
Pennsylvania Department of Education



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

Charter Annual Report
Thursday, February 10, 2011
(Last Accepted: Thursday, February 10, 2011)

Entity: Mastery Charter High School
Address: 35 S 4th St
Philadelphia, PA 19106

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Mastery Charter High School

Date of Local Chartering School Board/PDE Approval: 09/2010 (Renewal)

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

Grade Level: 7-12 **Hours of Operation:** 8-5pm

Percentage of Certified Staff: 71% **Total Instructional Staff:** 36

Student/Teacher Ratio: 14:1 **Student Waiting List:** 120

Attendance Rate/Percentage: 94.4%

Summary Data Part II

Enrollment: 541 Per Pupil Subsidy: \$8,183.58 / Special Education Pupils \$17,788.75

Student Profile

American Indian/Alaskan Native:	<1%
Asian/Pacific Islander:	<1%
Black (Non-Hispanic):	93%
Hispanic:	4%
White (Non-Hispanic):	<1%
Multicultural:	<1%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 55%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 80

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	178	178	178
Instructional Hours	0	0	0	0	1025	1025	1025

SECTION I. EXECUTIVE SUMMARY

Educational Community

INTRODUCTION

Mastery Charter Lenfest Campus (Mastery Charter High School) was founded in 2001 with a mission to prepare urban youth for success in higher education and the global economy. Mastery is located in Philadelphia's historic district in a four story renovated office building called the Lenfest Campus after the school's founding sponsor. Approximately 90% of Mastery's 460 graduates (Classes of 2005 thru 2010) have enrolled in post secondary education. Nearly 60% enrolled in four year college programs. In 2010, for the second year in a row, Mastery Lenfest Campus received a **Effective Practice Incentive Community** award — a U.S. Dept of Education funded program to identify the charter schools who have attained the highest value added student achievement levels. The Lenfest campus was one of only 21 schools recognized nationally. Mastery was also named an exemplar school by the United States Department of Education in 2005, one of only 15 charter schools in the country selected.

From 2005, 2006, and 2007, the School District of Philadelphia invited Mastery to convert struggling District middle schools into charter middle and high schools based on the Mastery

model. Three such turnarounds were undertaken and the Mastery Charter School Thomas Campus, Mastery Charter School Shoemaker Campus, and Mastery Charter School Pickett Campus were established as independent charter schools. In 2010, Mastery Charter High School was approved as a Lead Provider for School District of Philadelphia's Renaissance Schools initiative, the District's program to turnaround persistently failing schools. In May Mastery was awarded three elementary schools (Smedley, Mann, & Harranty) and those schools will open in fall 2010 as new independent charters.

In the summer 2010, Mastery undertook a major renovation of its facility — adding four classrooms and constructing a 4,000 sq. ft multipurpose room. The \$2.3 million renovation was funded by private donations. The additional space enabled the school to expand from 420 students in 2008-09 to over 500 students in 2009-10. With the additional space, Mastery was able to enroll its first 8th grade class and serve grades 7 through 12. Approximately 68% of our students are eligible for a free or reduced school lunch. Approximately 93% of our students are African American, 3% are Latino, 1% are White, 1% are Native American, 1% are Asian, and 1% are Other.

Our incoming students reflect the norm for Philadelphia District students, scoring at the bottom 30th national percentile on standardized tests. Based on the GMADE assessment test, 66% of entering students are below grade level in Math, 41% are more than 2 grades behind. Based on GRADE assessment the test, 66% of entering students are below grade level in Reading, 42% are more than 2 grades behind.

PROGRAM OVERVIEW

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

Mastery creates an achievement-focused school culture by sweating the small stuff while fostering meaningful, personalized relationships between students and adults. To support the transition to a high expectations culture, we explicitly teach students problem-solving and social-emotional skills. All students receive workplace skills training and participate in internships to ensure they develop the real world skills required for college and the global economy. In short, Mastery insists on high expectations and high support so all students can achieve success.

Key program elements include:

Goal:	<ul style="list-style-type: none"> • Students learn the skills required for success in college & the global economy
High School Structure	<ul style="list-style-type: none"> • Multiple entry-level courses designed to meet incoming students at their skill level • Entry level courses designed to quickly remediate skills deficits • All students take same college preparatory courses at upper grades
Curriculum &	<ul style="list-style-type: none"> • Skill-focused

Assessment	<ul style="list-style-type: none"> • Clearly defined, standards-based curriculum • Common course assessments • Benchmark tests every six weeks
Grading	<ul style="list-style-type: none"> • Mastery or Incomplete • 76% is Mastery, below 76% students must repeat semester in summer school
Student Support	<ul style="list-style-type: none"> • Extra hour of academic support til 4pm daily • Mandatory Saturday school & skills classes
Workplace Exposure	<ul style="list-style-type: none"> • Workplace and personal skills explicitly taught • Internship is graduation requirement
School Culture	<ul style="list-style-type: none"> • Small, personal • A culture of high expectations — orderly & respectful school climate • Social-emotional courses explicitly teach students interpersonal, decision making and self-management skills.
Teacher Support	<ul style="list-style-type: none"> • Early dismissal every Weds for collaborative planning & PD • Frequent (9+ /yr) instructional feedback • 15 PD days throughout year • Instructional coaches support teachers on an ongoing basis
Instruction	<ul style="list-style-type: none"> • Explicit instructional standards based on effective practice • Assessment data and curriculum drives instruction • Teachers accountable for student learning

Mission

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

Vision

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

- 85% of students score proficient or advanced on the PSSA by 8th and 11th grades
- Our students score at or above the national average on the SAT
- At least 85% of our graduates to enroll in post-secondary education -- a two or four year degree program or technical training.

Shared Values

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

MASTERY VALUES

1. Student Achievement -- Above All

Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success.

2. We Serve

We serve students and their families first. Our business is their success.

3. The High Road

We do the right thing. We are fair and treat folks with respect.

4. Grit

Our students' futures are at stake — we don't give up. We do more with less. If it doesn't work, we fix it. We find a way.

5. Joy and Humor

Our positive, caring culture supports student and staff success. We like fun. We love to laugh.

6. Straight Talk

We face reality, communicate honestly and respectfully, and hold each other accountable.

