basic, Basic, Proficient and Advanced) on the PSSA Math and Reading tests in 2006, 2007, and in 2008. A higher percentage of students achieved proficient level in Math in 2008 than in 2006 and 2007 among All students (57.7% vs. 48.4% and 38.9%), and in the Black (55.4% vs. 47.1% and 35.1%) and Economically Disadvantaged (60.7% vs. 49.0% vs. 38.1%) student subgroups.

Likewise, a higher percentage of students overall achieved proficiency in Reading in 2008 than in 2006 and 2007 in all categories (All students, Black students, Economically Disadvantaged students).

Finally, three additional subgroups were added this year: White students, Latino/Hispanic students, and students with IEPs. The results in these categories will serve as a baseline for future comparisons. The results were released by the state in June 2008.

MARITIME A C H S GRADES 5, 6, 7, 8 and 11 COMBINED PSSA MATH SCORES, 2006, 2007 and 2008*

| Math Perf Lvl | Math % of ALL | | | Math % of Black | | | Math % of Econ | | |
|---------------|---------------|-------|---------|-----------------|-------|-------|----------------|---------|-------|
| | 2005-06 | 2006- | 2007-08 | 2005- | 2006- | 2007- | 2005- | 2006-07 | 2007- |
| | | | | | | | | | |

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| | 07 | | 06 | | 07 | | 08 | | 08 | |
|------------------------------|-------------|-------------|-------------|-------|------|-------------|------|------|-------------|--|
| Below Basic | 31.9 | 25.6 | 18.8 | 33.3 | 25.9 | 20.5 | 38.8 | 26.9 | 18.0 | |
| Basic | 29.2 | 25.9 | 23.5 | 31.5 | 27.0 | 24.2 | 23 | 24.0 | 21.3 | |
| Proficient | 29.9 | 30.9 | 35.2 | 27.9 | 31.8 | 33.6 | 30.9 | 31.7 | 37.1 | |
| Advanced | 9.0 | 17.5 | 22.5 | 7.2 | 15.3 | 21.8 | 7.2 | 17.3 | 23.6 | |
| Advanced + Proficient | 38.9 | 48.4 | 57.7 | 35.1% | 47.1 | 55.4 | 38.1 | 49.0 | 60.7 | |

* Proficiency scores for school year 2005-06 were calculated based only on grades 5 and 8. Proficiency scores for school year 2006-07 and 2007-08 were calculated using grades 5,6,7,8 and 11.

MARITIME A C H S GRADES 5, 6, 7, 8 and 11 COMBINED PSSA READING SCORES, 2006, 2007 and 2008*

| Reading Perf Lvl | Reading % of ALL | | | Reading % of Black | | | Reading % of Econ | | |
|------------------------------|------------------|-------------|-------------|--------------------|---------|-------------|-------------------|---------|-------------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Below Basic | 35.4 | 29.4 | 22.1 | 36.0 | 28.5 | 20.5 | 39.3 | 29.8 | 20.2 |
| Basic | 24.3 | 24.7 | 27.2 | 24.3 | 23.7 | 28.5 | 27.9 | 25.0 | 31.8 |
| Proficient | 32.6 | 31.6 | 33.7 | 30.6 | 34.3 | 34.0 | 27.9 | 31.7 | 34.8 |
| Advanced | 7.6 | 14.4 | 17.0 | 9.0 | 13.5 | 17.0 | 4.9 | 13.5 | 13.1 |
| Advanced + Proficient | 40.3 | 45.9 | 50.7 | 39.6 | 47.8 | 51.0 | 32.8 | 45.2 | 47.9 |

* Proficiency scores for school year 2005-06 were calculated based only on grades 5 and 8. Proficiency scores for school year 2006-07 and 2007-08 were calculated using grades 5,6,7,8 and 11.

The table below shows that more than half of the white and latino students scored at the proficient level or higher in math in 2008, and approximately half of those students scored at the proficient level or higher in reading in 2008. The IEP subgroup fared less well, as over half of the students scored in the lowest category (Below Basic) in Math and over three quarters scored Below Basic in Reading.

MACHS Additional Subgroups PSSA Math and PSSA Reading, 2008 (White, Latino/Hispanic and Students with IEP)

| 2007-2008 | Math % | | | Reading % | | |
|------------------------------|-------------|-------------|-------------|-------------|-------------|------------|
| | White | Latino | IEP | White | Latino | IEP |
| Below Basic | 14.4 | 17.6 | 54.0 | 23.8 | 25.4 | 82.4 |
| Basic | 26.4 | 17.6 | 30.0 | 27.0 | 23.9 | 11.8 |
| Proficient | 34.4 | 41.2 | 14.0 | 34.1 | 32.8 | 3.9 |
| Advanced | 24.8 | 23.5 | 2.0 | 15.1 | 17.9 | 1.9 |
| Advanced + Proficient | 59.2 | 64.7 | 16.0 | 49.2 | 50.7 | 5.9 |

Another way to examine changes in the school's proficiency levels over time is to look at one particular grade, and examine how students in that grade have performed over time. For the fifth year in the school's history, 5th graders took the PSSA in Reading and Math. The table below shows that the Math performance of 5th graders has increased steadily since their first PSSA test in 2004 until this year, when the test scores declined slightly from 68.8% to 66.2%. For fifth graders in math, the test scores surpassed the current AYP threshold of 56% by 10.2%. The

Reading proficiency of 5th graders increased again to 28.6% after a decline from 37.3% in 2006 to 20.8% in 2007. This represents an improvement of 8.2 percentage points over last year. The test results show that the large majority of our 5th grade students are coming to school with very low literacy skills.

MACHS Math and Reading PSSA, Percentage of All Fifth Grade Students Scoring Proficient or Advanced: School Years 2003-04, 2004-05, 2005-06, 2006-07, 2007-08

| | 2004 | 2005 | 2006 | 2007 | 2008 |
|---------|------------|------------|------------|------------|------------|
| | % Prof Adv |
| Math | 21.0 | 23.0 | 50.8 | 68.8 | 66.2 |
| Reading | 32.0 | 35.0 | 37.3 | 20.8 | 28.6 |

School Year 2007-08 was the third year that sixth grade PSSA scores of MACHS students were calculated. For sixth graders in math, the test scores surpassed the current AYP threshold of 56% by 9.3%. In Reading, the sixth graders did not exceed the current AYP threshold of 63%, although they were much improved over their reading scores from 2007 as 5th graders.

MACHS Math and Reading PSSA, Percentage of All Sixth Grade Students Scoring Proficient or Advanced: School Years 2005-06, 2006-07, 2007-08

| | 2004 | 2005 | 2006 | 2007 | 2008 |
|---------|------------|------------|------------|------------|------------|
| | % Prof Adv |
| Math | N/A | N/A | 45.1 | 77.8 | 65.3 |
| Reading | N/A | N/A | 42.2 | 48.1 | 40.4 |

The PSSA in Math and Reading was given to seventh graders for the third time in 2007-08. The results of the seventh graders' PSSA tests are provided in the following table. The seventh graders' performance on the PSSA was significantly higher in 2008 than in 2007 in Math and Reading. The percentage of students scoring proficient in Math increased by nearly 36%, from 27.9% to 63.8%. The percentage of students scoring proficient in Reading increased by a similar percentage, from 36.0% to 64.6%. Both of the AYP thresholds were exceeded this year, in Math by 7.8% and in Reading by 1.6%.

MACHS Math and Reading PSSA, Percentage of All Seventh Grade Students Scoring Proficient or Advanced: School Years 2003-04, 2004-05, 2005-06, 2006-07, 2007-08

| | 2004 | 2005 | 2006 | 2007 | 2008 |
|---------|------------|------------|------------|------------|------------|
| | % Prof Adv |
| Math | N/A | N/A | 37.8 | 27.9 | 63.8 |
| Reading | N/A | N/A | 46.7 | 36.0 | 64.6 |

The eighth graders at MACHS have been tested with the PSSA five times since 2004. For eighth graders in math, the test scores did not surpass the AYP threshold of 45%, and declined slightly from 2007 (47.7% vs. 54.1%). For eighth graders in reading, the test scores surpassed the AYP threshold of 63% by 3.7. Eighth graders' scores on the PSSA have improved consistently since

2005 in Reading. This demonstrates that our middle school program has been successful in accelerating our students' reading achievement, from very low levels at entry in 5th grade, to over two-thirds reading at grade level or above by the end of 8th grade.

