
Pennsylvania Department of Education



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

Charter Annual Report
Friday, February 11, 2011
(Last Accepted: Friday, February 11, 2011)

Entity: Maritime Academy Charter School
Address: 2275 Bridge St
Philadelphia, PA 19137

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Maritime Academy Charter School

Date of Local Chartering School Board/PDE Approval: 2003

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

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

Percentage of Certified Staff: 100% **Total Instructional Staff:** 45

Student/Teacher Ratio: 15:1 **Student Waiting List:** 200

Attendance Rate/Percentage: 93.0%

Summary Data Part II

Enrollment: 770 Per Pupil Subsidy: Regular \$8184 Special Education \$17,789

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	4
Black (Non-Hispanic):	290
Hispanic:	148
White (Non-Hispanic):	328
Multicultural:	0

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

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 102

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	174	174	174	174
Instructional Hours	0	0	0	1131	1131	1131	1131

SECTION I. EXECUTIVE SUMMARY

Educational Community

Maritime Academy Charter School (MACHS) is an innovative educational program designed to provide an alternative school environment for a predominately urban, minority student body. The program was designed to accelerate students' academic growth, engage their interest, and expand their career opportunities by incorporating a central theme of maritime studies. Through a unique alliance with a number of local and national maritime and transportation organizations, MACHS students now learn from a multitude of on-site — and on the water — field experiences, interdisciplinary classroom lessons, and computer-supported curriculum. The ultimate vision of the school is to help all of our students to accomplish the following:

- achieve to high academic standards, develop leadership skills through experiential learning,
- develop a deep understanding of and respect for our waterways and the environment at large, and
- develop a plan for success beyond MACHS, whether in a leadership position in the nation's maritime industry or in the university classroom.

During the 2009-10 school year, our school dramatically expanded our educational offerings to the community with our opening of a new 21st Century Community Learning Center and with our approval to open a new 4th grade elementary program. With our new Center grant from the U.S. Department of Education and the Pennsylvania Department of Education, we have begun to offer a six week summer program and a year round before and after school program to elementary, middle and high school aged students from our school and from the surrounding community, and to their parents. The program began in the spring of 2010 and will continue for the next three years. In addition, our students met or exceeded the Pennsylvania state-wide proficiency targets in Math and Reading on the PSSA tests for the second year in a row. We also continued to implement and expand our maritime studies program, connecting our students at all levels with maritime and transportation related organizations throughout the Delaware valley, and developing a vocational maritime studies model for our students who are interested in following a more vocational route.

Mission

The mission of the school is as follows:

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

Vision

The program of studies will begin at the elementary school level, providing a powerful opportunity to engage students in maritime and ecological themes, and to excite them about meaningful careers that are open to them. Students continue into middle school, where they begin to learn about maritime, ecological, and local history themes in depth, and then continue to high school, where they are required to complete a series of academic courses and maritime-themed courses to earn the high school diploma. The school's curriculum is designed to assist all of our students with achieving the Pennsylvania Academic Standards in all areas, and to enable our students to develop in-depth knowledge

and skills in the areas of maritime studies and intermodal transportation. MACHS follows a standard academic year calendar, beginning in September and ending in mid-June, but also provides a smaller summer program through our new 21st Century Community Learning Center (CLC).

The schedule gives students the time they need to meet the academic standards required by the School District of Philadelphia and the State and allows time for inclusion of specialized courses and learning experiences around the maritime theme. The new CLC not only provides unique learning opportunities in the summer, it also provides additional academic assistance and extra-curricular activities in the hours before and after school, with tutoring and workshop sessions taught by certified teachers.

Shared Values

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

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

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

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

Academic Standards

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

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

Communication skills including reading, writing, speaking, and listening (including technical, business, and report reading and writing) at a level that supports successful careers and university level study

Mathematics concepts and use of a variety of increasingly sophisticated mathematical techniques at a level that supports successful careers and university level studies

Concepts of the physical sciences, life sciences, scientific tools and technologies and the scientific method for problem solving at a level that supports successful career and university level study

Scientific concepts in nautical science, environmental science, astronomy, and meteorology, leading to an understanding of scientific tools, technologies, methodologies, and their application to the field of maritime transportation studies

Appreciation of historical events and geographical regions, including acquisition of map and globe skills, reading of maritime charts, and understanding of different cultures and political systems including an in-depth understanding of the role maritime activities played in each

Computer systems and other forms of technology to communicate, solve problems, exercise creativity, and meet varying industry standardized test requirements at a level that supports successful career and university level study mastering the use of maritime-specific technologies for navigation;

Appreciation of creative, performing, and applied arts, understanding that music, fine arts, graphic arts, drama, and photography are integral to human heritage and creative processes

The ability to speak, read, write, in a language other than their primary language to a level that provides a working facility, including technical and commercial terms, and the relationship between language and culture

In 2009-10 MACHS developed a full K-4th grade curriculum as part of a request to expand our school into the elementary school grades. The curriculum was based on and correlated directly with the PA Academic Standards. In the Spring of 2010, the School District of Philadelphia granted MACHS a charter modification that added a new 4th grade to our school. We will open the school with grades 4 to 12 in the fall of 2010.

Strengths and Challenges

Strengths

MACHS has grown into a strong, solidly academic school with consistently high academic achievement levels and a reputation for providing a wide array of high quality extra-curricular activities and maritime-related programs to students from all across Philadelphia. We have very low levels of staff turnover, and a highly qualified set of teachers and administrators who bring the school's offerings to life and provide an engaging learning environment for our mostly low income student population.

Every year since opening, Maritime Academy has consistently increased its offerings, grown its student population, engaged more community partners, and improved student achievement and test scores. This year, we expanded our offerings by adding a 4th grade and 20 additional students as a next step in our plan to ultimately serve grades K to 12. We also expanded our hours and instructional days by applying for and winning a highly competitive 21st Century CLC grant. This grant is providing us the opportunity to serve our students from 7 am to 6 pm five days per week during the school year, and from 8 am to 5 pm five days per week for 6 weeks during the summer.

In 2009-10, we continued to strengthen our services to special education students, adding new, trained staff members to serve the needs of that population and improving our curriculum and coordination of instruction between regular classroom teachers and special education teachers. These efforts have been very successful, helping over one-third of students with special needs to achieve at or above their grade level in Math and in Reading on the year end

PSSA tests. Our special needs students' PSSA proficiency scores have improved dramatically, with more than double the number of students with IEPs scoring proficient in Math since 2008, and more than six times the number of students with IEPs scoring proficient in Reading since 2008.

In 2008-2009, our school completed a schoolwide planning process that resulted in our being awarded Title I Schoolwide Program status. This year, we began realizing that plan with a focus on providing high quality learning opportunities through a variety of modalities, including project based learning and utilization of more technology in teaching and learning. Our program has worked particularly well for our Economically Disadvantaged population, as they have outperformed their more advantaged peers in both Math and Reading for the first time this year.

Our school continues to serve a very diverse student body. Most of our students (85%) are from low income families; however they come from a variety of different cultural backgrounds. In 2009-10, our student body was 38% Black, 19% Hispanic, 43% White, and 1% Asian. We served 11 ELL students this year, as well.

Our students did very well academically overall in 2009-10, for the second year in a row. Several categories of students, including our White, Hispanic, Economically Disadvantaged and IEP students, achieved their highest levels of proficiency in Math and Reading in our school's history. Our students have posted consistent growth in achievement in nearly all categories since the founding of the school, and we are very proud of what our students and teachers have been able to accomplish academically.

Our curriculum continues to be a distinctive strength of the school. In addition to a rigorous core academic program, we possess a formal maritime curriculum at all grade levels. Using the expertise of the school's Trustees who are professional mariners, the program is reviewed and expanded each year to better reflect the needs of our students. For example, we continued to offer a successful series of mini-courses for juniors and seniors in Maritime Law and the Admiralty, Shipboard Operations, Navigation, and Maritime Business. Led by professional mariners, the courses have become a regular component of the MACHS program. We also added several new courses for 12th graders: Physics, Watersheds, Calculus, and Entrepreneurship.

The school graduated our third class of Seniors in the history of the school. Throughout the year, our senior class participated in internship and career to work programs, they visited colleges including Cheyney University and University of Pennsylvania. The 12th grade also completed culminating research projects as part of their graduation requirements. Students participated in the National History Day Project at the Constitution Center and applied what they learned to

an interdisciplinary project focused on Philadelphia. Some examples of the topics MACHS students have explored include:

- the history of the “Going Green” and environmental movements. Students did water sampling and clean-up at Cobbs Creek, and talked to surrounding residents about the clean up and what they can do to help
- the impact of Bullying. One student conducted workshops on bullying and self-advocacy with 8th grade students
- the history of slavery, and after learning about people who did not have a voice, students applied this to conversations and volunteer work at a homeless shelter
- community redevelopment. Students talked to residents in neighborhoods about clean up (and helped clean up the neighborhood themselves) as well as took part in Mayor Nutter’s city-wide clean up day
- the history of Israel. One student interviewed members at the Jewish YMCA and volunteered there as well.

Among the colleges our graduates were accepted to and will be attending are: Temple University, Drexel University, Lincoln University, Messiah College, Lock haven University, Virginia Union University, Bloomsburg University, Bennett College, Art Institute of Philadelphia, Community College of Philadelphia, US Marine Corps, US Navy, ITT Tech and DeVry University.

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

The school continued its preparation of all students to become 21st Century Learners that began with our award of a competitive Enhancing Education Through Technology Grant (EETT) in 2007. Our teachers continued to emphasize the use of technology for teaching and learning that is leading to our students’ mastery of the National Educational Technology Standards (2007). The EETT goals have been adopted and expanded to all of our grades, and mastery of the NETS Standards and 21st Century Skills will be a central part

of our 21st Century Community Learning Center program over the next three years.

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

The school offers Aquatic sports to all of our students. In cooperation with Adventure SCUBA, Inc., a SCUBA diving course was offered to students and interested staff. Operating out of St. Joseph's University, highly qualified instructors taught students not only how to dive safely, but the science behind the process. Rowing, sailing, and swimming were also available to MACHS students; all were located at Temple University. For the third year in a row, MACHS students took a boating safety course and sailing classes at the Cooper River Yacht Club in Collingswood, NJ.

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

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

Our partnership with the Seaport Museum allows MACHS students to learn about the history of seafaring and shipbuilding and the role the city of Philadelphia plays in the essential industry. Grades five through eight visit the museum regularly for workshops with museum educators and to complete independent projects with different themes related to our seaports. This partnership will be expanded as we implement our new 21st Century CLC program.

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

We also offered our students a number of engaging after school clubs & activities this year, during the months leading up to the start of our 21st Century CLC program which began in April 2010. These activities included:

- Dance Club- Middle School members met Mondays after school and High School members met Wednesdays after school. Together, the club put on various performances throughout the school year, including the talent Show as well as several high School basketball games.
- International Club - Open to high school students, this club met weekly to learn about various cultures with an emphasis on Spanish culture and language. The culminating activity was an end of the year celebration with different foods and music.
- Prep Zone - An after school program for High School that aims to build 21st Century skills for graduation as well as transition students to success as young adults in college, work, and community. Geared towards both academic and personal development.
- Tutoring - Offered for both Middle and High School in all subjects Monday to Thursday from 4pm — 5pm

With the CLC in place, we are able to expand the number and types of offerings and staff the afterschool program to serve many more students than we have been able to serve in the past.

Challenges

This year, we took major steps to address some of our biggest challenges. One particular challenge of our program has been that it began in 5th grade, and recruiting students in the last year of elementary school to come from other schools was very difficult. Our solution was to apply for and receive from the School District a modification of our charter to expand our school down to serve more elementary school grades. This will greatly improve our recruitment, and it will improve our ability to prepare our students to do more challenging and interesting project-based work by the time they reach middle school.

The addition of a full elementary school program and more students solves one of our major challenges, but introduces a new challenge, which is the need to find a new building to house the elementary school students. We have already identified a new building that will house the high school students on our campus, and our elementary school students will move to the current high school building.

Educating our students with IEPs to reach grade level academic proficiency has been an ongoing challenge for our school. Our students, teachers and administrators have worked very hard to create a system that will bring more students with IEPs up to grade level in a shorter period of time, through creation of an individualized program that builds the skills that they need using multiple resources and using their school day to more efficiently focus on those particular skills. These efforts have produced very positive results, including dramatic improvements in our IEP students' academic proficiency levels over the past 2 years. Still, our special education students are achieving proficiency at only half the rate of our regular education students. We will continue to strengthen our program to ensure that our special education students are moving toward proficiency at an increasing rate over the coming year.