7. Open Doors

Everybody is welcome to talk to anybody. We are open and transparent.

8. Continuous Improvement

We seek a better way -- always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis.

9. One Team

We are in this together. We may disagree, but at the end of the day, we support each other 100%.

Academic Standards

STANDARDS-BASED DESIGN

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

COMPETENCY-BASED GRADING & PROMOTION

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

To ensure students quickly catch up, lower-level courses are limited to less than 20 students per class, while upper level classes have 24-28 students per class.

Traditional A thru F grading is not consistent with Mastery's goal of ensuring all students master the skill standards. Instead, Mastery uses a "Mastery" and "Incomplete" system. Students attain mastery by

maintaining a 76% or above average -- the level at which we are confident students have mastered the material.

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

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

Strengths and Challenges

2009-10 SCHOOL YEAR ACHIEVEMENTS

In 2009-10, we are predicting that Mastery Charter Lenfest Campus will make Adequate Yearly Progress. AYP goals were met for Attendance, Graduation, Participation, Reading, and Math in both the 7th and 11th grades. 2009-2010 was our first year with 8th grade students. The 8th grade students scored higher than the State average on the Math test with 83% at Proficient or Advanced. 7th graders scored 85% Proficient or Advanced in the Reading test. The percentage of 11th grade students Proficient or Advanced dropped by 6% in Reading and 6% in Math. We are proud that the Class of 2010 had a 100% college enrollment rate. Of our 69 graduating seniors, 60% are enrolling in four-year colleges and 40% are attending two-year programs. Our 69 graduates received approximately \$1.5 million in scholarships. 100% of our 11th graders completed an 18 week Internship.

Finally, we are very proud to be recognized as an EPIC Silver award winner for the second year in a row. EPIC (Effective Practice Incentive Community) awards charter schools nationwide who have demonstrated increased student achievement. The EPIC model uses state test results in Reading and Math to measure the impact of a school on its students over time. Whereas traditional achievement models measure schools based on the percentage of students meeting or exceeding proficiency benchmarks in a given year, the EPIC model measures the progress students make from one year to the next, independent of proficiency targets. 24 charter high schools across the country participated in the study; the Lenfest Campus was ranked #3 in the country.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

STRATEGIC PLANNING PROCESS:

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

1. **Establish Goals** Goals are established each summer. This involves:
 - o Updating the goals described in the charter

- Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and leadership team then discussed and revised by the School Management Committee (SMC). The SMC includes senior staff members and a representative teacher from each academic discipline.
- 2. **Board Approves Goals** Annual goals are reviewed first by the Executive Committee and then adopted by the Board as a whole. Two members of the Parents Association serve on the Board, providing parental input in our process.
- 3. **Goals are Discussed with Teachers** Annual goals are discussed and reviewed by the entire teaching staff during the summer orientation in August. Action plans are developed and committees are organized as needed. When appropriate, goals may be modified after teacher input.
- 4. **Teacher Bonus Metrics Developed** The most salient annual goals are developed into a bonus formula at the start of the school year. The bonus is awarded to the staff as a whole and can be up to \$1,500 per staff member. The bonus is presented and discussed during the August teacher orientation.
- 5. **Incremental Progress Reviews Every Six Weeks** Every six weeks a professional development day is held to review benchmark test results, grade data, and analyze other pertinent information. The school leadership meets one-on-one with teachers, in subject teams, and as a school staff. Trends and issues are discussed and problem-solved.
- 6. **Semester Data Review** Course grade data, test score results, discipline records, and student withdrawal data are reviewed during the semester break by leadership and staff. Patterns and areas of concern are highlighted and solutions proposed. Standardized test score data are analyzed in the late spring when test results become available.
- 7. **Whole Staff Review Year End Data and Propose Lessons Learned** The whole staff meets for two days at the end of the school year to review data for the year and discuss lessons learned. Performance versus the bonus criteria is reviewed. Proposals for programmatic improvements are proposed and discussed. These proposals are developed throughout the summer by leadership and staff.

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

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Cooper, Mara	Mastery Charter High School Lenfest Campus	Secondary School Teacher	School Improvement Committee
Gordon, Scott	Mastery Charter High School Lenfest Campus	Administrator	Board of Trustees
Kollar, Steven	Mastery Charter High School Lenfest Campus	Administrator	Principal
McDonough, David	Mastery Charter High School Lenfest Campus	Administrator	CEO
Patron, Michael	Mastery Charter High School Lenfest Campus	Ed Specialist - Instructional Technology	CEO
Schillinger, Joan	Mastery Charter High School Lenfest Campus	Special Education Representative	Principal
Tschirgi, Judy	Mastery Charter High School Lenfest Campus	Board Member	Board of Trustees

Goals, Strategies and Activities

Goal: MASTERY CHARTER SCHOOLS WILL SUPPORT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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

Strategy: Provide professional development to train and support staff.

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

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

Activity: Individualized Teacher Coaching

Description: Teachers are observed frequently and received feedback as a result of every observation. Struggling teachers and teachers focused on developing additional skills receive individualized ongoing coaching from master teachers and administrators.

Person Responsible	Timeline for Implementation	Resources
Jeffrey Pestrak	Start: 9/3/2010 Finish: 9/1/2013	\$3,000.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	50

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter High School	<ul style="list-style-type: none">• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> • The Mastery Instructional Standards- Instructional best practices that are expected to be implemented on a daily basis. • Classroom Management- Management best practices such as proximity, behavior tracking, token economies, etc... • The Mastery Instructional Cycle- How to use assessment data to drive and inform instruction • Lesson and Unit Planning- Breaking down long term achievement goals into report period goals and daily lesson goals. 	<p>Aligned to PDE standards.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator’s <u>content knowledge</u> in the area of the educator’s certification or assignment. • Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<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"> • Analysis of student work, with administrator and/or 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

- peers
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: Teacher Orientation

Description: Teacher Orientation lasts 10 days and offers a wide range of topics including.