MACHS Math and Reading PSSA, Percentage of All Eighth Grade Students Scoring Proficient or Advanced: School Years 2003-04, 2004-05, 2005-06, 2006-07, 2007-08

| | 2004 | 2005 | 2006 | 2007 | 2008 |
|---------|------------|------------|------------|------------|------------|
| | % Prof Adv |
| Math | 18.0 | 32.0 | 30.6 | 54.1 | 47.7 |
| Reading | 55.0 | 36.0 | 42.4 | 66.3 | 66.7 |

School Year 2007-08 was the second year that MACHS had an eleventh grade class, and therefore it was also the second year MACHS had eleventh grade PSSA scores. The eleventh grade PSSA scores for MACHS students were used to determine AYP for the school. These scores will also serve as a baseline for comparison in 2007-08. The eleventh grade proficiency scores are provided in the following table. The table shows that a relatively small percentage of 11th graders achieved proficiency in Math in 2008, up to 12.1% from 8.8% in 2007. A much higher percentage of students achieved proficiency in Reading (40.6%).

MACHS Math and Reading PSSA, Percentage of All Eleventh Grade Students Scoring Proficient or Advanced: School Year 2006-07

| | 2004 | 2005 | 2006 | 2007 | 2008 |
|---------|------------|------------|------------|------------|------------|
| | % Prof Adv |
| Math | N/A | N/A | N/A | 8.8 | 12.1 |
| Reading | N/A | N/A | N/A | 44.1 | 40.6 |

The following set of tables show the PSSA Math and Reading scores at the various scoring levels for all tested MACHS students from the spring of 2006, 2007 and 2008. Results are presented by grade level.

GRADE 5 PSSA MATH PROFICIENCY SCORES MARITIME A C H S, 2006, 2007 and 2008

| Math Perf Lvl | Math % of ALL | | |
|----------------------------|---------------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 |
| Below Basic | 18.6 | 2.1 | 13.0 |
| Basic | 30.5 | 29.2 | 20.7 |
| Proficient | 35.6 | 43.8 | 41.6 |
| Advanced | 15.3 | 25.0 | 24.7 |
| Advanced Proficient | 50.8 | 68.8 | 66.2 |

GRADE 5 PSSA READING PROFICIENCY SCORES MARITIME A C H S, 2006, 2007 and 2008

| Reading Perf Lvl | Reading % of ALL |
|------------------|------------------|
|------------------|------------------|

Maritime Academy Charter School - Charter Annual Report

| | 2005-06 | 2006-07 | 2007-08 |
|----------------------------|---------|---------|---------|
| Below Basic | 35.6 | 54.2 | 26.0 |
| Basic | 27.1 | 25.0 | 45.4 |
| Proficient | 37.3 | 20.8 | 23.4 |
| Advanced | 0.0 | 0.0 | 5.1 |
| Advanced Proficient | 37.3 | 20.8 | 28.6 |

GRADE 6 PSSA MATH PROFICIENCY SCORES MARITIME A C H S, 2006, 2007 and 2008

| Math Perf Lvl | Math % of ALL | | |
|----------------------------|---------------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 |
| Below Basic | 32.4 | 14.8 | 9.5 |
| Basic | 22.5 | 7.4 | 25.2 |
| Proficient | 35.3 | 46.3 | 40.8 |
| Advanced | 9.8 | 31.5 | 24.5 |
| Advanced Proficient | 45.1 | 77.8 | 65.3 |

GRADE 6 PSSA READING PROFICIENCY SCORES MARITIME A C H S, 2006, 2007 and 2008

| Reading Perf Lvl | Reading % of ALL | | |
|----------------------------|------------------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 |
| Below Basic | 30.4 | 24.1 | 27.4 |
| Basic | 27.5 | 27.8 | 32.2 |
| Proficient | 30.4 | 33.3 | 30.1 |
| Advanced | 11.8 | 14.8 | 10.3 |
| Advanced Proficient | 42.2 | 48.1 | 40.4 |

GRADE 7 PSSA MATH PROFICIENCY SCORES MARITIME A C H S, 2006, 2007 and 2008

| Math Perf Lvl | Math % of ALL | | |
|----------------------------|---------------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 |
| Below Basic | 38.7 | 44.2 | 13.8 |
| Basic | 23.5 | 27.9 | 22.3 |
| Proficient | 27.7 | 18.6 | 32.3 |
| Advanced | 10.1 | 9.3 | 31.5 |
| Advanced Proficient | 37.8 | 27.9 | 63.8 |

GRADE 7 READING PSSA PROFICIENCY SCORES MARITIME A C H S, 2006, 2007 and 2008

| Reading Perf Lvl | Reading % of ALL |
|------------------|------------------|
| | |

Maritime Academy Charter School - Charter Annual Report

| | 2005-06 | 2006-07 | 2007-08 |
|----------------------------|---------|---------|-------------|
| Below Basic | 26.7 | 34.9 | 16.2 |
| Basic | 26.7 | 29.1 | 19.2 |
| Proficient | 26.7 | 25.6 | 41.5 |
| Advanced | 20 | 10.5 | 23.1 |
| Advanced Proficient | 46.7 | 36.0 | 64.6 |

GRADE 8 PSSA MATH PROFICIENCY SCORES MARITIME A C H S, 2006, 2007 and 2008

| Math Perf Lvl | Math % of ALL | | |
|----------------------------|---------------|---------|-------------|
| | 2005-06 | 2006-07 | 2007-08 |
| Below Basic | 41.2 | 22.4 | 27.1 |
| Basic | 28.2 | 23.5 | 25.2 |
| Proficient | 25.9 | 34.7 | 33.6 |
| Advanced | 4.7 | 19.4 | 14.0 |
| Advanced Proficient | 30.6 | 54.1 | 47.7 |

GRADE 8 PSSA READING PROFICIENCY SCORES MARITIME A C H S, 2006, 2007 and 2008

| Reading Perf Lvl | Reading % of ALL | | |
|----------------------------|------------------|---------|-------------|
| | 2005-06 | 2006-07 | 2007-08 |
| Below Basic | 35.3 | 18.4 | 14.8 |
| Basic | 22.4 | 15.3 | 18.5 |
| Proficient | 29.4 | 38.8 | 37.0 |
| Advanced | 12.9 | 27.6 | 29.6 |
| Advanced Proficient | 42.4 | 66.3 | 66.7 |

GRADE 11 PSSA MATH PROFICIENCY SCORES MARITIME A C H S 2006 and 2007

| Math Perf Lvl | Math % of ALL | |
|----------------------------|---------------|-------------|
| | 2006-07 | 2007-08 |
| Below Basic | 38.2 | 66.7 |
| Basic | 52.9 | 21.2 |
| Proficient | 8.8 | 12.1 |
| Advanced | 0.0 | 0.0 |
| Advanced Proficient | 8.8 | 12.1 |

GRADE 11 PSSA READING PROFICIENCY SCORES MARITIME A C H S 2006 and 2007

| Reading Perf Lvl | Reading % of ALL | |
|----------------------------|------------------|-------------|
| | 2006-07 | 2007-08 |
| Below Basic | 20.6 | 37.5 |
| Basic | 35.3 | 21.9 |
| Proficient | 38.2 | 31.2 |
| Advanced | 5.9 | 9.4 |
| Advanced Proficient | 44.1 | 40.6 |

It can also be helpful to look at the scores on each section of the test and the subtopics included on the test. This information can identify areas of strength and weakness in the curriculum and student comprehension. The chart below shows how MACHS students performed on each section of the Math PSSA (multiple choice vs. open ended) and in each subtopic area (numbers and operations, measurement, geometry, algebraic concepts, and data analysis and probability). MACHS students perform significantly higher on the multiple choice portion of the test than on the open-ended questions (60.0% vs. 32.4%). They are also performing best on the Numbers and Operations questions found on the PSSA, on average earning 61.9% of the available points. The weakest performance of MACHS students is found on Geometry questions, where they earned on average 49.7% of available points.

