
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: Mastery Charter High School
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Philadelphia, PA 19106
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Mastery Charter High School

Date of Local Chartering School Board/PDE Approval: 09/01/2005 (Renewal)

Length of Charter: 5 Years **Opening Date:** 09/01/2001

Grade Level: 9-12 **Hours of Operation:** 8-5pm

Percentage of Certified Staff: 85% **Total Instructional Staff:** 32

Student/ Teacher Ratio: 12:1 **Student Waiting List:** 85

Attendance Rate/Percentage: 93.3%

Enrollment: 416 **Per Pupil Subsidy:** \$7,708.33 / **Special Education Pupils** \$16,760.03

Student Profile

American Indian/Alaskan Native: 0%

Asian/Pacific Islander: 0.25%

Black (Non-Hispanic): 95.1%

Hispanic: 2.78%

White (Non-Hispanic): 1.86%

Multicultural: 0%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 60%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 65

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	1070	1070

SECTION I. EXECUTIVE SUMMARY

Organization Description

INTRODUCTION

Mastery Charter Lenfest Campus (Mastery Charter High School) was founded in 2001 with a mission to prepare urban youth for success in higher education and

the global economy. Mastery is located in Philadelphia's historic district in a four story renovated office building called the Lenfest Campus after the school's founding sponsor. 90% of Mastery's 310 graduates (Classes of 2005 thru 2008) have enrolled in post secondary education. Nearly 2/3rds enrolled in four year college programs. Mastery was named an exemplar school by the United States Department of Education in 2005, one of only 15 charter schools in the country selected.

In recent years the School District of Philadelphia has invited Mastery to convert struggling District middle schools into charter middle and high schools based on the Mastery model. Three such conversions, Mastery Charter School Thomas Campus, Mastery Charter School Shoemaker Campus, and Mastery Charter School Pickett Campus were established as independent charter schools in fall 2005, 2006, and 2007.

In 2007-08, Mastery served approximately 415 students in grades 9-12. Approximately 71% of our students are eligible for a free or reduced school lunch. 88% of our students are African American, 3% are Latino, 2% are White and 1% are Asian. Our incoming students reflect the norm for Philadelphia District students, scoring at the bottom 30-40th national percentile on standardized tests. Incoming students' median scores are approximately 2 grades behind in reading and 2-3 grades behind in math; 20% of incoming 9th graders score below the 5th grade level on incoming Reading assessments and 28% of incoming 9th graders score below the 5th grade level on incoming Math assessments.

PROGRAM OVERVIEW

Mastery integrates modern management and effective educational practices to drive student achievement. Our program is distinct in several ways. Most importantly, our teachers are outstanding and relentlessly committed to student achievement. Mastery instruction means teaching and supporting students until they learn. Our teachers continually improve their craft through frequent feedback, coaching, and collaborative support. Instruction is grounded by a common pedagogical model and guided by focused standards-based curricula. We align assessments to clear objectives and use assessment data to direct instruction. We utilize a mastery-based grading system and a scaffolded course structure that addresses students at their incoming skill level, yet holds all students to a single college preparatory graduation standard.

Mastery creates an achievement-focused school culture by sweating the small stuff while fostering meaningful, personalized relationships between students and adults.

To support the transition to a high expectations culture, we explicitly teach students problem-solving and social-emotional skills. All students receive workplace skills training and participate in internships to ensure they develop the real world skills required for college and the global economy. In short, Mastery insists on high expectations and high support so all students can achieve success.

Key program elements include:

Goal:	<ul style="list-style-type: none"> • Students learn the skills required for success in college & the global economy
High School Structure	<ul style="list-style-type: none"> • Multiple entry-level courses designed to meet incoming students at their skill level • Entry level courses designed to quickly remediate skills deficits • All students take same college preparatory courses at upper grades
Curriculum & Assessment	<ul style="list-style-type: none"> • Skill-focused • Clearly defined, standards-based curriculum • Common assessments by course • Benchmark tests every six weeks
Grading	<ul style="list-style-type: none"> • Mastery or Incomplete • 76% is Mastery, below 76% students must repeat semester in summer school
Student Support	<ul style="list-style-type: none"> • Extra hour of academic support til 4pm daily • Mandatory Saturday school & skills classes
Workplace Exposure	<ul style="list-style-type: none"> • Workplace and personal skills explicitly taught • Internship is required to graduate
School Culture	<ul style="list-style-type: none"> • Small, personal • A culture of high expectations — orderly & respectful school climate
Teacher Support	<ul style="list-style-type: none"> • Early dismissal every Weds for collaborative planning & PD • Frequent (9+ /yr) instructional feedback

	<ul style="list-style-type: none"> • 15 PD days throughout year
<p>Instruction</p>	<ul style="list-style-type: none"> • Teachers ensure students learn • Explicit instructional standards based on effective practice • Assessment data and curriculum drives instruction

Core Purpose

Mission

Our mission is: *All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams.*

Vision

Our vision is for all students who enroll in Mastery Charter to graduate from college. To fulfill this vision our goals are:

- 85% of students score proficient or advanced on the PSSA
- Our students score at or above the national average on the SAT

At least 85% of our graduates to enroll in post-secondary education -- a two or four year degree program or technical training

Shared Values

We believe that all young people, especially those who have been traditionally underserved by schools, have the right and the ability to learn what they need to succeed in the world. Our job is to enable urban students to gain the skills they need so that they have the freedom to pursue their individual dreams. We believe the standards required for success in the world are fixed. Students either meet employer expectations and higher education standards or they don't. There is no in-between. Thus the Mastery motto: Excellence. No Excuses.

OUR VALUES

1. Student Achievement -- Above All

Student achievement is the reason we exist. All our efforts must be judged by how they further student achievement. What works to strengthen student achievement dominates all other values and beliefs.

2. The High Road

We take the high road in our decision-making and personal standards. We do the right thing. We strive to operate with fairness and treat folks with respect. We model the adult behaviors we want to develop in our students.

3. Accountability and Straight Talk

Every Mastery staff member is accountable for the results we produce. To succeed we face reality and deal with each other honestly and directly. We don't waste time.

4. Joy and Humor

We believe that students learn better, and staff are more effective, when there is a positive, caring culture. We like fun. And we love to laugh and try to do so as often as possible.

5. Open Doors

Our school and management culture must be open and engaging to staff and students. We are more effective when we share information and gather diverse points of view.

6. Initiative and Continuous Improvement

To succeed, all staff must be consciously engaged in a continuous cycle of goal setting, action, measurement, and analysis. Our mission is ambitious. We need proactive staff to be successful.

Academic Standards

STANDARDS-BASED DESIGN

Mastery utilizes a rigorous college-prep program built around graduation skills and content standards. These standards are intended to develop the skills and content required to succeed in college and the global economy (as stated in our mission). Our standards are derived from Pennsylvania content standards, workplace readiness, personal management skills standards (SCANS, 1991), and subject-specific best practices (NCTE, NCTM, NSTA). We translate Pennsylvania state standards and Mastery's standards into skill and content standards that serve as the foundation of each of our courses' curriculum.

COMPETENCY-BASED GRADING & PROMOTION

Mastery Charter provides a common general education curriculum with a heavy focus on English, and Mathematics. Students enter Mastery at one of several entry points. By 10th grade, regardless of entry point, all students converge into a rigorous college preparatory program. Entry points are determined by placement testing conducted in the spring of the previous school year

To ensure students quickly catch up, lower-level courses are limited to less than 20 students per class, while upper level classes have 24-28 students per class. Students progress, step by step through each course-level in the sequence toward graduation.

Traditional A thru F grading is not consistent with Mastery's goal of ensuring all students master the skill standards. Instead, Mastery uses a "Mastery" and "Incomplete" system. Students attain mastery by maintaining a 76% or above average -- the level at which we are confident students have mastered the material.

Courses are a year in length, but comprised of two distinct semesters. If a student gets an Incomplete in a semester, s/he must take summer school to make up the incomplete. All failed courses must be recovered by the fall of the following school year.

By embedding State standards in our curriculum and competency-based student promotion, we are assured that every student will master the standards outlined under section 4.12 of 22 Pa. Code. Moreover, promotion and grading structure is designed to ensure all students acquire the skills they need, and every student receives the time and support they require.