Connecting students with maritime-related workplace and career-related experience has been a challenge for the school. However, we have managed to place a small number of our students in internships in maritime and transportation-related industries each year. In school year 2010-11, MACHS will continue to focus on increasing and strengthening students' opportunities to learn maritime-related knowledge and skills and to experience maritime careers through the Marine Coop program and additional activities with the U.S. Merchant Marine Academy.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Planning Process

MACHS has an on-going strategic planning process and planning committee that keeps the school focused on furthering our mission and creating a challenging and rewarding educational environment for all of our students. The planning committee comes together each year in the early summer to set goals for the year and to review data and progress from the previous year. Members of the School Leadership Team provide the core membership of the Strategic Planning Team. The planning team is comprised of administrators, grade leaders, and representation from the information technology department and the parent advisory committee. Throughout 2009-10, the Strategic Planning Team met on a biweekly basis to review data, plan, monitor, and evaluate progress in all areas related to the academic progress of the school. The starting point for the process began with the current goals of the school, which grew out of our mission and vision for a high quality, vocational and college preparatory school.

The Planning Team began the year with an all staff retreat prior to the start of the school year. During that series of meetings, we set goals and made plans for the

year, discussed ways to improve our student achievement over the coming year, and worked across departments and across grades to coordinate our curriculum to meet the Pennsylvania Academic Standards.

The Planning Team focused on addressing some of our major challenges this year. Three of the biggest challenges have been the difficulty of recruiting 5th graders to start our school program, the difficulty of accommodating our high school program in a small school building, and the difficulty of providing enough hours of academic learning during the regular school day and school year for our students who come to the school behind grade level.

To address the problem of 5th grade recruitment, our team came up with the plan of applying for a charter school modification to add elementary school grades and students to expand our school to serve Kindergarten to 12th grades. This move also resolves our high school facilities challenge, as we move the high school students into a new building and the elementary school into the current high school building. In the spring of 2010, we applied for and were awarded a charter modification based on our school's excellent record of improving student achievement and serving students with our unique mission. In the fall of 2010, we will begin enrolling our first class of 4th graders at MACHS.

To resolve our limited school hours and days situation, particularly the well-known learning loss in the summer, we applied for and received a competitive 21st Century CLC grant, which allowed us to expand our school hours to 7 am to 6 pm, and allowed us to provide a 6 week summer program to several hundred students.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alex Schuh	FRONTIER 21 Education Solutions	Business Representative	CEO
Ann G. Waiters	CEO, MACHS	Administrator	Ann G. Waiters
Bob Sion	Administrator	Administrator	Ann G. Waiters
Brenda Robinson	MACHS Home and School Association	Parent	CEO
Brian Lytz	High School, MACHS	Administrator	Ann G. Waiters
Denise McDevitt	Maritime Academy Charter High School	Special Education Representative	CEO
Ed Poznek	COO, MACHS	Administrator	Ann G. Waiters
Frank DiLeo	Maritime Academy Charter	Middle School Teacher	CEO

	High School		
Karin Kull	Curriculum Director	Special Education Representative	Ann G. Waiters
Leah Perry	MACHS Student	Other	CEO
Lisa Foster	Maritime Academy Charter High School	Secondary School Teacher	CEO
Lisa Young	MACHS Home and School Association	Parent	CEO
Stephanie Johnson	IT, MACHS	Ed Specialist - Instructional Technology	Ann G. Waiters
Zhanna Vaisberg	High School, MACHS	Secondary School Teacher	Ann G. Waiters

Goals, Strategies and Activities

Goal: Advanced Instructional Design

Description: Teachers will learn to use a variety of lesson planning and instructional techniques to differentiate instruction to meet the needs of a variety of learners in their classrooms.

Strategy: Professional Development for Teachers

Description: Teachers participate in workshops where they learn to design lessons and classroom situations that facilitate differentiated instruction for a variety of learning needs and learning modalities.

Activity: Workshops

Description: Professional development workshops for teachers in how to develop effective lesson plans that are aligned with PA State standards, how to incorporate various technologies into student learning to achieve the NETS standards, and how to align assessments with the PSSA tests.

Person Responsible	Timeline for Implementation	Resources
Stephanie Johnson	Start: 2/8/2008 Finish: 8/1/2008	\$8,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	3	37
Organization or Institution Name	Type of Provider	Provider's Department of

Frontier 21 Education Solutions	• Company	Education Approval Status Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Assessing student needs 2. Assessing student learning modalities 3. Differentiated Instructional Strategies 4. Classroom accommodations to comply with student IEPs 5. Grouping for effective instruction 6. Engaging/ motivating students		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Student PSSA data Participant survey

Status: Not Started — Overdue

Goal: Inspire

Description: MACHS students will be able to actively acquire advanced computer skills through the use of industry level technology.

***Strategy:* Implement distance learning avenues**

Description:

***Activity:* Acquire distance learning systems and ability to scale up capacity**

Description:

Person Responsible Timeline for Implementation Resources

Stephanie Johnson	Start: 1/1/2008	\$155,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

***Goal:* Maritime Related Activities**

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

***Strategy:* Extracurricular**

Description:

***Activity:* Community Partners**

Description: Utilize community partnerships to offer MACHS students maritime related opportunities (swimming, sailing, SCUBA, etc.)

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

***Strategy:* Maritime Curriculum**

Description:

Activity: High School

Description: Formalize Maritime program for students in grade 9-12 with required courses and developing new ones.

Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: 1/1/2008 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Middle School

Description: Incorporate maritime themes into content areas; collaborate with Seaport Museum on projects

Person Responsible	Timeline for Implementation	Resources
Ann Gillis Waiters	Start: 1/1/2008 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Professional Development

Description:

Activity: Integration of Maritime Content

Description: Workshops for teachers with a focus on the integration of maritime content into their subject areas

Person Responsible	Timeline for Implementation	Resources
Stephanie Johnson	Start: 9/5/2007 Finish: 5/5/2010	\$24,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	4	37
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Independence Seaport
Museum

- Non-profit organization

Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ol style="list-style-type: none">1. Integration of maritime themes/issues across the curriculum2. Grade specific content information3. Presentation skills4. Project ideas and development5. Culminating school-wide activity ideas and development	<p>Teachers learn about Maritime topics including maritime history, logistics of intermodal transportation, and maritime science and ecology.</p> <p>Teachers learn how to integrate these topics throughout their curriculum using project based learning. They learn to incorporate maritime themes into student projects using the principles of project based learning as outlined by NWREL in their 2002 report Project Based Instruction.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none">• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Middle (grades 6-8)• High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Lesson modeling with mentoring	<ul style="list-style-type: none">• Student PSSA data• Participant survey• Review of participant lesson plans

Status: Not Started — Overdue

Goal: MATHEMATICS

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

Strategy: Communication

Description:

Activity: Grade Meetings

Description: Hold weekly grade level meetings and weekly full-staff meeting for discussion of student achievement data, curriculum planning, and on-going professional development.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Leadership Team

Description: Expand MACHS Leadership Team to include a teacher per grade level to allow for discussion of student achievement data and integrated curriculum planning.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Parent Conferences

Description: Change structure of parent-teacher conferences, so conferences are held midway through each trimester to alert parents to possible problems in time for them to be remedied.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Curriculum

Description:

Activity: Individualized Instruction

Description: Continue to provide individualized and self-paced math instruction through computer-based instruction using New Century Corporation's Integrated Instructional System Software (grades 5-8). Implemented Pearson Digital Learning's NovaNET for computer-based reading instruction (grades 9-11).

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Materials

Description: Purchase new procedural fluency mathematics texts to go with Math In Context curriculum.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Math Across the Curriculum

Description: Integrate mathematics across the curriculum through interdisciplinary projects.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Talent Development Curriculum

Description: Continue to implement evidenced-based Talent Development Middle Grades (TDMG) and Talent Development High Schools (TDHS) Math programs, which emphasize closing performance gaps. Add use of Study Island to provide students who perform below proficiency on Math PSSA with at least one semester of a double-dose of math instruction.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters Start: 1/1/2008 -
 Finish: Ongoing

Status: Not Started — Overdue

Strategy: Incentives

Description:

Activity: Student and Teacher Incentives

Description: Provide incentives to teachers and students for improvement in student achievement on Math PSSA (e.g. performance based pay for teachers, 76ers game for students, academic athlete letterman sweaters, etc.)

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters Start: 1/1/2008 -
 Finish: Ongoing

Status: Not Started — Overdue

Strategy: Professional Development

Description: Professional development workshops for teachers

Activity: Classroom Modeling

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

Person Responsible	Timeline for Implementation	Resources
Stephanie Johnson	Start: 9/3/2007 Finish: 5/3/2010	\$30,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year

6.00	2	37
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Johns Hopkins University Talent Development Middle School/High School Programs	<ul style="list-style-type: none"> Company 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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1. Understanding content 2. Teaching strategies 3. Developmental lesson plans in math 4. Presentation skills 5. Open-ended questioning techniques 6. Problem solving 7. Classroom management 8. Cooperative learning techniques 9. Organization of materials 10. Standardized test preparation resources 11. Pacing of standardized curriculum based on national and state standards 12. Assessment design 13. Incorporation of PSSA rubrics 14. Effective implementation of remediation and enrichment activities 15. How to employ a culturally relevant/sensitive pedagogy 16. Integration of math skills across the curriculum	<p>The TDMG Professional Development is based on teaching essential teaching strategies including proven techniques of cooperative learning. (Johnson, D. and R. Johnson, Learning Together and Alone, New Jersey: Prentice Hall, 1983.) fThe 5 elements of cooperative learning are:</p> <p>1. Positive Interdependence</p> <ul style="list-style-type: none"> * Each group member's efforts are required and indispensable for group success * Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities <p>2. Face-to-Face Interaction</p> <ul style="list-style-type: none"> * Orally explaining how to solve problems * Teaching one's knowledge to other * Checking for understanding * Discussing concepts being learned * Connecting present with past learning <p>3. Individual & Group Accountability</p> <ul style="list-style-type: none"> * Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be. * Giving an individual test to each student. * Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class. 	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
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* Observing each group and recording the frequency with which each member-contributes to the group's work.

* Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.

* Having students teach what they learned to someone else.

4. Interpersonal & Small-Group Skills

* Social skills must be taught:

- o Leadership
- o Decision-making
- o Trust-building
- o Communication
- o Conflict-management skills

5. Group Processing

* Group members discuss how well they are achieving their goals and maintaining effective working relationships

* Describe what member actions are helpful and not helpful

* Make decisions about what behaviors to continue or change

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring | <ul style="list-style-type: none"> • Student PSSA data • Participant survey • Review of participant lesson plans |
|--|---|

Status: Not Started — Overdue

Activity: Math Curriculum

Description: Launch year-long professional development series on TDMG/TDHS mathematics curriculum, developing background knowledge, and creating authentic learning experiences for students.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Support Mechanisms

Description:

Activity: Afterschool Programs

Description: Expand after-school program from informal homework help to a formal program targeted to those students performing below proficiency in mathematics. Use both computerized instruction and trained tutors (e.g. university students, retired teachers, MACHS teachers, etc.). Also provide program on Saturdays.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Reduce Barriers to Achievement

Description: Reduce barriers to academic achievement by offering family therapy through Drexel University Family Therapy.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
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Finish: Ongoing

Status: Not Started — Overdue

Activity: Reduced Class Size

Description: Hire and train 5 Assistant Teachers for middle grades classrooms to allow for increased small-group mathematics instruction.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Motivation

Description: MACHS can benefit by using technology to motivate. Technology can increase opportunities for contact and communication between teachers and families and provide for a more transparent educational process.

Strategy: Improve Communication and bridge the digital divide by providing information through multiple channels.

Description:

Activity: Employ PowerSchool (student data management software) to communicate attendance, homework, grades and progress through the web.

Description:

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	\$15,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: READING

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

Strategy: Communication

Description:

Activity: Grade Meetings

Description: Hold weekly grade level meetings and weekly full-staff meetings for discussion of student achievement data, curriculum planning, and on-going professional development.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Hold Parent Conferences

Description: Change structure of parent-teacher conferences, so conferences are held midway through each trimester to alert parents to possible problems in time for them to be remedied.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Leadership Team

Description: Expand MACHS Leadership Team to include a teacher per grade level to allow for discussion of student achievement data and integrated curriculum planning.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters Start: 1/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Curriculum

Description:

Activity: Individualize Instruction

Description: Continue to provide individualized and self-paced reading instruction through computer-based instruction using New Century Corporation's Integrated Instructional System Software (grades 5-8). Continue to use Study Island for computer-based reading instruction (grades 9-11).