PSSA MATH SUBSCORES MARITIME A C H S 2007-2008

| MATH | MACHS % Correct |
|-----------------------------|-----------------|
| Raw Score | 55.0% |
| Multiple Choice | 60.0% |
| Open Ended | 32.4% |
| Numbers & Operations | 61.9% |
| Measurement | 52.0% |
| Geometry | 49.7% |
| Algebraic Concepts | 55.7% |
| Data Analysis & Probability | 52.7% |

The chart below shows how MACHS students performed on each section of the Reading PSSA (multiple choice vs. open ended) and in each subtopic area (Comprehension and Reading Skills, Interpretation and Analysis of Fiction and Non-Fiction). MACHS students perform significantly higher on the multiple choice portion of the test than on the open-ended questions (61.22% vs. 44.80%). They are also performing better on the Comprehension and Reading Skills found on the PSSA, on average earning 62.68% of the available points. On average, MACHS students are earning 51.20% of available points on questions testing the Interpretation and Analysis of Fiction and Non-Fiction.

PSSA READING SUBSCORES MARITIME A C H S 2007-2008

| READING | MACHS % Correct |
|---|-----------------|
| Raw Score | 57.4% |
| Multiple Choice | 61.2% |
| Open Ended | 44.8% |
| Comprehension & Reading Skills | 62.7% |
| Interpretation & Analysis of Fiction and Non- | 51.2% |

| | |
|---------|--|
| Fiction | |
|---------|--|

PSSA WRITING SCORES

The PSSA Writing tests were administered to 5th, 8th and 11th graders at MACHS in spring 2007 and winter 2008. The following tables provide the percentage of students in each of those grades, and in those three grades combined who scored at each of the four proficiency levels, by category (e.g., All students, Black students, Economically Disadvantaged students).

MACHS Percentage of 5th Graders Scoring at Various Levels on the Writing PSSA Test, Spring 2007 and 2008

| Writing Perf Lvl | Writing % of ALL | |
|--------------------------------|------------------|--------------|
| | 2006-07 | 2007-08 |
| Below Basic | 0.0% | 0.0% |
| Basic | 60.4% | 59.0% |
| Proficient | 39.6% | 39.7% |
| Advanced | 0.0% | 1.3% |
| Proficient and Advanced | 39.6% | 41.0% |

MACHS Percentage of 8th Graders Scoring at Various Levels on the Writing PSSA Test, Spring 2007 and 2008

| Writing Perf Lvl | Writing % of ALL | |
|--------------------------------|------------------|--------------|
| | 2006-07 | 2007-08 |
| Below Basic | 1.0% | 0.0% |
| Basic | 28.9% | 33.0% |
| Proficient | 64.9% | 64.2% |
| Advanced | 5.2% | 2.8% |
| Proficient and Advanced | 70.1% | 67.0% |

MACHS Percentage of 11th Graders Scoring at Various Levels on the Writing PSSA Test, Spring 2007

| Writing Perf Lvl | Writing % of ALL | |
|--------------------------------|------------------|--------------|
| | 2006-07 | 2007-08 |
| Below Basic | 0.0% | 0.0% |
| Basic | 5.4% | 34.5% |
| Proficient | 94.6% | 65.5% |
| Advanced | 0.0% | 0.0% |
| Proficient and Advanced | 94.6% | 65.5% |

MACHS Percentage of 5th, 8th and 11th Graders Combined Scoring at Various Levels on the Writing PSSA Test, Spring 2007 and Spring 2008

| Writing Perf Lvl | Writing % of ALL | | Writing % of BLACK | | Writing % of Econ | |
|--------------------------------|------------------|--------------|--------------------|--------------|-------------------|--------------|
| | 2006-07 | 2007-08 | 2006-07 | 2007-08 | 2006-07 | 2007-08 |
| Below Basic | 0.5% | 0.0% | 0.6% | 0.0% | 0.0% | 0.0% |
| Basic | 32.4% | 42.6% | 31.7% | 40.1% | 37.0% | 43.9% |
| Proficient | 64.3% | 55.6% | 65.8% | 57.8% | 61.1% | 53.5% |
| Advanced | 2.7% | 1.9% | 1.9% | 2.0% | 1.9% | 2.6% |
| Proficient and Advanced | 67.0% | 57.4% | 67.7% | 59.9% | 63.0% | 56.1% |

The table above shows that the percentage of tested students who scored proficient or higher on the PSSA Writing test in the 5th, 8th and 11th grades in 2008 across all three measured categories. Fifty-seven percent (57.4%) of All students were proficient or advanced, 59.9% of Black students were proficient, and 56.1% of Economically Disadvantaged students was proficient. This represents a 7-10% decrease in scores from 2007.

The PSSA Writing test consists of several items, grouped into two categories called “composition” and “revise and edit”. The MACHS students performed slightly better, on average, in composition (65.6% of items answered correctly) than in revising and editing (62.9% of items answered correctly), as can be seen in the following table.

MACHS Combined 5th, 8th, and 11th Grade Writing Subscores 2007,

Average Percent Correct of All Items

| Writing Subarea | Grade 5 | Grade 8 | Grade 11 | Combined Grades 5, 8, and 11 |
|-----------------|---------|---------|----------|------------------------------|
| Composition | 63.6% | 68.0% | 61.6% | 65.6% |
| Revise and Edit | 64.9% | 62.5% | 58.4% | 62.9% |

SAT Scores

The Maritime Academy Charter High School aims to prepare all of our students for higher learning after graduation. In the fall of 2008, our first class of seniors took the SAT. A total of 13 seniors took the SAT at sites off of the school’s campus. The average SAT Reading score for the 13 seniors who took the test was 421. The average Math score for those seniors was 402. The average SAT Writing score was 436. The average combined SAT Math and Reading score of Maritime’s seniors (823) was comparable to the overall average SAT combined score of all of the Philadelphia School District’s Seniors in 2005 (802).

The school will be focusing on preparing more students to take the SAT in the fall and next spring, encouraging students to take advantage of online SAT preparation courses and providing on-site tutoring in SAT-related skills to juniors and seniors at the school.

How these results influence development of new or revised annual measurable goals and targets

Our primary measure of student and school progress will continue to be our PSSA scores. Our goal is to be able to consistently meet AYP targets as outline by No Child Left Behind. From 2008-2010, our goal is for 63% of our students to be proficient in reading and 56% of our students to be proficient in math. In 2011, our goal is for 72% of our students to be proficient in reading and 67% to be proficient in math. In 2012, our goal is for 81% of our students to be proficient in reading and 78% to be proficient in math. In 2013, our goal is for 91% of our students to be proficient in reading and 89% of our students to be proficient in math.

Over the past two years, the staff, Board of Trustees, and administration of MACHS have focused intensely on our goals of increasing student achievement in math, reading and writing across all groups of students in our school. Our students' achievements in math and reading, as seen in the PSSA tests, have increased dramatically over the past four years, enabling us to make 12 of the 14 academic targets for AYP. We have been successful in our strategy of making incremental improvements to our students' achievement levels each year in math and reading, and we will continue with our current outcomes-oriented program. We realize that, although we have made steady progress in our students' proficiency levels, our 11th graders performance on the PSSA indicates a need to improve their achievement levels, particularly in math, prior to their graduation in 2009. We will achieve this by providing them with additional learning resources and tutoring over the coming year.

We will also continue to use Study Island, an online test preparation program. This program is designed to help students master assessment anchor topics that are tested on the PSSA. Teachers have access to a private page where they can view detailed progress reports for individual students as well as their class as a whole, which makes it easy to identify weak areas. In addition, teachers can compare their students' performance against other students in Pennsylvania.

Although we do not yet have the results of the PSSA Science tests from 2008, we will continue to implement a focused Science program and curriculum for all of our students. We will continue to focus on environmental science and ecology with our major partner, the Independence Seaport Museum.

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.