Strengths and Challenges

2007-08 SCHOOL YEAR ACHIEVEMENTS

In 2007-08, Mastery Charter Lenfest Campus made Adequate Yearly Progress. AYP goals were met for Attendance, Graduation, Participation, Reading, and Math. Mastery scored higher than the State average on the PSSA writing exam with 96% of 11th graders at Proficient or Advanced. The percentage of students Proficient or Advanced grew by 7% in Reading and 16% in Math. We are proud that our college acceptance rate remained high at the Lenfest Campus. Of our 80 graduating students, 58% are enrolling in four-year colleges and 34% are attending two-year programs. 92% of graduates from the Class of 2007 are continuing in secondary education. Our 80 graduates received approximately \$2 million in scholarships. Finally, we are excited that 7th graders will be enrolled at Lenfest for the first time in 08-09.

AREAS OF IMPROVEMENT

NEED: Test scores (PSSA), while higher than the School District of Philadelphia and African American and low-income State peers, are still below State averages.

ACTION: In the 2008-09 school year, Mastery will continue to strengthen its' school wide Instructional Model that was implemented in 07-08. We continue to make structural curriculum changes in our lowest Reading courses. All English courses have new novels and novel curriculum guides. We are adding Achievement Classes after school for struggling students. Saturday School will take place more frequently (15 dates) and include 7th, 10th and 11th graders.

NEED: 22% of 11th grade students scored in Below Basic on the PSSA Math test.

ACTION: While this represents a 5% decrease from 06-07, the percentage is still unacceptable. 11th grade students with low Math and Reading benchmark scores will be enrolled in an additional after-school Achievement Classes focused on foundational algebra skills necessary to master their classes and meet proficiency on the PSSA.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

STRATEGIC PLANNING PROCESS:

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

1. **Establish Goals** Goals are established each summer. This involves:
 - o Updating the goals described in the charter
 - o Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and leadership team then discussed and revised by the School Management Committee (SMC). The SMC includes senior staff members and a representative teacher from each academic discipline.
2. **Board Approves Goals** Annual goals are reviewed first by the Executive Committee and then adopted by the Board as a whole. Two members of the Parents Association serve on the Board, providing parental input in our process.
3. **Goals are Discussed with Teachers** Annual goals are discussed and reviewed by the entire teaching staff during the summer orientation in August. Action plans are developed and committees are organized as needed. When appropriate, goals may be modified after teacher input.
4. **Teacher Bonus Metrics Developed** The most salient annual goals are developed into a bonus formula at the start of the school year. The SMC and CEO agree on the bonus formula measurements. The bonus is awarded to the staff as a whole and can be up to 4% of a teacher's salary. The bonus is presented and discussed during the August teacher orientation.
5. **Incremental Progress Reviews Every Six Weeks** Every six weeks a professional development day is held to review benchmark test results, grade data, and analyze other pertinent information. The school leadership meets one-on-one with teachers, in subject teams, and as a school staff. Trends and issues are discussed and problem-solved.
6. **Semester Data Review** Course grade data, test score results, discipline records, and student withdrawal data are reviewed during the semester break by leadership and staff. Patterns and areas of concern are highlighted and solutions proposed. Standardized test score data are analyzed in the late spring when test results become available.
7. **Whole Staff Review Year End Data and Propose Lessons Learned** The whole staff meets for three days at the end of the school year to review data for the year and discuss

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lessons learned. Performance versus the bonus criteria is reviewed. Proposals for programmatic improvements are proposed and discussed. These proposals are developed throughout the summer by leadership and staff.

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

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
David McDonough	Mastery Charter High School Lenfest Campus	Administrator	CEO
Janel Moore	Mastery Charter High School Lenfest Campus	Ed Specialist - Social Restoration	School Improvement Committee
Jeremy Nowak	Mastery Charter High School Lenfest Campus	Board Member	Board of Trustees
Lauren Lee	Mastery Charter High School Lenfest Campus	Special Education Representative	Principal
Mara Cooper	Mastery Charter High School Lenfest Campus	Secondary School Teacher	School Improvement Committee
Scott Gordon	Mastery Charter High School Lenfest Campus	Administrator	Board of Trustees
Steve Kollar	Mastery Charter High School Lenfest Campus	Administrator	Principal
Michael Patron	Mastery Charter High School Lenfest Campus	Ed Specialist - Instructional Technology	CEO

Goals, Strategies and Activities

Goal: MASTERY CHARTER SCHOOLS WILL SUPPORT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Description: Mastery Charter Schools will support professional development opportunities for staff.

Strategy: Provide professional development to train and support staff.

Description: Mastery's PD plan is comprised of 4 key programs:

- Teacher Orientation
- Weekly PD
- Team Meetings
- Individualized teacher coaching

Activities:

Activity	Description	
Develop professional development strategies		
Person Responsible	Timeline for Implementation	Resources
Keon Toyer	Ongoing	\$2,500.00

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Activity	Description	
Teacher Orientation	Teacher Orientation lasts 6 days and offers a wide range of topics including.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Pestrak	Start: 8/20/2007 Finish: 9/29/2009	\$3,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
42	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter High School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>• The Mastery Instructional Standards- Instructional best practices that are expected to be implemented on a daily basis.</p> <p>• Classroom Management- Management best practices such as proximity, behavior tracking, token economies, etc...</p> <p>• The Mastery Instructional Cycle- How to use assessment data to drive and inform instruction</p> <p>• Lesson and Unit Planning- Breaking down long term achievement goals into report period goals and daily lesson goals.</p>	<p>The content of the professional development is aligned to the PDE's Standards Aligned System.</p>	<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><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to

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		<p>Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	
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 • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity 	

Activity	Description	
Weekly PD	Weekly PD occurs every Wednesday for 2 hours.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Pestrak	Start:9/5/2007 Finish: 9/8/2010	\$3,000.00
Professional Development Activity Information		

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Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	36	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter High School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> Responding to students in crisis (truancy, behavioral issues, academic failure, etc) Writing across the curriculum Review of topics covered during teacher orientation 	<p>Topics are aligned to PDE SAS.</p>	<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. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing</u>

		<u>resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	
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 • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity 	

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- NCLB Info

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

PROGRAM STRUCTURE

Mastery’s education model is designed to:

1. Develop an excellent foundation of academic skills and ensure all students master PA standards

2. Develop social-emotional and independent thinking skills

Scaffolded Course Structure: Multiple Entry Points, Single Exit

Mastery's entire academic program is back-mapped to deliver the PA Standards as described in section 4.12 of 22 Pa. Code as well as the academic and personal skills required by colleges and the modern workplace. However, we recognize that students enter Mastery at dramatically varying skill levels — from functionally illiterate to above grade level. To effectively meet students at their incoming skill levels, we created multiple course options at the 7th, 8th, & 9th grades (the grades where most students enter Mastery).

Students with lower reading skills receive coursework that is specifically designed to accelerate reading skills. At the high school level, struggling readers also receive an extra period of reading support. By Sophomore year, all student take the same English course and struggling students receive an additional reading support course. By 11th grade all students are engaged in the same rigorous pre-college coursework.

In Math, students who are significantly behind grade level take a year of pre-algebra and in their sophomore year move on to the same algebra course taken by all students.

To ensure students catch up quickly, these accelerated entry-level “catch-up” courses are typically limited to 20 students per class, while upper level classes typically have 25-29 students per class. This structure ensures that all students get the support they require and receive the college preparatory coursework they need.

Finally, to demonstrate that students are ready for college and the modern workplace, and thus ready to graduate, all students must:

- Master senior level, college preparatory coursework in English, Math, Science, History and Spanish.
- Attain Proficiency on the PSSA
- Complete an 18 week workplace internship
- Successfully present a Senior Mastery Project demonstrating their ability to manage a project and work independently

Mastery Grading & Promotion

Traditional A thru F grading is not consistent with Mastery's goal of ensuring all students master skills and content. Instead, Mastery uses a "Mastery" and "Incomplete" system. Students "Master" a course by attaining a grade of 76% or above. Anything less is considered "Incomplete" and must be revisited.

Courses are typically a year in length and comprised of two semesters. Each semester is worth one credit. Any credit that was not mastered must be made up in summer school. If a student misses four of the eleven yearly credits, or if they fail a summer school course, they are retained and must repeat the grade the following year. This mastery-based promotional structure is very effective in motivating students and conveying our motto: Excellence. No Excuses.

