Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report

Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Manchester Academic CS
Address: 1214 Liverpool St
Pittsburgh, PA 15233-1304

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: Manchester Academic CS

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

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

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

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

Student/Teacher Ratio: 7.1 **Student Waiting List:** 500

Attendance Rate/Percentage: 96 %

Summary Data Part II

Enrollment: 200 **Per Pupil Subsidy:** $12,393.71

Student Profile	
American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	198
Hispanic:	0
White (Non-Hispanic):	2
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 81 %

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 32

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	187	187	0	554
Instructional Hours	0	0	1080	1122	1122	0	3324

SECTION I. EXECUTIVE SUMMARY

Educational Community

Manchester Academic Charter School (MACS) is an open enrollment elementary/middle school that is available to all individuals of any creed, color, or nationality who wish to apply. The School is housed in a new modern building with facilities that enhance the effectiveness of students' learning and provides a safe environment for all activities. The Charter School is located on the North Side of Pittsburgh in a predominately Black neighborhood that has some economic and environmental challenges; approximately 65% of the School's population comes from the area.

Mission

*MACS **Mission Statement*** We foster the dreams of all children by providing an outstanding and dynamic education in a nurturing environment.

Vision

*MACS **Vision***

We will continue to be an educational center of excellence and become a community pillar of support where students excel, families are engaged, teachers are empowered, and alumni flourish.

Shared Values

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

- Students come first
- Development of lifetime skills of reading, mathematics, and technology
- Continue National, State, & Local Test Scores that are above the projected range.
- Provide a smooth transition from home, school (Kindergarten through 8th Grades), and community
- Shared responsibilities among the educational professionals of the school and support staff
- Provides year-long activities that enrich the school and community environment
- Expose students to the fine arts and opportunities of the Pittsburgh community in drama, dance, multimedia, and art
- Provide continuance of fiscal management practices that keep MACS in the "black"
- Provide continuance of high morale practices among the staff, students, and the parents
- Develop successful college and university and MACS partnerships
- Increase opportunities for adults to share their expertise with interested students
- Develop collaboration with community partners in programs that increase the literacy and health and other student abilities and interests
- Develop a larger school facility and enrollment per elementary grade levels (K—5th) to provide a quality education for families with children on the School's rather large waiting list.

Academic Standards

OVERVIEW

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

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

ACADEMIC STANDARDS ELEMENTARY READING AND LANGUAGE ARTS

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

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

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

5. All students will view media, technology, and live performances for a variety of purposes including gathering information, making informed judgments, processing information, and for enjoyment.

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

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

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

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

MACS Middle School Math Teachers develop procedures or provisions to articulate experiences in mathematics curriculum area between levels in the middle school math courses (5th through 8th Grade) and beyond, inasmuch as, both teachers meet regularly and discuss student performance

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

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

Elementary science teachers meet as a staff to discuss grade level science curriculum and expected outcomes to articulate experiences in this curriculum area between levels in the elementary science classrooms. Primary teachers (K—2nd Grade) convene to share goals and objectives with one another, and intermediate teachers (3rd & 4th Grades) convene as well. The elementary science teachers use the following resources to assess student growth in their knowledge of science: curriculum-based assessment, teacher-made tests, performance assessments, informal assessments, rubrics, and group and individual projects.

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

structures.
All students will understand the interrelationship of science and technology and the function of technological design.

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

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

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

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

ACADEMIC STANDARDS **MIDDLE SCHOOL SOCIAL STUDIES** **5th** through 8th Grade

All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.
All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of Pennsylvania, the United States and the world.
All students will acquire historical understanding of societal ideas and forces throughout the history of Pennsylvania, the United States and the world.
All students will acquire historical understanding of varying cultures throughout the history of Pennsylvania, the United States and the world.
All students will acquire geographical understanding by studying the environment and society.

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

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

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

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

The Technology Teacher Dan Dimucci uses the following instructional techniques:

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

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

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

ACADEMIC STANDARDS ART Kindergarten through 8th Grade
All students will express themselves creatively while developing knowledge, skills, techniques, and an appreciation of various communication forms.
All students will select and use art media techniques and processes in order to communicate ideas, experiences, and feelings.
All students will use verbal and written forms to describe art.
All students will identify their preferences in any art form and describe the reasons.

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

ACADEMIC STANDARDS HEALTH & PHYSICAL EDUCATION Elementary & Middle School
Elementary—Health & Physical Education
1. Students describe the basic structure and function of human body systems.
2. Students recognize the signs and symptoms of chemical misuse, abuse and

dependency, discuss their impact on personal and family health, and identify resources for help and information
3. Students discuss how family and friends are important throughout life and that relationships require respect for others.
4. Students combine movement skills to participate in physical activities, such as games, sports, and lifetime recreational pursuits.
5. Students perform loco motor (walk, run, jump), non-loco motor (bend, reach, turn), and manipulative (throw, strike, kick) movement skills.
Middle School--Health
1. Students identify nutrition habits of teens and know effect on physical, emotional, and intellectual health.
2. Students use a variety of resistance skills to avoid drugs and alcohol use and practice abstinence.
3. Students discuss ways to avoid and reduce threatening situations.
4. Students identify ways to develop good self-image.
5. Students recognize effect of advertising on health choices.
Middle School—Physical Education
1. Students demonstrate the ability to follow rules and apply mediation skills in game situations.
2. Students develop strategies to include everyone's participation in group physical activities.
3. Students apply knowledge of how to perform combinations of loco motor and manipulative skills to game situations.
4. Students discover ways to handle aggressive feelings.
5. Students identify the components of muscular strength, and muscular endurance and recognize activities which develop each component.

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

Strengths and Challenges

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

MACS is an elementary charter school with students in Kindergarten through 8th Grade. In June **2008**, the 8th Grade students concluded their studies at MACS having reached expected proficiencies in the School's PA standard-based core curriculum in the five **required** academic subject areas (mathematics, science, reading/language arts, social studies, and Spanish). Knowledge and skills learned in these core academic subjects will enable the 8th Graders to apply knowledge and comprehend connections between and across subject areas in their chosen next level of schooling. To foster the students' ability to be creative, conduct research and make cultural choices, the 8th Grade students were exposed to a multifaceted curriculum. This school year MACS 8th Grade students completed a final project that featured a PowerPoint presentation and voice over recordings.

Allegheny Voices II—To work on this Project the students were Inspired by Andy Warhol's famous magazine, Interview, whose content arose from personal audio interviews transcribed and accompanied by relevant artwork and photos. The Saturday Light Brigade (SLB) and The Andy Warhol Museum worked with MACS to create Allegheny Voices (A.V.), their own version of this historic journal. Social Studies Teacher Mr. Dennis Henderson guided pairs of 6th through 8th Grade students to interview various North Side residents. The interviewees are people with whom the students had the opportunity to develop a rapport, while gaining insight into North Side's history and benefitting from listening to their experiences. The goal is to instill a sense of community interconnectedness, pride and historical perspective to student's lives on the North Side. SLB assisted the students the art of the interviewing process by helping them choose pertinent and provocative questions. SLB then tutored them in techniques of sound recording and assisted them in capturing their conversations via digital audio recording. The Andy Warhol Museum provided hands-on experience with magazine layout utilizing digital desktop publishing. Encouraging students to work creatively, the Warhol staff also instructed them to shoot and incorporate their own photographs for inclusion, and exposed them to other graphic techniques with which to illustrate the interviews. The resulting magazine and CD recording will be distributed at museums, schools, businesses and facilities throughout the North Side.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

MACS SCHOOL IMPROVEMENT PLAN (MACS-SIP) is a five (5) year Strategic Plan (2001-2006) that has guided the School's goals and objectives throughout the current year. The consulting firm FOUNDATIONS School Services Center (SSC) was the School's external professional resource in the preparation of the original MACS-SIP that made the final assessment report with School Administrators, teachers, and representatives of the Board of Trustees and parents. MACS final *Multi-Year On-Site School Assessment & School Improvement Plan* (OSASIPJ) Report examined the eight (8) areas of school performance and each area received a 1—5 average rating; one (1) being the minimal progress and five (5) meaning significant process. In preparation for the future, the Strategic Goals from the original MACS-SIP Plan that were written in the MACS 2008-2009 Annual Charter School Report have not been discontinued but will be reconfigured as new goals that are part of the new 5-Year MACS Strategic Plan for 2010-2015 that will start in September 2010. During the current school year, the School's administrative planning and teaching strategies continue to focus on the ratings, assessments and recommendations of the MACS-SIP Report and/or the School found that some adjustments had to be made to the major strategic planning goals as explained below.

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

- Initiate efforts to increase faculty capacity to use portfolios and analysis of student work as effective tools for student and program assessment. Result: After several attempts to develop uniform criteria for school-wide classroom assessments to include student portfolio assessments, problem-solving, and performance tasks, the School has decided not to move forward in this manner because when evaluated, the system quickly became outdated.

- Develop a program evaluation protocol. MACS has attempted to utilize student achievement data in instructional planning and program evaluation, however, the School realized that this goal was not attainable because of budgetary restraints due to the high costs of computerized systems. Nonetheless, the School has since 2006 been working towards converting our permanent record cards from hard copy to electronically generated data, but the process is incomplete to link this data to school-wide instructional planning and program evaluation.

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

- **Comprehensive Database of Student Demographic & Achievement Data**—The School is currently using the Modular Management System (MMS) for Schools to track student demographics. The Business Manager's accounting office works with the

Director of Pupil Affairs to track student demographics and achievement data that includes the following students' profile information: student health, special education, demographic, disciplinary and/or suspensions, standardized test scores, and attendance. This Report is submitted monthly, quarterly, and/or annually as required to the PDE.

• **Student Computerized Report Cards**—The School has made progress in utilizing computers and software to manage the students' grades and demographics. The school created a computerized report card that not only reports the students' grades, but also calculates the grade point average automatically. This same computerized system is also used for teachers to create progress reports every 3 weeks.

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

- **Classroom Assessment—MACS** traditional teacher-made tests and assessments in classrooms continue to be used; however, the use of **student portfolios** have been introduced and are maintained by each teacher and the portfolios are filed in the Deputy Chief Executive Officer's office. After attempts to develop a consistency in the evaluation of student portfolio, the School decided not to use portfolios assessments because the system quickly became outdated due to the variations in the requirements used on the various grade levels, as well as, in the variety of subject matter.

- **Program Evaluation**—A comprehensive model for evaluating **the school's** programs **continues to be coordinated by** the Program Evaluation Team **that** consists of the Chief Executive Officer, the Deputy Chief Executive Officer, Board member(s), and several faculty members. As recommended by the FOUNDATIONS Team, the MMS database **is** used to provide data for evaluation.

- **Academic Curriculum Challenge & Enrichment Program**—MACS **utilizes the** ***Academic Challenge & Enrichment Strand*** (ACES) Program for Grades 6th through 8th. This Program format is a strong, rigorous academic curriculum aligned with PA State Standards, which provides an *Individualized Education Plan* (IEP) for each Middle School Student. The Program will involve **a Learning** Support Teacher, Reading Specialist, and Teaching Assistant. The Program is to be supported by partnerships with Carnegie Science Center, Manchester Craftsmen Guild, Sarah Heinz House, Carnegie Mellon University, and the Community House.

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

Strategic Planning Committee

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

Goals, Strategies and Activities

Goal: Advanced & Gifted Education Program

Description: Develop and maintain strategies and curriculum for advanced and gifted education program by establishing an Enrichment Program.

Strategy: Selection of Students

Description: MACS Administrator, Deputy CEO, oversees both the reading and math enrichment programs for advanced and gifted children in Grades Kindergarten through 8th. The School established MACS Super Stars an enrichment reading/language program for advanced and gifted students. Students selected for the 6th--8th Grade Math Team must pass selected achievement tests.