At our annual retreat, our Grade Team Leaders and administrative leadership team meet to analyze the previous year's test results. Our assessment results are reviewed and compared to our school's academic goals and objectives in the development of each year's Annual Report. The results are used to make programmatic decisions regarding changes to the curriculum, more attention to teacher professional development, more time for individual student tutoring, etc.

With the Curriculum Coordinator, our Leadership team designs a plan to modify our curriculum and instructional methods in order to address our students' needs with regard to testing. These annual meetings have generated numerous changes in our educational program, as they are our primary opportunity to evaluate our effectiveness. For example, in 2006, our Leadership Team decided to eliminate our Math Lab, because it did not appear to be impacting our students' mathematics abilities, as evidenced by their PSSA scores. Instead of the Math Lab, the Leadership team decided to implement Study Island, a more targeted online test preparation program based on the PA Academic standards in Reading/Writing/Language Arts and Mathematics. From December on, students spend one hour each week in either math or reading on Study Island to prepare for PSSA testing.

Study Island serves as an interim assessment for our teachers. On this program, teachers have access to a private page where they can view detailed progress reports for individual students, as well as their class as a whole. These reports allow teachers to easily identify their students' weak

areas. In addition, teachers can compare their students' performance against other students in Pennsylvania. The reports provided by Study Island allow teachers to modify their instruction as necessary in order to meet the needs of their particular students.

Over the past five years, we have relied primarily on the PSSA in Mathematics, Reading and Writing to gauge our students' academic achievement and progress. However, our teachers also use a variety of assessment types in order to gauge student learning, including student projects and exhibitions, teacher-prepared tests, oral presentations, and rubrics to evaluate culminating projects (8th and 12th grade only).

Our teachers have all been trained in the use of Talent Development curricula, and in the use of the Talent Development assessment materials for adjusting teaching and learning to focus on areas of student weakness, particularly in reading and math. Teachers also use the results of locally developed assessments (paper and pencil tests, student presentations, writing assignments, homework assignments) to determine where students might need extra assistance from resources such as Study Island, or after school tutoring. Student performance is gauged regularly in all grades in all subject areas, and the results are frequently discussed at weekly grade level meetings in determining best approaches for working with the entire grade and with individual students. When students are assigned to extra assistance in reading or math, their teachers and the school principals monitor their progress on a regular basis to determine how well the particular intervention is working to build their skills. If the student is determined to be making little progress, the school tries a different type of remediation. The goal is to move the student quickly back up to his or her regular grade level.

In order to measure our student outcomes with regard to developing ICT literacy relative to the new ISTE Educational Technology standards for students, we are using an online assessment called TechLiteracy. Our 8th grade students took this assessment this past fall and in the spring. The online assessment provides feedback about the technology skills that our students have acquired throughout the year. Over the next five years, we plan to expand the use of technology throughout the entire middle school and high school and therefore we plan to utilize this assessment in additional middle and high school grades.

Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

The Maritime student achievement plan is based on the measurable goals and outcomes that were updated as part of our charter renewal process. The plan calls for using a range of student assessments, including standardized assessments, assessments created by the Talent Development program at Johns Hopkins, feedback from the Study Island online learning program, informal teacher observations, and student presentations, paper and pencil tests, and performances to guide instructional decision making for individual students, for each grade level, and for the school as a whole. The school uses a mix of all of those methods to gauge each student's academic achievement, in order to ensure that they are on pace to meet the Pennsylvania Academic Standards by the time they graduate from MACHS.

To date, the school has not kept particular portfolios of each individual student's work, and does not use surveys to gauge students' academic progress. In the coming year, we plan to incorporate portfolio assessments, especially for our 8th graders and our seniors. A portfolio is a collection of student work that showcases a student's progress in pre-determined instructional goals. A variety of materials could be included in a student's portfolio such as teacher notes, journal entries, student self-reflections, papers, and completed projects. The school did conduct a parent survey during the summer of 2007, which showed that the large majority of the school's parents were satisfied with the school's academic program.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

MACHS is committed to raising the academic achievement level of all our students, and to that end, we have implemented Talent Development in English and Mathematics throughout all grade levels. Designed by the Johns Hopkins University, this is a comprehensive reform model for urban middle and high schools, with a three-part focus on curricular and instructional innovations to prepare all students for high-level courses in math and English, parent and community involvement to encourage college awareness, and professional development to support and realize the recommended reforms. Our teachers meet weekly with Johns Hopkins Talent Development Facilitators to review new strategies and interventions for at-risk students.

Students who are at-risk of failure are identified by their teachers at the beginning of each school year and during each marking period based on their academic performance and performance on past reading and mathematics standardized tests. We use student test scores to assign the lowest performing students to academic support sessions that include time during the day devoted to using Study Island, an online test preparation program. Students with particularly low levels of skills are required to attend tutoring support before school, after school, or during on Saturday mornings. The school has also implemented a reading lab to support students needing extra assistance with reading, staffed by trained reading instructors.

Our grade teachers meet weekly to discuss instructional planning and progress of students. When a student is not meeting standards in their academic skill development, teachers refer the student to the Comprehensive Student Review Team. This team contacts the students' parents and creates short-term interventions to address specific needs. If the student continues to perform below standards in their academic skill development, the Comprehensive Review Team will recommend testing by a certified school psychologist to determine if there is a learning disability. If a disability is noted, the Comprehensive Review Team prepares an IEP and the recommended learning prescription is followed. If a student is not found to have a learning disability, but still struggles with academic performance, tutoring and classroom support are available. MACHS has two full-time, Pennsylvania State certified Special Education teachers. MACHS follows federal regulations in determining special education placement.

As the PSSA results above demonstrate, the school has been effective at raising the PSSA proficiency levels of all of our students, and particularly the students who come from economically disadvantaged homes. The results over the past two years for our economically disadvantaged students, shown again here, demonstrate that our strategies to reduce the percentage of our students scoring at the lowest proficiency levels have had a strong impact.

| Math Perf Lvl | Math % of Economically Disadvantaged | | |
|-----------------|--------------------------------------|---------|-------------|
| | 2005-06 | 2006-07 | 2007-08 |
| Below Basic | 38.8 | 26.9 | 18.0 |
| Basic | 23 | 24.0 | 21.3 |
| Proficient | 30.9 | 31.7 | 37.1 |
| Advanced | 7.2 | 17.3 | 23.6 |
| Advanced | 38.1 | 49.0 | 60.7 |

| | | | |
|-------------------|--|--|--|
| Proficient | | | |
|-------------------|--|--|--|

| Math Perf Lvl | Reading % of Economically Disadvantaged | | |
|----------------------------|--|----------------|----------------|
| | 2005-06 | 2006-07 | 2007-08 |
| Below Basic | 39.3 | 29.8 | 20.2 |
| Basic | 27.9 | 25.0 | 31.8 |
| Proficient | 27.9 | 31.7 | 34.8 |
| Advanced | 4.9 | 13.5 | 13.1 |
| Advanced Proficient | 32.8 | 45.2 | 47.9 |

Student Assessment - Attachment

- MACHS 2008 AYP Report and Aggregate scores

Teacher Evaluation

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

Teacher Evaluation

The school’s Board of Trustees has delegated the responsibility of teacher evaluation to the CEO of MACHS, Dr. Ann Waiters. Dr. Waiters holds a Pennsylvania School Supervisory Certificate. MACHS Instructional Advisors assist Dr. Waiters in the evaluation process. The school’s teacher evaluation plan is designed to a) measure teacher competence and b) foster professional development and growth. MACHS’ teacher evaluation provides teachers with useful feedback about their classroom performance, the opportunity to learn effective teaching techniques, and counseling from master teachers about how to make classroom changes to achieve our school’s instructional goals. Our evaluators observe specific procedures and standards that: a) relate to important teaching skills and lesson planning b) are as objective as possible c) are clearly communicated to the teachers before the evaluation begins and reviewed following the evaluation and d) are linked to the MACHS program of professional development.