ACADEMIC SUPPORT & INTERVENTION

We consistently strive to develop a "success through hard work" ethic in our students. Students are told that they are expected to master all of their classes and that we will do anything necessary to support their success. Most supports and interventions are scheduled from 3-4pm. This extra hour is considered part of the regular school day. Supports include:

a. Homework club & guardian angel:

Homework is assigned nightly in all subjects and students are expected to complete every assignment. Typically students spend approximately two hours daily on homework.

In grades 7-8, students turn in their homework at the start of the day. These assignments are immediately delivered to teachers and graded by mid-day.

Students who do not complete their homework, or completed it unsatisfactorily, attend the daily homework club detention at the end of the day.

In grades 9 & 10, students who are not mastering their courses are assigned a Guardian Angel three days a week after school. The Guardian Angel is a teacher who works with a small number of students and is responsible for ensuring that those students complete their homework.

b. Office hours:

All teachers meet after school with individuals and small groups of students who are in need of additional support.

c. Saturday School & Skills Class

Assessment data is used to identify students who are not making sufficient academic progress. These students are scheduled for Saturday school (generally 9am-12:30pm) and/or skills classes after-school. Both of these interventions include direct instruction focused intensely on the major academic standards required by that grade level.

d. SAP:

Students that are identified as having a barrier to their academic success are referred to the Student Assistance Program (SAP) team. The SAP team is responsible for evaluating the issues and identifying supports and services to aid the student in overcoming these barriers.

Thus by embedding State standards in our curriculum and our competency-based student promotion, we are assured that every student will master the standards outlined under section 4.12 of 22 Pa. Code. Moreover, our promotion and grading structure is designed to ensure all students acquire the skills they need, and every student receives the time and support they require.

INSTRUCTION

- ***Standards-Based, Skills-Focused Curriculum & Assessments***

Mastery translates Pennsylvania state standards and the skills and knowledge we believe students require for college into clear and measurable standards. These standards are embedded in course curricula with each course strategically building upon the skills mastered in the previous course.

Each course is sub-divided into six week blocks that cover a specific set of skill standards. The scope and sequence is structured around these standards and lays out which standards students need to master by when.

Mastery adopted this intentional, focused, standards-based approach because it clarifies for teachers and students what skills and content need to be taught and mastered. It enables coherence and consistency across classrooms to support student learning.

- ***Achievement Criteria***

Perhaps the most useful of these assessments are Mastery developed benchmark assessments that are delivered at the end of every six week marking period in core courses. Most major assessments such as unit exams and end of report period benchmarks are centrally developed to ensure consistency in measuring student progress. These benchmarks are intended to be the assessment tie between Mastery's curriculum and Pennsylvania standards. The benchmarks provide a clear measure of what students need to learn. Consequently, teachers use the results of the benchmarks to prioritize and organize their instruction, ensuring that they direct attention where students have need.

A full professional development day is dedicated after each benchmark so teachers can meet with the school leadership and colleagues to review their classes' data and develop plans for re-teaching and reassessment.

- ***Mastery Instructional Model***

Mastery instructors are focused on students' mastery of the standards. We teach and support until students learn. To enable the most effective instruction, Mastery has developed Instructional Standards.

At the heart of the model are a few simple themes:

- *Urgency*: Instructors teach with rigor and zest. Time is not wasted.
- *Objective-Assessment Alignment*: Instructors identify a clear and measurable objective and then assess whether students mastered that objective
- *Focus*: Instructors target the standards students need to learn. Assessment data is used to determine students' areas of need.

The lesson flow follows Madeline Hunters' Direct Instruction ↔• Guided Practice ↔• Independent Practice format. While there are variations on this format, all instruction at Mastery maintains a tight connection between the standards and the assessment.

In general, we find that instruction at the earlier grades is quite focused on fundamental academic skills, while at the upper grades, the focus shifts towards critical thinking and analysis.

- *Professional Development*

Teachers are our greatest asset and therefore supporting and developing our teachers is a paramount priority. We do this through a number of forms:

- a) *Planning Time*

To be effective, we know that teachers need time to plan and work collaboratively with colleagues. Available time includes:

- *Planning periods*: Teachers have one or two planning periods daily
- *Wednesday Afternoons*: Students are dismissed early every Wednesday leaving approximately 2.5 hours for co-planning and internally driven professional development.
- *Benchmark Conference Days*: Every six weeks a full PD day is held to review benchmark data and plan for the upcoming report period.

b) Instructional Feedback and Support

Mastery believes that to grow as professionals, we all need frequent, specific, thoughtful feedback. All Mastery teachers receive a minimum of nine informal and formal observations per year. Mastery's Instructional Standards provide a common language and observable data with which to provide constructive feedback and dialogue. The Principal, AP for Instruction and AP for Special Education take responsibility for supervising and supporting the teaching staff. In addition, most campuses have Master Teachers who provide non-supervisory coaching and instructional support. This leadership structure ensures that teacher support receives top priority. Mastery seeks to foster an "open classroom" culture of mutual respect and appreciation between administrative and instructional staff.

c) Professional Development

In August before the school year begins, teachers receive 8-10 days of training and Professional Development focused on Mastery's Instructional Model, curriculum, and school culture programs. Sessions are delivered by outside providers as well as Mastery's Chief Academic Officer's staff. These sessions continue periodically throughout the year and at the semester break.

d) Continuing Education Reimbursement

Mastery encourages staff to continue developing their instructional practice by taking coursework and workshops related to their field. Up to \$1,000 annually is available to all instructional staff to reimburse for educational coursework or certification testing and related expenses. Up to \$400 is available for education related workshops/seminars (and travel to those seminars). The total amount an employee can receive in any one year between coursework and workshop reimbursement is \$1,000.

e) Peer Visits:

Throughout the year, teachers conduct peer visits in an effort to share strategies and get feedback.

- **Social-Emotional Learning**

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

CURRICULUM MATERIALS

Gr-ade	Math	RELA	History	Science
7	Glencoe <i>Concepts & Skills</i> Mobius <i>Procedural Fluency</i>	<i>Prentice Hall</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	<i>Glencoe World Studies</i>	<i>Pearson Science</i> Delta Education <i>DSM3 kits</i>
8	Glencoe <i>Concepts & Skills</i> <i>Procedural Fluency</i>	<i>Prentice Hall</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	<i>Glencoe World Studies</i>	<i>Pearson Science</i> Delta Education <i>DSM3 kits</i>
9	McDougall Littell Algebra (1 and 2 year options, for all students)	<i>Holt Elements of Literature</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	[No separate History program b/c of intensive literacy focus]	CPO <i>Foundations of Physical Science Program</i>

10	McDougal Littell Geometry	<i>Holt Elements of Literature</i> , World Literature & Novels, John Collins Writing, Balanced Literacy	Glencoe World History	Glencoe <i>Biology</i>
11	McDougal Littell Algebra II	<i>Holt Elements of Literature</i> , American Literature & Novels, John Collins Writing, Balanced Literacy	McDougal Littell, <i>The Americans</i>	Glencoe Chemistry
12	College Preparatory Pre-Calculus or AP Statistics	Modern Literature novels, John Collins Writing, Balanced Literacy or AP Literature	McDougal Littell, <i>Modern World History, Patterns of Interactions</i> ,	CPO Physics

Rigorous Instructional Program - Attachments

- Inducation Plan Approval Email
- Professional Plan Approval Email

English Language Learners

Mastery had no students requiring ELL supports for the 2007 — 2008 school year.

To ensure Mastery is meeting the needs of English language learners, a comprehensive Home Language Survey (HLS) is completed by the parents of incoming students during the registration process. Students answering any question on the HLS with a response of a language other than English receive a formal English language proficiency assessment to determine if ELL supports are needed.

Students who are fluent in English and have not been identified as Limited English Proficient from previous schools, but identify a home language other than English on the HLS, will have their records reviewed for the following information to determine individual need:

- Final grades of a B or better in the core subject areas;
- Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA ;
- Scores of Basic in Reading, Writing, and Math on the PSSA

In order to be exempt from the English language proficiency assessment, students must meet two of the above criteria in addition to receiving approval from a teacher familiar with the student's academic performance.

While we do not have any identified students requiring ELL supports at this time, we developed an ELL support program that meets regulatory requirements.

ELL Program Summary

The LEP/ELL Program offers:

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

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

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

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

English Language Learners - Attachments

- ELL Report
- ACS LEA Statement

Graduation Requirements

Graduation Requirements

Mastery's curriculum and course structure back-maps from PA graduation standards, thus embedding PA standards as described under Chapter 4 of 22 PA code. Mastery's multiple entry, single exit program structure enables our program to start at the skill level students enter, yet require all students to reach the same college preparatory endpoint by 12th grade. Since all students are required to complete our course sequence through at least Senior English, Modern History, Chemistry, and Algebra II/Trig, we are assured that all students master PA graduation skills — because PA graduation standards are assessed in those courses.