Activity: Program Progress

Description: With a focus on strengthening academic skills, the School provided reading and mathematics enrichment classes for students in gifted and advancement classes (Kindergarten through 5th Grade and Grades 6 through 8). This school year 25 students participated in math and/or reading enrichment programs. The gifted 6th—8th Grade Math Team of 12 members participated in out-of-school and internet math competitions. The School continued its third year 6th—8th Grades gifted & advancement enrichment program called MACS Super Stars. In October 2009, the Super Stars participated in the Creative Convention Competition that included problem solving at North Allegheny Intermediate School. Again this year, the students participated in the January 2010 Science Bowl at Carnegie Science Center. In April 2010, the students attended the Invention Convention through the Allegheny Intermediate Unit (AIU).

Person Responsible	Timeline for Implementation	Resources
Beth Pyzola	Start: 8/25/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Charter School Processes

Description: Professional education organizations conveniently provide seminars and/or conferences in various locations with opportunities for educators to learn about administrative techniques & strategies, special programs, new teaching & classroom techniques, research initiatives, new textbook and materials, etc. The PA Coalition of Charter Schools (PACCS) is one of the professional education organizations that MACS administrators and teachers are urged to attend. CEO Mr. Vasilios Scoumis and Deputy CEO Ms. Beth Pyzola attended the National Alliance for Public Charter School Conference held in late June in Chicago, IL.

Strategy: Administrators, teachers, and staff are encouraged to attend professional deveopment seminars and/or conferences.

Description: This school year administrators were invited to attend the PACCS Annual Conference that focused soley on the charter schools' leadership. The CEO attends local western regional meetings and was elected to serve as Vice President. Teachers and one staff member attended six (6) local professional development seminars and/or conferences in the Pittsburgh area.

Activity: PACCS Annual Conference

Description: MACS CEO & Deputy CEO attended the PACCS 2010 Annual Conference that focused on leadership, governance, and strategies issues with representatives of the leadership of charter schools in attendance only and was held in Lancaster, PA. Mr. Scoumis continued to serve as Vice President.

Person Responsible	Timeline for Implementation	Resources
Vasilios Scoumis	Start: 8/25/2010 Finish: Ongoing	$3,800.00

Status: Not Started — Overdue

Goal: Computerized Curriculum Matrix

Description: MACS established a computerized matrix that enables all teachers to align their curriculum to PA State Standards.

Strategy: Supervision of Curriculum Maxtrix

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

Activity: Yearly Status of Curriculum Matrixes

Description: Teachers completed 100% of their curriculum matrixes (K through 8th Grade) in Math, Reading/Language Art, Science, Social Studies, Technology, Art, Spanish and Health & Physical Education. Reading/Language teachers selected a supplementary program & the Computer Technology Teacher selected new software this school year and thus are in the process of updating their curriculum matrixes.

Person Responsible	Timeline for Implementation	Resources
Beth Pyzola	Start: 9/2/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Enrichment Classes for Math & Reading

Description: To provide and maintain appropriate individualized learning strategies for students who are in need of remediation in reading and/or mathematics, the School provides enrichment classes.

Strategy: Identification of Students performing below grade level

Description: Teachers and administrators identify those students who are struggling or performing below grade level in reading and/or mathematics and provide small group instruction in special enrichment classes (Kindergarten through 5th Grade and Grades 6 through 8). Administrator, Deputy CEO, coordinates the process with teachers. Also, the School offers a 5-week summer program for its at-risk students.

Activity: Student-Centered Instruction

Description: The School continued its reading and mathematics enrichment classes for students in need of remediation in Kindergarten through 5th Grade. This school year 85% of the students have progressed from below basic level of their grade level in both reading and math. And 65% of the students who were below basic score above the basic level of their grade level in both reading and math.

Person Responsible	Timeline for Implementation	Resources
Beth Pyzola	Start: 8/25/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Extra-Curricular Activities

Description: To increase opportunities for middle school students (Grades 6th through 8th) to widen their experiences in making life choices, the School will increase the variety of extra-curricular activities.

Strategy: Variety of Specialty Courses & Activities

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

Activity: Scheduling Extra-curricular Activities

Description: This year Middle School (6th — 8th Grades) Block scheduling was changed to offer Specialty Subjects two days a week on Wednesday and Fridays. Block One courses met from 1:05 p.m. to 2:05 p.m. and Block Two courses met from 2:10 p.m. to 3:10 p.m. Middle School academic subjects are scheduled on full day schedules Monday, Tuesdays, and Thursdays. Incidentally, the Elementary School students (Kindergarten through 5th Grade) specialty subjects were scheduled 5 days a week during the one period of each day. Middle school students schedule specialty subjects according to their interest from a variety of specialty courses offered for each of the four (4) report periods—nine (9) week schedule. Prior to each nine week period, Students and Parents agreed on block schedule and both the student and parent signed and returned an agreement slip.
Throughout the school year, Specialty Subjects were offered in the following classes, club and/or team activities: art-drawing, art-sculpture, art-recycle art, art-printmaking, computer-home design, computer-Microsoft Office, computer-bridges, computer-exploring websites, girls gym, gym-basketball, gym-hockey, digital music, digital production class, cooking, beginner sewing, sewing-book bag & purse making, sewing-colorful cloth, jewelry making, sewing-home, sewing-clothes, cosmetology, virtual golf, Math Team, Drama Club, Chest Club, MACS Superstar, Book Club, Robotics Team and classes, yoga, gardening. Outside Resources: Some of these specialty classes using outside buildings and/or speakers included swimming at Sarah Heinz House, Street Law in Social Studies classroom by guest instructor Attorney Carl Cooper, sexual education presented by the Planned Parenthood organization, and trips to the Manchester Craftsmen's Guild where students worked with pottery and bead making.

Person Responsible	Timeline for Implementation	Resources
Beth Pyzola	Start: 8/25/2010 Finish: Ongoing	$5,000.00

Status: Not Started — Overdue

Goal: Financial Stability

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

Strategy: Financial Stability Process

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

Activity: Financial Stability Maintained

Description: During 2009-2010, the School has stayed within its Annual Budget and uses over 70% for the School programs.

Person Responsible	Timeline for Implementation	Resources
Vasilios Scoumis	Start: 8/25/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: MACS Strategic Plan for 2010-2015

Description: Develop and approve this school year (2009-2010) a new MACS Strategic Plan with specific goals, objectives, and action plans to ensure accountability for implementation over the next five years.

Strategy: Development of MACS New 5-Year Strategic Plan

Description: MACS partnered with The Hill Group, Inc. Management Consultant firm to facilitate the MACS strategic planning process in an inclusive, market driven, and comprehensive manner to manage the next five years of the School’s operation in alignment with its core mission and vision. The Hill Group worked with MACS Strategic Planning Committee that was composed of internal and external stakeholders along with focus groups of teachers and parents.

Activity: New Strategic Planning Process & Progress

Description: With a focus on continuing to build a strong reputation for academic success, MACS Board of Trustees and Administrators selected the The Hill Group to manage the process

in the development of the School's new Strategic Plan for the next five years. Starting in September 2009 and meeting monthly thereafter in 4 hour sessions, The Hill Group and MACS Strategic Planning Committee composed of administrators, board members, teachers, parents, and an after school partner representative worked throughout the school year to develop a new 5-Year Strategic Plan. The new Plan contains information on mission, vision, core beliefs, strategic initiative areas, 2010-2015 Goals, goals and SMART objectives developed throughout the process. The appendices provide supporting market & situational analysis information and additional detail. The Hill Group presented the final draft of MACS Strategic Plan 2010-2015 to the Board for review in April 2010. The Board approved the new Strategic Plan in June 2010 and the new Plan will begin implementation in September 2010.

Person Responsible	Timeline for Implementation	Resources
Vasilios Scoumis	Start: 9/1/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: MATHMATICS

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

Strategy: Analyzing students' math scores

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

Activity: Student PSSA Math Progress

Description: According to the AYP Data Report of the results of the April 2010 PSSA Math Tests, the students met AYP by achieving 80% advance + proficiency above the AYP threshold of 56% advance + proficiency for seven years in a row.

Person Responsible	Timeline for Implementation	Resources
Vasilios Scoumis	Start: 8/25/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Middle States Accreditation

Description: Started in 2005 and completed in April 2007, MACS attained Middle States Accreditation with a two-year time frame. The Report was completed using a Steering Committee that developed a committee structure composed of administrators, teachers, staff, and the Board, time line schedule, writers, and used guidelines that produced the required final document approved by the National Middle States Commission on Elementary Schools.

Strategy: Middle States Accreditation Process

Description: The School was re-evaluated within the time period of 2 1/2 to 3 years within the 7 year period of the School's accreditation to determine if the School accomplishes these goals by approximately May 2010.

Activity: Middle States Accreditation Granted

Description: MACS was accredited in April 2007 by the Middle States Commission on Elementary Schools (MSCES) for Kindergarten through the 8th Grade. The School received a seven year accreditation (2007-2014). MACS submitted as requested a MSCES Multi-Year Review Report (2006-2009). Based on the School's Report, the MSCES representative visited on May 11, 2010 and conducted the Mid Point Visitation by interviewing Administrators, Board members, teachers, and parents; observing the students in various classrooms; and touring the building. The MSCES representative issued a very positive Mid-Point Review Report on May 21, 2010 that in summary found that the School has made appropriate and continuing progress on its action plan/project.

Person Responsible	Timeline for Implementation	Resources
Beth Pyzola	Start: 5/3/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Monitoring Student Attendance on Subject Family Nights

Description: To reach 80% students attendance at Subject Family Night events.

Strategy: Subject Family Night Planning

Description: To continue to encourage student participation, the administrators, teachers, and staff organize each subject or family night activities in a manner in which students have "fun" while learning and engage their parents about what they have learned are taught in their subjects.

The MACS Annual Subject or Family Nights generally occur once a month for all students (Kindergarten through 8th) and are organized as follows: 1) “Meet the Teacher” Night, 2) Mathematics Night, 3) Reading & Language Arts Night, 4) Social Studies Night, 5) “PSSA & You” Night, and 6) Science Night & Science Fair. Students also participate in an annual Black History Performance Program and new this year a Spring Musical Concert.

Activity: Subject Nights Student Attendance

Description: This school year, MACS had some success with a repeat of Subject Family nights with a 5% students increase in attendance which was over 75%.

Person Responsible	Timeline for Implementation	Resources
Vasilios Scoumis	Start: 8/25/2010 Finish: Ongoing	$5,000.00

Status: Not Started — Overdue

Goal: NCLB Blue Ribbon School

Description: To become a NCLB Blue Ribbon School, the School accepted the organization’s nomination and began and completed necessary application process by June 27, 2008. In September 2008 MACS was selected and honored as a NCLB Blue Ribbon School.

Strategy: NCLB Blue Ribbon School Process

Description: The NCLB Blue Ribbon “honors public and private K-12 schools that are either academically superior in their state or that demonstrates dramatic gains in student achievement. “ MACS qualified for the latter category inasmuch as the School has improved student achievement consistently over the past five years having met AYP threshold in all four areas of assessment: school attendance, participation in taking the PSSA tests, mathematics, and reading. This school year 2009-2010, the students achieved AYP for seven years in a row; the school is striving to reach AYP in all four areas for ten years in a row.

Activity: NCLB Blue Ribbon School Award

Description: In September 2008, MACS received the US Department of Education 2008 Blue Ribbon School Award for academic excellence for the past 5 years. The School was one of 12 schools in Pennsylvania and one of the 320 schools in the country to receive this Award.

Person Responsible	Timeline for Implementation	Resources
Vasilios Scoumis	Start: 9/8/2008 Finish: 9/8/2008	-

Status: Not Started — Overdue

Goal: Parent Attendance on Subject Family Nights

Description: To reach 70% parents attendance at Subject Family Night events.