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters Start: 1/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Talent Development Reading Program

Description: Continue to implement evidenced-based Talent Development Middle Grades (TDMG) and Talent Development High Schools (TDHS) Reading program, which emphasize closing performance gaps using shared reading techniques and differentiated instruction. Students who perform below proficiency on Reading PSSA receive at least one semester of a double-dose of reading using Study Island.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters Start: 1/1/2008 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Talent Development Writing Curriculum

Description: Continue to use TDMG/TDHS writing curriculum.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Incentives

Description:

Activity: Provide Teacher and Student Incentives

Description: Provide incentives to teachers and students for improvement in student achievement on Reading PSSA (e.g. performance based pay for teachers, 76rs game for students, academic athlete letterman sweaters, etc.)

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Literacy Rich Environments

Description:

Activity: Expand Classroom Libraries

Description: To create a literacy rich environment and promote reading for pleasure, amount of materials in classroom libraries in all RELA classes will be doubled. Continue to add classroom libraries in all non-RELA classrooms (i.e. math, science, social studies).

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Promote Reading at Home

Description: To promote reading at home, hold Book Fair for students and families.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters Start: 1/1/2008 -
 Finish: Ongoing

Status: Not Started — Overdue

Strategy: Professional Development

Description: Professional Development in Cooperative learning techniques and classroom management

Activity: Classroom Modeling

Description: Use TDMG/TDHS coaches (from Johns Hopkins University) to provide classroom-based modeling, teacher observations, and professional development in RELA classrooms.

Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: 9/3/2007 Finish: 5/3/2010	\$30,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	37
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Johns Hopkins University Talent Development Middle School/High School Programs	<ul style="list-style-type: none"> Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Understanding content 2. Teaching strategies 3. Developmental lesson plans in reading and writing 4. Presentation skills 5. Open-ended questioning techniques 6. Classroom management 7. Cooperative learning techniques 8. Organization of materials 9. Standardized test preparation resources 10. Pacing of standardized	Based on research on cooperative learning and classroom management (Johnson and Johnson, 1984). See information regarding classroom modeling research above.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice,

curriculum based on national and state standards
 11. Assessment design
 12. Incorporation of PSSA rubrics
 13. Effective implementation of remediation and enrichment activities
 14. How to employ a culturally relevant/sensitive pedagogy
 15. Integration of RELA skills across the curriculum

with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Student PSSA data • Participant survey • Review of participant lesson plans

Status: Not Started — Overdue

Activity: Reading Across the Curriculum

Description: Launch professional development series on TDMG/TDHS reading curriculum and reading across the curriculum.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Support Mechanisms

Description:

Activity: Afterschool Programs

Description: Expand after-school program from informal homework help to a formal program targeted to those students performing below proficiency in reading. Use both computerized instruction and trained tutors (e.g. university students, retired teachers, MACHS teachers, etc.). Also provide program on Saturdays.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Charter Annual Report Admin	Start: 1/1/2008 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Reduce Barriers to Achievement

Description: Reduce barriers to academic achievement by offering family therapy through Drexel University Family Therapy.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Ann Gillis Waiters	Start: 1/1/2008 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Reduce Class Size

Description:

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Ann Gillis Waiters	Start: 1/1/2008 Finish: Ongoing	-

Status: Not Started — Overdue

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

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

Strategy: Collaborating with Parents

Description:

Activity: Increase Parent Awareness

Description: Communicate importance of attendance to parents in monthly newsletters, parent/teacher conferences, and additional communiqué throughout the school year.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Monitor Absences

Description: Office staff will follow up on student absences by contacting parents.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Improve teachers' classroom management

Description: Teachers, especially those new to the profession, will learn essential strategies for classroom management such as classroom arrangement techniques, student motivation, behavioral modification, and when it is necessary to seek outside help for managing student behavior.

Activity: Teacher training in classroom management

Description: Teachers will all be trained in classroom management techniques, including learning how to arrange their classroom, use collaborative and cooperative learning techniques, and how to develop positive communications with students and their parents. New teachers will all be assigned experienced mentor teachers during training and for their first two years of teaching.

Person Responsible	Timeline for Implementation	Resources
Stephanie Johnson	Start: 8/27/2008 Finish: 5/12/2010	\$10,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	3	8
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Maritime Academy Charter High School	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>How to arrange classroom space</p> <p>How to organize effective lessons</p> <p>How to use behavior modification techniques</p> <p>How to motivate students</p> <p>How to communicate with parents about student behavior</p> <p>How to implement cooperative learning structures in classrooms</p>	<p>Effective classroom management leads to more positive teacher and student attitudes, higher student academic achievement, and lower teacher burnout (see for example, The Relationship Among Teacher Classroom Management Behavior, Student Engagement, and Student Achievement of Middle and High School Science Students of Varying Aptitude. Author: McGarity, John R., Jr.; Butts, David P.) Methods for managing classrooms effectively are drawn from extensive research and advice from experts in classroom management. Teacher mentoring has been proven to improve new teachers' attitudes toward teaching and retention in the profession.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• High school (grades 9-12)

Follow-up Activities Evaluation Methods

- Lesson modeling with mentoring
- Journaling and reflecting

Status: Not Started — Overdue

***Goal:* STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

***Strategy:* Communication**

Description:

***Activity:* Parent and Student Awareness of Attendance**

Description: Communicate importance of student attendance on testing days to parents and students.

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

***Strategy:* Incentives**

Description:

Activity: Student Incentives for Test Attendance

Description: Provide incentives to students for perfect attendance during testing days (e.g. In 2004-2005, MACHS held a pizza party for students who were present on all testing days).

Person Responsible Timeline for Implementation Resources

Ann Gillis Waiters Start: 1/1/2008 -
 Finish: Ongoing

Status: Not Started — Overdue

Goal: Technology Integration

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

Strategy: Professional Development

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

Activity: Software Training

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

Person Responsible	Timeline for Implementation	Resources
Stephanie Johnson	Start: 9/6/2007 Finish: 5/6/2010	\$18,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	4	37
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Frontier 21 Education Solutions

- Company

Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Integration of technology into the curriculum Microsoft Excel Microsoft PowerPoint Inspiration software Big Six model for research design</p>	<p>The professional development programs are designed within the framework of adult learning theory. The design for these programs is built around Knowles' four principles of adult learning: * Adults need to be involved in the planning and evaluation of their instruction. * Adults draw upon their reservoir of experience for learning. Their experiences (including mistakes) provide the basis for learning activities. * Adults are most interested in learning about subjects that have immediate relevance to their job or personal life. * Adult learning is problem-centered rather than content-oriented. - from Knowles, M. (1970). The Modern Practice of Adult Education. Our technology program is based on the proven Big 6 model for learning, an Information Literacy (ICT) model based on the principles of problem based learning (Wolf, S., Brush, T. and Saye, J. (2003). The Big Six Information Skills as a metacognitive scaffold: A case study. School Library Media Research Online, volume 6). The NETS Standards for Students are a set of technology standards developed by The International Society for Technology Education.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Science and Technology

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or 	<ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA • Participant survey

- peers
- Analysis of student work, with administrator and/or peers
- Lesson modeling with mentoring

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

What curriculum does your charter school utilize?

Our curriculum has been constructed to provide a balance of educational experiences, including teacher-directed lessons, student directed activities and projects, and group seminars and hands-on learning projects. Our curriculum emphasizes the use of project-based and hands-on, experiential learning and use of standard curriculum materials and textbooks that are based on and oriented toward mastery of the Pennsylvania Academic Standards in all areas. The Director of Curriculum and Instruction oversees the selection and approval of our core curriculum materials, and works with and ensures training of teacher to help them to construct lesson plans that bridge the gap between where there students skills are at the time to where they need to be in order to achieve mastery of the Academic Standards.

MACHS is dedicated to helping all students achieve to high academic standards, develop leadership skills through experiential learning, develop a deep understanding of and respect for our waterways and the environment at large, and develop a plan for success beyond MACHS, whether in a leadership position in the nation's maritime industry or in the university classroom.

Three main nautical themes constitute the framework for our curriculum design and instructional programming: aquatics (including swimming and SCUBA), boating, and marine sciences. Assistance integrating maritime activities throughout the curriculum has been provided by The Independence Seaport Museum and Earthforce. Students also explore and experience maritime careers

through their experiences inside and outside the classroom. Our distinctive partnerships afford us many opportunities to engage students in these experiences. We are especially grateful for our partnership with the U.S. Merchant Marine Academy (USMMA). USMMA prepares young men and women to become shipboard officers in the maritime transportation industry, essential to our nation's economy and security.

MACHS students pursue rigorous academic study, while engaging in challenging hands-on learning activities related to the transportation-related industries and organizations. Building on the accelerating Mathematics and English programs of Talent Development, coursework is interdisciplinary, with classroom and individual learning focusing on understanding the world through the lens of maritime studies. Traditional topics of Mathematics, the Sciences, the Arts, Social Studies, and Languages serve as the core of student learning, with additional classes provided in maritime areas, including Transportation, Nautical Science, Maritime Business, Ecology, Astronomy and Meteorology. Math and reading are integrated across the curriculum, and cumulative, multidisciplinary projects allow students to integrate and apply what they have learned in all of these areas. Students prepare for the PSSA tests using Study Island test preparation software.

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

MACHS' curriculum meets the Chapter 4 content standards and requirements. Our school uses the Pennsylvania Academic Standards as the basis and guideline for curriculum development, and many of the materials used in the core academic program were chosen specifically because they have been aligned to the PA standards. Our curriculum planning documents all relate the units and lessons being taught at the school to the particular PA Academic Standards that those units and lessons are designed to teach.

The Director of Curriculum provides teachers guidelines for each content area. The guidelines are reviewed at the beginning of each year and teachers meet weekly in grade groups to review and pace the curriculum. Teachers are also required to reference the standards being addressed in each lesson plan. These written plans are reviewed weekly by the Director of Curriculum to ensure accountability.

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

The completion of 34 credits of coursework (see below)

The completion of a culminating Senior Project (worth 0.5 credits of the 34 credits required for graduation)

Demonstration of proficiency in reading, writing, and mathematics on state or local assessments

The 34 credits include:

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

These credits exceed the current Chapter 4 regulations for high school graduation.

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

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

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

- Read proficiently, with the ability to continually acquire information necessary for employment or post high school education.
- Speak and write with the ability to communicate fluently and accurately with others.

Analyze all types of information and use that information in order to reach sound and responsible decisions.

Apply mathematical skills to personal finance and use mathematical skills in the workplace.

Use technology to access and present information, and manage current business applications.

Apply academic learning to simulated and real world situations.

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

To better illustrate how these goals are incorporated into MACHS' curriculum offerings, actual sample MACHS student schedules are provided below GRADES 5, 6, 7 and 8).

CLASS/ HOUR		GRADE 5	GRADE 6	GRADE 7	GRADE 8
9:00 9:30	1	RELA 5A	MUSIC 6A	SCIENCE 7 B	SCIENCE 8A
9:30 10:00	2				
10:00 10:30	3		MATH A 6	MATH B 7	RELA B 8
10:30 11:00	4	SCIENCE 5 A			
11:00 11:30	5				
11:30 12:00	6	LUNCH	LUNCH	MARITIME STUDIES 7B	MARINE SCIENCE 8B
12:00 12:30	7	MATH 5A	SOCIAL STUDIES 6B	LUNCH	MATH 8B
12:30 1:00	8		RELA A 6		
1:00 1:30	9		Maritime Studies 5 A	RELA B 7	
1:30 2:00	10				
2:00 2:30	11	SOCIAL STUDIES 5A	SCIENCE 6B		SOCIAL STUDIES 8 A
2:30 3:00	12				
3:00 3:30	13				

3:30		DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL
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9A1	10A	11A
MTH 102.1	WL 102.2	CIVICS
MAC 103.3	SCI 902.1	CHEM
ENG 101.3	SOC 101.2	M.B
lunch.4	MTH 223.1	HEALTH/ENTREP
SOC 101.3	LUNCH.5	LUNCH.5
WL 101.3	ENG 112.1	GEO
SCI 101.4	MAC 106.2	ENG III

To help meet the developmental and academic needs of MACHS students, teachers meet weekly to pace curriculum and ensure the presentation of consistent skills and concepts in Reading and English Language Arts, Mathematics, Social Studies, and Science. Additionally, teachers pace the assessment schedule to ensure consistent monitoring of student performance using a variety of tools, including projects and presentations. These regular meetings assist in maintaining a common timeline for all classes in a particular grade. 4Sight assessments that predict PSSA scores are used with the students twice each year to provide teachers and administrators with important information for helping each student move toward the goal of Academic Proficiency.

Another strategy we use at MACHS to meet students' varied needs is to keep classes and school size small, so that attention may be focused on the goals of each individual student. MACHS is divided into two smaller administrative units- a middle school of grades 5-8 (soon to be a lower school of grades 4 to 8 and then ultimately K to 8), and a high school of grades 9-12. Each small learning community works with a nationally recognized (Obey-Porter School Reform Demonstration) program developed by Johns Hopkins University: Talent Development. This program prepares urban youth for accelerated Mathematics and English coursework in the upper grades. Students' goals and progress are organized, documented, and assessed using individual learning plans, developed jointly with parents and teachers. The learning plan begins with a baseline

assessment at the student's entry to the school, and then focuses on achieving the school's standards.