Rigorous Graduation Standards

In order to graduate from Mastery Charter, students must pass all courses assigned to them. Typically this includes:

- English- 8 semesters
- Math- 8 semester
- Science- 6 or 8 semesters (depending on 9th grade English placement)
- Social Emotional Learning/Health - 7 semesters
- History- 4 or 6 semesters (depending on 10th grade English placement)
- Spanish- 4 semesters
- Art/Music- 2 semesters
- Technology- 2 semesters
- First Aid/PE/Nutrition - 1 semester

Standardized Graduation Assessment

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

Authentic Graduation Assessment

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

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

Special Education

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

Mastery employs primarily an Inclusion Model for the delivery of Special Education services. Services are delivered to each child with a disability in the least restrictive environment, which is determined by the student’s IEP Team. Additional supports may include both a “pull out” and/or “push in” model of direct instruction.

Students with significant reading deficits in 9th grade take an English fundamentals course that is designed to address adolescents with low reading skills. The course utilizes several remedial curricula including Pearson’s AMP program, Sopris West’s REWARDS, and Scholastic’s READ 180. The goal is for students to progress at least 2 grade levels per year. These accelerated courses have a smaller teacher to student ratio and may include co-teaching or in-class support with a special education teacher. Most students make the transition to grade level coursework by 10th grade. A period of additional reading support is available for students with significant need.

In Math, students with significant deficits receive additional after-school support twice weekly. Students who continue to struggle in math can take a pre-algebra course in 9th grade and then transition to algebra in 10th grade. Manipulatives, alternate curricula and small group or individual instruction are utilized to support students. Individualized support is delivered both in-class or as a pull-out with a support/special education teacher.

IEP’s are distributed to all teachers. Special Education staff conference with regular ed teachers weekly during the Wednesday afternoon professional development block to discuss instructional strategies and accommodations for students with disabilities. In this way, teachers can coordinate their instructional strategies and engage in an ongoing dialogue on how best to meet students’ needs. Teachers also discuss appropriate assessment strategies, accommodations and adaptations for identified students.

Junior and Senior high school students who are cognitively unable to take high school level coursework enroll in our “School-to-Career” (STC) program. The goal of STC is to prepare students for work. STC students take some in-school coursework and then spend the remainder of the day in a workplace internship.

Special Education - Attachments

- Special Education Policies Approval
- Special Ed Policies Document

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Achankeng Fonge	1.0	Learning Support, Algebra	Lenfest Campus	15	learning support
Mary Wahl	1	Learning Support	Lenfest Campus	15	learning support

Lauren Lee	1	Learning Support, Emotional Support	Lenfest Campus	20	learning support
James Konrad	1	Learning Support	Lenfest Campus	15	learning support

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Kathryn McKinley	.5	Psychological screenings	Mastery CHarter HS	14	Psychological screenings
Rae Cutler	.2	Speech Therapy	Mastery Charter HS	5	Speech Therapy
Umar Abdullah Johnson	.1	Psychological Screenings	Mastery Charter HS	4	Psychological Screenings
Phil Hernandez	.5	Speech Therapy	Mastery Charter HS	5	Speech Therapy

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	Mastery Charter HS	.5
Special Education Supervisor	Mastery Charter HS	1

Special Education Program Profile - Chart IV

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

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
NA	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No
PASA	No	No	No	No	No	Yes	No
Riverside Testing	No	No	No	Yes	Yes	No	No

Student Assessment

A. Evidence of Improved Student Progress

Evidence of student progress in the 07-08 school includes:

Increase in 11th grade Math and Reading PSSA Scores

	2007	2008	Change
Reading	45%	52%	+7%
Math	35%	51%	+16%

Writing PSSA Scores above the State Average.

Mastery's 11th grade writing PSSA scores continue to be well above both the Philadelphia average and the PA state average.

Lenfest Campus 11th Grade % Proficient/Adv

_____	<u>06-07</u>	<u>07-08</u>	<u>Chg</u>	<u>Pa Avg</u>
Writing	96%	96%	0%	86%

Decrease In Percent of Students Scoring Below Basic on PSSA

Mastery was successful in lowering the overall percentage of 11th grade students scoring at Below Basic on the PSSA.

% of 11th Graders Scoring Below Basic on PSSA

	<u>07</u>	<u>08</u>	<u>chg</u>
Reading:	18%	21 %	+3%
Math	36%	24%	-12%

Finally, our continuous progress of monitoring IEPs indicates students are meeting their individual goals and objectives as outlined in their plans.

11th grade PSSA results for Race and Economic subgroups

Lenfest showed improvement for Black students and Economically disadvantaged students and were above PA State averages for those categories:

Black Students

change

Math	49.3% Prof / Adv	+16%	(33.7% in 06-07)
Reading	53.7% Prof/Adv	+7.4%	(46.3% in 06-07)

Economically Disadvantaged

change

Math	51.3% Prof / Adv	+7.9%	(43.2% in 06-07)
Reading	58.9% Prof/Adv	+12.3	(48.6% in 06-07)

College Attendance Rate

92% of our 80 graduating students are planning to attend post-secondary education. 58% will attend four-year colleges and 34% will attend two year programs. In total, the members of our Class of 2008 will attend 30 different colleges and universities and received approximately \$2 million in aid and scholarships.

Strong Employer Feedback on Student Interns

77 students were placed in 73 internship sites during 2007-08. 95% of employers stated they were satisfied with their intern (based survey responses) and 100% agreed to continue accepting Mastery interns.

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

1) ACADEMIC ACHIEVEMENT IN READING

DATA: 11th grade PSSA Reading scores increased 7% but are still 11% below the State 63% AYP target.

GOAL REVISION: For 2007-08: the percentage of 11th graders scoring proficient or advanced on PSSA Reading will increase by at least 13 points (from 52% to 65%)

IMPROVEMENT PLAN: Continued implementation of Mastery Instructional Model. To drive student achievement, Mastery must support more effective instruction in every classroom. In 2008, we will continue to utilize the Mastery Instructional Model to guide our professional development and teacher observations. The model, developed by an internal staff team and introduced in the 2006-07 school year, is largely based on the work of Madeline Hunter. Ms. Hunter has been an icon in the teaching field since the mid 80's. Her approach is research based yet concrete and grounded in real classroom instruction. The Instructional Model has been improved for 2008-09 and now includes 35 standards of observable teacher actions in 4 categories as well as lesson evaluation metrics such as % of students on task, % of students participating, and % of students mastering lesson objective.

In 2008-09 we will provide additional training to teacher on the instructional standards as well as leadership training on observing and coaching teachers. Our expectation is that the instructional standards will enable productive conversations about instruction and facilitate instructional coaching.

b) Improved Cycle of Instruction. Instruction at Mastery is driven by benchmark assessments every 6 weeks that frame the cycle of teach, assess, and reteach. Teachers will develop weekly summative assessments —tied to the skill standards for that 6 week cycle. Data from these assessments will enable teachers to adjust weekly instruction and identify skills and students who need additional attention. Achievement Class will be held for students who fail their benchmarks in Reading and Math. The purpose of Achievement Class is for students to master the skills and pass the next benchmark.

c) Remedial Reading Program. Incoming students with low intake test reading scores will be rostered for 3 periods of Reading / Writing instruction. The first period will utilize the *Rewards* program, a phonics and decoding curriculum designed to provide students the skill necessary to read grade level text. The second period will utilize the *Amps Reading* program that provides explicit fluency and comprehension instruction. In addition, Amps provides systematic vocabulary instruction on the most frequent words found in adolescent literature. In third period, students will follow Mastery's novel -based literature curriculum.

d) Saturday School for 7th, 10th and 11th graders who struggling in reading.

- e) New Novel Units in all English classes.

2) ACADEMIC ACHIEVEMENT IN MATH

DATA: Number of students proficient on the 11th grade PSSA Math increased by 16% from 35% to 51% proficiency.

GOAL REVISION: For 2008-09: the percentage of 11th graders scoring proficient or advanced on PSSA Math will increase by at least 14 percentage points to 65%.