Strategy: Monthly Schedule for Subject Family Nights

Description: The School arranges to have a subject night once a month with a different subject or activity featured with parents in attendance to promote a better understanding of the School, the curriculum, the teachers, and the work that students are doing.

Activity: Attendance Subject Family Nights

Description: This school year overall attendance of parents on subjects family nights increased over 5% to over 70%. The parents expresses appreciation for the opportunity to view their child and/or children's work, participate in activities, attend performances, talk with teachers and administrators, and review the curriculum.

Person Responsible	Timeline for Implementation	Resources
Vasilios Scoumis	Start: 8/25/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: READING

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

Strategy: Utilize University Support

Description: MACS Reading Teachers utilize the Learning Research & Development Center (LRDC) University of Pittsburgh's "questioning the author" and "Text Talk" materials and also the 6th through 8th Grade textbook Writer's Workshop Program.

Activity: Reading Results

Description: According to the AYP Data Report of the results of the April 2010 PSSA Reading Tests, the students' average score of 60% (Confidence Interval) met the AYP threshold of achieving 63% advance + proficiency for six years in a row. The 4th and 5th Grade Reading scores need improvement; however, the 7th & 8th Grade Reading score in the 90% percentile.

Person Responsible	Timeline for Implementation	Resources
Beth Pyzola	Start: 8/25/2010 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: School Library Improvements

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

Strategy: Improved Library System

Description: In this the fourth year of the reorganization of the Library and with the competent skills of MACS full time librarian, the School has in place a computerized system for students to borrow books and materials, as well as, use of a computerized system for search & research. The Librarian along with increased services for teachers and library instruction for classes has increased the days of the week it now provides services to include a Saturday Program. The School will continue to sponsor Scholastic Book Fairs to acquire books and materials for the Library and the classrooms.

Activity: Library as Resource Center

Description: The School's Library, now in its 4th year of existence, provides new services for all students (K—8th) that is supportive of the School's curriculum, students, teachers, and parents. The Librarian assists the individual classes of Kindergarten through 5th Grade students in their reading, book reports, and/or other research assignments, as well as, the 6th—8th Grade individual students with their science projects, book projects, and/or nonfiction reports. The Library's Saturday Program available three Saturdays a month began in December 2009. The Librarian continues to categorize books and materials within a computerized system for students to borrow books and materials. The traditional Scholastic Book Fairs (held 3 times a school year) are run by parent volunteers and the Librarian and continue to be held in the Library, as a result of its success, the Library receives free books that the Librarian chooses for classrooms and the Library.

Person Responsible	Timeline for Implementation	Resources
Vasilios Scoumis	Start: 8/25/2010 Finish: Ongoing	$15,000.00

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

In **2008-2009**, Manchester Academic Charter School utilized the following academic curriculum:

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

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

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

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

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

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

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

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

MACS has documentation that shows that the School's curriculum meets the **PA Chapter 4 Academic Standards and Assessments** in the form of an established computerized curriculum matrix of all the subjects curriculum content and requirements, academic staandards currilum charts (See Section I) and assessment records of students' progress as explained below.

To increase the performance of each child was and continues to be one of the goals of the MACS teaching staff, administrators, and Board of Trustees. FOUNDATIONS consultants with teacher input established benchmarks for every grade and every subject area based on PA State content standards and all requirements. As part of MACS School Improvement Plan (MACS-SIP) curriculum planning, the School established a **PA standardized computer generated model curriculum matrix** that was created and adopted by the faculty. faculty and completed in June 2009; no additional changes were made in the curriculum matrix during the current school year. In preparation for Middle States accreditation, the School's Administrators and appropriate subject area elementary and middle school faculty committees developed each of the academic curriculum standards charts (See Section I) to clearly demonstrate the alignment of the academic subjects with PA state standards. The academic curriculum standards charts include the elementary and middle school subject areas of read/language arts, mathematics, science, social studies, Spanish, computer/technology, art, and health & physical education.

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

- Curriculum embedded tests
- Teacher observations
- Completion of activities/projects
- Teacher devised tests including midterm and final examinations (Grades 6 through 8)
- State and national examinations—(1) Terra Nova national standardized tests in Reading, Language & Mathematics--Terra Nova Pre-Test Grades 1 through 8 for new students in September 2008 and in April 2009 Terra Nova Tests for Kindergarten and Grades 1 & 2. (2) PSSA state standardized tests: PSSA Writing Assement (Grades 5 & 8) in February 2009, PSSA Reading & Mathematics Tests (Grades 3 through 8) in April 2009, and PSSA Science Tests (Grades 4 & 8) in May 2009.
- Other tests: Key Math Test & Woodcock Reading Mastery Test.
- Placement Tests—As a standard practice at the beginning of the School year, School and teacher-generated and curriculum based placement tests appropriate for each grade level are given to determine the knowledge level and academic needs of each child.
- Rubric requirements, assignments, and evaluations are clearly displayed, explained, and when used as assessment tools, results are given to students.
- Classroom participation.

The academic and specialty curriculum are organized to promote student growth. As mentioned above, MACS has organized its curriculum to meet PA State standards and continues to use various educational strategies to meet the developmental and academic needs of its students.

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

- <u>Degree of Self-Containment</u>
  K-4 academic subjects are taught in self contained classrooms

Unifying subjects between grade level

Special Subjects

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

Special Education for reading and math

Enrichment Classes

With a focus on strengthening academic skills, reading and mathematics enrichment classes are provided for students in advancement classes (K--5th and 6th--8th).

Also, with a focus on strengthening academic, reading and mathematics enrichment classes are provided for students in need of remediation (K--5th and 6th--8th).

Departmentalization:

5th — 8th academics are departmentalized by subject area

General school rules are enforced in individual teachers' behavior plans

Individualization:

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

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

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

Provide students who need remediation individualized activities for reading and math

Assessment:

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

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

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

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

The curriculum also addresses the following criteria through its Mission:

- Developing skills of communication, mathematics, learning and thinking, and technology.
- Developing self-awareness in terms of relationship with others.
- Developing exposure to the various specialty subject areas to empower the students' interests to grow in making life

choices: art-drawing, art-sculpture, art-recycle art, art-printmaking, computer-home design, computer-Microsoft Office, computer-bridges, computer-exploring websites, girls gym, gym-basketball, gym-hockey, digital music, digital production class, cooking, beginner sewing, sewing-book bag & purse making, sewing-colorful cloth, jewelry making, sewing-home, sewing-clothes, cosmetology, virtual golf, Math Team, Drama Club, Chest Club, MACS Superstar, Book Club, Robotics Team and classes, yoga, and gardening.

- Developing health awareness, health education (including separate teen girl and teen boy health classes), physical aptitudes, physical performance, and sportsmanship by participation in various sports and/or physical activities, i.e., soccer, basketball, volleyball, team sports, field & dek hockey, swimming, dance, aerobics, and cheerleading.
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To promote i**n-depth and inquiry-based teaching and learning** in the classrooms, MACS continues to split middle school academic subjects into small group classes with an average class size of 10 students and the academic classes meet daily. The teachers and administrators use a variety of ways to promote critical thinking and in-depth learning within the science, mathematics, language arts, and social studies curriculum, in addition these classes meet daily as explained below.

- MACS teachers continue to utilize the "Questioning the Author" and "Text Talk" strategies [1] within the reading/language arts, mathematics, science, and social studies classrooms to **promote in-depth learning and thinking**. The teachers continue to receive training and have utilized these strategies for the past seven years in conjunction with the Learning Research & Development Center (LRDC), University of Pittsburgh. At the beginning of this school year, LRDC instructors conducted classes for all Reading. To support the Writer's Workshop Program for the second school year in a row, an LRDC instructor worked with the teachers and co-instructed in the classroom with the 6th through 8th Grade teacher. and Academic Subject area teachers (Kindergarten through 8th Grade). Also, the LRDC instructors continued the practice of guiding and observing new teachers throughout the school year, as well as, observing 2nd year and veteran teachers periodically during the school year.
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- **To promote in-depth learning through inquiry-based teaching in the Middle School (6th through 8th Grade) science classes**, the Science Teacher Ms. Caranina Koloshinsky prepared the students to conduct and complete science projects set up in the handbook format that is used for the **Pittsburgh Regional Science and Engineering Fair** (PRSEF) competition. This competition requires that the student complete a hands-on experiment and a research paper with references and this is the standard for all students' science projects. Not all students qualify to participate in

the PRSEF competition; however, all middle school students participate and submit their projects for judging in the School's **Annual Science Fair**. This year the School was pleased to have several judges from the community to help in judging the projects at the Annual Science Fair which included volunteers from ALCOSAN and the Carnegie Museum of Natural History. This process gave the students the opportunity to discuss their projects with people who have careers in science. The students' projects reflected their hard work and best effort, as well as, the use of very good communication skills. The winners of this year's School Annual Science Fair were: **Grand Prize**: Amir Davis; **8th Grade**: 1st Place: DeVaughn Robinson; 2nd Place: Mikayla Kisner; and 3rd Place: Shunai Taylor; 7th Grade and 1st Place: Taylor Fitzpatrick; 2nd Place: Richard Dickson; and 3rd Place: Tamiya Martin; and 6th Grade: 1st Place: Kahlil Davis; 2nd Place: Precious Tucker; and 3rd Place Mia Davis.

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- **To promote in depth learning through in-depth and inquiry-based teaching, the Mathematics and Science teachers combined their classes to complete activities related to Earth Day.** Some of the classes were able to listen to presentations from their peers on many topics related to Earth Day. There were also videos shown and discussed that would encourage the students to become more active in caring for their environment. Some classes were able to make ***recycled paper bookmarks*** that contained seeds. Once the students were done using the bookmark, they would be able to plant them and grow some herbs. Some classes were also able to create solar spores. This activity helped to show the power of the sun and how it can be harnessed for energy. The students also went online and learned about where they might waste energy in their homes by using the **EnergyHog** website. Students were also introduced to other websites to enable the students to learn more about not wasting water, recycling, and *"going green."* The combined classes were able to interact and demonstrated that they learned a great deal out of completing the activities.
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- Mat**hematics teachers utilize inquiry-based teaching techniques to promote critical thinking and in-depth learning**. Middle School Mathematics Teacher Mr. William Orr classes include both regular grade-level classes, as well as, honors level classes. The highlight of the honors math track is the **Honors Algebra I** class that is taught to 8th Graders at a 9th Grade pace and graded at that same level. The Math Instructional Techniques utilize heavy questioning techniques along with student inquiry/discovery work that is done at the board either individually or in groups of 2-3 where students 'attack' a new concept utilizing known concepts to come up with a solution. Homework, board work, and exams stress analytical thinking along with "doing the steps" to solve problems. Math lesson plans are develop so as to allow the students to proceed at a faster pace if they are doing

well on a topic, or likewise, a lesson can be adapted for alternative teaching methods for topics causing difficulty for the students. Students are able to get additional outside of class help in math during the After-School program between a combination of the math teacher staying over into the after-school homework time, with the MYDC After-School math program coordinator, and also via student support groups (students helping each other). All middle school students competed in the National Math League Math Contest in February 2010 for their respective grade level. Certificates were issues to the top three MACS performers in each grade level for this contest. In May 2010, math students attended a field trip at Pittsburgh Carnegie Music Hall that focused on math concepts. The math play called **"*Eureka!*"** was put on by a theatre organization out of Boston, Massachusetts, that combines entertainment with the culture of the theatre with math education. Various math concepts were presented in the play by performers in the role of famous mathematicians such as Pythagoras, Einstein, Lady Ada, Pascal, etc.