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

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

MACHS students participate actively in their education, particularly in the area of science. Our school has adopted the FOSS (Full Option Science System) program as a core component of our hands-on science teaching and learning. With funding from the National Science Foundation, FOSS was developed by the Lawrence Hall of Science at the University of California-Berkeley; the system teaches specific topics in life, physical, and earth and space science, includes daily lessons and equipment, and lasts from 6 weeks to a full semester. The modules focus on depth of understanding of a topic rather than breadth over multiple topics. Lessons are built around hands-on investigations carried out in pairs or groups. Students spend extensive time planning the investigations, recording their results, analyzing their findings, and discussing the experiment in pairs or groups, and with the whole class. Modules end with student-directed projects that combine the science content taught as well as the students' increasing ability to form questions, design experiments, gather data, and interpret it.

Formative and summative assessments combine both hands-on and written questions. Students learn to work cooperatively to plan, implement, and analyze the results of their investigations. The hands-on components and group work are often of high interest to middle grades students and create a strong motivation to take part. Even students who are below grade level in science, reading, and/or math or who require individual accommodations can understand and contribute to the activities, thus increasing their self-confidence and motivation to learn.

Our partnerships with various organizations also provide extensive experiences in hands-on, inquiry-based teaching and learning. For example, our students

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

Finally, students in 8th grade and 12th grade must complete culminating projects that integrate their knowledge and skills across disciplines.

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

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

- Pass reading, mathematics, science and social studies
- Successfully complete their 12th grade or 8th grade cumulative project
- Score at or above the 26th percentile (Basic or above) on a standardized test in reading and mathematics,
- Or, at the 12th grade, if they have not earned a total of 23.5 credits including 4 in English, 3 in Math, 3 in Science, 3 in Social Studies, 2 in World Language, 1.5 in Health and Physical Education, 2 in Arts and Humanities, and 5 in electives.

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

Students Retained in Grade (e.g., Repeating a Grade) 2004-05 to 2009-10

Year	Student retention
2004-05	1 student retained in grade
2005-06	8 students retained in grade
2006-07	23 students retained in grade
2007-08	7 students retained in grade
2008-09	2 students retained in grade
2009-10	2 students retained in grade

MACHS is committed to raising the academic achievement level of all our students, and to that end, we have implemented Talent Development in English and Mathematics throughout all grade levels. Designed by the Johns Hopkins University, this is a comprehensive reform model for urban middle and high schools, with a three-part focus on curricular and instructional innovations to prepare all students for high-level courses in math and English; parent and

community involvement to encourage college awareness; and professional development to support and realize the recommended reforms. Since the adoption of this program, students have progressed rapidly and considerably.

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

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

Ninth grade students use Talent Development's Transition to Advanced Mathematics (TAM) program, intended to encourage students' conceptual understanding of key mathematics ideas that underlie high school mathematics and sharpen their overall basic mathematical skills. TAM's content is built upon three factors: analysis of existing research on best practices for teaching mathematics to poorly prepared adolescents; research from classroom teachers about skills and abilities their students lack; and examination of the skills and abilities necessary to succeed in standards. In tenth grade, students move on to the Geometry Foundations program, designed to foster students' conceptual understanding of key mathematics ideas that underlie high school geometry and reviews basic algebra skills. Eleventh grade students enter Algebra II Foundations, designed to help students build the "habits of mind" needed for success in Algebra II. The course emphasizes the connections between numeric representation, graphic representation, and algebraic notation. All math programs challenge students to think through and make sense of what they are doing, learn from one another, share and respect ideas, and to make connections between mathematics and the world.

In terms of reading and English language arts, high school classes employ Talent

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

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

Students who have been identified as below grade level attend Study Island, a daily program for individualized intensive instruction, and receive at least one semester of double-dose math instruction. Tutoring is available before and after school as part of the new 21st Century CLC program at Maritime. A Saturday program is also available, as well as a 6 week summer program for academically struggling students.

When students are not meeting standards in their academic skill development, they are first reviewed by the Comprehensive Student Review Team, where

contacts are made with parents, and short-term interventions are agreed upon to address specific needs. If the student continues to perform below standards in their academic skill development, we recommend testing by a certified school psychologist to determine if there is a learning disability. If a disability is noted, an IEP is prepared and the recommended learning prescription is followed. If a student is found not to have a learning disability, but still struggles with academic performance, tutoring and classroom support are available. MACHS has two full-time, Pennsylvania State certified Special Education teachers. MACHS follows federal regulations in determining special education placement.

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

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

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

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

Project Based Learning: MACHS students participate in sequentially scheduled field trips throughout the school year, providing them with opportunities to

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

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

Differentiated Individual Activities: After students have learned new concepts in small groups, teaching strategies are employed to encourage each student's own mastery of the material. By assigning students distinct activities on their independent and instructional levels, teachers give them the opportunity to practice without the pressure of peer competition. This permits students to achieve the confidence levels needed for attaining subject mastery. In addition, classroom assessments, combined with the use of a variety of software programs, allow us to identify the specific needs of every individual student.

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

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

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

- Specialized training using research-based pedagogy in the content areas of RELA and mathematics
- Training with a focus on differentiated instructional strategies and classroom accommodations to comply with student IEPs

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

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

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

Rigorous Instructional Program - Attachments

- MACHS Induction Letter
- MACHS professional education approval letter 2008-2011

English Language Learners

During the 2009-10 School Year, MACHS served 11 ELL students. The ELL students are all identified upon admission by required ESL surveys, data from the School District of Philadelphia, and student records. A language battery (Language Assessment Battery) is administered upon entry into the program and annual tests required by the state are administered by our teachers to determine the level of progress for academic placement.

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

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

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

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

English Language Learners - Attachment

- ELL Policy 2011

Graduation Requirements

MACHS is dedicated to raising the achievement levels and high school graduation levels of traditionally underserved students in Philadelphia. Using Philadelphia's historic harbors and transportation systems as its backdrop and its laboratory, the school has always aimed to inspire students with the fascinating world of maritime studies, and provide them the types of leadership and critical thinking skills that all students will need in the future. We are in accord with Governor Rendell's call for schools to help all students to be meet the Pennsylvania Academic Standard in all areas, and to have skills that translate readily to success in the workplace, by the time they graduate from high school.

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

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

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

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

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

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

The 34 credits include:

Mathematics	4.5 credits
English	4.5 credits
Science	4.0 credits
Social Studies	3.5 credits
Maritime courses	3.0 credits
Modern Language	1.0 credit

Humanities	1.0 credit
Tutorial	4.0 credits
Senior Project	0.5 credit
Health & Physical Education	2.0 credits

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

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

Special Education

Our Special Education program served 102 students with IEPs during 2009-10. That number represents about 13% of the total student population. This is slightly higher than the percentage of special education students served by the School District of Philadelphia (11 to 12%).

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

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

appropriate, specialized and related services within an age appropriate regular education classroom.

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

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

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

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

Please see our attached Special Education Policies and Procedures for more information about our special education program at MACHS.

Special Education - Attachment

- Special Education Policies & Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Denise McDevitt	1.0	Learning Support	Maritime Academy Charter High School	26	Program includes pullouts for an hour increment per class.
Nicholas Smith	1.0	Learning Support	Maritime Academy Charter High School	13	Program includes pullouts for an hour increment per class.
Mary Beattie	1.0	Learning Support	Maritime Academy Charter High School	11	Program includes pullouts for an hour increment per class.
Laurie McKittrick	1.0	Learning Support	Maritime Academy Charter High School	34	Program includes pullouts for an hour increment per class.
Elizabeth Weiss	1.0	Learning Support	Maritime Academy Charter High School	36	.Program includes pullouts for an hour increment per class.
Shauna Mulligan	1.0	Learning Support	Maritime Academy Charter High School	29	Program includes pullouts for an hour increment per class.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
None	-	none	MACHS	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Director (Vaisberg)	MACHS	1.0
Ms. Williams	MACHS	1.0
Mr. Austin	MACHS	1.0
Mr. Bost	MACHS	1.0
Ms. Marcus	MACHS	1.0
Ms. Green	MACHS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	Occupational	4 hrs/week

	Therapy	
Learning Linkage Inc.	Speech Therapist	14 hrs/week
Burke Educational Testing and Consulting	School Psychologist	20 hrs/week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
PASA	Yes	Yes	Yes	No	No	Yes	No
4Sight	Yes	Yes	Yes	Yes	Yes	Yes	No

Student Assessment

Every year since the school opened in 2003, the teachers and administrators at our school have improved our student assessment system and have used a wide variety of student assessment data to improve daily student instruction, teacher professional development, and long term curriculum planning. This approach to long and short term instructional planning has resulted in major improvements to our student achievement levels across all groups from year to year in Math, Reading and Science. In 2009-10, we continued to focus particularly on our special education students and our lowest achieving students, resulting in major improvements in their PSSA performance by the spring of 2010. We also used our assessment results this year to plan a complete curriculum for our new elementary school program that will be starting next year (2010-11). In the remainder of this section, we will explain our student assessment system at MACHS as we implemented it this school year, and we will provide some assessment results from this year along with analysis and discussion of those results.

During the 2009-10 school year, we administered the PSSA tests in Reading, Writing, Math and Science, obtained feedback on student progress through the Study Island on-line PSSA preparation software, and for the second time administered the 4Sight Pennsylvania Standards-linked tests in grades 5,6,7,8 and 11. Our 5th, 6th, 7th, 8th and 11th graders took the PSSA Math and Reading tests in the spring of 2010. Our 12th graders who had not scored at the Proficient or Advanced level in the previous year took the PSSA Math and Reading re-tests in the fall of 2009. Our students in 5th, 8th, and 11th grades took the PSSA Writing tests in the winter of

2010. Finally, the PSSA Science test was administered to our 5th, 8th and 11th graders for the third time in the spring of 2010. The school did not use any nationally standardized tests to assess our students this year.

The preliminary (unofficial) PSSA results for MACHS for the 2009-10 school year were made available in July, 2010. The school's official Annual Yearly Progress report has not been released by the time of the submission of this report. That report will be sent to the school at the beginning of August. The unofficial 2009-10 PSSA test results for all grades in Math and Reading are provided as attachments. The preliminary PSSA Writing assessment results for grades 5, 8, and 11 are attached, and the preliminary PSSA Science assessment results for grades 4, 8 and 11 are attached. The 4Sight results from 2009-10 are also attached.

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

The PSSA results have not officially been released to the school yet. However, we have preliminary PSSA data that we have used for the analysis below and for the attachments to this report. Although we do not have the ability to determine our AYP status at present, we do know that our students' performed very well on the PSSA tests, and we expect to make most if not all of our PSSA targets for 2009-10.

Each year, MACHS administrators and teachers review the results of the Pennsylvania State assessments (PSSAs) to gauge how well our program is helping all of our students become proficient in the skills and knowledge represented in the Pennsylvania Academic Standards. Results of these tests show that our school has steadily raised our students' achievement of the Pennsylvania Standards over time, particularly for our low income students. Despite the many challenges our school has faced recently, with the move across the city, and on-going construction to accommodate growing numbers of students, our students have done well academically overall. This year, our students met or exceeded the state's PSSA proficiency targets in both Math (56%) and Reading (63%), overall, and reached some of the highest levels of achievement in our school's history. The official AYP status for the years leading up to the current school year are provided in the table below.

Maritime Academy Charter High School AYP History 2006 to 2010

2010 Status	2009 Status	2008 Status	2007 Status	2006 Status
Official results not yet released	Made AYP	Warning	Made AYP	Making Progress

Understanding PSSA score results and AYP

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

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

changes in student performance, based on the school's past history of improving student academic achievement.

This year, a new, modified PSSA test for Math was introduced for special education students who needed a modified Math assessment based on their IEP. The test is made up of items that are very similar to the regular PSSA for that grade level, but with an easier format to read and fewer questions. The PSSA-M results were not provided to the school by the data of the following analysis, but an allowance is provided that up to 2% of the school's students could take the PSSA-M and be counted as Proficient or Advanced. The rest of the students taking the PSSA-M, even if they scored in the Proficient or Advanced range on the test, will be scored as Below Basic. Based on the number of students taking the PSSA-M at Maritime, the assumption in the following analysis is that 3 students who took that test will be scored at Proficient, and 8 students will be scored at Below Basic. These numbers may change when the official results are released, although any deviations from those assumptions will only change the overall numbers slightly.