IMPROVEMENT PLAN:

- a) Introduction of Instructional Model & Improved Cycle of Instruction (See descriptions above).
- b) Achievement Classes for struggling students
- c) Saturday School; 15 dates

3) LOW ACADEMIC SKILL STUDENTS

Mastery was successful in lowering the overall percentage of 11th grade students scoring at Below Basic on the PSSA.

% of 11th Graders Scoring Below Basic on PSSA

	<u>07</u>	<u>08</u>	<u>chg</u>
<i>Reading:</i>	18%	21 %	+3%
<i>Math</i>	36%	24%	-12%

GOAL REVISION: For 2008-09: Decrease % of students in Below Basic in PSSA Reading and Math in 11th grades by 10% percentage points.

11^h Grade PSSA, % Proficient/Advanced

	<u>08</u>	<u>'09 Goal</u>
Reading	21%	11%
Math	24%	14%

IMPROVEMENT PLAN:

- a) Implement Remedial Reading Program (See description above).
- b) Refocus Guardian Angel Program. The Guardian Angel program — twice weekly after-school tutoring for students who are not succeeding in their classes — will be refocused on general academic support and homework support. Teachers will be held accountable for overall student success.

4) IEP STUDENTS

Of the 13 11th grade students with IEPs taking the PSSA, only 2 were Proficient / Advanced in Math and only 1 was Proficient / Advanced in Reading.

GOAL REVISION: For 2008-09: Decrease by 25% the percentage of 11th grade IEP students scoring Basic/Below Basic in PSSA Reading and Math.

IMPROVEMENT PLAN:

- a) Better case management and progress monitoring by Special Education Team
- b. Achievement Class support with Special Education teachers
- c) more consistent communication between Regular Education teachers, Special Education case managers, and families re: student progress.

5) RETENTION RATES

DATA: 9.7% of students at Lenfest either withdrew during the 2007-8 year or did not re-enroll for 2008-9. Our mission is to serve all students, so reducing this rate is a high priority.

GOAL REVISION: For 2008-09: 9% or less of students will withdraw from Mastery during the year or not re-enroll in June '09 for the following school year.

IMPROVEMENT PLAN:

- a) Continue to improve Restorative Practices including Community Circles and Community Meetings. Restorative Practices is a discipline model focused on the value of community and personal interactions. Weekly advisory "circles" will provide students a place to raise and resolve emotional issue.
- b) Expand Counseling. On-site psychologist services will increase from .2 FTE to .4 FTE. Our full time counselor / licensed social worker will recruit and train additional staff in the SAP (Student Assistance Program) process while also continuing to serve students through 1-1 counseling, small groups (grief, young parents', victims of violence and anger management). Workshops on a variety of social/emotional issues will continue to be offered.
- c) Improve Parental Communication. All teachers record students who attend Office Hours, log calls to parents (a minimum of 7 per week is required). All 7th and 9th grade parents are required to attend the Welcome Family Orientation BBQ with Mastery staff at the start of the school year. Families who do not attend receive a home visit from Mastery staff. Mastery will hold parent/guardian workshops at each monthly Parent Association.
- d) Home Visits. The home visitation programs initiated in summer 2007 will be expanded to include more families this year.

Impact of Local & Standardized Assessments on Student Progress Plans

All student performance evaluations are recorded in the Mastery's new MMS data system. Staff reviews student grades and benchmark assessments every six weeks. Teachers use this data to fine tune instructional and curricular strategies and to identify students in need of extra help. Teachers also meet weekly in subject team meetings where teachers discuss curricular and student issues and trouble-shoot problems.

Students who are weak performers are reviewed and, if appropriate, placed in a different course level, evaluated in the Student Assistance Program (SAP), given additional support (office

hours, tutoring, etc.) or assigned to Achievement Class, Guardian Angel or an alternate academic support.

G-RADE, G-MADE, 4Sight, and PSSA scores are reviewed at the start of teachers' summer orientation week. Students who are performing below expectations will be discussed by subject teams and recommendations made for proactively helping the student from the beginning of the year.

B. Strategies For At-Risk Students

Mastery has developed a web of supports for students with special needs and for all students at risk of failure. These include:

Remedial Curriculum As described earlier, a remedial reading program exists for the lower level classes in our English course sequence. Incoming 9th grade students who are functioning significantly below grade level in math, take a pre-algebra course that covers pre-algebra and math fundamentals. The course materials are supplemented with the AGS Math text for students with low reading skills.

Achievement Class Students who do not pass their Benchmark exams in Reading or Math at the end of each 6 week marking period will be assigned to Achievement Class 2x per week. This remedial class will be taught by their English or Math teacher and focus on mastering the skills necessary to pass the next benchmark exam.

Guardian Angel As described earlier, Students who do not complete their homework will be enrolled in the Guardian Angel program (2x per week). Students will go to the room of their Guardian Angel (an assigned teacher) to work on their homework for 60 minutes at the end of the day.

Office Hours All teachers offer "office hours" two days each week in order to meet with individuals and small groups of students who are in need of additional support.

Teaming A staff member can call a *Teaming* for a student in need. At the teaming, the student and parents meet with all the students' instructors. The goal of the teaming is to discuss the students' academic performance and develop strategies that will help the student meet with success.

o *Student Assistance Program* — This intervention is used for drugs, alcohol, and mental health issues.

o *Counseling* — Each Mastery school employs a full-time counselor. Referrals are also made to community mental health agencies.

o *Special Education Team* The Special Education team meets weekly to address struggling students and to ensure that students are receiving all requirements of their IEP and meeting with success in their classes.

EVIDENCE OF EFFECTIVENESS

All 9th grade students took a G-RADE reading test in May 2007. These students took another G-RADE test in May 2008. The chart below shows the average Grade Level Equivalency (GLE) for the students for each test.

Student Group	G-RADE Reading Test	G-RADE Reading Test	Average Growth
	May 2007 Average GLE	May 2008 Average GLE	
All 9 th Grade Students	7.4	8.8	1.4
9 th Grade Students in remedial Reading courses	4.8	6.6	1.8

Our work is cut out for us in 2008-09, as our incoming 9th graders tested at the 6.7 grade level on the G-RADE tests this summer.

Mastery was also successful in lowering the percentage of 11th grade students scoring at Below Basic on the PSSA.

% of 11th Graders Scoring Below Basic on PSSA

	<u>07</u>	<u>08</u>	<u>chg</u>
<i>Reading:</i>	18%	21 %	+3%
<i>Math</i>	36%	24%	-12%

Finally, our continuous progress of monitoring IEPs indicates students are meeting their individual goals and objectives as outlined in their plans.

Student Assessment - Attachment

- Riverside Test Results

Teacher Evaluation

Main Features Of Teacher Evaluation Plan

Support for teachers and teacher coaching is essential to our student’s success at Mastery. Clear expectations, an articulated instructional model, and frequent classroom observations are major components of Mastery’s teacher evaluation system. All teachers receive two days of training on our instructional model and observation rubric at the start of the year and additional workshops in PD sessions throughout the year.

Teachers are evaluated on 35 instructional standards encompassing 4 broad areas:

- Objective Driven Lesson: including using data to inform lesson planning, creating measurable objectives, insisting on high rigor, and assessing student mastery of the objective.
- Instructional Quality: including effective modeling, guided practice and independent practice, checking for understanding, higher order questioning, and effective student engagement.
- Classroom Systems: including classroom procedures, room set-up, effective visuals, student organizational processes and preparation.
- Student Motivation: including lesson pacing, classroom management, student rapport, and classroom presence.

The Leadership Team observes each teacher's classroom — both informal feedback visits and formal evaluations -- a minimum of 8 times annually. All feedback and observations are documented and involve a face-to-face debrief. Mastery uses its teacher observation forms in conjunction with the PDE evaluation 426 Form. After formal evaluations, the teacher and supervisor meet to debrief.

In addition, school leaders meet with each teacher every six weeks to review students' grades and benchmark test data for the teacher's classes. These discussions are focus on the teacher's instructional strategies.

Struggling teachers receive a Professional Improvement Plan to help the teacher improve his/her practice. This Individual Professional Improvement Plan lays out clear goals and benchmarks for the teacher. It further indicates specific training, reading, classroom videotaping, and/or new practices required of the teacher as s/he develops.

To focus the teachers on student performance and to provide an incentive to the teaching teams, a bonus of up to \$1,500 is available to the teaching team based on students' academic performance.