Our Instructional Advisors include Principal/COO Edward Poznek and Brian Lytz, the High School Coordinator at MACHS. The Instructional Advisors observe classroom lessons in order to collect data for evaluation. These observations are both formal and unannounced. The Teacher Evaluation Form is based on the PDE 426/427 Assessment forms with the following four categories: 1) Planning/Preparation, 2) Classroom Environment, 3) Instructional Delivery, and 4) Professionalism. Review conferences are held within 5 days of the teacher observation to facilitate the teacher’s receipt of feedback from an Instructional Advisor. In addition, Instructional Advisors review lesson plans and classroom records to note how well a teacher is making progress towards instructional goals. Classroom records, including tests and assignments, are indicators of how the teacher is linking lesson plans, instruction, and assessment. Instructional Advisors report the results of their teacher evaluations and conduct post-observation conferences to give teachers feedback on their strengths and weaknesses.

This process requires the instructional advisor to:

- Deliver the feedback in a positive and considerate way;
- Offer ideas and suggest changes that make sense to the teacher;
- Maintain a level of formality necessary to achieve the goals of the evaluation;
- Maintain an appropriate balance between praise and criticism; and
- Provide enough feedback to be useful but not so much that teachers are overwhelmed.

Using information collected from the Instructional Advisors, Dr. Waiters completes a formal evaluation of each teacher. She evaluates teachers in the following areas: 1) inclusive education of special education students 2) team work 3) responsiveness to student/parent conferences 4) communication with support staff 5) student academic attainment consistent with school objectives 6) participation in school activities and staff development 7) enthusiasm and 8) attendance. Teachers have the right of appeal in the event of a perceived unfavorable or inaccurate review. Appeals are directed to the Board of Trustees, who establish an outside arbitrator to review the evaluator's comments. The arbitrator will provide a hearing and written recommendations regarding any follow-up action for the board.

Linking Teacher Evaluation to Professional Development

The MACHS Instructional Advisors work to help the school use teacher evaluation to:

- Work with teachers to set specific, achievable instructional goal;
- Provide constructive criticism and suggestions to improve weak areas and amplify strengths; and
- Enlist experienced teachers to help improve the performance of less experienced teachers.

In addition, every year our Professional Development Committee and our School Leadership Team look at our test scores and our teacher evaluation team, and identify professional development needs for our teachers and staff. Recently, our Committee developed a new Act 48 Professional Education Plan to replace our previous plan which expired in 2007. Members of our professional development committee include:

- Ann Gillis-Waiters, Ed.D, Chief Executive Officer
- Karin Kull, Director of Curriculum
- Angela O'Brien, parent, Home and School Association
- Penelope Jones, M.Ed, MACHS Educational Leadership Team
- Lisa Foster, 8th Grade Teacher

The new plan identified some important professional development needs for our staff, including:

Specialized training using research-based pedagogy in the content areas of RELA and mathematics

Training with a focus on differentiated instructional strategies and classroom accommodations to comply with student IEPs

Training in Maritime Studies

Training to develop an early intervention process for students who are not progressing at grade level expectations

Responding to these needs, our Professional Development Committee has contracted a number of providers to present trainings to our staff. One such provider is John's Hopkins University Talent Development Middle Schools Program. This is a comprehensive reform model for urban middle and high schools, with a three-part focus on curricular and instructional innovations to prepare all students for high-level courses in math and English, parent and community involvement to encourage college awareness, and professional development to support and realize the recommended reforms.

Talent Development is a state-approved Act 48 Professional Education Provider. Talent Development Facilitators conduct monthly, full-day workshops throughout the school year which include topics such as understanding content, PSSA rubrics, differentiation, and teaching strategies. Peopling of Philadelphia, and Act 48 professional education provider, provides our staff with trainings in urban ecology and the ecology of the Delaware Watershed, a major component of our maritime curriculum. Topics of workshops conducted by Peopling of Philadelphia include soil testing, water testing, macro-invertebrates, and the formation of the Delaware Watershed. Additionally, MACHS teachers have collaborated with educators from the Philadelphia Independence Seaport Museum to develop a sequential maritime curriculum for each grade that compliments Pennsylvania state standards. Educators from the Independence Seaport Museum have provided professional development workshops on grade specific content information, culminating school-wide activities, and various maritime projects. Many of our professional development opportunities are directly related to our mission of providing a rigorous academic program which incorporates maritime themes.

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

The teachers and staff are evaluated primarily by the school's CEO, Dr. Ann G. Waiters. Dr. Waiters is a Pennsylvania certified school principal and holds a Pennsylvania Superintendent's certificate. She has served previously as a high school principal, as a regional superintendent in Philadelphia, and as a superintendent of schools in a Pennsylvania School District.

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

The school's CEO, as well as the school's Principal/Chief Operating Officer and the school's Curriculum Director, participate in all of the professional development held for the school's staff. These include multiple professional development sessions for the teaching of Math and Reading conducted by the Talent Development program, the primary program used in the school to boost mathematics and language skills of students in the school. Dr. Waiters participates in all professional development sessions related to the staff's mission of promoting maritime learning and activities for inner city youth. For example, Dr. Waiters has been to several of the sessions held for the school by the Independence Seaport Museum. She collaborates regularly with the school's special education supervisor and school psychologist in planning special programs for students with Individualized Education Plans.

Teacher Evaluation - Attachment

- Teacher evaluation plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The school has maintained continuity of leadership, which has contributed greatly to the long-term success of the school. The school's administrative leadership team has remained the same since the founding of the school, with the original CEO, COO, and Curriculum Director have all continued to serve the school through 2007-08. There have also been relatively few changes to the Board of Trustees since the founding of the school. No changes in Board membership or school leadership have occurred during the current school year (since July 1, 2007).

Board of Trustees

| Name of Trustee | Office (if any) |
|------------------------|------------------------|
| Dante Mattioni, Esq. | Chairman |
| Eugene Mattioni, Esq. | Member |
| Dennis O'Brien | Vice Chairman |
| Louis Hiban | Treasurer |
| Michael Gabor | Member |
| Harvey Weiner | Member |
| Art Sulzer | Member |
| Albert Childs | Member |
| Michelle Krajewski | Member |
| Scott Cointot | Member |

Professional Development (Governance)

T

The Chief Executive Officer serves with the Board as an ex-officio member. As a retired school district superintendent, she provides leadership to the Board in matters of governance including the Sunshine Law and the Public Officials Act. When additional expertise is needed for Board decision making, professional consultants familiar with the issues involved are engaged to work with the Board.

Coordination of the Governance and Management of the School

The CEO is accountable to the Board for all school operations. In addition to participating in school activities and making site visits, the Board meets monthly to review and approve staff reports on the school’s operations including financial expenditures and plans, curriculum reports, staff acquisitions and separations, student activities and issues, student achievements, staff performance reviews, fundraising efforts, student enrollment, textbook acquisitions, and acquisitions of furniture, fixtures and equipment. In addition, MACHS maintains a cooperative and collaborative relationship with the School District of Philadelphia.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Schedule

Community and Parent Engagement

Community Engagement

Community members are involved in the governance of MACHS through their board membership. Our board is responsible for overseeing all operations of MACHS, controlling all policy making, hiring decisions, establishing a reporting relationship between the trustees and the school staff, ensuring that MACHS operates in compliance within its charter, and providing opportunities for administrators, staff, students, and parents to address the board with concerns. For example, we have members of several maritime-related organizations on our board, including graduates of the U.S. Merchant Marine Academy and the Operations Manager and Captain at River Associates, a division of K-Sea Transportation Partners.

MACHS encourages community involvement in the management of school by informing the community of the regularly scheduled board meetings, which are open to the public, through advertisement in the Philadelphia Daily News. Additionally, MACHS maintains an information-rich

website (<http://www.maritimecharter.org/>) that provides the community with information on school programs and activities, including calendars of upcoming events.

Our alliance with the U.S. Merchant Marine Academy influences curriculum content, and will soon provide state of the art programs to include virtual science labs and maritime training technologies. Additionally, it is because of our unique community alliances, and the city's tremendous resources, that MACHS is able to offer students the opportunity to explore and experience maritime careers and branches of study related to intermodal transportation through experiences both inside and outside the classroom. Our distinctive partnerships with local and regional businesses and organizations afford MACHS many opportunities to engage students in these exceptional experiences.