- **MACS Math Team**—Math Team Sponsor Mr. Orr continues to promote critical thinking and in-depth learning for advanced middle school students who qualify to in the Math Team. For this school year, a total of five 8th graders, five 7th graders, and two 6th graders participated in the various Math Team competitions. Competitions attended outside of the MACS building on Saturdays included MATHCOUNTS® at Robert Morris University in February, the Western Pennsylvania Math Council's (WPMC) Algebra I contest held at Baldwin High School (Round 1) in April and the WPMC Algebra finals at Derry High School in May. Another key competition was the world-wide Purple Comet On-line Math Contest hosted by the University of Wisconsin in April. The Math Team also engaged in-school paper-based competitions such as the Mathematical Association of American AMC-8 national contest and the Math League's High School Algebra Contest. Special highlights of the Math Team's season were:
    - o Two MACS students achieved the finals of the ***Western Pennsylvania Math Council's Algebra I*** contest as a result of their qualifying score in Round 1 at Baldwin High School. This was the first time that MACS has had two students qualify in the same year for the finals. Mikayla Kisner had the highest first round score in MACS history at this contest. Mason Whitley tied for the third highest score in MACS history.
      o Mikayla also placed 11th in the **finals of *WPMC Algebra I*** contest at Derry High School. She achieved the highest ranking ever by a MACS student in the contest along with the highest score in the finals by a MACS student. Mason ranked 28th out of the 40 finalists in this contest from schools in the eleven counties of Western PA.

- In the ***Purple Comet On-line Math Contest***, the Math Team was split into two separate teams. The “B” team ended being ranked **429th out of 822 teams** in the overall middle school category. Please note that the "B" team consisted of 7th and 6th grade Math Team members who will form the core of our 2010-2011 Math Team, so we will have a strong returning core team next year. The "A" team consisted of 8th graders and placed 550th out of the 822 teams. These are both excellent results especially considering that MACS was one of the smallest schools, if not the smallest, competing in this worldwide competition. Many schools fell into the 400-1200 student classification for middle school grades, while MACS only has a total of 60 students in these grades.
- At MATHCOUNTS, although MACS ended up in 22nd position as a team, we had two students in the top 100 locally (ranked 92nd and 98th). Prior to 2010, we have only had one student ever in the top 100 (ranking of 89th). So to have two students ranked this high in one year made this the best year ever at MATHCOUNTS by MACS.

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- **To** promote in-depth learning and inquiry based thinking**, this school year the Writer’s Workshop Program continued as part of the reading/language arts curriculum in all grades (Kindergarten through the 8th).** The 6th through 8th Grade Reading/Language Arts students’ participation in the Writer’s Workshop Program involved composing personal essays in the following writing genres: poetry, memoirs, personal narratives, persuasive narratives, short stories, how-to-essays, and other genres of their choice. During the 3rd nine weeks until the end of the year, University of Pittsburgh LRDC Instructor Dr. Kathie Shoop worked in the classroom with the 6th Grade students new to the program to participate in the Writer’s Workshop. Once a week Dr. Shoop and 6th—8th Grade Reading/Language Arts Teacher Ms. Kristen Genito team teach and demonstrate ways to make connections between reading and writing.
- During the school year, the **7th Graders** worked with Ms. Genito to pilot **small literary discussion groups** within the classroom. Students were able to read at their own pace and develop discussion questions individualized for their books. Each group would present information to the other groups in the class to generate interest and keeps their peers informed as to what was going on in the books.
- Students in **Grades 6th through 8th** continued to develop their life-long-love for reading, by participating in the ***25 Book Per Year Reading Challenge***. Almost 100 percent of Ms. Genito’s 7th Graders met or exceeded the

required books. All middle school grade level students helped foster interest in their peers by presenting **oral book reports** on the books which they were reading independently.

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- To **promote critical thinking, in-depth and inquiry based learning in the middle school social studies classes,** the 6th through 8th Grade Social Studies Teacher Mr. Dennis Henderson during this school year used a variety of techniques to promote an understanding of social and historical concepts using individual assignments and projects. The **6th Grade Social Studies/History Project** was entitled **"*My Family Scrapbook"*** was co-instructed by Trustee *Dr. Ann Canning,* retired Professor of Education, Waynesburg University, and Teacher *Mr. Dennis Henderson*. During the assignment, the students were required to research family photographs, artifacts and conduct interviews with three (3) different family members *(each from a different generation; 20-30 years apart, if possible).* The final outcome of this written assignment was a "family scrapbook" which was be compiled, researched, constructed and designed by the student in a digital format. The **7th Grade Social Studies/History Project** was entitled ***"Leaves, Branches and Roots"*** was instructed by Dr. Canning and Mr. Henderson. During this assignment, the 7th Grade students were required to research family photographs and interview three (3) different family members *(each from a different generation; 20-30 years apart, if possible*) using an audio recorder. The final product of this assignment was a video documentary featuring the student's research and interviews of his/her family. The entire project was compiled, researched, edited and published by the students using Windows Movie Maker. Both of the above 6th Grade and 7th Grade assignments were designed to showcase family pride and history, while providing our students a greater understanding of themselves. The **8th Grade Social Studies/History Project** was entitled ***"Focus: Black Success in Pittsburgh"*** was instructed by Dr. Canning and Mr. Henderson. During this assignment, the students were assigned to research, interview and shadow a successful African American who is a resident or from the Pittsburgh area. Students archived their interviews and research of their assigned interviewee using audio, video and photographs, all in digital format. The final product of this assignment was a video documentary featuring the student's research, experiences and interview with his/her assigned individual. All **Middle School students** also completed an assignment from a selected book that was designed to showcase the achievements and progress of African Americans in the Pittsburgh community, while providing our students further insight on the mindset to overcome challenges.

In addition, the middle school students attended a special in-class session conducted by LDRC Instructor Dr. Kathy Shoop who introduced ***Plagiarism: A How-Not-To Guide for Students*** written by Barry Gilmore to help teach students how to recognize how and why plagiarism happens. The Guide goes further to teach students how to avoid plagiarism.

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

MACS uses various strategies to accelerate academic skill development, content knowledge and learning strategies for **students performing significantly below standards in literacy and mathematics skills.**

- During the first month of the new school year, each new 2nd through 8th Grade student is given the ***Terra Nova Pretest*** for his/her grade level. Also, at the beginning of the school year, every student is given curriculum-based placement tests for reading and mathematics. Based on the results of these tests, teachers make a determination of a student's area of weakness in literacy and/or mathematics skills. Those students testing below average are given further testing through curriculum diagnostic, **Key Math**, and/or **Woodcock Reading Mastery Tests**. For student's scoring below standards in literacy reading and/or mathematics skills, the School instituted enrichment classes for students in need of remediation in reading and mathematics. The enrichment classes provide small group instruction for students in reading and mathematics for Kindergarten through 5th Grade students and Grades 5th through 8th. As a university/MACS co-operative educational project, this school year a "reading specialist in training" conducted word building "pull out" sessions with individual or pair of students in Grades 1 through 3.

  For student's scoring significantly below standards in literacy and/or mathematics skills that is attributed to academic performance below two grade levels, the Special Education Coordinator begins the special education evaluation process to develop an Individual Education Plan (I.E.P.) which involves the student's parents, teachers, administrators, social worker, and applicable professional specialists *(See Special Education Report in Attachment to this Annual Report).*

  Also the School offers a 5-week summer school program for its at-risk students. MACS 2010 Summer School Program provided courses in mathematics, science, language arts, and social studies for at-risk students or students who would be possibly retained in their

present grade based on their final grades for the present school year. There is no charge for this program. This five-week program started June 21 and ended July 16, 2010 and was held Monday through Thursday, 9:00 a.m. through 12 noon. Individualized teaching concepts and course materials are used. No grades are issued in this program which is a skill-building concept to prepare students to master their grade level of achievement. Failing students must pass an end-of-summer assessment according to the subjects she/he failed during the school year. Focusing on the student's academic needs, the summer school instructor uses the same curriculum that each student uses during the school year and utilizes materials which may include novels, writing workshop materials, and Lincoln interactive on-line materials.

MACS Teachers used a a variety of teaching strategies to actively engage their students in the learning process as illustrated below:

- **In order to encourage students to develop their reading/language skills, the teaching strategies of reinforcement learning was utilized to provide Kindergarten students with work stations to reinforce and increase their reading/language skills.** Teacher Ms. Deborah Robinson and Assistant Teacher Ms. Frances Goshay-Whitley utilized successfully a teaching tool called *Literacy Work Stations* for the first time this school year. The Literacy Work Stations are in an area set aside within the classroom where students work alone or interact with one another using instructional materials to explore and expand their literacy. Each Work Station is a special place where a variety of activities are reinforced and/or provides extended learning for each student, often without the assistance of the classroom teacher. In the Work Station, time is provided for each student to practice reading, writing, speaking, listening, and working with letters and words. The materials are taught with and used for instruction first by the teachers. The materials are then placed in the Work Station for independent use. The Work Stations remain set up all year long and all students go to Work Stations daily. Teachers monitor and change materials to reflect the each student's reading levels, strategies being taught, and topics being studied. Work Stations are also used to encourage students' meaningful independent work and are an integral part of each student's instruction. The teachers use materials that are differentiated for students with different needs and reading levels. The Kindergarten Teacher meets regularly with guided reading groups during literacy work stations times. The use of Literacy Work Stations in Kindergarten proves to be an effective learning tool. This year the Kindergarten students scored high on the Terra Nova Tests.

- **To promote reading, writing, art, math, science, and social studies skills for 1ST Grade students, the teachers strategies included introduction of new learning experiences using technology, demonstrations, and creative materials**. As a result of several grants that MACS received**,** Teacher Ms. Lauren Klingensmith and Teaching Assistant Ms. Patria Davenport introduced

many new learning experiences that the students benefited from throughout the school and they enjoyed new social experiences too. For example, the 1ST Grade teachers introduced, guided, and provided their students with additional educational enrichment programs in reading, writing, art, math, science, and social studies: (1) A grant provided a fresh fruit snack each day which promoted good eating habits. (2) A technology grant enabled the teachers and students to use technology in the following new ways: Students wrote numerous letters throughout the year to 1st Grade pen-pals in Short Hills, NJ, and were able to meet and speak with them twice this year through the use of a ***net book, projector, webcam, and Skype***. The students also learn to use the new pocket-sized **Flip Cam** to make videos for family night that explained paintings we made about how to keep the Earth clean. This was a unit worked on in Social Studies before and after our **Earth Day Field Trip** to Frick Environmental Charter School. The students also learned to utilize **PowerPoint slide shows** to learn about new math and science concepts, in addition to watching some video clips from ***Safari Montage*** for Science and Social Studies. (3) Another generous grant provided a group performance by four TAG readers from **LeapFrog** and also **40 books** were purchased and used in small groups for reading in the 1st Grade.
When students were not busy doing the previously mentioned activities, they were busy using **manipulative devices** to learn math, letter cards and books to learn how to read, and paper, pens, markers, gel pens, pencils, and crayons to make the students' participation in the Writers' Workshop Program more exciting.

Mastery learning (instruction in small, discrete units, logical sequence, demonstration of mastery of each unit, observable criterion for mastery of each unit, and remedial activities when needed) is incorporated in a variety of subject areas.

- **An example of mastery learning continues to be incorporated in the middle school science curriculum**, the Science Teacher selected the top ten students from each 6th, 7th, and 8th Grade science classes to participate in the Pittsburgh Regional Science and Engineering Fair (PRSEF) which was held on Friday, March 26, 2010 at Heinz Field and the Carnegie Science Center. To present projects that demonstrate their mastery of science, MACS students completed against hundreds of other students from Southwest Pennsylvania, West Virginia and Maryland. Many of the judges are experts in their fields and their interviews with the students are valued; and many prizes were awarded with the specific category awards being the most prestigious. This year, the ten students were eager to participate and used the time between MACS Science Fair in January and PRSEF competition to update their science projects using the opportunity to made wonderful improvements to their projects. The following MACS students won in the PRSEF *category award, affiliate sponsor award, and merit award sections:* **Junior Division: Physical**

Science Category: Shuanay Edmonds, *Bridge Weights;* **Affiliate Sponsor: US Metric Association**: Kahlil Morris, ***The Battle between Water and Soil:*** **Merit Awards**: **Creativity**—Kevin Smith-Mahdi and Diondrai Brown and **Presentation**—DeVaughn Robinson, Amir Davis and Tyree Walton.