Individuals Responsible For Teacher And Staff Evaluation

- David McDonough, Principal: Certified in Calif, PA Principal certification pending
- Steve Kollar, Assistant Principal, PA Emergency Principal Certification
- Lauren Lee, Assistant Principal of Special Education, Certified
- Andrew Ruhf, Assistant Principal, PA Principal Certification

Professional Development For Evaluators

All evaluators continue their professional development through the following activities:

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

Teacher Evaluation - Attachment

- Teacher Eval Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

BOARD CHANGES:

The following changes occurred during the 2007-2008 school year:

- Ian Berg resigned from the Board due to a serious personal health issue.
- Jeremy Nowak resigned as Board. Mr. Nowak had served as Board Chair since Mastery's inception. Mr. Nowak will now Chair the Mastery Charter Schools Foundation, a separate 501(c)3 that supports Mastery schools.
- Judy Tschirgi was elected Board Chair. Ms. Tschirgi has served on the Shoemaker Board for two years. She was the Chief Information Officer at SEI Investments and currently is a management consultant.
- Charles Corpening was elected to the Board. Mr. Corpening is an Investment Banker at Joshua Partners, a Princeton graduate, and has been active in education issues as a volunteer.
- Shirley Flowers was elected Lenfest Parent Association President and appointed to the Board.
- Sheila Hinton was elected Lenfest Parent Association Vice President and appointed to the Board.

SCHOOL LEADERSHIP CHANGES:

- Steve Kollar was appointed Assistant Principal. Mr. Kollar replaced Jill Dunchick, who was appointed Principal of the Mastery Charter Thomas Campus. Mr. Kollar is a Teach For America alum and a recent graduate of University of Pennsylvania's Aspiring Principals program.

Board of Trustees

Name of Trustee	Office (if any)
Charles Corperning	Member
Thom Webster	Secretary
Ed Baumstein	Treasurer
Eric Brooks	Member
Stephen Cohn	Member
Angela Duckworth	Member
Graham Finney	Member
Brook J. Lenfest	Member
Jordan Meranus	Member
Moshe Porat	Member
Judith Tschirigi	Chair
David van Adelsberg	Member
Shirley Flowers	Parent Member
Shelia Hinton	Parent Member

Professional Development (Governance)

New Board members are oriented to the Board’s role and responsibilities by Jeremy Nowak, Mastery’s Board Chairman. Bob O’Donnell, Mastery’s legal counsel, attends Mastery’s annual meeting and reviews Board governance responsibilities and ethics considerations. The school complies with Sunshine Law requirements by posting our meetings in the Philadelphia Daily News at the beginning of the school year. Finally, the Board approved a resolution stating Mastery’s compliance with the Public Officials Act; all members complete the Statement of Financial Interest as required by the Public Officials Act.

Coordination of the Governance and Management of the School

Mastery’s CEO Scott Gordon is responsible for the day-to-day operations and management of the school. Mr. Gordon supervises the Principal who is responsible for academic leadership and supervision at the school. Mr. Gordon reports directly to the Board and speaks regularly with Judy Tschirigi, the Board Chair. Key issues - such as the overall business plan, curriculum strategy, standards, permanent facility purchase, annual budget, hire approval, and the school’s discipline posture - were discussed and decided at the Board level. The Board has the following committees that meet on an ongoing basis between Board meetings:

- The Executive Committee of the Board is empowered to act in the Board’s behalf when Board oversight is required between Board Meetings. The Executive Committee handles outstanding student issues, disciplinary

- hearings, and parent complaints. The committee also nominates prospective Board members, and conducts the CEO's annual review.
- The Finance Committee of the Board supervises the financial processes and reviews monthly financial statements. The Audit Committee, which is a subcommittee of the Finance Committee, supervises the audit.
 - The Development Committee is responsible for coordinating Mastery's fundraising efforts.
 - The Strategic Planning Committee advises the Board and CEO on key leadership, organizational, and strategic direction issues.
 - The Academic Committee provides input oversight of the school's academic program.

RELATIONSHIP WITH SCHOOL DISTRICT OF PHILADELPHIA

Mastery enjoys has an excellent relationship with the School District of Philadelphia (SDP). Mastery's CEO and Board members met with Mr. Brady (SDP interim CEO) and Ms. Dungee-Glenn (SDP's School Reform Commission Chairman) on several occasions to discuss ways Mastery could effectively work with the School District. Mr. Gordon speaks regularly with charter school office and key departments within the District.

Mastery has partnered with the School District of Philadelphia to support SDP's Small High School Initiatives, supporting the conversion of the District's Thomas, Shoemaker, and Pickett middle schools into independent charter schools based on the Mastery model.

Coordination of the Governance and Management of the School - Attachment

- Board Meetings Lenfest

Community and Parent Engagement

Mastery Charter Lenfest Campus' Parent Association is an active participant in the school. The President and Vice President of the Association serve on the Board of Trustees.?

??Board meetings are announced to all parents and are posted in the Philadelphia Daily News as per Sunshine Law requirements.

- **More than a 24 community groups are contacted as part of Mastery's student recruitment outreach.**

- **Open parent and Parent Association meetings were held on ten occasions during the year.**
- **7th and 9th grade Welcome Family Orientation and BBQ was held to orient students and families to Mastery. Students were presented with a Mastery resource binder.**
- **A Back to School Night was held in September and Report Card Conferences were held in October and March. Strong family turnout also took place at Exhibition Night, and at our first ever school play in February.**
- **School updates were sent home to parents several times during the year. Home visits will be scheduled this year as needed to engage parents further.**
- **An automated telephone system will be purchased to contact parents, as well as, a marquis sign to support communication.**

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Mastery Charter 2007-2008 fundraising activities focused on supporting the opening of Thomas, Shoemaker and Pickett (fall 2007) Campuses, curriculum and program development, and paying down Mastery Charter High School' mortgage and facilities expenses.

Board members and current contributors introduced new prospective donors to Mastery during the school year. Numerous meetings and school tours were conducted to familiarize prospective donors with the school. In total, individual and foundation donors contributed \$1,602,149 to Mastery Charter High School during the school year. Major donors included:

- The Lenfest Foundation
- The Brook J. Lenfest Foundation
- Gerry and Marguerite Lenfest
- Hamilton Family Foundation
- Richard J. Fox
- Christine and Ed Snider Foundation
- Fox School of Business @ Temple University
- Pew Charitable Trust
- Burns Engineers
- Schwab Charitable Fund
- First Trust Bank
- New Schools Venture Fund

2007-2008 Events

In addition to fundraising, the Board was present during Career Day held this spring where business leaders sit on panel discussions. This event is facilitated by our students. Also, our Board members participated in Exhibition Night, an annual event also held every spring to showcase Senior Projects. Donors, parents, and community members were present. Also, on June 18th the Annual Brook J. Lenfest Foundation Scholarship Awards Night was held to present five Mastery seniors with a full scholarship to attend Pennsylvania State University and Temple University. In June 2008, The Honorable Mayor Michael Nutter visited the school and spoke to over 200 juniors and seniors. The June 2008 Board meeting was held at this campus. Finally, on June 13th, Board members attended graduation ceremonies for our high school seniors, held at the Independence Seaport Museum.

Plans for 2008-2009

We plan to host prospective donor meetings and tours throughout the year. We are launching our second fundraising campaign this fall.

Fiscal Solvency Policies

The Board of Trustees has adopted financial policies and procedures which include the following: budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building, and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The accounting department of Mastery Charter High School provides interim financial reporting for the Board of Trustees and CEO on a monthly basis. The Director of Finance meets with the school administrative team regularly and attends all Board of Trustees and Finance Committee Meetings. Through careful monitoring of expenditures and revenues the school assures all expenditure and revenue categories remain within budget.

Accounting System

The accounting system for fiscal year 2007-08 was QuickBooks, and it is loaded with the State Chart of Accounts. Transactions are posted by the accounting department staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures, and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements. The budgeting, accounting, and financial reporting systems are maintained on an accrual basis of accounting which is in accordance with GAAP.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Signed Page of Prelime

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

The school's auditing firm is Larson Allen, LLP. The most recent audit is dated October 3, 2007 for fiscal year 2006-2007. Larson Allen, LLP expects to complete the 2007-08 financial audit by October 1, 2008. The results of the audit will be presented to the Finance Committee and will then be presented to the Board of Trustees.