Our partnership with the Seaport Museum allows MACHS students to learn about the history of seafaring and shipbuilding and the role the city of Philadelphia plays in the essential industry. Grades five through eight visit the museum regularly for workshops with museum educators and to complete independent projects with different themes related to our seaports.

Earth Force, a nonprofit organization dedicated to engaging young people as active citizens who improve the environment and their communities now and in the future, has partnered with MACHS to offer workshops and assist students in creating projects related to environmental learning. They also encourage active student participation outside of school, through recycling drives and clean-up days.

The Cooper River Yacht Club generously hosts MACHS students over a twelve-week periods to attend courses in sailing.

The U.S. Coast Guard sponsors the MACHS Sea Scouts program, a nautical organization affiliated with the Boy Scouts of America.

Sea Scouts, open to all MACHS students, provides a place where students can learn the traditions of the sea, and experience everything from tying knots to cruising in a vessel. This program also offers our students the chance to become certified in SCUBA, boating safety, CPR, and other valuable skills. In addition to the traditional Scouting disciplines, we also utilize the classroom-based Learning for Life program to encourage positive behavior, assist in building self-esteem and reward positive work ethics.

Adventure SCUBA, located in Conshohocken, PA, has created an entry-level course in basic SCUBA for MACHS students. The course covers topics ranging from equipment, environment, physics, physiology and emergencies, as well as the skills and techniques required for students to dive safely. Students who take this course become NAUI certified.

In 2006-07, MACHS partnered with Teach for America and placed two corps members in the high school, teaching special education. Teach for America places outstanding college graduates in low-income community schools with the intent to eradicate inequality of education. Because of the success these teachers have had at MACHS, increased the total number of corps members teaching at MACHS to 4 in 2007-08.

Finally, we are pleased to share that MACHS has been named a member in the National Network of Partnership Schools with Johns Hopkins University. This recognizes and supports our school's commitment to developing a comprehensive program of school, family, and community partnerships for student success.

In the future, we also hope to expand our current student internship program by increasing the number of partnerships between MACHS and maritime business corporations. Currently, this program only benefits our seniors. However, we plan to expand our internship program to the 10th and 11th grades beginning in 2008-09. We have begun discussions, and plan to develop student

internships with K-SEA Transportation, the Seamen's Church Institute, the Wooden Boat Factory, and the New Jersey Aquarium. Currently, our Seniors are participating in internships with the Independence Seaport Museum Boat Building Program.

Community organizations are true educational partners with the school. It is these kinds of unique and meaningful partnerships with community organizations that MACHS seeks to continue—and to cultivate further—in the future.

Parent Engagement

Upon enrolling a child at MACHS, parents are asked to sign a contract in which they pledge to participate in the school as volunteers and as members of the Parents Association. Parents also receive a monthly newsletter keeping them informed of school happenings and encouraging them to visit the school, attend parent meetings and special events, and give some time as volunteers. Workshops are conducted periodically to aid parents and let them know how they can support their child's learning at home. Parents are invited to visit their child's classroom any time of the year. In addition, Board meetings are advertised in advance in the *Philadelphia Daily News* and are open to the public, including parents. A calendar of activities/school meetings is also posted on the school's website.

A new component of our school's effort to engage parents is the MACHS Parent Satisfaction Survey, administered during the summer of 2007. This mail survey asked a random sample of 300 MACHS parents to rate their satisfaction with the school in areas of curriculum, instruction, safety, communication, leadership, technology and opportunities for parents to affect school decision making. Results reveal that parents are most satisfied with the school in areas of curriculum, instruction, and school safety. Approximately three-quarters of respondents said that they would recommend MACHS to a friend. Over two-thirds of the responding parents reported that they were satisfied or very satisfied overall with the school.

Finally, MACHS also maintains a Parent Advisory Committee that meets and creates activities on a monthly basis. The committee participated in the Maritime Academy Charter School newsletter, which was sent home to parents quarterly. The newsletter included such information as research methods that can help parents develop their children's motivation, special points of interest such as grade activities, family counseling, annual book fairs, and school activities. The newsletter also provided new information about MACHS programs and procedures and invited parents and students to respond with comments and concerns in the school's suggestion box. In addition, the Parent Advisory Committee helped organize the Book Fair and Maritime Festival Day, and provided chaperones for our sailing courses.

The Parent Advisory Committee has remained active in providing ongoing parent and student orientations throughout the school year as well as weekly parent visits. Parent-teacher conferences are held each quarter when report cards are issued to assist the parents in becoming more aware of their children's progress each marking period. Guidelines for the conferences are shared with teachers to help parents and teachers communicate more effectively. They include:

- Help build parent support for the teacher and the school;
- Engage parents as learning partners with their children;
- Establish shared goals among the teacher, the parent, and the student;
- Review and seek agreement with school and classroom routines;
- Share information about classroom procedures, course objectives, and grading standards;
- Learn more about how the student learns best and likes to do;
- Share instructional concerns and design strategies for improvement;
- Share student successes; and
- Establish a procedure for ongoing communication.

The majority of parents attended conferences, and those who were unable to attend were called on a regular basis for status reports. In addition, MACHS uses the online program Powerschool, so that students and parents may access assignments and grades from home. Over half of the school's parents accessed the online Powerschool reports on their children this year.

MACHS also hosts parent workshops periodically to provide information to parents about how to support their child's learning at home. Our most recent workshop focused on clarifying the college application process. Parents are also invited to visit their child's classroom any time of the year. In addition, our schedule of board meetings is published in advance in the *Philadelphia Daily News* and are open to the public, including parents. A calendar of activities/school meetings is also posted on the school's website.

Student Engagement

All students of MACHS are encouraged to participate in activities beyond the classroom. These activities provide the opportunity for a student to expand his or her skills in other areas of interest. MACHS provides a variety of extracurricular activities, and most students are involved in one or more. This year over 100 students participated. Among the clubs and organizations MACHS offered in 2007-2008 were an array of athletic teams, art club, chorus, newsletter/yearbook, chess club, comic book club, computer club, homework club, literary club, math club, science club, and Student Council. Each club meets once a week throughout the school year. In addition, upon meeting outstanding academic and disciplinary criteria, students were invited to join the National Honor Society.

The Student Council is a major source of representation and improvement for the students at MACHS. The staff and high school students of MACHS Student Advisory Committee created a student government in 2006-07 for the betterment of the school community. Together with the staff and other school organizations, they worked to provide a positive learning environment. The members, who consist of a president, vice president, secretary, and treasurer, acted as liaisons for their fellow classmates and for the school. This year, the student government played an active role in creating and organizing fundraising projects and activities, as well as inventing opportunities for fellow students and classmates to participate in programs that would increase leadership and motivation among students. The twenty-five members of student government were chosen by their peers to represent their ideas, goals, and ambitions for the school year.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Fundraising during the 2007-2008 school year was addressed through a variety of measures. One of our priorities is to incorporate technology into our school curriculum in order to increase the Information and Communication Technology (ICT) literacy of our students. To do this, we applied for a federal grant called Enhancing Education Through Technology which we received in the spring of 2007. The grant was awarded in the amount of \$60,000 for the 2007-08 school year. The grant has allowed MACHS to invest in new technology equipment, software, and training.

In addition, the school community organized seventeen fundraising events throughout the school year, including dress down days, candy grams, picture days, a flea market, raffles, and a maritime festival, raising approximately \$11,213 in goods, services and cash donations in 2007-08.

Fiscal Solvency Policies

As of June 30, MACHS was operating with a fund surplus of approximately \$831,921. This operating surplus facilitates our long term fiscal solvency, and can be used in emergencies, shortfalls, and funding delays. In addition, Nobel Learning Communities, Inc. is the school's business manager and provides daily analysis and monthly and annual forecasting of receipts and expenditures. Our goal is to maintain an end of year fund surplus of at least 5% of the operating budget in order to ensure fiscal solvency in the coming year.