- **An example of mastery learning continues to be incorporated in the computer-based instruction (technology) courses. Computer-based Instruction (technology courses)** enables Technology Teacher ***Mr. Dan Dimucci*** to teach all grade levels of computer technology to build student academic skills in academic subjects on each grade level; and when applicable, uses the instruction techniques of online learning that correspond to what students are being taught in the classroom. Mr. Dimucci relates tha**t the** MACS Computer Classes this school year began with much excitement and anticipation over the purchase of the award-winning, **Safari Montage**, video-on-demand. All videos are aligned with the PA State standards and curriculum for easy searching. Students can search videos on topics being covered for additional information. Mr. Dimucci found that with the purchase of six video projectors and carts made it easy to facilitate visual instruction and learning in the classrooms; this new technology was shared with all faculty and administrators in training sessions. Throughout the year, students have been using **"Flip Cameras"** and **"Digital Voice Recorders"** to document, download and edit various curricular and extracurricular activities.
    - The **Kindergarten through 5th Grade** students' computer classes were an extension of their classroom learning activities. The following are a few examples of the students' learning activities that incorporate computer-based instruction in the various technology classes: **Kindergarten —** Using **AtoZap** software for identifying and practicing number/letter recognition & patterns; and using **Starfall.com** website for identifying sight words, beginning reading & thinking skills. **First Grade —** Using **Sight Words With Samson** software for identifying, practicing, and strengthening addition & subtraction skills; building **beginning keyboarding skills;** and introduction **to KidPix** software. **Second Grade —** Building word processing skills in **sentence building** and in developing **community research projects;** using **KidPix** software for identifying, practicing, and mastering **fractions & graphs;** and research with **USA Geography** software. **Third Grade —** Strengthening word processing skills in **keyboarding and sentence structure;** using various software to build **basic multiplying & dividing & problem solving skills; KidPix** to research **habitats;** and research topics using **USA Geography software. Fourth & Fifth Grade —** Building research skills **in World & USA Geography** software**;** strengthening **multiplying & dividing and keyboarding skills;** building computer skills in using **Microsoft Office Word and PowerPoint.**

- **In the technology block schedule classes,** students in **Grades 6th through 8th** had the opportunity of learning the features of **Microsoft Office 2007**, the variety of activities along with it, and to incorporate them into their academic classes. **Home designer software** from "Better Homes and Gardens" let students experiment with state of the art design tools to create their dream home. **West Point Bridge Designer** introduces students to engineering through an authentic, hands-on design experience. The software provides you with the tools to model, test, and optimize a steel highway bridge, based on realistic specifications.

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

Expository instruction (lecture, reading assignments, connections to prior knowledge, advanced organizer, organized presentations, visual aids, pacing, and review summaries). The following are several examples of expository instruction and activities that were incorporated in the middle school social studies classes:

- **Middle School Debate Team**: On October 20, 2009, MACS hosted its first Middle School Debate in the multipurpose room. The topic of the debate was "Should Congress pass the Health Care Bill?" While preparing for the debate, MACS 7th and 8th Grade Students learned and practiced persuasive public speaking; learned research skills to prepare their team for the debate; listen to others to analyze and review opposing sides; and learn debating instead of ineffective arguing without research and key points. The Middle School Social Studies Teacher Mr. Dennis Henderson prepared the students for the debate and arranged for the debate to be held in the Library where parents and students witnessed the Debate Team's performance of the school year. The 1st Debate Teams' Performance was judged by Board Trustee Attorney Carl Cooper, Dr. Kathie Shoop of the University of Pittsburgh LRDC, and Board's Pro Tem Secretary Dr. Virginia Crawford and the audience perceived that the 2 Teams of 3 students each did quite well for this first try; nevertheless, the 7th Grade Girl Team "won" the debate over the 8th Grade Boy Team.
- **MACS Street Law and Mock Trials**: This year Teacher Mr. Dennis Henderson and Attorney Carl Cooper incorporated Street Law into the Middle School Social Studies classes. During the first semester of Street Law, middle school students in Grade 6 through 8 learned how laws apply to their daily lives, investigated how values shape our laws, and engaged students in discussions on how laws manage our society. Exposing MACS students to law-related education at such an early age is to empower them with the necessary tool to be productive members of their communities. During the second semester of Street Law, students participated in a mock trial. Mock trial programs are designed to give students an inside perspective on the legal system, providing them with an understanding of the mechanism through which society chooses to resolve many of its disputes. Mock trial program provides students with the opportunity to improve important life skills, including verbal advocacy,

critical thinking and effective communication. Travelling by train with 3 faculty chaperones, eight (8) MACS students earned the opportunity to attend the National Mock Trial Competition in Philadelphia, PA, on May 5 through May 8, 2010. Next year, the organization will incorporate middle schools in the middle school level mock trial competition for the first time.

Discovery learning (interaction with physical or social environment, relevant prior knowledge, structured experiences) strategies that were used by teachers in the classroom along with the assistance of community partners; the following are several ways discovery learning projects that some teachers used.

- **Allegheny Voices II—**Inspired by Andy Warhol's famous magazine, *Interview*, whose content arose from personal audio interviews transcribed and accompanied by relevant artwork and photos. **The Saturday Light Brigade** (SLB) **and The Andy Warhol Museum** worked with Manchester Academic Charter School to create *Allegheny Voices* (A.V.), their own version of this historic journal. Social Studies Teacher Mr. Dennis Henderson guided pairs of **6th through 9th Grade** students to interview various North Side residents. The interviewees are people with whom the students had the opportunity to develop a rapport, while gaining insight into North Side's history and benefitting from listening to their experiences. The goal is to instill a sense of community interconnectedness, pride and historical perspective to student's lives on the North Side. **SLB assisted the students** the art of the interviewing process by helping them choose pertinent and provocative questions. They then tutored them in techniques of sound recording and assisted them in capturing their conversations via digital audio recording. **The Andy Warhol Museum provided hands-on experience** with magazine layout utilizing digital desktop publishing. Encouraging students to work creatively, the Warhol staff also instructed them to shoot and incorporate their own photographs for inclusion, and exposed them to other graphic techniques with which to illustrate the interviews. The resulting magazine and CD recording will be distributed at museums, schools, businesses and facilities throughout the North Side.

- **Earth Day 40 Challenge**—Inasmuch as this school year was the **40th Anniversary of Earth Day**, the **Honor's 8th Grade Science students**, with some assistance from the Honor's 7th Grade Science students, participated in the **Earth Day 40 Challenge**. They planned activities to celebrate Earth Day. The classes ***created presentations on many topics related to Earth Day.*** The students presented their topics to their classmates on Earth Day. The Honor's 8th science group ***planted vegetables*** that were distributed to all of the students and staff at MACS. The students did this to encourage others

to plant vegetables, so that they don't need to run to the grocery store and thus reduce the amount of pollution given off by cars. Planting vegetables also encourages others to take an interest in caring for their environment. The Honor's 8th Grade students also researched plants that were native to Pennsylvania. Also, both groups worked with a representative from **ALCOSAN** to learn more about water pollution and its effects. Although students did not win the contest, their efforts were recognized in a letter from PA Governor Edward Rendell.

To enable the student to use **what has been learned**, teachers used one or more or a combination of teaching strategies including in-class activities, homework, and authentic assignments or activities (related to out of school and/or world activities); for example, the students' assigned activities or projects were displayed or presented to parents on subject family nights:

- **The MACS 7TH Annual Math & Family Night** was held Thursday, October 15, 2009 from 6:00 p.m. to 7:30 p.m. and there was an excellent turnout. Each grade level had a table with sample activities and materials utilized in their math classes. Additional display tables included K-8 math curriculum, PSSA class activities, and sample web activities and educational web sites for students in all grade levels. The PTO supported the event with a snack and drink area.
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- **MACS High School Fair**—The evening of counseling sessions went quite well for 7th and 8th Grade students and parents as the School held this Fair in the Multi-Purpose Room on Wednesday, October 20, 2009 from 6:00 p.m. until 7:30 p.m. To speak to and gather information about choices in the next school they would attend in the near future, MACS students met with school representatives that included former MACS students and their parents, as well as, students and counselors from Pittsburgh Public Schools, Charter Schools, and several private schools. To provide light refreshments, the PTO sold hot food, sweets, chips, and beverages in the adjoining lunchroom; funds are raised for school trips and special events.
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- **MACS Science Family Night**—On Thursday, January 21, 2010, administrators, representatives of every grade level of faculty, students (of course), and parents gathered for the 8th Annual Science Family Night that was a night dedicated to getting students interested in science. The night was a lively one with many families participating, and there were a number of activities that encourage the students to see how science relates to Pennsylvania and others that just got the students excited to learn more about science. Contributing to this excitement were the following partnership organizations that were present: The Carnegie Museum of Natural History, The Pittsburgh Zoo and PPG Aquarium, Animal Rescue League Wildlife, Center, ALCOSAN, and The Children's Museum. Each organization brought an activity or display that the students were able to interact with during the event. Some even brought live animals for the students to see and pet. A former student also brought his snake and lizard and talked with the students about their care and a beekeeper brought her supplies and talked with the

families. The Middle School Science Projects were on display and the Robotics class demonstrated some of their robots for all to see. The MACS staff also had many fun activities for the students such as making slime and pet rocks. Teachers Ms. Tracy Carr and Mr. Dan DiMucci presented a Parent Training hands-on computer session "Connecting with Your Child through the Internet!" The Annual Science Family Night was a very successful and fun-filled event!

- **MACS held its 6th Annual Reading Family Night** on Thursday, November 19, 2009 from 6:00—7:30 p.m. and a good attendance of 70% was present. The Reading & Language Arts Teachers and students in Grades K—8th designed and participated in fun evening activities that included creative reading activities such as creating bookmarks, reading with friends, and learning to new ways to celebrate reading to show their parents. Students also participated in reading fun activities with the chances to win prizes. The Kindergarten table participated in alphabet cookie decorating. During the day, the students worked at their ABC/Word Study Work Station to cut out cookie dough letters, which were baked by the teachers. In the evening, the students frosted and decorated alphabet cookies with their families, which was an enjoyable interaction and edible experience.

  MACS Social Studies Family Night was held on April 22, 2010. The event was entitled, "It Takes A Village: A Social Collage of Our History, Community and Future;" and the theme of the evening focused on African American history, community resources, and the preservation of our communities and our planet. During the evening participating students showcased their knowledge acquired during the school year on any one of the above areas of focus. Teachers worked with community partners at various tables and introduced our families to the services provide within the community. The 8th Grade Social Studies students projects, "Focus: Black Success in Pittsburgh," were debuted to audience and the students' project interviewees in attendance that evening. The following community partners were in attendance and enhanced the evening of activities: Women's Bar Association, National Black MBA Association, Northside Stallions, D.A.R.E., Right By Nature, Manchester Youth Development Center, Office of State Representative Jake Wheatley, ALCOA, MACS Board of Trustees, City of Pittsburgh Fire Department, Professional Mentors — Black Success Interviewees, Healthy Black Families, and Street Law.

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Rigorous Instructional Program - Attachments

- Teacher Induction Plan
- MACS Professional Development Plan 2009-2012

English Language Learners

In 2008-2009, MACS had no ELL students. The School has in place a statement of the programs and goals if this service were needed. (See *ENGLISH AS A SECOND LANGUAGE in* Attachment of this Annual Report.)