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

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

Citations and follow-up actions for any State Audit Report

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

SECTION VII. FACILITY RESPONSIBILITIES

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

ORIGINAL SITE (MASTERY CHARTER HIGH SCHOOL)

Mastery's goal is to demonstrate that students can receive an outstanding education at the same per-pupil spending level as the School District of Philadelphia (SDP). However, operating income from SDP and entitlement funding is not sufficient to fund the Mastery Charter High School Facility and the Board has committed to privately fundraise for this expense. Mastery purchased a permanent school facility (the Mastery Charter High School) in April 2002. The building, a four story office building at 35 S. 4th Street, was renovated and occupied in September 2002. Mastery financed the purchase, and currently has \$2.7 million in debt outstanding. The debt service for fiscal year 2007-08 was approximately \$268,359. We expect to pay off the loan within five years.

For the 2007-2008 fiscal year, Mastery Charter High School acquired the following:

- | | |
|-----------------------------------|-----------|
| • Instructional materials | \$48,581 |
| • Books & Software | \$117,668 |
| • Instructional Furniture & Equip | \$11,855 |
| • Computers | \$55,157 |
| • Facilities Repair | \$383,668 |

All furniture and equipment were purchased after obtaining quotations from various vendors. The lowest cost vendor was sought in purchasing all capital items.

Future Facility Plans and Other Capital Needs

Our recent charter renewal (2005-2010) permits Mastery to expand to grades 7 and 8 at the Mastery Charter High School, and we are doing so in fiscal year 2008-09. We are exploring the feasibility of expanding our current building to accommodate additional students. If undertaken, the expansion will provide sufficient space to increase our enrollment to approximately 600 students in grades 7 through 12.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Mastery Charter Lenfest Campus conducted regular monthly fire drills to comply with safety regulations. City License and Inspections examined the building for safety and fire code violations and issued a Certificate of Occupancy, finding no material deficiencies. Mastery filed PDE-4101 — Certificate of Fulfillment of Fire Drill and School Bus Emergency Evacuation Drill Requirements — with PDE on **3/26/2008**.

Health and Immunization records were collected for all students. Records for all students are kept on file at Mastery. Mastery filed the School Immunization Law Report with PDE by **3/4/08**. Information on file includes:

- Medical/Health Information form to be completed by the parents/guardians requesting general health information
- Private Physician's Report of Physical Examination of a Pupil of School Age (must be submitted prior to the students first day of attendance). This form covers Medical History on Immunizations and Tests such as Diptheria/Tetanus, Polio, Measles, Mumps, Rubella, Hepatitis B, and Tuberculosis. Also covered is a Report of Physical Examination and Significant Medical Conditions, including but not limited to allergies, asthma, chemical dependency, diabetes, hearing disorder, hypertension, respiratory illness, and seizure disorders.
- Private Dentist Report of Dental Examination of a Pupil of School Age (must be submitted prior to the students first day of attendance).
- Vision and hearing screens. In 2007-2008, Mastery Charter invited volunteer physicians to conduct vision and hearing screenings for all students.

WELLNESS POLICY IMPLEMENTATION

Mastery has completed and submitted the Local Wellness Policy Checklist and Student Wellness Policy which was accepted by the School District of Philadelphia on 7/31/08. Mastery pursued the implementation of the Guidelines for Nutritional Standards for Competitive Foods in Pennsylvania Schools. The program will be monitored by our physical education and nutrition instructors, our cafeteria manager, and our school nurse. Mastery has already executed the following initiatives:

- **Nutritional Education** 9th grade students are required to take a nutrition course designed by our staff. The school's nutrition course encourages and supports healthy eating by students. Facts about balanced nutrition are presented in a learning laboratory setting, as students create and cook healthy meals in class.
- **Physical Education & Physical Activity** Mastery will continue to provide students with our physical education courses taught by certified CPR trained instructors. Age appropriate activities including aerobics, weight-training, dance, and various other recreational sports. These activities are used to positively reinforce the importance of physical activity in a balanced lifestyle. In addition to our physical education courses, we sponsor various after-school activities such as flag football, drill team, dance, step class, track, basketball, yoga, and karate.
- **Other School Based Activities** Mastery's students are offered well balanced meals in a safe clean environment monitored by the cafeteria manager. The cafeteria manager also oversees the fundraising activities during the lunch hour. In lieu of candy bars, high fat snacks, and caffeinated sodas, students are able to sell soft pretzels, popcorn, fruit, fruit juices, water, and milk.
- **Safe Routes to School** Our administrative and teaching staff team up with local police departments and public safety agencies to ensure that students have safer routes to

school. Crosswalks, sidewalks, and streets are monitored for safety, making walking and bicycling to school easy.

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

- Wellness Policy
- Sharrs Report
- SHARRS Signature page for 9/30/08 Submission

Current School Insurance Coverage Policies and Programs

HEALTH INSURANCE:

Keystone Health Plan East (HMO)
Blue Cross Personal Choice (PPO)

DENTAL INSURANCE:

Guardian Dental Guard Preferred

LONG & SHORT TERM DISABILITY:

Guardian

LIFE:

Guardian

COMMERCIAL PROPERTY

Philadelphia Insurance Company

GENERAL LIABILITY INSURANCE:

Philadelphia Insurance Company

COMMERCIAL AUTOMOBILE

Philadelphia Insurance Company

WORKERS COMPENSATION

PMA Insurance Company

COMMERCIAL UMBRELLA

Philadelphia Insurance Company

Current School Insurance Coverage Policies and Programs - Attachment

- Cert of Insurance-Lenfest campus

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2007-08 Teaching Staff

- 18 of 28 Teachers employed in June 2007 returned for the 2007-08 school year

- 10 new teachers were hired for 2007-08 school year
- 4 new teachers were hired mid-year
- 32 teachers were employed during the 2007-08 school year. 28 remained for the entire school year.
- 86% of teachers in certificated positions were certified or emergency certified

2007-08 administrative staff

- 6 of 7 administrative staff employed in June 2007 returned for the 2007-08 school year. One administrative staff member resigned and took a position at the school where his own child attends.
- Two new administrative staff were hired in the 2007-08 school year (Assistant Principal for Instruction, Academic Advisor). Eight different administrative staff members were employed during the 2007-08 school year. Steve Kollar was appointed Assistant Principal. Mr. Kollar replaced Jill Dunchick, who was appointed Principal of the Mastery Charter Thomas Campus in October. Mr. Kollar is a Teach For America alumni and a recent graduate of University of Pennsylvania's Educational Leadership Program for Aspiring Principals.
- 75% of administrative staff in certificated positions were certified (Principal is certified in California; is in process of reciprocating here in Pennsylvania).

Patterns and Reasons:

Mastery takes deliberate steps to create a strong professional learning community. Mastery conducts a staff satisfaction survey each January and June and our teachers have rated their job satisfaction an average of 8 on a ten point scale (10 is the high score).

Many of the teachers that are attracted to our educational model are young, energetic, and early in their careers and family plans. In addition, Mastery has very high standards for our teaching staff. As a result, some turnover is expected. For 2008-09, 2 teachers were not asked to return, 3 took positions at other charter schools, 2 were transferred to other Mastery Charter campuses, 1 will be attending graduate school, and 1 left for personal reasons.

Quality of Teaching and Other Staff - Attachments

- ACS Lenfest File
- PDE 414

Student Enrollment

We have reviewed our admissions and enrollment procedures with attorneys familiar with Charter School Law to ensure our procedures comply with both the spirit and practice of the law.

Each year Mastery Charter Mastery Charter High School recruits students for the incoming 9th grade class. Beginning in fall 2008, Mastery will also recruit 7th graders. All students who have completed 8th grade are eligible to enroll in Mastery's 9th grade. First preference is given to students who live in Philadelphia County.

Enrollment Procedures

Mastery Charter sends out recruitment notices to community organizations, community centers, public middle schools, and charter middle school. The notices and advertisements invite interested students and parents to information sessions held at Mastery Charter.

Mastery Charter High School - Charter Annual Report

- More than 4 information sessions are held on weekday evenings and weekend mornings.
- The information sessions review the Mastery Charter’s academic program and culture. Current students present at the sessions.
- Prospective students are asked to submit an application to the school.
- Prospective 9th grade students who submit an application are scheduled for a pre-enrollment meeting. The meeting is conducted by staff or parents and a current student. The purpose of the meeting is to discuss the school and our program with the prospective student on a one-to-one basis. The meeting is non-evaluative.
- The only criteria by which a prospective student can be eliminated from the application process is if the student states an unwillingness to adhere to, or participate in, Mastery Charter’s specific program. Before a prospective student is eliminated from the enrollment process a second meeting must be held between Mastery’s Principal (or Assistant Principal) and the student’s parent or guardian to discuss the situation.