Person Responsible	Timeline for Implementation	Resources
Jeffrey Pestrak	Start: 9/21/2009 Finish: 8/23/2013	\$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
42.00	1	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter High School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> • The Mastery Instructional Standards- Instructional best practices that are expected to be implemented on a daily basis. • Classroom Management- Management best practices such as proximity, behavior tracking, token economies, etc... • The Mastery Instructional Cycle- How to use assessment data to drive and inform instruction • Lesson and Unit Planning- Breaking down long term achievement goals into report period goals and daily lesson goals. - Differentiation and support of student 	<p>The content of the professional development is aligned to the PDE's Standards Aligned System.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

sub groups including ELL, special education, etc.

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

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey

- discussions
- Lesson modeling with mentoring
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: Complete

Activity: Team Meetings

Description: Team meetings occur during the academic day and during Wednesday PD time. The topics are focused on instruction that is relevant to the subject matter taught by the team. Topics may focus on a particular standard or instructional issue.

Person Responsible	Timeline for Implementation	Resources
Jeffrey Pestrak	Start: 9/5/2010 Finish: 9/1/2013	\$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	36	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter High School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Topics may focus on a particular standard or instructional issue. Example topics: <ul style="list-style-type: none"> Making inferences Calculator use in the classroom Using Algeblocks Teaching embedded vocabulary 	Topics aligned to PDE SAS.	<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, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.

- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: Weekly PD

Description: Weekly PD occurs every Wednesday for 2 hours.

Person Responsible	Timeline for Implementation	Resources
Jeffrey Pestrak	Start: 9/5/2010 Finish: 9/8/2013	\$3,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	36	50

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Mastery Charter High School	<ul style="list-style-type: none">• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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• Responding to students in crisis (truancy, behavioral issues, academic failure, etc) • Writing across the curriculum • Review of topics covered during teacher orientation

Topics are aligned to PDE SAS.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, 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.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- 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
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

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

PROGRAM STRUCTURE

Mastery's education model is designed to:

1. Develop an excellent foundation of academic skills and ensure all students master PA standards
2. Develop social-emotional and independent thinking skills

Scaffolded Course Structure: Multiple Entry Points, Single Exit

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

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

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

To ensure students catch up quickly, these accelerated entry-level “catch-up” courses are typically limited to 20 students per class, while upper level classes typically have 25-29 students per class. This structure ensures that all students

get the support they require and receive the college preparatory coursework they need.

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

- o Master senior level, college preparatory coursework in English, Math, Science, History and Spanish.

- o Attain Proficiency on the PSSA

- o Complete an 18 week workplace internship

- o Successfully present a Senior Mastery Project demonstrating their ability to manage a project and work independently

Mastery Grading & Promotion

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

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

ACADEMIC SUPPORT & INTERVENTION

We consistently strive to develop a “success through hard work” ethic in our students. Students are told that they are expected to master all of their classes and that we will do anything necessary to support their success. Most supports and interventions are scheduled from 3-4pm. This "9th period" is considered part of the regular school day. Supports include:

a. Homework club & guardian angel:

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

In grades 7-8, students turn in their homework at the start of the day. These assignments are immediately delivered to teachers and graded by mid-day. Students who do not complete their homework, or completed it unsatisfactorily, attend the daily homework club detention at the end of the day.

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

b. Office hours:

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

c. Saturday School & Skills Class

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

d. SAP:

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

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

INSTRUCTION

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

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

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

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

- ***Achievement Criteria***

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

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

- ***Mastery Instructional Model***

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

At the heart of the Instructional Model are a few simple themes:

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

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

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

- *Professional Development*

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

- a) *Planning Time*

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

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

- b) *Instructional Feedback and Support*

Mastery believes that to grow as professionals, we all need frequent, specific, thoughtful feedback. All Mastery teachers receive a minimum of nine informal and formal observations per year. Mastery's Instructional Standards provide a common language and observable data with which to provide constructive

feedback and dialogue. The Principal, AP for Instruction and AP for Special Education take responsibility for supervising and supporting the teaching staff. In addition, Master Teachers provide non-supervisory coaching and instructional support. This leadership structure ensures that teacher support receives top priority. Mastery seeks to foster an “open classroom” culture of mutual respect and appreciation between administrative and instructional staff.

c) *Professional Development*

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

d) *Continuing Education Reimbursement*

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

e) *Peer Visits:*

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

· ***Social-Emotional Learning***

Given Mastery’s mission to prepare all students to compete in the global economy, students’ social-emotional skill development is central to our program. Mastery has developed a social-emotional instructional program that fulfills chapter 4 requirements to “promote high levels of student behavioral

development, social competency, vocational skill proficiency and academic achievement.” Social emotional coursework begins in 7th grade twice weekly focusing on decision-making and emotional self-management skills. In 9th grade the course is daily and students are divided into small single sex classes that focuses on decision-making and emotional self-management skills. The course integrates lessons on sex education and drug and alcohol awareness. This focus continues in the 10th grade. 11th graders take a Workplace Skills Seminar and then practice those skills in 18 week field internships (one afternoon per week). Seniors take coursework to prepare them for the college admission process and the transition to independent life. Our social-emotional curriculum is rooted in cognitive psychology, and the pedagogy is constructivist.

CURRICULUM MATERIALS

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

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

Rigorous Instructional Program - Attachments

- Inducation Plan Approval Email
- Professional Plan Approval Email

English Language Learners

English Language Learners

Mastery Charter Lenfest Campus had no students requiring ELL supports for the 2009 —2010 school year.

To ensure Mastery is meeting the needs of English language learners, a comprehensive Home Language Survey (HLS) is completed by the parents of incoming students during the registration process. Students answering any question on the HLS with a response of a language other than English are assessed using the W-APT, Pennsylvania's suggest screener to identify the needs of English Language Learners.

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

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

In order to be exempt from the English language proficiency assessment, students must meet two of the above criteria in addition to receiving approval from a teacher familiar with the student's academic performance. While we do not have any identified students requiring ELL supports at this time, we have developed an ELL support program that meets regulatory requirements.