English Language Learners - Attachment

- ELL Report

Graduation Requirements

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

Special Education

SPECIAL EDUCATION—The MACS Special Education Department made several changes for the 2009-2010 school year. We increased our team to four staff members. One teacher worked with students in the resource room and Inclusion classes in Grades Kindergarten through 3rd. The second teacher worked with students in the resource room and Inclusion classes in Grades 4TH and 5Th. The other two teachers worked with students in Grades 6 through 8. One middle school teacher is responsible for the resource room classes and some Inclusion classes. The second middle school teacher is responsible for Inclusion classes and the Special Education Coordinator duties. The increase of staff members allowed the Department to provide better services to those in need. Students at all levels made improvements in both academics and managing their behavior. As students progress through the program many of them are able to spend more time in the regular education classroom and less time receiving individualized instruction. An area that the Special Education Department focused on this year was increasing the use of technology in the classroom.
• In the elementary classes we incorporated the use of a computer website called SpellingCity, which allows students to practice their spelling words both in school and at home using the computer. We also found ways to incorporate Flip Cameras, voice recording software, and power points to make learning more engaging.
• In order to improve the federal progress monitoring requirements, we invested in AIMSWEB a website that provided progress monitoring and curriculum based measures as well as national norms. The program helps teachers establish realistic goals and allows students to see how they are progressing each week.
• The last area of technology that we focused on was the purchasing of ten Nano iPods through a grant written by one of our special education teachers. The iPods have been used with spelling and reading interventions and will hopefully become a part of all teachers' lessons in the next school year.

Resource Room—Classes currently taught in the Resource Room include mathematics, reading, language arts, and life skills math. Within the resource room, the students worked intensely to learn new academic skills in the areas of reading, writing and math. Students enjoy learning new vocabulary by playing Vocabulary Charades and adding words to the Word Wall. Learning Support teachers also work to improve student's reading fluency, build words, and develop test taking skills. Several of the students have benefited from a Daily Behavior Sheet with a check-in,

check-out system where students work on behavior and organizational goals. The use of the Daily Behavior Sheet provided consistent accountability that has helped students be successful in several areas, including an increase in focus, completing homework, and improving peer relations.

Inclusion is a major element of MACS Special Education Program. All students stay in the regular education classes for Science and Social Studies. Then some students are pulled out into a resource room for Reading, Language Arts and/or Math. The learning support teachers provide inclusion and resource room support on both the elementary and middle school levels for regular educationteachers and students in the classroom. For example, this school year Both elementary learning support teachers worked closely with several of the elementary teachers assisting them with projects within the classroom. Some of these projects include making animal classification mobiles, gingerbread houses, and a student made video on how to Reduce, Reuse and Recycle in the 2nd Grade. The middle school special education teachers worked a majority of their time in the Reading, Language Arts and Math classes assisting students and teachers but also worked in the Science, Spanish, and Social Studies classes 2 to 3 times a week.

Related Services—Here at MACS we have many students who require services in the areas of Speech and Language and Occupational Therapy. We contract out for both of these services. The Speech Pathologist works with her students individually and in small groups twice a week. She also works in the regular education classrooms to support the teachers with their speech and language students. The Occupational Therapist comes once a week to work one on one with her students. She also gives strategies to the regular education teachers to support those students who need occupational therapy services.

MACS has completed the following Special Education Charts I, III, & IV which are applicable and attached the Special Education Policies & Procedures Report for 2009-2010.

Special Education - Attachment

- MACS Special Education Annual Report 2009-2010

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Tracy Carr	1.00	Middle School/Inclusion	Manchester Academic Charter School (MACS)	12	Shared responsibilities & Worked with 6th thru 8th Grade students
Raelynn Yahrling	1.00	Middle School Learning Support/Inclusion	MACS	12	Worked with 6th thru 8th Grade students
Sarah Hoffman	1.00	Elementary Learning Support /Inclusion	MACS	6	Worked with 4th & 5th Grade students
Stacy McCandless	1:00	Elementary Learning Support/Inclusion	MACS	4	Worked with Kindergarten thru 3rd Grade students

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information

Not applicable 0	Not applicable	Not applicable 0	Not applicable

Special Education Program Profile - Chart III

Title	Location	FTE
David Saenz, PhD, EdM Behavior Consultant	MACS	5 hours/week
Chakola Hall, MS Social Worker	MACS	20 hours/week
Gary Koch, School Psychologist	MACS	4 hours/week
Bruce Hrach, School Psychologist	MACS	4 hours/week

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Joanne Bova, Rehabilitation Specialist	Speech/Language Therapist	30 hours/week
Brenda Mellon, Easter Seals	Occupational Therapist	2 hours/week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

MACS annual measurable assessment goals are derived from the Adequate Yearly Progress (AYP) accountability mandates of the State and the NCLB Act. Based on the recent PSSA (April 2010) data, MACS students have met the AYP targets set forth in No Child Left Behind (NCLB) and the PA State (PSSA) for the past seven years which includes the current school year 2009-2010. In the current school year, MACS students met these Annual Measurable Goals in the three target areas: (1) Attendance, (2) participation rate , and (3) proficiency (performance achievementin Mathematics and Reading) on the PSSA (See *2009-2010 MACS PSSA School Report above*.) The administrators and teachers recognize a problem in the 4th and 5th Grades who average 60% reading scores, however, the 7th and 8th Grade Students score in the 90% percentile. The April 2010 test results are summarized as follows:

2009 ADEQUATE YEARLY PROGRESS (AYP) DATA FILE REPORT Manchester Academic Charter School 2009-2010 PSSA & NCLB Targets			
NCLB Targets	**NCLB Requirement**	**Students Progress**	**Students Achieved Proficiency Thresholds**
Overall School Attendance	90%	Met AYP	96%
Participation in taking PSSA	95%	Met AYP	100%
Proficiency Targets for Mathematics	54%	Met AYP	80%
Proficiency Targets for Reading	63%	Met AYP	60% (CI)

Note: CI indicates Confidence Interval

To reach MACS annual measurable goals for 2010-2011, the administration, teachers, and staff will continue to develop strategies to improve and meet the NCLB requirements for the projected AYP target levels in math and reading of 72% for Reading and 67% for Math, as well as, continue progress in students overall school attendance and participation in taking the PSSA tests.

While MACS is located in the inner city of Pittsburgh, with a low socioeconomic population base, the students continue to maintain test scores that fall in the average national percentile on the **Terra Nova Tests**. MACS Kindergarten, 1st and 2nd Grade students' average scores were much higher this school year (April 2009) in comparison with their Terra Nova scores from the previous year (April 2009) and their scores continued to fall in the average national percentile as shown in the following Median National Percentiles chart (Reading, Language, and Mathematics) for the grades indicated below:

THE MEDIAN NATIONAL PERCENTILE For Manchester Academic Charter School Students April 2010 Terra Nova Test Results				
Grade	**Reading**	**Language**	**Mathematics**	**TOTAL SCORES**
Kindergarten	83	81	84	89
1st	68	72	61	71
2nd	47	66	60	63

Note: This is the third time that all Kindergarten through 2d Grade students took the Terra Nova tests.

Based on the PSSA & Terra Nova test results, the School Administrators and math teachers continued the following techniques to improve math instruction and students' skill: (1) This school year, the Administration changed to full day schedules on Mondays, Tuesdays, and Thursdays for concentration on Middle School academic subjects. (2) The School continued low teacher/students ratio of splitting the 6th through 8th Grade classes in half (10 or less students per class. (3) This school year the Middle School block schedule is held on Wednesdays and Fridays during last two periods of the day, which

includes mathematics enrichment classes for students in advancement classes in 6th through 8th. (4) Also, the School continued to offer after school and summer school, and (5) a Spring six-week Saturday morning PSSA practice session in reading and math. After the process of review and approval, the middle school math curriculum and supplementary materials were adopted and taught beginning in Fall 2004 for 6th—8th Grade students. Starting in the 2005-2006 School Year, the School purchased new math curriculum textbooks and materials for the Kindergarten through 5th Grades to strengthen their students' basic math skills, concepts, and reasoning abilities. The math curriculums chosen are compliance with PA State standards and goals.

Also based on the PSSA and Terra Nova test results, the reading and language arts teachers utilized "pull out" sessions to help students improve their skills. The degree to which "pull out" sessions were used this school year helped students on an individual basis; for example, Mark Beck, a reading specialist in training, carried out word building "pull outs sessions" with individual or pairs of students in Grades k through 5. The School also received part-time support services through MYDC, who received a grant to hire a certified math teacher. This teacher did push in and pull out sessions in grades 2 through 5. To improve student performance in the Reading/Language Arts courses for the 6th through 8th Grade students, the School instituted smaller class size in Fall 2005 and continues this low teacher/students ratio with a limit of 10 students per class in each of the grades.

Based on the results of diagnostic reading tests (Reading Remediation Curriculum Embedded Tests) administered by reading teachers during the second week of school, the Reading Specialist continue reading remediation sessions throughout the year to work individually with students in Kindergarten through 4th 5th Grade who are recommended for reading assistance. Students in the kindergarten through 8th Grade participated in the 25 Books Per Year Reading Challenge and 100% of the 7th Grade students met or exceeded reading the required books. This school year, the Reading/Language Arts teachers continued the book reading program for all students to read 25 books by having students kept "Book Logs." When students reached the goal, their names were displayed in the reception area of the School; and awards were given on each grade level. As written in Section III above, the students receive free books for their own personal collection through one non-profit organizations Reading Is Fundamental (RIF).

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

Midterm Examinations were administered in January 2010 to Grades 5th through 8th and were indicative of the progress of each student in the following subject areas: mathematics, social studies, reading & language arts, spelling, science, and Spanish. The Final Examinations were again administered in June 2009 to the same grade levels and were used as a measurement of student progress in the above subject areas and are a part

of the student's final grades. The final examination tests results also provide valuable information for the next school year regarding the student's level of knowledge and/or skill in a particular subject.

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

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

- Permission to Evaluate — a parental permission form to conduct a Multidisciplinary Evaluation (MDE) to review and evaluate their child's educational needs and strengths.

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

- Teachers notify parents and the Administration about a student or students "at risk" through progress reports that are submitted every three weeks.
- Teachers also complete a *Request for Evaluation* form for each student "at risk."
- After a student is identified as "at risk," an educational team is convened to assign the student to an enrichment class for remediation to enable the student to reach grade level standards.
- The plan is designed to rectify said student's weaknesses and shared in conference with the teacher, administrator, student, and parent.
- Enrichment Classes—When students in Kindergarten through 8th Grade are experiencing difficulty in mathematics and reading/language arts any time during the school year, teams of teachers in those subject areas hold sessions at least twice a week to teach students basic skills or to concentrate on areas of weakness and/or lack of comprehension. Students are assigned to enrichment classes that are offered on an individual's needs basis. . This school year, the School scheduled block scheduled classes two days a week on Wednesday and Fridays; Block One 1:05 p.m. and Block Two 2:10 to 3:15 p.m. The block scheduled specialty subjects included enrichment classes for math and/or reading remediation for Kindergarten through 5th Grade students were scheduled during the afternoon so as not to interrupt reading or math classes.
- Other intervention strategies may include one or a combination of the following: in school and after school help, tutoring, small group instruction, technological support (use of software), summer school, and/or evaluation of progress or lack thereof.

During the school year, the School has tracked the progress of students who are at-risk of failure or those who are not making reasonable progress; and the data shows that the above strategies are proving to be effective in terms of improved academic performance.

Student Assessment - Attachment

- MACS Terra Nova Test Results April 2010

Teacher Evaluation

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

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

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

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

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

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

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

Chief Executive Officer Mr. Scoumis is a certified supervisor of teachers. He holds a master's degree in education and holds dual principal certification in elementary and secondary education, and he plans to pursue a doctorate in School Administration. Mr. Scoumis attended workshops, meetings, and/or conferences throughout the year, both locally PATTAN and within the State the PA Coalition of Charter Schools (PACCS) and PDE. During the 2008-2009 school year, Mr. Scoumis conducted "special training" sessions for the staff that dealt with the peer and self-evaluation process. During the 2009-2010 school year, Mr. Scoumis conducted staff "special training" sessions that dealt with the peer and self-evaluation process.