In the 2007-8 enrollment process, no students were asked to withdraw from the process.

- All students who complete the enrollment process are placed in a lottery.
 - The lottery is conducted using a random number generator (www.random.org). Students are admitted to Mastery and placed on the waiting list in the order they are selected by the random number generator.
 - Students are enrolled off the waiting list in the order they were placed by the random number generator.
 - The Mastery Charter Lenfest Campus lottery was conducted on February 14, 2008. 75 students were selected and 120 were placed on the waiting list.

Enrollment History MASTERY CHARTER LENFEST CAMPUS

	9th	10th	11th	12th	Total
Re-enrolled from 2006-7	0	112	71	96	279
# of newly enrolled for 2007-08*	131	0	0	0	131
Total enrolled at start of school year (2007 -8)	131	112	71	96	410
# added during the year	5	2	3	2	12
# withdrawn during the year	10	13	4	10	37
# of students graduated mid year				3	3
= Number of students at year end (June 2008)	126	101	70	85	382
# 12 th graders graduated				80	80
# of students who did not re-enroll	1	2	1	0	4
# of students who re-enrolled in July 2008	125	99	69	5	298

Schools Transferred to:

Mastery Charter High School - Charter Annual Report

Of the 37 students who withdrew during the year:

- 30 students enrolled in their neighborhood Philadelphia Public School
- 4 students moved out of Philadelphia
- 2 students enrolled in Job Corps
- 1 Student enrolled in Cyber Charter

The reasons for withdrawing from Mastery during the year include:

- 9 students withdrew stating they were unhappy with the school program, particularly the school's grading system and graduation requirements
- 4 students moved out of Philadelphia
- 20 students withdrew while facing hearings non-violence violations
- 4 students withdrew due to 10 consecutive days absence

The reasons for not re-enrolling at Mastery include:

- 3 students stated they wanted a larger high school with a better sports
- 1 student enrolled in a Philadelphia magnet school

TRENDS IN STUDENT TURNOVER & RETENTION

Our student retention for 2007-8 was 90.3%. 9.7% of students either withdrew during the year or decided not to reenroll.

07-08 (422 students)

Students withdraw during the year 37 (8.8%)

Students not re-enrolling for upcoming year 4 (0.9%)

TOTAL TRANSFER OUT RATE: 41 (9.7%)

TRENDS:

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

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

2. Academic Expectations. Some students are unwilling to accept Mastery's mastery-based promotion system and high expectations. Students are required to attain a 76% average to pass a course. Students who flunk more than 2 courses may be required to repeat the grade. Some students who are not accustomed to an achievement culture initially do not make an effort to master their classes. Many of these students are bright and capable, but seem to have grown accustomed to getting by with little effort. Unfortunately, some of these students prefer to transfer to a traditional high school program where they know they can graduate in four years with minimal effort.

Improvement plans to respond to these problems include:

- Expand home visits program for incoming 7th and 9th graders
- Continue to expand the Restorative Practices discipline model
- Expand Achievement Classes to target all students who are unsuccessful on their benchmark exams
- Increase Parent / Guardian communication
- Expand Counseling services and frequency of home visits during the school year for students who struggle with academics, behavior or attendance

Student Enrollment - Attachment

- Admissions Policy

Transportation

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

Food Service Program

Mastery Charter participates in the FRL Program through the School District of Philadelphia who fully services and staffs Mastery's food service program.

Student Conduct

A) EXPECTATIONS FOR STUDENT BEHAVIOR AND DISCIPLINE

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

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

CODE OF CONDUCT

I choose to be here.

I am here to learn and achieve.

I am responsible for my actions.

I come with a clear mind and healthy body.

I contribute to a safe, respectful, cooperative community.

This is my school... I make it shine.

A school-wide Merit/Demerit system supports appropriate student behavior. Students carry name tag lanyards where staff can record merits and demerits. When students receive six demerits in a semester, they receive a detention. After three detentions, a parent-staff conference is held to identify the source of the student's problem. The merit system is used to acknowledge individual acts of character, growth and service. Accumulated merits reward students for positive behavior.

- *School Culture Rituals And Programs*

- *Uniform:* All students must be in school uniform (blue/black slacks and white Mastery shirt tucked in) at all times.

- *School-Wide Classroom Rules:* All teachers post the same rules and are expected to enforce those rules consistently.

- *Community Meetings:* A community meeting (up to 100 students) is held weekly. At the community meeting, public recognition of student accomplishments is highlighted, community problems are addressed, and announcements are made.

- *Awards:* Students who demonstrate elements of the Code of Conduct are recognized at Community Meetings. In the middle school, class cohorts receive a behavior rating from each teacher. At the end of the week the cohort with the highest rating receives recognition and privileges.

- *Restorative Justice:* Restorative Justice is an approach to wrongdoing that emphasizes relationships and raises attention to the harm done to victims, offenders, and the overall community. Restorative Justice means that individuals who hurt the school community must make amends and give back to the community for their infraction.

- *Progressive Discipline* Students who have repeated disciplinary problems are called in for a “teaming” — a meeting with the entire instructional team and

the student’s parents. If additional disciplinary problems occur, the privileges are withheld. Continued discipline problems require a parent conferences and may result in a student being assigned to work in an independent learning area or suspension from school

Due Process

Mastery Charter’s discipline policies have been reviewed by a lawyer familiar with public school code, particularly as it applies to due process. As such, we have included the following process for expulsions or extended suspensions:

- Expulsions and suspension greater than one day must be approved by CEO.
- An Expulsion Hearing must be held before a recommendation to expel is made. The student’s parent or representative must be given 10 days written notice of the hearing.
- Expulsion decisions are made by the Board of Trustees upon recommendation by the CEO.
- Special Education students will not be expelled until their IEP Team has conducted a “Manifestation Determination Hearing” to determine whether or not their classification impacted on their infraction.

B) NUMBER OF SUSPENSIONS AND EXPULSIONS

No students were expelled from Mastery Charter Lenfest Campus during the 2007-2008 school year. At the Mastery Charter Lenfest Campus there were 113 students involved in 178 suspensions.

LENFEST: 2007-2008 Incidents / Suspensions

Specific Offense (e.g. assault, theft, etc.)	Number of Suspensions	Average enrollment During 2007- 2008
Insubordination	64	396
Cutting classes	55	
Excessive Tardies	0	
Vandalism	1	
Inappropriate Conduct	3	
Fighting	15	
Non-violence violations (inciting violence, pre-fight, intimidation)	34	

Plagiarism/ Cheating	4
Weapons	2
TOTAL	178

Our number of suspensions was reduced dramatically from 441 in 06-07 to 178 in 07-08. Continuing to reduce the number of suspensions and multiple incidences by individual students is a high priority for next year. Our goal is to reduce suspensions for insubordination and cutting by at least another 25%. The following improvement strategies will be employed in 2008-09 to reduce suspensions:

- The Culture Team will meet weekly to address student needs. A team of teachers, deans, and staff, led by the Director of School Culture, develops strategies and support plans in order to focus limited resources (personnel, time, money) on very specific areas of student need. The focus is on measurable action steps. The Deans and Social Emotional Learning teachers will use case management strategies to work with at-risk students.
- Home visits will be conducted weekly by the school social worker.
- The counselor will host therapeutic classes and groups for at-risk students
- The SAP Team will assess and refer student to internal and outside agencies as necessary.
- Staff will be trained in restorative practices and classroom management. Restorative practices and detentions will continue to serve in lieu of suspensions for lesser offenses.
- Community circles and meetings will be conducted in advisory groups by grade with more student and teacher leadership.

Student Conduct - Attachment

- Discipline Policies

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Mastery Charter High 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

2008 - 2009 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Scott Gordon

Title CEO

Phone 215-922-1902 x2408

Fax 215-922-1902

E-mail Scott.Gordon@Masterycharter.org

Signature of the Chief Executive Officer and Date

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

Name Judy Tschirgi

Title Chair

Phone (610)676-1503

Fax NA

E-mail Jtschirgi@gmail.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Lauren Lee

Title Assistant Principal

Phone 215-922-1902 x2313

Fax 215-922-1902

E-mail Lauren.Lee@Masterycharter.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page