ELL Program Summary

The LEP/ELL Program offers:

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

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

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

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

English Language Learners - Attachment

- C.0910.LEP ACS Lenfest

Graduation Requirements

Graduation Requirements

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

Rigorous Graduation Standards

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

- English- 8 semesters (4 credits minimum)

- Math- 8 semester (4 credits minimum)
- Science- 6 or 8 semesters (depending on 9th grade English placement) (3 credits minimum)
- Social Emotional Learning/Health - 7 semesters (1.75 credits minimum)
- History- 4 or 6 semesters (depending on 10th grade English placement) (2 credits minimum)
- Spanish- 4 semesters (2 credits minimum)
- Art/Music- 2 semesters (1 credit minimum)
- Technology- 2 semesters (.5 credit minimum)
- First Aid/PE/Nutrition - 1 semester (.5 credit minimum)

Authentic Graduation Assessment

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

- Complete an 18 week internship
- Successfully present a Senior Mastery Project demonstrating their ability to manage a project and work independently

Special Education

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

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

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

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

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

Junior and Senior high school students who are cognitively unable to take high school level coursework enroll in our Transition program. The goal of the Transition plan is to prepare students for work. Students in the transition program take some in-school coursework and may spend part of their day in a job setting.

Special Education - Attachments

- Special Ed Policy and Procedures
- Confidentiality and Educational Records Policy
- Positive Behavior Support Policy
- D.Annual Child Find Notice

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
James Konrad	1.0	Learning Support / Emotional Support	Mastery Charter High School	20	None
Mary Wahl	1.0	Learning Support	Mastery Charter High School	27	None
Elizabeth Jean	1.0	Learning Support	Mastery Charter High School	10	None
Justin Barry	0.5	Learning Support	Mastery Charter High School	3	None
Elizabeth Farruggia	1.0	Learning Support	Mastery Charter High School	12	None
Paulie Hollie	1.0	Learning Support	Mastery Charter High School	0	Provides Learning Support Services but no caseload
Matthew Martinez	1.0	Emotional Support	Mastery Charter School Pickett Campus	12	None
Rodney Blake	1.0	Emotional Support	Mastery Charter School Pickett Campus	12	None

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
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Valley Day School	1.0	Emotional Support	Valley Day School	1	Psychological screenings
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Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	Mastery Charter High School	1.0
Supervisor of Mastery Alternate Pupil Services	Mastery Charter Pickett Campus	1.0
Social Worker	Mastery Charter High School	1.0

Special Education Program Profile - Chart IV

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

Cora Services	Evaluation	2.5 Days per Week
Cora Services	Speech	1 Day per Week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

A. Evidence of Improved Student Progress

Evidence of student progress in the 08-09 school includes:

Increase in 11th grade Math and Reading PSSA Scores (% Proficient/Advanced)

	2007	2008	2009	Change
Reading	45%	52%	60%	+8%
Math	35%	51%	53%	+2%

Decrease In Percent of Students Scoring Below Basic on Reading PSSA

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

% of 11th Graders Scoring Below Basic on Reading PSSA

	2007	2008	2009	Change
<i>Reading:</i>	18%	21 %	13%	-8%

Evidence of student progress in the 09-10 school includes:

Increase in 11th grade Math PSSA Scores (% Proficient/Advanced)

	2007	2008	2009	2010	Change
Math	35%	51%	53%	59%	+6%

Writing PSSA Scores above the State Average.

Writing is a major strength of our students. Mastery’s 11th grade writing PSSA scores returned to above 90% Prof/Advanced and continue to be at or above both the Philadelphia average and the PA state average. 8th graders performed well.

Lenfest Campus Proficient/Advanced on PSSA Writing

	2007	2008	2009	2010	change
11 th Grade	96%	96%	86%	93%	+7%
8 th Grade				91%	

Student Retention

Mastery is successful in consistently retaining > 90% of students throughout the school year.

	2008	2009	2010
<i>Retention rate</i>	90.3%	92.5 %	91.7%

College Attendance Rate

100% of our 69 graduating students are enrolled and scheduled to attend post-secondary education. 60% will attend four-year colleges and 40% will attend two year programs. In total, the 69 members of our Class of 2010 will attend 28 different colleges and universities and received approximately \$1,050,050 million in aid and scholarships.

Strong Employer Feedback on Student Interns

84 students were placed in 73 internship sites during 2009-10. 100 % of employers stated they were satisfied with their intern (based survey responses) and 95 % agreed that they would be willing and interested in continuing to work with Mastery interns in the future. In addition, for the first time at Mastery, 72 10th graders will also be completing Internship during the Summer of 2010.

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

1) ACADEMIC ACHIEVEMENT IN READING

DATA: 11th grade PSSA Reading scores decreased 6%.

GOAL REVISION: For 2010-11: the percentage of 11th graders scoring proficient or advanced on PSSA Reading will increase by at least 16 points (from 54% to 70%)

IMPROVEMENT PLAN:

a) The Lead 11th grade teacher will continue to serve in that role, but begin coaching the other 11th grade teachers in 2010-11. All teachers will continue to assemble weekly in grade level meetings. Teachers share current instructional topics and reinforce skills across the curriculum. The Mastery Instructional Model continues to be the driving force of classroom instruction. is currently being updated (version 4) to reflect a greater need to more rigorous instruction and higher order thinking activities. To drive student achievement, Mastery must support more effective instruction in every classroom.

In 2010-11, Administrative and Teacher training will be longer than ever. We will continue providing additional training to teacher on the Mastery Instructional Standards as well as leadership training on observing and coaching teachers. Our expectation is that the instructional standards will enable productive conversations about instruction and facilitate instructional coaching.

b) Additional Staffing: Lenfest Campus will once again be adding an Apprentice School Leader for Instruction to the staff. This person will assist the current Assistant Principal for Instruction in areas such as providing feedback on lesson plans, teacher coaching, professional development, and student / teacher progress monitoring.

c) Improved Cycle of Instruction. Instruction at Mastery is driven by benchmark assessments every 6 weeks that frame the cycle of teaching, assessment, and re-teaching. Teachers develop weekly summative assessments — tied to the skill standards for that 6 week cycle. Data from these assessments will enable teachers to adjust weekly instruction and identify skills and students who need additional attention. 9th period will be held for students who do not reach the Honor Roll. The purpose of 9th period is for students to complete all homework, master the course skills and reach the Honor Roll.

d) Remedial Reading Program. These programs are all being evaluated in the Summer 2010 for evidence of effectiveness. Incoming students with low intake test reading scores and/or IEPs

that indicate a need in segmenting, decoding and other basic reading skills are scheduled for 3 periods of Reading / Writing instruction daily. For incoming 7th graders, the first period will utilize the *Rewards* program for six weeks, a phonics and decoding curriculum designed to provide students the skill necessary to read grade level text. In the remainder of the year, the focus will be on writing. The second period will emphasize writing through the use of novel units. The incoming 9th grade students will utilize the Language! Program containing elements of phonemic awareness, word recognition, vocabulary, grammar, listening, reading and writing during two periods a day. During the third period, 9th grade students will follow Mastery's novel-based literature curriculum.

e) Saturday School will continue to provide 7th, 8th and 11th graders with skill instruction in Reading.