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

The School supports its Special Education program under the leadership of Learning Support/Inclusion Teacher Tracy Carr, Special Education Coordinator, who has a bachelor's degree in Elementary and Special Education. The additional staff that works regularly with Ms. Carr are three full time learning support teachers and six part-time specialists—speech/language therapist, occupational therapist, three school psychologists, behavior consultant, and social worker. Ms. Carr creates, handles, and maintains the files for the following steps in the process (See *Special Education Report* in Attachment of this Annual Report):

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

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

<!--[if !supportLists]-->▪ <!--[endif]-->Gathers all pertinent information and confers with the Behavior Consultant, parents, the subject teachers, and support personnel as needed.
<!--[if !supportLists]-->▪ <!--[endif]-->Based on the gathered information, starts and follows through on the evaluation process to address the individual learning styles of the student or students.
<!--[if !supportLists]-->▪ <!--[endif]-->Develops Individual Education Plans (IEP) to meet each student's needs.

Teacher Evaluation - Attachments

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

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In September 2009, there were **two leadership changes in the Board of Trustees**. For the school year 2009-2010, the Board elected two new officers: Vice Chair *Jocelyn Horner* and Treasurer *Tina Henderson*; the Board's Chair *Larry Berger* and Board Secretary *Robyn Francis* continued to serve second terms throughout 2009-2010. There was **no change** in MACS's four top **administrative positions** during the past school year. Chief Executive Officer *Vasilios Scoumis* completed his seventh full year in this leadership administrative position. In the second leadership administrative position, *Beth Pyzola* also completed her seventh full year as Deputy Chief Executive Officer in administrative and curriculum support services. *George Edmunds*, Director of Pupil Affairs, completed his fourth year in this administrative support position. And *Jahmal Saunders*, Business Manager, completed his first year in this financial management support position.

Board of Trustees

Name of Trustee	Office (if any)

Larry Berger, BSCE/E & PP	Board Chair & Committee Chair
Ann Canning, EdD	Committee Chair
Carl Cooper, LLM	Committee Co-Chair
W. Moses Carper, MSW	None
Robyn Francis, BS Chmstry	Board Secretary
Tina Henderson, ABS	Board Treasurer & Committee Chair
Loretta Jeter, MEd	Committee Chair
Sean McCaskill, MA	Committee Chair
Margaret McKeown, PhD	Committee Chair
Stanley Pittman, BS	None
Betty Robinson, PhD	Committee Chair
Jocelyn Horner, MSc, BPhil	Board Vice Chair & Committee Chair
Tyra Good, MA	None

Professional Development (Governance)

Regarding the governance of the School, the Board continues to oversee administrative procedures using the following reports and documents: Charter School Law, MACS Multi-Year Review Report, Financial and Audit Reports, NCLB AYP Standards, Board Bylaws, MACS/MYDC Joint Operating Agreement, PA Charter School Annual Report, Chief Executive Officer's June Annual Report of Program Operations, and Parent/Student, Employee, & Teachers Handbooks. This school year after presentations and reviews the Board added approval of the following reports and documents: Federal E-Rate Strategic Plan Project and Funding Proposal, Conflict of Interest & Anti-Influence Policy, Whistle Blower Policy, and the new MACS Strategic Plan for 2010-2015.

Throughout the School Year, the School's Legal Counsel *John H. Rushford,* Esq., Dodaro, Matta, Cambest, P.C., continues to work with individuals and the Board and the School as a whole on any governance issues (including **Sunshine Laws** and the **Public Officials Act**); Attorney Rushford regularly attends Board meetings and serves on the Board's Human Resources, Strategic Planning/Development & Marketing, Audit, Chief Executive Officer Evaluation, and Bylaws Committees. In September 2009, Attorney Rushford presented a review of Charter School Laws at the first orientation session held for two new board members. This school year, Attorney Rushford prepared the following documents; Conflict of Interest & Anti-Influence Policy, Whistle Blower Policy, and the update of MYDC & MACS JOINT OPERATING AGREEMENT FOR 2010-2013 that both Boards approved in November 2008.
At the Business Manager's request, all Board members complete a *Statement of Financial Interests* which is forwarded to the PA State Ethics Commission, Harrisburg. All Board meetings are advertised in a major city/county newspaper, (Pittsburgh Tribune Review) and a notice is posted at least a week prior to meetings for parents in the main entrance at the School; a Schedule of Board Meetings is published in the Annual Program of Operations Report. The Annual Public & Parent Notice (Equal Opportunity commitments) is no longer required to be published in a major city/county newspaper but is available on line on the School's website www.macsk8.org and in the Parent/Student Handbook that is distributed at the beginning of each school year.

Coordination of the Governance and Management of the School

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

MACS Executive Committee and Chief Executive Officer serve with the MYDC Executive Committee and Executive Officer on the **MYDC/MACS Coordination Committee**, which coordinates matters between the two organizations, particularly concerning, MACS joint occupancy agreement with MYDC the building owner. This year the Agreement was renewed for three years (**MYDC/MACS Joint Operating Agreement** (July 1, 2010 through May 31, 2013) with a major change in the necessary financial adjustments for major building repairs and/or higher utilities expenses.

The Board of Trustees continues to work diligently toward meeting the r**esponsibilities of their elected positions**. At the beginning and during the school year, the Board, through its Human Resources Committee, worked with the Chief Executive Officer and the Board approved his hiring of full time teachers and part-time teachers. Prior to Board meetings, the School's Business Manager *Jahmal Sanders* distributed copies via email of financial reports for review by the Board Treasurer Tina Henderson and the Board. In the Board meetings, Mr. Sanders presented the financial reports and after discussion the Board would vote approval of the following necessary financial statements: monthly financial reports, annual audit report (prepared by Auditor *Brian Hardy* of **Medwig & Co. Certified Public Accountants**), professional liability insurance renewal, application for approval of charter school lease, non-profit organization tax form (prepared by Auditor Hardy), 2009-2010 Budget, and the Proposed Budger 2010-2011 (in June 2010). Trustees chaired and/or served on several Board committees to continue to support the mission, curriculum goals and programs, purchase of recommended new curriculum materials, activities, and progress of the School.

The Board expects the Chief Executive Officer to present for approval an executive summary of objectives and plans for next the school year and to present an activity report to the Board generally at each regular board meeting. The Chief Executive Officer often invites teachers to attend board meetings to make presentations about their program evaluations and/or proposed new curriculum initiatives or student activities. The Board continues to annually evaluate the Chief Executive Officer. The Board also requires that the Chief Executive Officer conduct evaluations, document observations, and conduct evaluations of the assistant administrators and the teachers in a timely and appropriate manner. The Chief Executive Officer and/or the Deputy Chief Executive Officer participate in the Board meetings and activities, as well as, serve on Board Committees. The Business Manager also regularly attends and presents financial reports at regular Board meetings. At the School Year's **Annual Membership Meeting** (generally held at the end of the school year), the Chief Executive Officer prepares, publishes, and presents to the Membership an A*nnual Report of Program Operations;* the Board Chair also includes in this Report a Board Chair's Message and the Board Treasurer includes a Summary Profit & Loss Statement for 2009-2010.

One of the major goals of this school year was the development of a strategic plan. Based on CEO's recommendation and the research of the Board's Strategic Planning & Development Committee, the Committee recommended two firms that submitted proposals to complete the school's strategic plan. After reviewing the proposals, the Board recommended and approved the hiring of THE HILL GROUP, Management Consultants to develop the School's Strategic Plan for the next five year. Throughout the school year, the Consultants with the cooperation of the School's Strategic Planning Committee (composed of administrators, teachers, board members, parents, and community representatives) started the process in September 2009 and in monthly four meetings completed the task and in June 2010 the Board approved the new MACS Strategic Plan for 2010-2015.

Coordination of the Governance and Management of the School - Attachment

- MACS Board Meeting Schedule 2009-2010

Community and Parent Engagement

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

This school year, the Board's Parent Volunteers Committee Co-Chairs Trustee Dr. Ann Canning and Teacher Mr. Dennis Henderson were involved with **parent volunteerism** and continued interaction with the parents personally, at group meetings, and/or via email and recruiting parents to volunteer to assist at all School events. At the beginning and throughout the school year, parent volunteers signed up to assist in School sponsored activities and/or to serve on three (3) relevant Board Committees. During the 1st through 7th Grade Students' Recognition

Day Celebration held on the last day of school June 15, 2010**,** the Committee announced that 55 Parents had volunteered their services for over 30 hours or for at least 15 hours or more and were presented with MACS Outstanding Service Recognition Certificates (30 hours) or Certificates for Service (15 hours). Parents volunteer their services to assist with school activities that included the following areas: the library, uniform distribution, academic and

specialty subjects' family nights, prepare and/or donate refreshments for sale, and/or distribution at special events, field trips, sports events, fundraisers, and membership in the Parent Teacher Oganization (PTO).

The Board supports the School as it continues to promote other opportunities for involvement in enrichment activities by sponsoring and/or supporting special activities in which students, parents, and community members participate, which is summarized as follows: "6th Annual Black History Month"Celebration, Competitive Robotics Contest, Math Team Competitions, Academic Subjects & Family Nights, Art Projects, 8th Grade Social Studies Project (Allegheny Voices—Older residents reflect on growing up on the North Side—students' interviews published in a free printed booklets with a disk), Winter Musical & Choir Performance, Spring Concert, Scholastic Book Fairs, Haiti Crises & Chile Earthquake Relief Fund donations, canned food drive , field trips, team sport games and the annual sports banquet, and Kindergarten and 8th Grade Graduation Celebrations.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

MACSmajor fund-raising activities this school year 2009-2010 was performed by the School's active PTO and student government. The entire 8th Grade overnight trip was paid from fund raising. The PTO also pays some or all of school wide trips and picnics. MACS student body raised monies for earthquake victims in both Haiti and Chile. Next school year 2010-2011 MACS PTO and student government will continue to participate in the various studnt fund-raising acitvities.

Fiscal Solvency Policies

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

Accounting System

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

MACS is in complete compliance with the PA State Chart of Accounts and account numbering requirements. Additionally, for PDE reporting purposes, the MACS accounting system is Internet integrated. Without exception, all budgeting, accounting and reporting systems comply with Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues, Expenditures & Fund Balances 6/30/10

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

MACS's Auditing Firm is: Medwig & Company, Certified Public Accountants
1000 Arrott Building
401 Wood Street
Pittsburgh, PA 15222

The School's last audit is for the 2008-2009 school year and the Report is dated June 30, 2009 and 2008. The Attached Auditor's opinion affirmed the school's compliance with Generally Accepted Accounting Principles and Governmental Accounting Standards. The planning process for School's audit for the school year ending June 30, 2009 generally begins in November 2008 and is scheduled to be completed by the due date of December 31, 2009 and submitted to PDE and Pittsburgh Public School District.

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

- MACS Auditor's Report Summary 6/30/2009

Citations and follow-up actions for any State Audit Report

MACS State Audit for Years ending June 30, 1999 & 2000
Citation 1: **Weaknesses in Tuition Billing and Membership Tracking Procedures**
Follow Up: Met with Pittsburgh Public School officials and designed and implemented procedures to meet the requirements of Code Section 17-1725-A.
Citation 2: **Official Board Minutes Were Incomplete**
Follow Up: The Executive Committee of the Board of Trustees reformatted the design of our minutes to include but not limited to greater detail when approving the Treasurer's Reports, approving Budgets, approving Expenditures and new hirings.
Citation 3: **Board Members Failed To File Statements of Financial Interests**
Follow Up: Statements of Financial Interests were completed and are now on file.
Citation 4: **Charter School was in Noncompliance With Safe Schools Act**
Follow Up: MACS executed and forwarded an agreement to the City of Pittsburgh Police Department to complete the School's compliance with the Safe School Act.