When calculating AYP for the 2009-10 school year, the formula included Math and Reading scores from the school's fifth, sixth, seventh, eighth, and eleventh graders. The proficiency scores for Math and Reading for the school as a whole have been growing steadily over the past four years, and were very similar this year compared to last year overall. The percentage of students scoring Proficient or Advanced in Math in 2010 was slightly below the 2009 percentage (60.3% versus 61.2%). Likewise, the percentage of students scoring Proficient or Advanced in Reading in 2010 was slightly below that of the previous year (62.8% versus 65.4%). The Math proficiency level of 60.3% exceeded this year's State PSSA target by 4.3%. The Reading proficiency level of 62.8% was very close to, and within the confidence interval of, the state Reading target of 63%. The Math results presume that 3 of the PSSA-M takers will be scored as Proficient when the official results are released in August.

PSSA Proficiency Scores in Math and Reading in MACHS, 2004 to 2010

(School Years 2004, 2005: Grades 5 and 8 combined)

(School Year 2006: Grades 5, 6, 7, and 8 combined)

(School Years 2007 to 2010: Grades 5, 6, 7, 8, and 11 combined)*

Math						
2004 % Prof Adv	2005 % Prof Adv	2006 % Prof Adv	2007 % Prof Adv	2008 % Prof Adv	2009 % Prof Adv	2010 % Prof Adv
19.0	27.7	38.9	48.4	57.7	61.2	60.3

** Preliminary Math scores for 2010, with assumption 3 PSSA-M takers Proficient*

Reading						
2004 % Prof Adv	2005 % Prof Adv	2006 % Prof Adv	2007 % Prof Adv	2008 % Prof Adv	2009 % Prof Adv	2010 % Prof Adv
39.4	35.4	40.3	45.9	50.7	65.4	62.8

Since we began testing all of our grades in 2007 (5, 6, 7, 8 and 11), our reading scores have improved by 16.9%, and our Math scores have improved by 11.9%).

The following tables provide the unofficial proficiency percentages for Math and Reading for 2010 and official results for 2009 for all qualifying groups of students (at least 40 test takers in that group). The results show that we truly are helping all of our students to learn, as our IEP students made a large amount of progress in Reading and Math this year, and our Economically Disadvantaged students performed even better than our overall group of students. The tables also show the difference in proficiency percentages (growth) across the two years. The tables show that, with the exception of the IEP group, over half of all students in each category and in the school overall tested on grade level or above on both the Reading and the Math PSSA assessments. The only group whose levels of

proficiency declined was the Black group, in both Math and Reading, from 2009 to 2010. The decline of the percentage of Black students scoring Proficient in Reading and Math was enough to offset the large gains of Hispanic students in both areas and the small gains of the White students, reducing the overall proficiency levels of the school. The Hispanic students' proficiency levels exceeded the state AYP targets for the first time in the school's history, with 59.5% scoring Proficient or Advanced in Math and 63.5% scoring Proficient in Reading. The Black students scored just below the State's proficiency targets in Math and Reading, but still performed well.

The IEP students had the lowest level of performance on the PSSA tests in Reading and Math. However, that is to be expected, as students are generally receiving special education services because they are struggling academically. They did, however, make large gains in their proficiency levels, with over one-third scoring on grade level or above in both Math and Reading.

Math PSSA Proficiency Percentages 2008-09 to 2009-10, by Student Category

Category	2008-09	2009-10	Diff 09-10
ALL	61.2%	60.3%	-0.9%
Econ	60.8%	62.2%	+1.4%
IEP	27.9%	33.9%	+6.0%
Black	62.1%	53.7%	-8.4%
Hispanic	50.7%	59.5%	+8.8%
White	64.6%	66.8%	+2.2%

** Preliminary scores, with assumption 3 PSSA-M takers scoring Proficient*

Reading PSSA Proficiency Percentages 2008-09 to 2009-10, by Student Category

Category	2008-09	2009-10	Diff 09-10
ALL	65.4%	62.8%	-2.6%
Econ	64.4%	64.5%	+0.1%
IEP	27.9%	35.1%	+7.2%
Black	66.6%	57.4%	-9.2%
Hispanic	54.2%	63.5%	+9.3%

White	67.7%	69.0%	+1.3%
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The next two tables provide a breakdown of student proficiency scores for students across all grades for all of the tested subcategories in 2010 in Math and Reading. The tables show that MACHS had a large percentage of students scoring at the Advanced level (above grade level) overall in Math (33.5% scored above grade level). Among our White students, nearly half (43.9%) scored at the Advanced level in Math. With the exception of the IEP students, only a small percentage scored at the Below Basic level in Math. This was a major improvement from just a few years ago, when a large percentage of our students scored at the Below Basic level in nearly every category in Math. For example, fewer than half of the Hispanic students performed at the Below Basic level in Math in 2010 compared to the percentage who performed at that level in 2009.

MACHS Math PSSA Proficiency Levels by Student Category, All Grades, 2010

	ALL	Econ	IEP	Black	Hispanic	White
	%	%	%	%	%	%
Bel	18.7%	15.6%	48.2%	22.7%	14.3%	14.8%
Bas	21.0%	22.2%	17.9%	23.6%	26.2%	18.4%
Prof	26.8%	27.7%	25.0%	30.6%	26.2%	23.0%
Adv	33.5%	34.5%	8.9%	23.1%	33.3%	43.9%
Prof & Adv	60.3%	62.2%	33.9%	53.7%	59.5%	66.8%

** Preliminary scores, with assumption 3 PSSA-M takers scoring Proficient*

The results of the PSSA Reading tests of MACHS students were similar to the Math test for 2011, with a somewhat smaller percentage of students scoring in the Advanced range for all categories. A smaller percentage of students in each category scored at the Below Basic level in Reading compared to Math in 2010 in all categories, which is the result of our major efforts this year to bring up the performance of our lowest performing students through targeted assistance and individualizing learning in the classroom.

MACHS Reading PSSA Proficiency Levels by Student Category, All Grades, 2010

	ALL	Econ	IEP	Black	Hispanic	White
	%	%	%	%	%	%
Bel	13.8%	12.0%	43.9%	16.0%	14.1%	11.7%
Bas	23.4%	23.5%	21.1%	26.6%	22.4%	19.3%
Prof	39.2%	40.4%	29.8%	37.7%	40.0%	42.6%
Adv	23.6%	24.1%	5.3%	19.7%	23.5%	26.4%
Prof & Adv	62.8%	64.5%	35.1%	57.4%	63.5%	69.0%

Comparing the results of the Math and Reading PSSAs by grade can be instructive, in order to help understand whether certain grades have been better able to achieve their proficiency goals than others over the course of the year. The tables below provide the Math and Reading proficiency levels earned by students in each tested grade in 2010.

The tables show that the 5th graders scored higher in Math than in Reading, exceeding the 56% proficiency target in Math by 11.7%, but missing the 63% target in Reading by 10%.

The 6th graders performed slightly better than the 5th graders in Reading and Math, with 70.4% proficiency in Math and 58.9% proficiency in Reading. Their Math proficiency exceeded the state target, but their Reading proficiency was 4.1% below the target.

The 7th graders scored exceeded both the Math and Reading PSSA AYP targets, with 71.2% proficiency in Math and 70.5% proficiency in Reading.

The 8th graders performed very near the state PSSA proficiency target for Math (55.7% versus 56.0%), and exceeded the state Reading target by 12.7% (75.7% versus 63%).

The 11th graders have consistently had the lowest proficiency levels of all of the grades in both Reading and Math for several years. This is due in large part to the fact that many of our students choose to go to other high schools in the City

following middle school, leaving the school with mostly lower performing students in high school, mostly transferring in from other schools. We have been working to both recruit more students to remain in the school after 8th grade, and to improve our ability to accelerate student achievement in high school. This approach has been working, although in 2010 only one quarter of our 11th graders (24.5%) was able to achieve proficiency in Math, and only 29.5% were able to achieve proficiency in Reading. Over half of our 11th graders scored at the Below Basic level in Math this year. We will be providing an academic intervention program in the high school through our 21st Century CLC program that will help to improve the achievement level of our Juniors by the time they take the PSSA in the spring of 2011.

PSSA Math Proficiency Levels by Grade in 2010

Grade 5	MATH
LEVEL	%
Bel	7.7%
Bas	24.6%
Prof	30.8%
Adv	36.9%
Prof & Adv	67.7%

Grade 6	MATH
LEVEL	%
Bel	9.3%
Bas	20.4%
Prof	28.7%
Adv	41.7%
Prof & Adv	70.4%

Grade 7	MATH
LEVEL	%
Bel	11.1%
Bas	17.6%
Prof	29.4%

Adv	41.8%
Prof & Adv	71.2%

Grade 8	MATH
LEVEL	%
Bel	20.8%
Bas	23.5%
Prof	27.5%
Adv	28.2%
Prof & Adv	55.7%

Grade 11	MATH
LEVEL	%
Bel	54.4%
Bas	21.1%
Prof	10.5%
Adv	14.0%
Prof & Adv	24.6%

PSSA Reading Proficiency Levels by Grade in 2010

Grade 5	READING
LEVEL	%
Bel	15.2%
Bas	31.8%
Prof	42.4%
Adv	10.6%
Prof & Adv	53.0%

Grade 6	READING
LEVEL	%
Bel	17.0%
Bas	24.1%
Prof	39.3%
Adv	19.6%
Prof & Adv	58.9%

Grade 7	READING
LEVEL	%
Bel	4.5%
Bas	25.0%
Prof	44.9%
Adv	25.6%
Prof & Adv	70.5%

Grade 8	READING
LEVEL	%
Bel	10.5%
Bas	13.8%
Prof	40.8%
Adv	34.9%
Prof & Adv	75.7%

Grade 11	READING
LEVEL	%
Bel	37.7%
Bas	32.8%
Prof	18.0%
Adv	11.5%

Prof & Adv	29.5%
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For the second time, the PSSA tests were scored showing how well students fared on the subtopics (anchor areas) that comprised each test. These results are provided in the tables below for Math and Reading.

The following table shows how the MACHS students performed on the five subtopic areas of the Math PSSA test in 2010- Numbers & Operations, Measurement, Geometry, Algebraic Concepts, and Data Analysis & Probability. The table shows each topic with the percentage of students answering either a “low”, “high”, or “medium” number of questions correctly. As can be seen in the table, the students performed similarly well on all subtopic areas in Math. Their best subject was Numbers and Operations, with 40% answering a “high” number of items correctly. Sixty percent (60%) of test takers in 2010 answered a “medium” or “high” number of items correctly in Geometry, Algebraic concepts and Data Analysis and probability.

PSSA Math Subtopic Performance for All Grades 2009-10

Performance Level	Numbers & Operations	Measurement	Geometry	Algebraic Concepts	Data Analysis & Probability
Low	35%	39%	40%	40%	40%
Medium	24%	23%	29%	27%	30%
High	40%	38%	31%	33%	30%

The next table shows the percentage of students in all tested grades in MACHS in 2010 who answered different amounts of questions correctly on the Reading PSSA. The results in the table show that the students performed similarly well on both topics- Comprehension and Reading Skills and Interpretation & Analysis of Fiction & Non-Fiction. For the second year in a row, the students performed slightly better in Comprehension than in Interpretation and Analysis, with 27%

answering a “high” number of items correctly, versus 25%. These results were slightly lower in 2010 than in 2009.

PSSA Reading Subtopic Performance for All Grades 2009-10

Performance Level	Comprehension and Reading Skills	Interpretation & Analysis of Fiction & Non-Fiction
Low	37%	39%
Medium	35%	36%
High	27%	25%

PSSA WRITING SCORES

The PSSA Writing tests were administered to 5th, 8th and 11th graders in MACHS in 2007, 2008, 2009 and again in 2010. The tests are not figured into the calculation of Annual Yearly Progress for the school, but the school stresses the importance of writing as an essential element of self-expression and communication. We therefore expect our students to perform well on the PSSA Writing tests across all grade levels, as our teachers pursue all aspects of the Pennsylvania Standards for Reading, Writing and Language Arts.

The following table shows the results of the PSSA Writing test for 2010 across all tested grade levels (5, 8 and 11) for each tested student category. As can be seen in the table, two-thirds of our students overall scored at grade level or above (66.7%), with only a small percentage (.7%) performing above grade level. These results were very similar to the 2009 Writing PSSA results (66.5% overall). Very few of our students performed at the lowest proficiency level (Below Basic) in Writing, including the IEP students (9.1% Below Basic). Only a few students in the other categories scored at the Below Basic level (1.1% to 2.4%). The Black students had the highest Writing proficiency levels (67.4%), even though they had the lowest Reading proficiency levels last year.