2) ACADEMIC ACHIEVEMENT IN MATH

DATA: Number of students proficient on the 11th grade PSSA Math increased by 6% from 53% to 59% proficiency.

GOAL REVISION: For 2010-11, the percentage of 11th graders scoring proficient or advanced on PSSA Math will increase by at least 10 percentage points to 69%.

IMPROVEMENT PLAN:

- a) Introduction of Instructional Model & Improved Cycle of Instruction (See a,b,c above).
- b) 9th period for struggling students
- c) Saturday School; 15 dates

3) LOW ACADEMIC SKILL STUDENTS

Mastery was very successful in 8th grade and 11th grade and much less successful at 7th grade in achieving low overall percentage of students scoring at Below Basic on the Reading and Math PSSA. 11th grade Math dropped from 27% Below Basic in 2009 to 15% Below Basic in 2010.

	7 th Grade	8 th Grade	11 th Grade
% Below Basic - Reading	22%	8%	13%
% Below Basic - Math	18%	3%	15%

% of 11th Graders Scoring Below Basic on PSSA

	2007	2008	2009	2010	Change
Reading:	18%	21 %	13%	13%	0%
Math	36%	24%	27%	15%	12%

GOAL REVISION: For 2010-11: Decrease % of students in Below Basic in PSSA Math in 7th grades by 50%.

	7 th Grade	2010-11 goal
% Below Basic - Reading	22%	11%
% Below Basic - Math	18%	9%

IMPROVEMENT PLAN:

- a) Modification of curriculum for the lowest level Reading courses.
- b) Improved Cycle of Instruction (See descriptions above).
- c) 9th period for struggling students
- d) Saturday School; 15 dates

4) IEP STUDENTS

GOAL for 2009-10 for Grade 11 IEP Students: Decrease by 30% the number of 11th grade IEP students scoring Basic/Below Basic on the PSSA in Reading and Math.

GOAL for 2009-2010 for grade 7 IEP Students: Move 50% of the IEP students who scored Basic on the PSSA to Proficient in Math and 50% of the IEP students scoring Below Basic in Reading to Proficient.

IEP Students' Performance on the PSSA:					
Grade 7 Students:		Math		Reading	
Advanced	22%	Advanced	22%		
Proficient	11%	Proficient	11%		
Basic	44%	Basic	22%		
Below Basic	22%	Below Basic	44%		

Grade 8 Students		Math		Reading	
Advanced	50%	Advanced	22%		
Proficient	33%	Proficient	22%		
Basic	0	Basic	0		
Below Basic	17%	Below Basic	56%		

Grade 11 Students:		Math		Reading	
Advanced	0	Advanced	0		
Proficient	10%	Proficient	15%		
Basic	50%	Basic	38%		
Below Basic	40%	Below Basic	46%		

IMPROVEMENT PLAN:

#1. Case managers will monitor student grades each Monday through Pinnacle. Our online grade book. During weekly special education team meeting we review the MAV and Pinnacle Analytics Reports.

#2. Case managers will meet weekly with students who are failing due to poor class work and homework grades. Ongoing as needed or requested by student, i.e. based on the weekly MAV report case managers will meet individually with students who are failing two or more subjects.

#3. AP of Special Education will complete a Retention Prevention form with each content area teacher of students who are failing because of low test scores by the end of the second week of each report period. Replaced this with grade group meetings as a venue for discussing failing students and interventions, strategies, modifications and accommodations. Each case manager sits on the grade team for their caseload

#3. AP of Special Education will meet with teachers of students who are failing due to test grades to determine appropriate modifications and accommodations. Same as #3 above this is completed at grade group meetings a much more efficient way to reach all teachers.

#4. Summary sheets will be mailed home tri-weekly for all students.

#5. Case managers will service their caseload during 9th period support class.

5) RETENTION RATES

DATA: 8.3% of students at Lenfest either withdrew during the 2009-10 year or did not re-enroll for 2010-11. Our mission is to serve all students, so keeping this rate under 8% is a high priority.

GOAL REVISION: For 2010-11, 7% or less of students will withdraw from Mastery during the year or not re-enroll in June 2011 for the following school year.

IMPROVEMENT PLAN:

a) Improve management of Intervention Team ("I Team") for students at risk due to low grades, poor attendance, and conduct issues. The Assistant Principal of School Culture will supervise the school Social Worker in 2009-10 (previously it was the Asst Principal of Special Education). At risk students (those students with high absences, low grades, and high number of detentions) will be identified in the summer of 2010, placed on contracts, and will check in daily with a member of the school's Culture Team. Their progress will be reported back to the Culture Team at a weekly meeting.

b) Continue to improve Restorative Practices including Community Circles and Community Meetings. Restorative Practices is a discipline model focused on the value of community and

personal interactions. Weekly advisory “circles” will provide students a place to raise and resolve emotional issue.

c) Expand Culture Team. An additional position, Aspiring School Leader / Dean, will be added for 2010-11. This person will assist the current Assistant Principal for School Culture in areas such as student attendance, monitoring conduct, parent meetings, etc...Another position, Aspiring School Leader for Special Education, has been filled by an existing staff member. This person will work extensively with SpEd students on their attendance, grades and conduct.

d) Improve Parental Communication. All teachers record students who attend Office Hours and log calls to parents (a minimum of 7 per week is required). All 7th grade parents are required to attend the Welcome Family Orientation BBQ with Mastery staff at the start of the school year. Families who do not attend receive a home visit from Mastery staff. Mastery holds parent/guardian workshops at each monthly Parent Association. The Parent Portal grants family members 24 hours access to their child’s up to the day grades.

e) Home Visits. The summer home visitation programs implemented in summer 2007 will be expanded to include more families this year. In 2007-08, the social worker conducted 3 home visits during the school year. In 2008-09, the social worker conducted 38 home visits during the school year. In 2009-10, there were 40 home visits. This will continue to serve as a major venue for strengthening home – school relations.

f) Expand Student Services:

1. During the 2009-10 year, the Mastery Charter Alternative Pupil Support Program (**MAPS**) was created. It is an innovative positive behavior support program for special education students who have been identified with severe emotional disturbances and/or medical and mental health concerns. The MAPS program offers small classes of less than 12 students, intensive supports, daily individual or group counseling. By establishing this program, Lenfest is able to better serve 6 students who otherwise might have withdrawn or been expelled due to academic, attendance, or behavioral challenges.