Accounting System

All financial and budgetary reporting are prepared in accordance with the Generally Accepted Accounting Principles and the applicable standards set by the Government Accounting Standards Board (GASB). The general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Maritime Academy Charter School utilizes the internal controls procedures, including cash management, general ledger, financial reporting, and account and bank reconciliations provided by Nobel Learning Communities, Inc. The accounting software used is Peachtree Complete Accounting 8.0.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Projected Budget for 2008-09
- MACHS Preliminary statement of Revenues and Expenditures 2007-08

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

MACHS engaged the audit firm of Siegal and Drosser PC Auditors, located at 7708-10 Castor Avenue, Philadelphia, PA 19152 for the 2006-2007 audit, and will use this firm to conduct the audit of our fiscal year ending June 30, 2008. Federal law allows non-profit organizations until the 15th day of the 5th month following the close of their fiscal year to file taxes and conduct audits. Therefore, MACHS has until November 15, 2008 to complete its audit report for 2007-2008; and we anticipate that this audit will be completed in early fall 2008. At this time, MACHS is submitting its audit report for 2006-2007 to this report. MACHS will provide PDE and the School District of Philadelphia with a copy of the audit report for the 2007-2008 school year immediately upon its completion.

The independent audit of the school's 2006-07 finances identified no issues needing attention. The audit found that, as of June 30, 2007, the end of year cash balance was \$2,163,684. The one year surplus of \$87,091 was the result of an increase of \$45,624 since July 1, 2006.

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

- MACHS Audit for 2006-07

Citations and follow-up actions for any State Audit Report

MACHS was not audited by the State during this school year.

SECTION VII. FACILITY RESPONSIBILITIES

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

In 2006-2007, Maritime Academy Charter High School moved to its present location at 2275 Bridge Street in the Arsenal Business Complex. We moved our school from our original location at 30th and Market Streets, where we had operated the school for our first 3 years. Our move has benefited our students and staff in many ways. The new location was chosen for multiple reasons: the rent was more affordable, there was ample space for student and administrative activities, as well as outdoor space for recreation, the site is still easily accessible by public transportation, the site is more accessible to buses for school trips than our previous location, the quality of the facilities is much better than our previous location. Perhaps most importantly for the mission of our school, the new site provides our students and our school direct access to the water for maritime activities on the Delaware River.

This year, in order to better utilize the available space, massive renovations and construction resulted in many physical changes to the school. We completed renovation and construction of our School Services Building, which houses administrative offices, maritime studies, ESL and special education services including psychological and counseling services, speech therapy, occupational therapy. We acquired space for 3 new offices and 10 new classrooms, including the addition of art and music rooms, a second computer lab, and three fifth-grade classrooms. A playground exclusively for the middle school was built on the grounds, as well as a new fire tower. Additional construction is planned for this summer as well, which will expand the high school space by 16,000 square feet, resulting in new classrooms and a combination cafeteria/auditorium space. We are also in the process of purchasing buildings #1 and #7. Our move and all proposed expansion were discussed with and approved by the School District of Philadelphia's Facilities Director.

Future Facility Plans and Other Capital Needs

Our school has been involved in extensive facilities development projects over the past two years, continuing through this summer. Because our school is still growing, we need to add more space for our high school. We intend to issue a bond in order to finance a larger space for our high school grades. We will create a larger space for our high school that will include more administrative space, more space for working with students with special needs and disciplinary problems, space for a science lab and an additional technology lab, and more space for our teachers to meet and work when not in their classrooms. The Frankford Arsenal facilities have ample space for our expansion, and we have been in discussion with them about that expansion for several years. We have already discussed our plans for improving and expanding our space at the Arsenal for our school with the School District's facilities office.

In addition, one of our priorities is to incorporate technology into our school curriculum in order to increase the Information and Communication Technology (ICT) literacy of our students. Funds received through the Enhancing Education Through Technology federal grant allowed us to create a computer lab for use by all middle grades teachers (Science, English, Mathematics, Social Studies) with Microsoft Office products and Inspiration software. Currently, our 8th grade teachers are working to incorporate our new technology resources into the guidelines for their culminating 8th grade project. Our 12th graders are also incorporating these new technologies into their culminating Senior Projects. We plan to continue this effort in the upcoming five-year renewal period by applying for additional funding, purchasing additional computers and software, providing additional professional development to our teachers, and evaluating the implementation and outcomes of using technology to support our curriculum.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

A current Use and Occupancy Certificate has been issued by the City of Philadelphia and is on file at the school.

In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, the School District of Philadelphia Policy and Procedure Number 110.4, and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code, MACHS held 10 fire drills in 2007-2008.

All fire alarm drills are recorded in a log book with all of the relevant information; date, time of drill, the actual time for evacuation, and any other factors. The Philadelphia Fire Department inspects the log book annually.

MACHS employs a full-time, certified school nurse who organizes the provision of all health services (i.e. physical examinations, hearing screening, etc.) mandated by the Pennsylvania Department of Health as stated in Section 1402 of the Public School Code. Furthermore, MACHS abides by 28 Pa. Code Chapter 23 relating to immunization requirements for students attending a public school. All health and immunization records for students are secured in the nurse's office. The School Immunization Report for 2007-2008 is attached. The School Health Report and Request for Reimbursement for 2007-2008 are not due to be submitted until November 2008. When these reports and requests are completed, MACHS will submit these forms to PDE as an addendum to this Annual Report.

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

- MACHS health and wellness policy
- MACHS

Current School Insurance Coverage Policies and Programs

For the 2007-2008 school year, MACHS was insured at the following levels:

Commercial general liability (each occurrence) \$ 1,000,000

Medical expense (any one person) \$ 5,000

Personal & advertising injury \$ 1,000,000

General Aggregate \$ 3,000,000

Products-completed operations aggregate \$ 3,000,000

Automobile Liability (Combined Single Limit) \$ 1,000,000

Excess / umbrella liability (each occurrence) \$ 4,000,000

Excess / umbrella liability (aggregate) \$ 4,000,000

Workers compensation & employers' liability \$ 500,000

Business Personal Property \$ 800,000

Fire Legal Liability \$ 500,000

US Express Leasing, Inc. is Loss Payee and Additional Insured with regard to leased equipment under contract #40380931.

Current School Insurance Coverage Policies and Programs - Attachment

- MACHS Insurance Policy 2007-08

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In 2007-2008, MACHS had a total of 47 professional staff members, 37 of which are teaching positions. MACHS added 4 new staff positions in 2007-08 to accommodate the school's growth. While many charter schools experience high staff turnover and low teacher retention during the first few years of operation, MACHS has an exemplary record of low staff turnover and high teacher retention. We attribute this success to clearly defined expectations for staff members, a policy of open communication among the staff, competitive salaries and benefits, uniformly enforced student discipline policies, leadership opportunities for staff members and, most of all, a shared commitment to our school's mission and our students.

76% of all professional staff members held the appropriate Pennsylvania state certification for their area in 2007-2008, meeting the 75% certified requirement set forth in the Pennsylvania Charter School Law.

Quality of Teaching and Other Staff - Attachments

- pde 414 2008
- professional personnel report evidence

Student Enrollment

In the first three years of our charter (2003-04, 2004-05, and 2005-06), our school was located in a facility that was suitable for a school, but only had the space to serve approximately 485 students. The reduced capacity of our first facility meant that we were not fully able to enroll our school to our full charter allotment in years 2 and 3, although we did manage to enroll all of the students that could be accommodated by the facility. From the beginning of our charter, we were looking for a facility that could ultimately accommodate all 800 of our students on the same campus. We were able to find such a facility at the Frankford Arsenal, and we moved there prior to year 4 of our charter (summer of 2006). By the fifth year of our charter, we have been able to enroll close to our full charter allotment, and we anticipate having full enrollment of 800 students in 2008-09.