MACHS Writing PSSA Proficiency Levels by Student Category, All Grades, 2010

	ALL	Econ	IEP	Black	Hispanic	White
	%	%	%	%	%	%
Below Basic	1.5%	1.7%	9.1%	1.4%	2.4%	1.1%
Basic	31.9%	31.1%	54.5%	31.2%	31.7%	34.5%
Prof	65.9%	66.4%	33.3%	66.7%	65.9%	63.2%

Adv	0.7%	0.8%	3.0%	0.7%	0.0%	1.1%
Prof & Adv	66.7%	67.2%	36.4%	67.4%	65.9%	64.4%

When the students' Writing performance is broken out by grade level, as is shown in the tables below, one can see how student Writing performance at MACHS improves from 5th to 8th grade, and is lower in 11th grade. This is largely due to the changes in enrollment in the high school program that were discussed above.

PSSA Writing Performance by Grade (5, 8, 11) 2009-10

	Grade 5	Grade 8	Grade 11
LEVEL	%	%	%
Bel	0.0%	2.7%	0.0%
Bas	50.0%	20.8%	40.4%
Prof	50.0%	75.8%	57.9%
Adv	0.0%	0.7%	1.8%
Prof & Adv	50.0%	76.5%	59.6%

Our recent PSSA Writing subtopic scores are provided in the table below. Of the two areas, Composition and Revise and Editing, our students performed better in Composition for the second year in a row (68% versus 62%). Their performance on Revising and Editing tasks was slightly lower than in 2009 (62% versus 63% answered a "medium" or "high" number of questions correctly).

PSSA Writing Subtopic Performance for All Grades 2009-10

Performance Level	Composition	Revise + Editing
Low	31%	38%
Medium	67%	62%
High	1%	0%

PSSA SCIENCE SCORES

MACHS students took the PSSA Science test for the third time in grades 8 and 11 in 2010. These are the only grades tested in Science currently at Maritime, however the new 4th grade students will take the Science test as well next year.

In order to understand better where our students stand relative to their achievement of the Pennsylvania Standards in Science, we examined the results of the latest PSSA test. The test results are provided below, with an analysis of scores by student subcategories, by grade levels, and by performance on Science test subtopics.

The table below provides results of the Science test for the school (combined grades 8 and 11) as a whole, and for each subcategory of students in the school.

As can be seen in the table, only about one quarter of our students tested at grade level or above (Proficient or Advanced) on the Science test in 2010. This was lower than the overall Science results in the previous year by about 8% (33% versus 25%). The Hispanic subgroup of students performed the best, with just over a quarter scoring on grade level or above (27.3%), and 9.1% scoring above grade level. The IEP subgroup performed least well, with no students scoring Proficient or above (0%). The Economically Disadvantaged group performed similarly to the whole group (26.8% versus 25.1%), with 6.1% scoring at the Advanced level. Nearly half of all measured groups in the school performed at the Below Basic level, indicating their knowledge and skills in Science are far below grade level expectations.

MACHS Science PSSA Proficiency Levels by Student Category, All Grades, 2010

	ALL	Econ	IEP	Black	Hispanic	White
	%	%	%	%	%	%
Bel	46.4%	46.4%	83.3%	46.1%	45.5%	50.0%
Bas	28.5%	26.8%	16.7%	28.4%	27.3%	29.4%
Prof	19.3%	20.7%	0.0%	23.5%	18.2%	13.2%
Adv	5.8%	6.1%	0.0%	2.0%	9.1%	7.4%
Prof & Adv	25.1%	26.8%	0.0%	25.5%	27.3%	20.6

We were interested to see if the Science performance of our students was considerably different for our 8th graders than for our 11th graders. The following table shows the performance levels for our students in these two grades in 2010. The results show that for the third year in a row a higher percentage of our 8th graders scored at the proficient or advanced levels than our 11th graders (28.9% versus 15.5%). However, a higher percentage of our 8th graders also scored at the Below Basic level in Science compared to the 11th graders (48.3% compared to 41.4%). A small percentage of our 8th and 11th graders performed at the Advanced level (6.7% and 3.4%, respectively).

PSSA Science Performance by Grade (8, 11) 2009-10

	Grade 8	Grade 11
LEVEL	%	%
Bel	48.3%	41.4%
Bas	22.8%	43.1%
Prof	22.1%	12.1%
Adv	6.7%	3.4%
Prof & Adv	28.9%	15.5%

Our school emphasizes science heavily in our curriculum, as our students study all aspects of nature and the physical world as they embrace learning about our central theme of maritime studies. However, much of this emphasis does not appear to be showing in the students' PSSA Science test scores. As the following table shows, our students performed very similarly in all subtopic areas of science. Their performance on the Nature of Science questions was best, with 30% of students answering a "medium" or "high" number of items correctly. The students performed least well on Physical Science items for the second year in a row, with only 5% answering a "high" number of items correctly. These results make sense in terms of the emphasis in our curriculum, as our teachers tend to teach more about ecology and environmental science issues based on the mission of our school.

PSSA Science Subtopic Performance for All Grades 2009-10

Performance Level	Nature of Science	Biological Science	Physical Science	Earth and Space Science
Low	71%	75%	75%	75%
Medium	21%	15%	19%	18%
High	9%	9%	5%	7%

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

Our school's central academic goal will continue to be to move all of our students to grade level proficiency, as is defined by the Pennsylvania Academic Standards in all areas. Therefore, our goal is to be able to consistently meet AYP targets as set by the State as part of the No Child Left Behind Law as we progress toward universal grade level proficiency. In 2011, the State's PSSA targets for proficiency move higher again, with a target of 72% proficiency in Reading and 67% proficiency in Math. In 2014, our goal is for all of our students (100%) to be proficient (on or above grade level on the Pennsylvania Standards) in Math and Reading. For next year, we will need to work harder to move more students into the proficient category, as our current proficiency levels are below the 2011 targets.

This year, we surpassed our goals for Reading and Math in the school as a whole, and among most of our subgroups. Several of our individual grade levels achieved the 2011 proficiency targets in Reading and Math, so we will work on continuing our progress in those grades while placing additional emphasis on improving performance in the other grades, particularly in 11th grade. We will continue to focus on improving the achievement levels of our students with IEPs, and on the achievement of our Black students.

We will institute new Science teaching standards at all grade levels in 2009-10, to ensure that our students are achieving proficiency in Science as well as Reading and Math. We will be including Science and Technology as a major component of our 21st Century CLC program, so we expect to see some significant achievement gains in Science among participants in that program.

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

With the Curriculum Coordinator, our Leadership team designs a plan to modify our curriculum and instructional methods in order to address our students' needs with regard to testing. These annual meetings have generated numerous changes in our educational program, as they are our primary opportunity to evaluate our effectiveness.

One example of a data-driven instructional decision we have made is the Study Island program at Maritime. We instituted Study Island in 2008 to prepare all of

our students better for Math, Reading and Writing assessments. In 2009-10, Each student spent approximately 40 hours on Study Island reviewing Math, Reading, and Writing during school hours over the course of the year, for an approximate total of 23,400 hours for all students combined.

Study Island serves as an interim assessment for our teachers. On this program, teachers have access to a private page where they can view detailed progress reports for individual students, as well as their class as a whole. These reports allow teachers to easily identify their students' weak areas. In addition, teachers can compare their students' performance against other students in Pennsylvania. The reports provided by Study Island allow teachers to modify their instruction as necessary in order to meet the needs of their particular students.

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

We will continue to focus our curriculum on achieving the PA Academic Standards by developing baseline and benchmark scores for our students using the 4Sight assessments provided by Johns Hopkins. These assessments will help us to areas of weakness in our students' achievement throughout the year so that we can continue to individualize our instruction to move them toward proficiency. This year (2009-10) was our second year using the Benchmark tests, which we used twice in grades 5 through 11, and twice with just grade 11.

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

All of our teachers use the results of locally developed assessments (paper and pencil tests, student presentations, writing assignments, homework assignments) to determine where students might need extra assistance from resources such as Study Island, or after school tutoring. Student performance is gauged regularly in all grades in all subject areas, and the results are frequently discussed at weekly grade level meetings in determining best approaches for working with the entire grade and with individual students. When students are assigned to extra assistance in reading or math, their teachers and the school principals monitor their progress on a regular basis to determine how well the particular intervention

is working to build their skills. If the student is determined to be making little progress, the school tries a different type of remediation. The goal is to move the student quickly back up to his or her regular grade level.

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

As was mentioned above, MACHS used the 4Sight benchmark tests to assess student performance relative to the PA Academic Standards during the year. Although the test calls for conducting a baseline and 3 or 4 follow-up benchmarking tests, we used the test to conduct 2 tests with grades 5 to 11 this year (1st and 2nd), one test with just 11th graders (3rd), and one test with just 10th graders (4th).

The following tables contain the results of the 4Sight tests that were administered to our students during the past year. The results show that the 4Sight tests predicted lower levels of proficiency in both Math and Reading than our students ultimately obtained on the PSSA. The 4Sight tests predicted just over 57% proficiency in Reading, and around 32% proficiency in Math. In the spring, 63% of our students scored proficient in Reading, and 60% scored proficient in Math. The tests overpredicted the juniors' pssa proficiencies in both subjects. As such, the 4Sight does not seem to be a good predictor of PSSA proficiencies, which is what it was designed to do.

School Year: 2009/2010

Test: 4Sight

Test Subject: Math

	Baseline	1st	2nd	3rd	4th
Student Count		685	669	46	72
Performance Level Below Basic		41.2%	32.0%	28.3%	29.2%

Performance Level Basic	33.1%	36.2%	34.8%	31.9%
Performance Level Proficient	21.9%	24.8%	34.8%	31.9%
Performance Level Advanced	3.8%	7.0%	2.2%	6.9%
Proficient and Advanced	25.7%	31.8%	37.0%	38.9%

Test Results Chart & Graph

Subject Reading School Year 2009/2010
 Test 4Sight Test Subject Reading

	Baseline	1st	2nd	3rd	4th
Student Count		658	685	39	138
Students with Zero Score					
Performance Level Below Basic		26.9%	19.9%	15.4%	24.6%
Performance Level Basic		21.3%	22.6%	35.9%	31.9%
Performance Level Proficient		44.4%	46.0%	48.7%	40.6%
Performance Level Advanced		7.4%	11.5%	0.0%	2.9%
Proficient and Advanced		51.8%	57.5%	48.7%	43.5%

SAT Scores

The Maritime Academy Charter High School aims to prepare all of our students for higher learning after graduation. In the spring of 2010, our third class of seniors took the SAT. Not all of the Seniors took the SAT test in 2010.

Preliminary results (Only 15 students' scores have been reported so far), show the average SAT Reading score was 384, very similar to last year's 386. The average Math score for those seniors was 405, the highest yet recorded for MACHS Seniors. The average SAT Writing score was 388, which was lower than

either of the two previous years. Based on the results that we have from previous years, this year's scores appear just above last year's and just below those from two years ago.

The school will continue to focus on preparing all students to take the SAT in the fall and spring. We will encourage all students to take advantage of online SAT preparation courses and provide on-site tutoring in SAT-related skills to juniors and seniors at the school.

SAT Scores of MACHS Seniors, School Years 2007-08 to 2009-10

	2007-2008 Average Scores	2008-2009 Average Scores	2009-2010 Average Scores
Critical Reading	421	386	384
Math	402	362	405
Writing	436	398	388
Combined Reading and Math	823	748	789

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

Since the founding of the school, our teachers and administrators have worked to raise the achievement levels of all of our students, many of whom come to the school with low levels of achievement and many of the difficulties that accompany living in low income homes and neighborhoods. We have developed an extensive method of assessing students' academic weaknesses and tracking their progress, and a diverse array of interventions that have created an "academic safety net" for our most vulnerable students while still providing a challenging academic program for our most advanced students. Our success can be seen in the growing proficiency levels of our special education students, the relatively high academic performance of our Economically Disadvantaged

students and the low percentages of students at our school who are performing at the Below Basic level on the PSSA Math and Reading tests.

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

Students who are at-risk of failure are identified by their teachers at the beginning of each school year and during each marking period based on their academic performance and performance on past reading and mathematics standardized tests. During the coming year, our teachers use the results of 4Sight baseline and benchmark testing and Study Island test scores to help to identify our students who are at risk of not achieving the Pennsylvania Academic Standards in Math and Reading.

We use student test scores to assign the lowest performing students to academic support sessions that include time during the day devoted to using Study Island, an online test preparation program. Students with particularly low levels of skills are required to attend tutoring support before school, after school, or on Saturday mornings. The school has also implemented a reading lab to support students needing extra assistance staffed by trained reading instructors.