2. Lenfest will increase school-based mental health programming. We unfortunately had to terminate our contract with Germantown Psychological Associates (**GPA**) in October 2009 due to unsatisfactory performance. We replaced them with Resources for Human Development (**RHD**). RHD provides individual and group counseling to students identified in the SAP process. We have allocated resources of more than \$80,000 for this purpose. By providing community mental health services in the school, Lenfest has increased the number of students supported in counseling and behavior health. In addition, Lenfest has been active in progress monitoring all counseling efforts so that counseling can be adjusted according to student need.

3. Lenfest continues to increase both the quantity and quality of extracurricular activities in our school. With the support of Mastery Charter Management Organization, students are being offered opportunities to participate in exciting activities such as drama, basketball, National Honor Society, Debate Team, Drumline, and much more.

Taken together, these strategies represent a comprehensive approach designed to increase school retention rates and increase student engagement with the overall Mastery community.

Impact of Local & Standardized Assessments on Student Progress Plans

All student performance evaluations are recorded in the Mastery's new MMS / Pinnacle data system. Beginning in May 2009, a parent portal was created. This allows family members to view their child's up to the date grades, attendance, and conduct records. Staff reviews student grades and benchmark assessments every six weeks. Teachers use this data to fine tune instructional and curricular strategies and to identify students in need of extra help. Teachers also meet weekly in subject team/ grade level team meetings where teachers discuss curricular and student issues and trouble-shoot problems.

Students who are weak performers are reviewed and, if appropriate, placed in a different course level, evaluated in the Student Assistance Program (SAP), given additional support (office hours, tutoring, etc.) or assigned to 9th period or an alternate academic support.

G-RADE, G-MADE, 4Sight, and PSSA scores are reviewed at the start of teachers' summer orientation week. Benchmark testing is used 6 times throughout the year for progress monitoring. Students who are performing below expectations will be discussed by subject teams and recommendations made for proactively helping the student from the beginning of the year.

B. Strategies For At-Risk Students

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

Intervention Team (see previous page for details)

Remedial Curriculum - As described earlier, a remedial reading program exists for the lower level classes in our English course sequence. Incoming 7th and 9th grade students who are functioning significantly below grade level in math take courses that covers pre-algebra and math fundamentals. The course materials are supplemented with the AGS Math text for students with low reading skills.

9th period - As described earlier, Students who do not achieve the Honor Roll (approximately 75% of students) will be enrolled in the Guardian Angel program (2x per week). Students will go to the room of their assigned teacher to work on their homework for 9th period (60 minutes at the end of the day.)

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

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

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

Outsourced Counseling — GPA, as referred to in section F.

Social Worker- A school social worker will coordinate the outsourced counseling, and provide support at home and in school.

MAPS-- as referred to in section F.

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

Student Assessment - Attachment

- F.0910.GRADE Test Scores

Teacher Evaluation

Main Features Of Teacher Evaluation Plan

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

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

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

The Leadership Team observes each teacher's classroom — both informal feedback visits and formal evaluations -- a minimum of 8 times annually. All

feedback and observations are documented and involve a face-to-face debrief. Mastery uses its teacher observation forms in conjunction with the PDE evaluation 426 Form. After formal evaluations, the teacher and supervisor meet to debrief.

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

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

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

Individuals Responsible For Teacher And Staff Evaluation

- David McDonough, Principal: Certified in Calif, PA Emergency Principal Certification
- Steve Kollar, Assistant Principal, PA Principal Certification
- Joan Schillinger, Assistant Principal of Special Education, PA Principal Certification
- Andrew Ruhf, Assistant Principal, PA Principal Certification

Teacher Evaluation - Attachment

- Teacher Eval Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The following changes occurred during the 2009-2010 school year:

BOARD CHANGES:

- Thom Webster resigned from the Board in December for personal reasons.
- Sandra Dungee Glenn, the President of the American Cities Foundation, was approved as a new Board member in June 2010. Ms. Dungee Glenn was previously Chair of the Philadelphia School Reform Commission and now serves on the State Board of Education.
- Jeff Schell, President of Comcast's Programming Group, was approved as a new Board member in June 2010. Jeff previously served on the Board of Green Dot Schools, a charter organization that does school turnarounds in Los Angeles.

SCHOOL LEADERSHIP CHANGES:

- April Morton resigned in December as Director of School Culture. Ms. Morton took a leave of absence to have a child and decided to stay at home with her new child.
- Janel Woodling was appointed Assistant Principal for School Culture. Ms. Woodling served as a Dean of Students at the Mastery Thomas Campus and as an Apprentice School Leader at the Lenfest Campus for the first half of the year, training to step up to be AP of School Culture.

Board of Trustees

Name of Trustee	Office (if any)
Charles Corperning	Member
Stephen Cohn	Member
Angela Duckworth	Member
Graham Finney	Member
Brook J. Lenfest	Member
Jordan Meranus	Member
Judith Tschirgi	Chair
Nicole Macon	Parent Member
Gladys Major	Parent Member
Ron Biscardi	Secretary
Michael Major	Member

Professional Development (Governance)

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

Coordination of the Governance and Management of the School

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

- The Executive Committee of the Board is empowered to act in the Board's behalf when Board oversight is required between Board Meetings. The Executive Committee handles outstanding student issues, disciplinary hearings, and parent complaints. The committee also nominates prospective Board members, and conducts the CEO's annual review.
- The Finance Committee of the Board supervises the financial processes and reviews monthly financial statements. The Audit Committee, which is a subcommittee of the Finance Committee, supervises the audit.
- The Development Committee is responsible for coordinating Mastery's fundraising efforts.
- The Strategic Planning Committee advises the Board and CEO on key leadership, organizational, and strategic direction issues.
- The Academic Committee provides input oversight of the school's academic program.
- The Community Committee provides input into the schools efforts to engage parents and the larger community.