MACHS Enrollments, 2003 to 2008

| School Year | Target Enrollment | Actual Fall Enrollment | Difference |
|-------------|-------------------|------------------------|------------|
| 2007-2008 | 800 | 711 | 89 |
| 2006-2007 | 700 | 659 | 41 |
| 2005-2006 | 600 | 485 | 115 |

Maritime Academy Charter School - Charter Annual Report

| | | | |
|-----------|-----|-----|-----|
| 2004-2005 | 500 | 475 | 25 |
| 2003-2004 | 400 | 280 | 120 |

| School Year | Attendance Rate |
|-------------|-----------------|
| 2007-2008 | 92.0% |
| 2006-2007 | 92.2% |
| 2005-2006 | 92.4% |
| 2004-2005 | 90.0% |
| 2003-2004 | 93.0% |

MACHS Attendance Rates, 2003-2008

a.) Describe the charter school’s student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

The Maritime Academy Charter High School follows the admission policy described in our charter application. Our school is open for admission to students who are Philadelphia residents and who are eligible for enrollment in grades 5-12. Students are admitted without limitation to those with learning disabilities, from low-income families, of color, and with limited English proficiency. For those grades receiving eligible student applications in greater numbers than the number of slots available, a lottery is held, and students who are selected are invited to enroll. The students who are not selected for those slots are added to the school’s waiting list in the order in which their name is drawn.

Lottery Statistics for Maritime Academy Charter High School, by Lottery Year

| | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|---------------|--------------|--------------|-----------------|-----------------|---|
| Lottery Stats | 77 Sp. Ed. | 80 Sp. Ed. | 110 Sp. Ed. | 175 Sp. Ed. | 206 Sp. Ed. |
| | 334 Regular | 430 Regular | 450 Regular | 481 Regular | 489 Regular |
| | Lottery Held | Lottery Held | No Lottery Held | No Lottery Held | 1 Lottery performed last summer; 3 Lotteries held throughout the year |

If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.

MACHS does not offer a kindergarten or first grade program.

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

| MACHS Enrollment History 2007-08 | | | | |
|---|-----------------------|-----------|-------------|-----------------------|
| | Sept 07 enrollment | Additions | Withdrawals | June 08 enrollment |
| Grade 5 | 74 | 11 | 3 | 82 |
| Grade 6 | 151 | 17 | 10 | 158 |
| Grade 7 | 126 | 22 | 15 | 133 |
| Grade 8 | 121 | 12 | 19 | 114 |
| Grade 9 | 118 | 5 | 23 | 100 |
| Grade 10 | 57 | 5 | 10 | 52 |
| Grade 11 | 29 | 4 | 4 | 29 |
| Grade 12 | 35 | 1 | 0 | 36 |
| Total Enrollment | 711 | 77 | 84 | 704 |

MACHS began the SY 0708 school year with 711 students enrolled in the fall. Students and parents who come to the school most often indicate that they are interested in the school because of our reputation for safety and better academics. Over the course of the year, the school gained 77 students and lost 84, for a net loss of 7 students. The students who transferred out did so because of a lack of certain sports at the school, because of their long commute, or because of their interest in a specialty school. In 2006-07, MACHS started tracking which schools our students are transferring to when they leave. The schools that MACHS students transferred to most often are Girls High School, Central High School, and Performing Arts High School.

***Provide the number of students who completed the 2007-2008 year who are currently enrolled to return in September.**

Of the 668 students who completed the 2007-2008 school year, 618 (92.5%) students have been re-enrolled for the fall of 2008, and 49 students (7%) do not intend to re-enroll. In addition, 210 new students have been accepted and we anticipate a total enrollment of 830 students for the 2008-09 school year.

MACHS Student Re-enrollments 2003 to 2008

| YEARS | Students Enrolled Initial Year | Students Re-enrolled Following Year | % Students Re-enrolled |
|------------------------|--------------------------------|-------------------------------------|------------------------|
| Fall 2007 to Fall 2008 | 668 | 618 | 92.5% |
| Fall 2006 to Fall 2007 | 659 | 596 | 90% |
| Fall 2005 to Fall 2006 | 485 | 424 | 87.4% |
| Fall 2004 to Fall 2005 | 475 | 410 | 86.3% |
| Fall 2003 to Fall 2004 | 280 | 230 | 82% |

***Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.**

In 2007-2008, 0 students were required to leave MACHS due to expulsion, and 1 was required to leave by court order. A total of 83 students left voluntarily, and 77 new students were enrolled throughout the school year, resulting in a net loss of 7 students overall.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

The school was approved to operate 8 grades in 2007-08, with 100 students in each grade. This school year, we served 711 students, close to the number of students for which we were approved. Because the school begins in the 5th grade, which is still a core grade for School District of Philadelphia elementary schools, we have not been completely successful at enrolling 100 students in 5th grades. However, our middle school grades tend to attract more than 100 students. Our high school grades have not attracted the full 100 students, although we do expect that more of our middle grades students will continue on to the high school program as our high school grows, adds more academic and sports programs, and builds a reputation as a leader in academic and vocational training. Students and parents who come to the school most often indicate that they are interested in the school because of our reputation for safety and better academics. As was mentioned earlier our turnover of students is relatively low. Our retention of students is excellent, demonstrating our staff's high level of commitment to our students and parents. In a recent survey of parents conducted in the summer of 2007, results show that 70% of our parents are satisfied or very satisfied with our curriculum and instruction, and three-quarters said they would recommend the school to a friend.

Transportation

Maritime Academy Charter School is located at 2275 Bridge Street, Philadelphia, just a short walk from the Market-Frankford Line Frankford Terminal, allowing students access to the school from most major subway and bus lines. MACHS offers the convenience of token sales during lunch periods and after school on Thursdays. Students must have their ID card in order to purchase tokens. Students enrolled in the middle school, grades 5-8, are also offered bus transportation through the School District of Philadelphia. In 2007-2008, two additional bus routes were added to accommodate students. Whenever necessary, transportation is arranged for students with special needs as indicated in their IEPs. MACHS contracts with Delaware County Bus Company for transportation for field trips, student athletics, etc.

Food Service Program

A local vendor provides lunch to Maritime students for a nominal fee. Though 85% of the students who attend Maritime are eligible for free/reduced lunches, the school does not participate in the program. Instead, free lunches are provided for eligible students through the proceeds of the school fund raising efforts. The majority of students provide their own lunch.

Student Conduct

a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

The primary purpose of MACHS is to educate its students in a safe and secure environment. MACHS strictly adheres to the Code of Conduct outlined in the Cadet Handbook. Students who

disrupt this atmosphere must face the consequences of their actions. The School's "COMPACT" clearly indicates the student's responsibility to their self and to others.

In order to maintain the order necessary to run a school program, MACHS has established a detailed code of conduct with relevant consequences that is straightforward and easy for all (parents, students, faculty and staff) to understand and follow. The code has three levels in order to ensure uniformity of action in response to violations. These rules apply to all students during school hours, in any school sponsored program, on school grounds prior to the start of the school and following dismissal from school, traveling to and from school (including riding the bus), school trips or functions (i.e. prom) or an event that might jeopardize the school's ability to exercise its authority.

Violations of the Code of Conduct result in an "in-school" suspension or placement before a Disciplinary Review Board (DRB). All disciplinary action is in accordance with Chapter 12 of the Public Code. MACHS follows the School District of Philadelphia's code with regard to suspension and expulsion of students (included in Discipline Policies attachment). Students are provided a due process procedure in keeping with the School District of Philadelphia's Code of Conduct. The school uses in-school suspension whenever possible in order to ensure that students do not fall behind in their schoolwork. The school adheres to all provisions contained in Act 26 of 1995 & Act 30 of 1997 — The Safe Schools Act.

A copy of the school's Code of Conduct and Discipline Policies is attached.

b.) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

In 2007-2008, 11 students were involved in 11 suspension incidents.

Student Conduct - Attachment

- MACHS Conduct code and Discipline policy

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

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

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

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

Board President _____
Date

Chief Executive Officer _____
Date
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Verify that all DATA reports to PDE are complete **YES** _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Dr. Ann G. Waiters

Title Chief Executive Officer

Phone 215-387-7066

Fax 215-387-7021

E-mail waiters@maritimecharter.org

Signature of the Chief Executive Officer and Date

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

Name Dante Mattioni, Esq.

Title Chairman of the Board of Trustees

Phone 215-629-1600

Fax 215-923-2227

E-mail dmattion@mattioni.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Ed Poznek

Title Chief Operations Officer

Phone 215-387-7066

Fax 215-387-7021

E-mail poznek@maritimecharter.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- MACHS 2008 signature page