Our grade teachers meet weekly to discuss instructional planning and progress of students. When a student is not meeting standards in their academic skill development, teachers refer the student to the Comprehensive Student Review Team. This team contacts the students' parents and creates short-term interventions to address specific needs. If the student continues to perform below standards in their academic skill development, the Comprehensive Review Team will recommend testing by a certified school psychologist to determine if there is a learning disability. If a disability is noted, the Comprehensive Review Team prepares an IEP and the recommended learning prescription is followed. If a student is not found to have a learning disability, but still struggles with academic performance, tutoring and classroom support are available. MACHS has 5 full-time, Pennsylvania State certified Special Education teachers. MACHS follows federal regulations in determining special education placement.

As the PSSA results above demonstrate, the school has been effective at raising the PSSA proficiency levels of all of our students.

Student Assessment - Attachment

- MACHS Local 4Sight Assessments 2009-10

Teacher Evaluation

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

Our Instructional Advisors include COO Edward Poznek and Principal Brian Lytz, the High School Principal at MACHS. The Instructional Advisors observe classroom lessons in order to collect data for evaluation. These observations are both formal and unannounced. The Teacher Evaluation Forms are attached to this Report. They include a Walkthrough Teacher Feedback Form, a Protocol for Teacher Evaluation Form, and a Rubric for Standards in the Classroom. The Protocol examines a teacher's demonstrated Knowledge, Learning Environment, Instructional Methods, and Ancillary Professional Responsibilities.

The Rubric for Standards in the Classroom examines a teacher's achievement of standards of excellence for teaching in the following areas:

Lesson Objectives

- Focused on PA Anchors
- Assessment of PA Anchors

Essential Content

- Skills
- Concepts and Themes
- Relevant Questions

Assessment of Learning

- Informal: Observation
- Formal: performance, rubrics, criteria

Feedback to Students

- Quality: accurate, substantive, constructive, specific, timely

Adapts Instruction

- Intervenes when needed
- Enriches when needed
- Knowledge of learning

The Rubric ranks a teacher's teaching based on observable behaviors as either novice, apprentice, proficient or distinguished.

The Walkthrough Feedback form makes notes about particular aspects of a teacher's lesson on a given day. The notes involve the following aspects of a teacher's lesson: Lesson Objectives, Essential Content, Assessment of Student Learning, Feedback to Students, Active Learning, and Adapts Instruction.

Review conferences are held within 5 days of the teacher observation to facilitate the teacher's receipt of feedback from an Instructional Advisor. In addition, Instructional Advisors review lesson plans and classroom records to note how well a teacher is making progress towards instructional goals. Classroom records, including tests and assignments, are indicators of how the teacher is linking lesson plans, instruction, and assessment. Instructional Advisors report the results of their teacher evaluations and conduct post-observation conferences to give teachers feedback on their strengths and weaknesses.

This process requires the instructional advisor to:

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

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

Linking Teacher Evaluation to Professional Development

Members of our professional development committee include:

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

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

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

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

Training in Maritime Studies

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

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

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

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

The teachers and staff are evaluated primarily by the school's CEO, Dr. Ann G. Waiters. Dr. Waiters is a Pennsylvania Certified school principal and holds a Pennsylvania Superintendent's certificate. She has served previously as a high school principal, as a regional superintendent in Philadelphia, and as a superintendent of schools in a Pennsylvania School District. The teachers are also evaluated by Mr. Brian Lytz, who holds a Pennsylvania Principal's Certificate. Mr. Lytz is Principal of the Maritime High School program.

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

The school's CEO, as well as the school's Principal and Chief Operating Officer and the school's Curriculum Director, participate in all of the professional development held for the school's staff. These include multiple professional development sessions for the teaching of Math and Reading conducted by the Talent Development program, the primary program used in the school to boost mathematics and language skills of students in the school. These also include multiple professional development sessions each year centered around teaching about the school's theme of maritime studies and intermodal transportation. For example, Dr. Waiters has been to several of the sessions held for the school by the Independence Seaport Museum. She collaborates regularly with the school's special education supervisor and school psychologist in planning special programs for students with Individualized Education Plans.

Teacher Evaluation - Attachments

- Maritime Academy Charter HS teacher evaluation plan 2009-10
- MACHS Teacher evaluation forms 2009-10

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

MACHS was founded by Board Members who are still leading the Board of the School 7 years later, and by Dr. Ann Waiters, the first and current CEO. The school has maintained continuity of leadership over the years, which has contributed greatly to the long-term success of the school. The school's administrative leadership team has remained the same since the founding of the school. The original CEO, COO, and Curriculum Director have all continued to serve the school through 2009-10. A new high school principal was added in 2007-08, the first year that the school served all high school grades, 9-12. That principal continued to serve as leader of the high school program this year, 2009-10.

In the coming year, 2010-11, the school will be adjusting our administrative team, moving our high school principal to oversee the entire curriculum and assessment program for the school. This will strengthen our ability to provide an integrated and challenging program across all grades, including the new elementary school that we are establishing. Our current Curriculum Director will become our Reading Supervisor, and our Special Education Supervisor will oversee all special programs at the school, including our ELL program.

There have been relatively few changes to the Board of Trustees since the founding of the school. The board elected a new chairman in 2010. Mr. Eugene Mattioni, Esq. is the new board president and is one of the school's founders. The CEO and COO have not changed since the school opened in 2003.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Dante Mattioni, Esq.	Member
Eugene Mattioni, Esq.	Chairman
Dominic O'Brien	Member
Louis Hiban	Treasurer
Michael Gabor	Member
Harvey Weiner	Member
Art Sulzer	Member
Albert Childs	Member
Michelle Krajewski	Member
Scott Cointot	Member

Professional Development (Governance)

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

Coordination of the Governance and Management of the School

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

Coordination of the Governance and Management of the School - Attachments

- MACHS Board Mtgs 2009-10
- Board meeting schedule 2010-11

Community and Parent Engagement

Community members are involved in the governance of MACHS through their board membership, and through the many partnership activities that our school has with organizations throughout the Delaware Valley. We have members of several maritime-related organizations on our board, including graduates of the U.S. Merchant Marine Academy and the Operations Manager and Captain at River Associates, a division of K-Sea Transportation Partners.

MACHS encourages community involvement in the management of school by informing the community of the regularly scheduled board meetings, which are open to the public, through advertisement in the Philadelphia Daily News. Additionally, MACHS maintains an information-rich website (<http://www.maritimecharter.org/>) that provides the community with information on school programs and activities, including calendars of upcoming events.

Our alliance with the U.S. Merchant Marine Academy influences curriculum content, and will soon provide state of the art programs to include virtual science labs and maritime training technologies.

It is because of our unique community alliances, and the city's tremendous resources, that MACHS is able to offer students the opportunity to explore and experience maritime careers and branches of study related to intermodal transportation through experiences both inside and outside the classroom. Our distinctive partnerships with local and regional businesses and organizations afford MACHS many opportunities to engage students in these exceptional experiences. These included in 2009-10:

Independence Seaport Museum- Partnership allowed MACHS students to learn about the history of seafaring and shipbuilding and the role the city of Philadelphia plays in the essential industry. Grades five through eight visited the museum regularly for workshops with museum

educators and to complete independent projects with different themes related to our seaports. Students were also offered internships in boat building and as museum docents.

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

Moorestown Community Center- middle school students were offered swimming lessons and activities, as well as swimming tests that were needed to certify students to take part in sailing.

Cooper River Yacht Club- generously hosts MACHS students over twelve-week periods to attend courses in sailing. Students get a rigorous safety-first education and the best sailing instruction from certified instructors.

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

Adventure SCUBA- located in Conshohocken, PA, has created an entry-level course in basic SCUBA for MACHS students. The course covers topics ranging from equipment, environment, physics, physiology and emergencies, as well as the skills and techniques required for students

to dive safely. Students use the pool at St. Joseph's University to learn and practice. In addition to learning SCUBA for fun, certification can also lead to a variety of careers. Students who take this course become NAUI certified.

Ports of Philadelphia- partnership helps keep the school aware of the latest developments in the world of intermodal transportation. The Ports provides course materials and speakers for classrooms as well as faculty professional development.

Teach for America- Teach for America places outstanding college graduates in low-income community schools with the intent to eradicate inequality of education. We have had several Teach for America teachers at the school over the past few years, including 5 this past year.

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

K-SEA Transportation- provides internship opportunities for Seniors.

As we implement and expand our new 21st Century Community Learning Center program, we will engage more partners to work with our school in the before and afterschool hours and during our summer program. We will be looking to recruit additional partners particularly in the Sciences over the coming year in order to boost our students' success in and interest in Science.

Parent Engagement

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

advance in the **Philadelphia Daily News** and are open to the public, including parents. A calendar of activities/school meetings is also posted on the school's website.

MACHS also maintains a Parent Advisory Council that meets and creates activities on a monthly basis. The Parent Advisory Council meet with the CEO and Principal to make suggestions about programs and services they suggest for the school. Among those was a request to expand the summer school and after school learning opportunities for students.

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

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

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

- Share instructional concerns and design strategies for improvement;
- Share student successes; and
- Establish a procedure for ongoing communication.

Approximately 82% of the parents interact with the school electronically during the year, primarily through the Powerschool system. A majority of our parents use the internet to communicate with the school and their child's teachers, and to access student academic progress information for their children. Powerschool allows parents and students to access assignments and grades from home. Over half of the school's parents accessed the online Powerschool reports on their children this year, with over 8600 logins recorded for 2009-10. Parents accessed the records of 390 of their children this year (51%). For families that do not have internet access, the school prints and sends newsletters via the students and through US mail service.

The majority of parents attended conferences, and those who were unable to attend were called on a regular basis for status reports.

The schedule of Parent activities for 2009-10 was as follows:

Date	Time	Activity
9/24/2009	5pm - 7pm	Back to School Night
11/24/2008	5pm - 7pm	Parent Conferences for Q1
11/25/2008	1pm - 3:15pm	Parent Conferences for Q1
2/10/2009	5pm - 7pm	Parent Conferences for Q2
2/11/2009	1pm - 3:15pm	Parent Conferences for Q2
4/26/2009	5pm - 7pm	Parent Conferences for Q3
4/27/2009	1pm - 3:15pm	Parent Conferences for Q3

MACHS also hosts parent workshops periodically to provide information to parents about how to support their child's learning at home. Our most recent workshop focused on clarifying the college application process. Parents are invited to visit their child's classroom any time of the year. In addition, our

schedule of board meetings is published in advance in the Philadelphia Daily News *and are open to the public, including parents.*

Student Engagement

This year, Maritime Charter's staff was engaged in a major effort to improve our ability to offer a diverse set of enrichment experiences to our students in the out of school hours. We wanted to expand our already substantial extra-curricular offerings to be able to provide our students something truly extraordinary-something that would keep them engaged in learning beyond the traditional school hours and get more parents more involved in the school. We developed a design for, applied for and were awarded a 21st Century Community Learning Center grant to provide a before and afterschool and summer program for hundreds of our students. The grant required that we begin our before and after-school program in the spring of 2010, so we started the full 21st Century program April 1.

The design of our 21st Century Center is dedicated to extending our theme of providing new science and technology and maritime learning opportunities to more students, and using project-based learning techniques and a variety of after-school activities to engage our students from 5th to 12th grade in year-round learning. The Center will also provide educational programs and field trips for parents and guardians of students in the school, including technology courses and workshops around maritime themes.

Over 100 students participated in our 21st Century Center program during the 2009-10 school year. At least 80 more participated in clubs and organizations at the school prior to the start of the CLC, including: Prep Zone (small group tutoring), individual tutoring, athletic teams and Student Council. Each club generally met once a week throughout the school year. In addition, upon meeting outstanding academic and disciplinary criteria, several students were invited to join the National Honor Society.

The staff and high school students of the MACHS Student Advisory Committee continued to focus in 2009-10 on the betterment of the school community. Together with the staff and other school organizations, they worked to maintain a positive learning environment. The members, who consist of a president, vice president, secretary, and treasurer, act as liaisons for their fellow classmates and for the school. This year, the student government played an active role in creating and organizing fundraising projects and activities, as well as inventing opportunities for fellow students and classmates to participate in programs that would increase leadership and motivation among students. The twenty-five members of student government were chosen by their peers to represent their ideas, goals, and ambitions for the school year.

The school took students on a number of field trips into the larger community this year, including trips to:

Informational Meeting presented by PA State Colleges at the Board of
Education Building
Free Library of Philadelphia
Penn State University — Berks Campus
300 Ministires — volunteerism activities (feeding and dancing for the
homeless)
Philadelphia AIDS Walk
Kimmel Theater: Philadanco (Modern Dance)
Academy of Music: The Nutcracker (ballet)

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

MACHS enjoyed a banner year in 2009 and 2010 and raised almost \$40,000 in a variety of fundraising projects. The work of the Board of Trustees was significant in achieving this result.