RELATIONSHIP WITH SCHOOL DISTRICT OF PHILADELPHIA

Mastery enjoys an excellent relationship with the School District of Philadelphia (SDP). Mastery's CEO met with Ms. Ackerman (SDP Superintendent) and SRC Board members on several occasions to discuss ways Mastery could effectively work with the School District. Mr. Gordon speaks regularly with the charter school office and key departments within the District.

This year, Mastery Charter High School was approved as a Lead Provider for School District of Philadelphia's Renaissance Schools initiative, the District's program to turnaround persistently failing schools. In May Mastery was awarded three elementary schools (Smedley, Mann, & Harrity) and those schools will open in fall 2010 as new independent charters.

Coordination of the Governance and Management of the School - Attachments

- H.0910.Mastery Charter Board Meetings
- Board Meeting Schedule 10-11

Community and Parent Engagement

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

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

- A Lenfest Community newsletter was created and sent home every six weeks.
- More than a 24 community groups are contacted as part of Mastery's student recruitment outreach.
- Open parent and Parent Association meetings were held on ten occasions during the year.
- 7th and 9th grade Welcome Family Orientation and BBQ was held to orient students and families to Mastery. Students were presented with a Mastery resource binder.
- A Back to School Night was held in September and Report Card Conferences were held in October and March. Strong family turnout also took place at Exhibition Night.
- School updates were sent home to parents several times during the year. Home visits will be scheduled this year as needed to engage parents further.
- An automated telephone system was purchased and used to support communication. This system was used to communicate and remind students / families of attendance requirements, upcoming events, and timely reminders.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Mastery Charter 2009-2010 fundraising activities focused on supporting the opening of future new campuses, curriculum and program development, extra-curricular activities, expanding the facility to accommodate 100 additional students, and paying down Mastery Charter High School's mortgage. Mastery's operations and growth are supported by the Mastery Charter Schools Foundation, a separate 501c3 organization.

Board members and current contributors introduced new prospective donors to Mastery during the school year. Numerous meetings and school tours were conducted to familiarize prospective donors with the school. In total, individual and foundation donors contributed \$385,000 to Mastery Charter High School during the school year. Major donors included:

- Mastery Charter Schools Foundation: \$250,000 for facilities expansion
- Hamilton Foundation: \$110,000 for college readiness programming
- New Schools Venture Fund: \$25,000 for academic programming

2009-2010 Events

Several school tours were conducted during the year for interested community members, politicians and potential donors. The school's annual Exhibition Night was held in the spring to showcase the sophomores' academic progress. Potential donors, parents, and community members were present. Our annual Career Day was also held in the spring. Business and non-profit leaders participated on panel discussions facilitated by our students. In June the Annual Brook J. Lenfest Foundation Scholarship Awards Night was held to present several Mastery seniors with a full scholarship to attend Pennsylvania State University and Temple University. Finally, on June 18th, Board members attended graduation ceremonies for our high school seniors held at the Independence Seaport Museum.

Plans for 2010-2011

We plan to host prospective donor meetings and tours throughout the year and continue with exhibition night, career day, and scholarship awards events.

Fiscal Solvency Policies

Mastery defines fiscal solvency as the ability to grow and to sustain itself in the long term and the ability to cover all debts and expenses. Mastery ensures that its programs are sustainable by projecting revenues and expenses at least 5 years into the future each year. The projections reveal predictable break even dates for all schools. As our schools reach full enrollment, they are able to cover general operating expenses with per pupil revenue from the School District of Philadelphia through the PA Department of Education. Our Board approves projects that support the mission and strategic goals for the year, and Mastery raises private funds to cover the costs of these projects and the administrative costs of the management office.

Mastery has drafted a revised and improved Finance Policy and Procedure Manual. New policies include reserves to prepare for future maintenance issues and reserves to prepare for future required retirement contribution increases. Mastery ultimately ensures solvency by frequent analysis of programmatic and financial model sustainability, by maintaining target levels of cash at each school, and by active monthly analysis of cash required to cover expenses and debts. Mastery does not have any current issues with fiscal solvency or cash flow.

Accounting System

Mastery uses the accrual system of accounting in accordance with Generally Accepted Accounting Principles (GAAP). Mastery records all transactions in its Blackbaud Financial Edge accounting database.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- I.0910.Preliminary Statement Lenfest

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

Our audit firm is Larson Allen. We are audited each year as required. The date of our last complete audit is for the year ending June 30, 2009. Our 2009-10 audit is in progress. The auditor's last opinion was clean. There were no material findings in the audit. We have not been audited by the state. A copy of our last audit is attached. Our audit firm contact info is as follows:

Bruce Braunewell
Principal
LarsonAllen LLP
Nonprofit and Government
267-419-1156, cell 215-205-0072
jemiller@larsonallen.com

18 Sentry Park West, Suite 300, Blue Bell, PA 19422-2327
Main 215-643-3900, Fax 215-643-4030, www.larsonallen.com

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

- J.0910.Audit Lenfest

Citations and follow-up actions for any State Audit Report

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

SECTION VII. FACILITY RESPONSIBILITIES

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

Mastery did not acquire any major facilities during FY2009-10. It did build a data hub at a total cost of \$273,000.

The Lenfest Campus continues to service the debt on its mortgage loan. The balance on the loan is \$2.5 million and the interest rate is tied to LIBOR plus a spread. We are able to service the debt without issue.