SECTION VII. FACILITY RESPONSIBILITIES

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

Acquisition of furniture, fixtures, newSafari Montage & Skype Software, flip cameras, IPods, & Windows Movie Maker, and other equipment during the 2009-2010 school year was accomplished according to established control and accounting procedures.

Future Facility Plans and Other Capital Needs

In December 2001, the Occupancy Owner Manchester Youth Development Center (MYDC) completed construction on an extensive capital/building expansion adjacent to original structure. The students, faculty, and staff moved into the new building in January 2002. Future plans by the owner are to renovate the original building sometime in the future. MYDC along with MACS has done a feasibility study looking to expand the physical layout of the school to accommodate future school expansion.

To begin MACS enrollment expansion plans, this school year which will start August 25, 2010, the School has enrolled a second Kindergarten class that is within the current enrollment per class guidelines of 20 or less students per class. Based on the future expansion plans of the buildings physical layout, the School's school enrollment plans are to increase each year the school's population to eventually have two classes per grade for each elementary and middle school grade level (Kindergarten through 8th Grade). Another expansion program initiative that the School is researching is to add a Pre-K program that will further enhance the education of pre-school children and serve as an excellent feeder into the School's Kindergarten curriculum standards and classrooms.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

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

environment. A team of Commander RaShall Brackney and Pittsburgh Police employees monitor the School and Safety Plan during the school year.

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

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

- Local Wellness Policy
- MACS Request for Reimbursement & Report of School Health Services 08-09

Current School Insurance Coverage Policies and Programs

Current School insurance coverage includes:

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

Current School Insurance Coverage Policies and Programs - Attachment

- MACS Current School Insurance Coverage Policies & Programs 2010-2011

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

MACS Professional Staff--The professional employees for the 2009-2010 School Year were made up of one (1) chief executive administrator, (1) deputy chief executive administrator, one (1) director of pupil affairs, nineteen (19) full time teachers, one (1) part-time teacher, four (4) paraprofessionals, one (1) executive administrative assistant & human resources representative, one (1) receptionist, one (1) instructional/resource room worker, one (1) business manager, one (1) Legal Counsel, one (1) social worker, one (1) librarian, one (1) part-time school nurse, two (2) part-time school psychologists, one (1) part-time speech/language therapist, one (1) part-time behavior consultant, one (1) part-time occupational therapist, one (1) licensed medical physician, one (1) licensed dentist, one (1) dental assistant, and one (1) Board of Trustees recording secretary. At the end of the 2009-2010 School Year, of the total forty four (44) professional staff, forty-three (43) members were returning for the Fall 2010; for 2010-2011 four (4) new teachers are in the process of being hired.

Staff Turnover and Retention Patterns--MACS had an entire staff mobility rate of 5%. In the 2009-

2010 School Year the following four (4) full-time positions were vacated and three (3) fulltime positions were filled: one (1) Art teacher, one (1) Special Education teacher, and (1) 6th—8th Reading/Language Arts Teacher. Two former teachers accepted positions in the Pittsburgh Public School system and one accepted a position in the North Hills school district. The fourth position was vacated by one (1) full-time Music Education teacher; however, the Music position remained unfilled as the retired Music teacher who was hired briefly was ineligible for that fulltime position. Three (3) part-time positions were vacated: one (1) paraprofessional teacher left for another position, one (1) part-time teacher left to accept a full-time teaching position in the Seneca Valley school district, and one (1) paraprofessional teacher was released. The School's retention pattern for the professional teaching staff has been consistent throughout the twelve years of the School's existence; any staff turnover is due to a variety of reasons why teachers left. Primarily, the teachers have moved out of the area, left to complete certification requirements, and/or accepted teaching or other professional positions in other schools, districts, and organizations.

Percentages of Certified and Non-Certified Professional Employee—MACS has a 96% certification rate. (See Pennsylvania Information Management System (PIMS) Form.) MACS has a 100 % specialists and administrative certification rate. (See Pennsylvania Information Management System (PIMS) Form.) MACS professional employees will be 100% certified for the 2010-2011 School Year.

ATTACHMENT NOTE: PIMS form not available. Therefore revised PDE-414 (2009-2010) provided.

Quality of Teaching and Other Staff - Attachment

- MACS Certification Verification Form 2009-2010

Student Enrollment

MACS Student Enrollment Procedures & Policies

During the school year, enrollment applications are available upon request by phone, pick-up, mail-in, or obtained on the School's Website www.macsk8.org. Each child/parent application (with verification of grade level) results in that child being placed on a waiting list that is grade specific. Enrollment procedures begin in June near the end of each school year. The Deputy Chief Executive Officer and a Board member assist the Chief Executive Officer in managing the Lottery enrollment procedures. Enrollment is determined in the following step-by-step process:

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

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

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

- **MACS Lottery Procedures**—In July 2010, a lottery was conducted to enroll new students for the 2010-2011 School Year. The lottery was conducted using the up-to-date Waiting List and the Chief Executive Officer is responsible for carrying out the enrollment and admission policies and procedures. As mentioned, the School's lottery is handled by a Committee composed of a Board member, Chief Executive Officer, and Deputy Chief Executive Officer. The waiting list is used to fill vacant spaces that become available after continuing students have returned forms from their parents verifying that they plan to return. The returning students are first placed in the appropriate classrooms. Preferences are assigned from the Waiting List as stated below before the Lottery is held. Using the School's Waiting List, the lottery is conducted in the following manner:
- During the year, parents who place their children on the Waiting List complete a registration form that is also available on line at www.macsk8.org.
- Preferences are assigned to openings from the Waiting List before the Lottery is held. Openings are filled giving preferences in the following order: siblings, Manchester residents, Northside residents, and the chartering district (Pittsburgh) residents.
- Lottery drawings are conducted during the summer months. The remaining names on the Waiting List are placed in designated grade level envelopes and the Deputy School Director with a Board member and the Chief Executive Officer present pulls the names.
- The Chief Executive Officer notifies parent or parents that their child has been selected by the Lottery and that their child is eligible to enroll. If the parent or parents have a change of plans, the Lottery process is revisited.
- For example, if there are three openings for a particular grade, three names are pulled first and then three alternates' names are pulled. The first three parents are then contacted to fill the vacancies; if one or more of the parents are no longer interested, the alternates are then contacted.
-
- IMPORTANT: New students selected by the lottery are required to provide board certified report cards and immunization papers.

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

- All children must reach the age of five by September 1 to be admitted into Kindergarten and children must reach the age of six by October 30 to be admitted into the 1st Grade.
- The child's birth certificate and immunization record must be presented at the time of registration.

NOTE: Beginning in August 2010, the School will send notice of rejection letters (due to lack of space in the current school facilities) to inform all parents who child or children were not accepted by the Lottery

MACS enrollment history for 2009-2010 is as follows:

Grade	Kng	1st	2nd	3rd	4th	5th	6th	7th	8th	TOTAL
September	23	21	22	23	23	22	21	19	20	194
October	23	22	22	23	23	22	21	19	20	195
November	23	22	22	23	23	22	21	20	20	196
December	23	22	22	23	23	22	21	20	20	196
January	23	22	22	23	24	22	21	20	20	196
February	23	22	22	23	24	22	21	20	20	197
March	23	22	22	23	24	22	21	20	20	197
April	23	23	22	23	24	23	21	21	20	200
May	23	23	22	23	24	23	21	21	20	200
June	23	23	22	23	24	23	21	21	20	200

As indicated above, 194 students were initially enrolled in September 2009, over the school year zero (0) students transferred out and six (6) students were added; 174 students remained at the end of the school year. Zero (0) of the students who left the School moved out of state and three (3) students transferred to Pittsburgh Public Schools and three (3) students transferred to another School or Schools.

One hundred seventy-four (174) of the students who completed the 2009-2010 School Year are currently enrolled and returning in September 2010. Twenty (20) 8th Graders graduated in June 2010.

Zero (0) students were expelled during the 2009-2010 School Year and six (6) students (referred to above) left voluntarily.

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

Manchester Academic Charter School’s student mobility rate has been somewhat consistent over the years (approximately ninety-seven {97%} of the students returning); and the School’s waiting list has doubled in the last two years. However, the School has determined that the departure of those students who chose to do so may leave for any one of the following reasons:

- Some of the students tend to leave due to relocation; for example, the family may have moved out of state or out of the school district; or when an older sibling graduates from the School and relocates to another school, the younger siblings of the graduating student move as well (the School has a large population of siblings).
- Some parents, for reasons unknown, have removed their child or children at the end of the school year and have not communicated their reasons.

Data derived from Manchester Academic Charter School’s report—*Child Accounting for the School Year 2009-2010.*

There are currently no supporting documents selected for this section.

Transportation

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

Food Service Program

The MACS food service program is handled under arrangement with the Manchester Youth Development Center (MYDC). The program offers well-balanced and nutritional meals that meet the Department of Health and Nutrition guidelines. MYDC uses the Federal guidelines for determining the students who will receive free and reduced priced lunches. As required MACS contributes a portion of the Food Service Coordinator's salary for services performed during school hours. The Allegheny County Health Department Food Protection Program certifies the MYDC food service workers.

Student Conduct

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

The MACS discipline policy is called the Code of Conduct and is consistent with statewide standards. Due process is the policy's keystone. *(See MACS Rules & Code of Conduct in Attachment of this Annual Report.)* This disciplinary code policy is an excerpt from the 2008-2009 Parent/Student Handbook, Rules of Conduct section. Inasmuch as excessive tardiness and unexcused absences are detrimental to a student's progress, the School has adopted a progressive discipline policy to deal with students who are truant or tardy to class or study halls. *(See excerpt from Parent/Student Handbook, 2008-2009, Attendance and Tardy Policy in the Rules & Code of Conduct in Attachment of this Annual Report.)*

In February 2004, the Board approved and the School adopted a "MACS Crisis Intervention Plan for Students" (See Appendix of the Rules & Code of Conduct in Attachment of this Annual Report) that was developed by Dr. David Saenz, Behavior Specialist, and Ms. Tracy Carr, Special Education Coordinator. The Plan continues to be distributed each year to parents along with a form that requires their signature. The Plan is designed as a guideline to provide a safe school environment in the event of a student or student's behavioral crisis or crises at the School and the Plan became a part of the Parent/Student Handbook.

Chapters 12 and 13 of the PA Public School Code (PA PSC) are an integral part of MACS discipline policy. At the beginning of the school year, a copy of MACS

Parent/Student Handbook is distributed to all parents/legal guardians. Before a child is officially registered, each parent/legal guardian must sign and return an enclosed statement accompanying this Handbook acknowledging that they fully understand and accept the MACS discipline policy. The School's Parent/Student Handbook completely details the following:

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

There were twenty-nine (29) students who were suspended (for a sum of 63 days) and zero (0) expulsions for the school year 2009-2010.

Student Conduct - Attachments

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

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

2009 - 2010 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete **YES** _____ **NO** _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Manchester Academic CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/ethics/site/

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.
Name: Vasilios A. Scoumis **Title:** Chief Executive Officer
Phone: 412-322-7207 **Fax:** 412-322-2716
E-mail: vascoumis@aol.com

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Larry M. Berger **Title:** Board Chair
Phone: 412-586-6300 **Fax:** 412-322-2716
E-mail: larry@slbradio.org

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

Identify the charter school's Special Education Contact Person.
Name: Tracy Carr **Title:** Special Education Coordinator
Phone: 412-322-0585 **Fax:** 412-322-2716
E-mail: tracy_carr@comcast.net

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Signature Page--Assurance for the Operation of CS Services 7/30/10

- Signature Page-Assurance for Compliance with the Public Official & Employee Ethics Act 7/30/10