MACHS also applied for and received a major grant from PDE to create a 21st Century Community Learning Center on site at the school. The grant will fund our before and after-school and summer program for over three hundred students per year for three and a half years. The grant was in the amount of 1.620 million dollars, and is the largest grant the school has ever received.

Fiscal Solvency Policies

As of June 30, 2010, MACHS was operating with a fund surplus of approximately \$722,590. This operating surplus facilitates our long term fiscal solvency, and can be used in emergencies, shortfalls, and funding delays. Nobel Learning Communities, Inc. is the school's business manager and provides daily analysis and monthly and annual forecasting of receipts and expenditures. Our goal is to maintain an end of year fund surplus of at least 5% of the operating budget in order to ensure fiscal solvency in the coming year. The current surplus amount is equal to 7.8% of our income in 2009-10. Our projected surplus for 2010-11 \$483,633, which is approximately 5% of our projected income for next year.

Accounting System

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

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- MACHS Budget 2009-10

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

MACHS engaged the audit firm of Siegal and Drossner, PC Certified Public Accountants and Business Advisors, located at 300 Yorktown Plaza, Yorktown, PA 19027 for the 2008-09 audit, and will use this firm to conduct the audit of our fiscal year ending June 30, 2010. Federal law allows non-profit organizations until the 15th day of the 5th month following the close of their fiscal year to file taxes and conduct audits. Therefore, MACHS has until November 15, 2010 to complete its audit report for school year 2009-2010; and we anticipate that this audit will be completed in early fall 2010. At this time, MACHS is submitting its audit report for 2008-2009 to this report. MACHS will provide PDE and the School District of Philadelphia with a copy of the audit report for the 2009-2010 school year immediately upon its completion.

The independent audit of the school's 2008-09 finances found no significant deficiencies relating to the audit of the financial statements.

The audit found that, as of June 30, 2009 the end of year cash balance was \$1,154,591, representing an increase of \$1,058,981 from June 30, 2008. Total revenues increased by 1.3 million dollars due to an increase in the student population and a rate change.

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

- Maritime Auditor's Report 2009-10

Citations and follow-up actions for any State Audit Report

There has been no State Audit of any MACHS programs this year. A full federal programs audit was conducted this year that reviewed all of our federal Title expenditures. That audit found no deficiencies in management of our federal programs including Title I, Title II and Title III.

SECTION VII. FACILITY RESPONSIBILITIES

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

During the 2009-2010 school year, Maritime Academy Charter added a physical education facility that houses additional classrooms and a large area used for gym, theatrical and musical productions, parent meetings, and lunchroom. MACHS purchased and installed lockers for all students in grades 9 — 12; purchased and installed basketball equipment to supplement outside basketball courts; purchased new tables for the school library; bought 200 “netbooks” and portable racks to increase access to students and teachers to use computers in the instructional program.

Future Facility Plans and Other Capital Needs

MACHS is negotiating to acquire a small building on its campus to be designated as the Marine Tech/Prep Center. Plans are being made to purchase the building and make improvements to provide a large shop, 3 additional classrooms, and space for a "Bridge Simulator." We will also be expanding our school to include grades K to 4, beginning with grade 4 in 2010-11. In the first year of our expansion, we will not need to add any new buildings. However, in the second year (2011-12), when we add grade 3 to our school, we will need to add additional classroom space. At that time, we are planning to move the high school to a new building, and place the elementary school grades in the current high school building.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Safety

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

In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, the School District of Philadelphia Policy and Procedure Number 110.4, and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code, MACHS held 9 fire drills in 2009-10.

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

MACHS employs a full-time, certified school nurse who organizes the provision of all health services (i.e. physical examinations, hearing screening, etc.) mandated by the Pennsylvania Department of Health as stated in Section 1402 of the Public School Code. Furthermore, MACHS abides by 28 Pa. Code Chapter 23 relating to immunization requirements for students attending a public school. All health and immunization records for students are secured in the nurse's office.

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

- machs Wellness policy
- MACHS Health Reimbursement 2009-10

Current School Insurance Coverage Policies and Programs

Current School Insurance Coverage Policies and Programs

Current School Insurance Coverage Policies and Programs

For the 2009-10 school year, MACHS was insured at the following levels:

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

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

Personal & advertising injury \$ 1,000,000

General Aggregate \$ 3,000,000

Products-completed operations aggregate \$ Included

The insurer affording coverage is ARCH Specialty Insurance Company.

Current School Insurance Coverage Policies and Programs - Attachment

- Maritime Acord Insurance 2009-10

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In 2009-10 MACHS had a total of 46 professional staff members, not including the C.E.O. 45 of which were teachers. While many charter schools experience high staff turnover and low teacher retention during the first few years of operation, MACHS has an exemplary record of low staff turnover and high teacher retention. We attribute this success to clearly defined expectations for staff members, a policy of open communication among the staff, competitive salaries and benefits, uniformly enforced student discipline policies, leadership opportunities for staff members and, most of all, a shared commitment to our school's mission and our students.

100% of all professional staff members held the appropriate Pennsylvania state certification for their area in 2009-10, surpassing the 75% certified requirement set forth in the Pennsylvania Charter School Law. This information is contained in the PDE 414 form attached to this Report. 100% of our classroom teachers were highly qualified. Our school's C.E.O. is also a highly qualified school administrator, holding her PA State Superintendent's certificate.

Quality of Teaching and Other Staff - Attachment

- MACHS PDE 414 2009-10

Student Enrollment

Student Enrollment

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

full charter allotment, and we served close to our full enrollment of students this past year- 770 out of a possible 800 students (96%).

MACHS Enrollments, 2003 to 2010

School Year	Target Enrollment	Actual Fall Enrollment	Difference
2009-10	800	770	30
2008-09	800	775	25
2007-2008	800	711	89
2006-2007	700	659	41
2005-2006	600	485	115
2004-2005	500	475	25
2003-2004	400	280	120

MACHS Attendance Rates, 2003 to 2009

School Year	Attendance Rate
2009-10	93.0%
2008-09	93.0%
2007-2008	92.0%
2006-2007	92.2%
2005-2006	92.4%
2004-2005	90.0%
2003-2004	93.0%

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

The Maritime Academy Charter High School follows the admission policy described in our charter application. Our school is open for admission to students who are Philadelphia residents and who are eligible for enrollment in grades 5-12. Students are admitted without limitation to those with learning disabilities, from low-income families, of color, and with limited English proficiency. For those grades receiving eligible student applications in greater numbers than the number of slots available, a lottery is held, and students who are selected are

invited to enroll. Siblings of previously enrolled students do receive preference in the lottery. Students who are not selected for those slots are added to the school's waiting list in the order in which their name is drawn. Waiting list students' families are contacted about openings in enrollments when other students leave during the year as soon as those openings are available. The students are selected from the waiting list in the order in which their names were drawn after enrollment was filled.

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

MACHS does not offer a kindergarten or first grade program.

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

MACHS Enrollment History				
2009-10				
	Sept 09 enrollment	Additions	Withdrawals	June 09 enrollment
Grade 5	71	2	7	66
Grade 6	111	8	7	112
Grade 7	161	0	5	156
Grade 8	150	5	2	153
Grade 9	85	1	1	85
Grade 10	85	0	4	81
Grade 11	65	0	3	62
Grade 12	40	0	1	39
Total Enrollment	768	16	30	754

Provide the number of students who completed the 2009-10 year who are currently enrolled to return in September.

Of the 715 students who completed the 2009-2010 school year in grades 5 through 11, 685 (96%) students have been re-enrolled for the fall of 2010. We will be adding a new 4th grade with at least 20 new students, in accordance with our modified charter, in the fall of 2010. As the following chart shows, we have increased our retention of students from the spring to the following fall each year since our first year of operation.

MACHS Student Re-enrollments 2003 to 2010

YEARS	Students Enrolled Initial Year	Students Re-enrolled Following Year	% Students Re-enrolled
Spring 2010 to Fall 2010	715	685	95.8%
Spring 2009 to Fall 2009	740	695	94.0%
Spring 2008 to Fall 2008	668	618	92.5%
Spring 2007 to Fall 2007	659	596	90.0%
Spring 2006 to Fall 2006	485	424	87.4%
Spring 2005 to Fall 2005	475	410	86.3%
Spring 2004 to Fall 2004	280	230	82.0%

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

In 2009-10, 0 students were required to leave MACHS due to expulsion. A total of 30 students left voluntarily, and 16 new students were enrolled throughout the school year, resulting in a net loss of 14 students overall.

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

The school was originally approved to operate 8 grades with 100 students in each grade. This year, we completed a charter modification agreement with the School District that will allow us to enroll another 20 students in grades 4 to 12 starting in the fall of 2010. Our ultimate goal is to serve an additional 200 students in grades K to 12, for a total of 1020. This school year, we served 770 students at our highest enrollment, close to the number of students for which we were approved.

Because the school begins in the 5th grade, which is still a core grade for School District of Philadelphia elementary schools, we have not been completely successful at enrolling 100 students in 5th grades. This was one of the primary reasons for the charter modification. Our middle school grades tend to attract

more than 100 students. Our high school grades have not attracted the full 100 students, although the high school program has been attracting more students as it grows and develops. Students and parents who come to the school most often indicate that they are interested in the school because of our reputation for safety and better academics. As was mentioned earlier, our within-year turnover of students has been low, and now our between year turnover has become much lower, as well. Ninth grade is a difficult transition year for us, as many of our 8th graders leave to take advantage of some of the excellent high school opportunities that we have available in Philadelphia. Typically, over half of our 8th grade students leave after graduating 8th grade, and we bring in several new students in 9th grade, many of whom have much lower skill levels than our departing 8th graders.

In a recent survey of parents, results show that 70% of our parents are satisfied or very satisfied with our curriculum and instruction, and three-quarters said they would recommend the school to a friend. When the school's CEO asked the school's parents if they would write in support of the school expanding to 4th grade, we received over 300 responses from parents expressing their belief that the school provided a high quality environment for their child and that they believed the school should be allowed to serve students in all grades, K to 12.

Student Enrollment - Attachment

- Enrollment Policy and Forms

Transportation

Maritime Academy Charter School is located at 2275 Bridge Street, Philadelphia, just a short walk from the Market-Frankford Line Frankford Terminal, allowing students access to the school from most major subway and bus lines. MACHS offers the convenience of weekly Septa transpasses to eligible students. Students must have their ID card in order to purchase tokens. Students enrolled in the middle school, grades 5-8, are also offered bus transportation through the School District of Philadelphia. Whenever necessary, transportation is arranged for students with special needs as indicated in their IEPs. MACHS contracts with Delaware County Bus Company for transportation for field trips, student athletics, and our new 21st Century CLC program.

Food Service Program

This year, in 2009-10, the school provided the breakfast and lunch program supplied by the Philadelphia Archdiocese. The Archdiocesan food program is

also provided for our students in the summer program as part of the 21st Century CLC this summer. The program provides nutritious meals 5 days per week.

Student Conduct

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

The primary purpose of MACHS is to educate its students in a safe and secure environment. MACHS strictly adheres to the Code of Conduct outlined in the Cadet Handbook. Students who disrupt this atmosphere must face the consequences of their actions. The School's "COMPACT" clearly indicates the student's responsibility to their self and to others.

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

Violations of the Code of Conduct result in an "in-school" suspension or placement before a Disciplinary Review Board (DRB). All disciplinary action is in accordance with Chapter 12 of the Public Code. MACHS follows the School District of Philadelphia's code with regard to suspension and expulsion of students (included in Discipline Policies attachment). Students are provided a due process procedure in keeping with the School District of Philadelphia's Code of Conduct. The school uses in-school suspension whenever possible in order to ensure that students do not fall behind in their schoolwork. The school adheres to all provisions contained in Act 26 of 1995 & Act 30 of 1997 — The Safe Schools Act. In particular, the school reports to the state every violation of Act 26, such as when students bring weapons or drugs to school. No violations of Act 26 statutes occurred at MACHS during 2009-10.

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

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

In 2009-10, 102 students were involved in 129 violations of the code of conduct. 18 students were involved in 18 in-school suspension incidents. No students were expelled. No students were suspended out of school.

Student Conduct - Attachment

- MACHS Conduct code and Discipline policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

Board President

Date

Chief Executive Officer
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

**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 Maritime Academy Charter School 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: Ann G. Waiters **Title:** Dr.

Phone: 215-535-4555 x300 **Fax:** (215) 535-4398

E-mail: waiters@maritimecharter.org

Signature of the Chief Executive Officer and Date

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

Name: Eugene Mattioni **Title:** Mr.

Phone: 215-629-1600 **Fax:** (215)923-2227

E-mail: emattioni@mattioni.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Edward Poznek **Title:** Mr.

Phone: 215-535-4555 x302 **Fax:** (215) 535-4398

E-mail: poznek@aol.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Maritime Signature Page 2009-10