Future Facility Plans and Other Capital Needs

Our 2005-2010 charter renewal permitted Mastery Charter High School to add grades 7 and 8 and in 2008-09 we enrolled our first 7th grade class. In 2009-10 we added 8th grade. To accommodate our new middle school students, we expanded our facility, adding four additional classrooms and a gym/cafeteria. The renovations were funded by private donations. Construction was completed by September 2009. With the expansion, Mastery will have sufficient space to increase our enrollment up to 600 students in grades 7 through 12.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

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

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

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

WELLNESS POLICY IMPLEMENTATION

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

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

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

- Wellness Policy
- K.0910.SHARRS Lenfest
- SHARRS 09-10 Lenfest

Current School Insurance Coverage Policies and Programs

HEALTH INSURANCE:

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

DENTAL INSURANCE:

Guardian Dental Guard Preferred

LONG & SHORT TERM DISABILITY:

Guardian

LIFE:

Guardian

COMMERCIAL PROPERTY

Philadelphia Insurance Company

GENERAL LIABILITY INSURANCE:

Philadelphia Insurance Company

COMMERCIAL AUTOMOBILE

Philadelphia Insurance Company

WORKERS COMPENSATION

PMA Insurance Company

COMMERCIAL UMBRELLA

Philadelphia Insurance Company

Current School Insurance Coverage Policies and Programs - Attachment

- M.0910.Insurance Lenfest

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2009-10 Teaching staff

- 26 of 31 Teachers employed in June 2009 returned for the 2009-10 school year

- 13 new teachers were hired for 2009-10 school year (6 of these were new positions for the first ever 8th grade classes)
- 3 new teachers were hired mid-year
- 39 teachers were employed over the course of the 2009-10 school year. 33 remained for the entire school year. Of the three who left mid-year, one was promoted to administration in the CMO, one left on maternity leave, and one left for personal reasons.
- 73.2% of teachers in certificated positions were certified or emergency certified

2009-10 Administrative staff

- 7 of 7 administrative staff employed in June 2009 returned for the 2009-10 school year.
- 50% (2 of 4) of administrative staff in certificated positions were certified (Principal is certified in California; is in process of reciprocating here in Pennsylvania).

Patterns and Reasons:

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

Many of the teachers that are attracted to our educational model are young, energetic, and early in their careers and family plans. In addition, Mastery has very high standards for our teaching staff. As a result, some turnover is expected. At the end of the 2009-10 school year:

- 4 teachers were not offered a contract
- 2 left after having a baby
- 2 are being promoted (one to Mastery's Charter Management Organization as an English Coaches; the other as an Apprentice School Leader at Lenfest)
- 1 will be attending graduate school
- 1 retired
- 1 will go to another Mastery campus as a teacher
- 2 will serve as Assistant Principals at other Mastery Campuses

Quality of Teaching and Other Staff - Attachments

- O.0910.Staff ACS Lenfest
- N.0910.PDE-414 Lenfest

Student Enrollment

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

Enrollment Procedures

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

In the 2009-10 enrollment process, no students were asked to withdraw from the process.

- All students who complete the enrollment process are placed in a lottery.
- The lottery is conducted using a random number generator (www.random.org). Students are admitted to Mastery and placed on the waiting list in the order they are selected by the random number generator. The lottery is open to the public. Three parents attended the lottery held in February 2010.
- Students are enrolled off the waiting list in the order they were placed by the random number generator.

Enrollment History MASTERY CHARTER LENFEST CAMPUS

	7th	9th	10th	11th	12th	Total
Re-enrolled from 2007-8	0	0	118	91	59	268
# of newly enrolled for 2007-8*	83	82	0	0	0	164
Total enrolled at start of school year (2008 -9)	83	82	118	91	59	433
# added during the year	6	7	2	5	1	21

# withdrawn during the year	8	11	10	3	2	34
# of students graduated mid year	0	0	0	0	1	1
= Number of students at year end (June 2009)	81	78	110	93	57	419
# 12 th graders graduated	0	0	0	0	56	56
# of students who did not re-enroll	0	0	1	0	0	1
# of students who re-enrolled in July 2009	81	78	110	93	1	363

Of the 48 students who withdrew during the year:

- 37 students enrolled in their neighborhood Philadelphia Public School
- 1 student dropped out of school
- 10 students moved out of Philadelphia

The reasons for withdrawing from Mastery during the year include:

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

The reasons for not re-enrolling at Mastery include:

- 3 Students wanted to go alternate route to graduate
- 10 Students wanted to attend a school with a more robust extra curricular program
- 1 Student transferred to a different Mastery Campus closer to home
- 1 Student was moving out of state with family

TRENDS IN STUDENT TURNOVER & RETENTION

Our student retention for 2009-10 was 88.9%. 11.1% of students either withdrew during the year or decided not to reenroll.

09-10 (541 students)

Students withdraw during the year	48 (8.9%)
Students not re-enrolling for upcoming year	15 (2.7%)
TOTAL TRANSFER OUT RATE:	63 (11.6%)

TRENDS:

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

1. Behavior Expectations. Unfortunately, many students attended public middle schools that did not have an achievement culture and lacked high behavior expectations. Students and their parents indicated a lack of interest and desire to participate in the school's discipline

process. Some parents said they did not want to be called into the school so frequently. Some students felt the mandatory after-school tutoring, detentions, suspensions, and other penalties were too stringent.

2. Academic Expectations. Some students are unwilling to accept Mastery's mastery-based promotion system and high expectations. Students are required to attain a 76% average to pass a course. Students who fail more than 3.5 credits (semesters) are required to repeat the grade. Some students who are not accustomed to an achievement culture initially do not make an effort to master their classes. Many of these students are bright and capable, but seem to have grown accustomed to getting by with little effort. Unfortunately, some of these students prefer to transfer to a traditional high school program where they know they can graduate in four years with minimal effort.

Improvement plans to respond to these problems include:

- Expand home visits program for incoming 7th grade Special Education students
- Sending Culture team members to Restorative Practices discipline model training in summer 2010
- Increase Parent / Guardian communication; conduct training sessions for the Parent Portal (online access to GradeBook)
- Expand Counseling services and frequency of home visits during the school year for students who struggle with academics, behavior or attendance

Student Enrollment - Attachments

- Admissions-Recruitment Enrollment Dismissal Documentation
- Admissions-Recruitment and Lottery Policy

Transportation

In Philadelphia County, students in grades 7 through 12 do not receive transportation. All students falling outside of 1.5 miles from their middle/high school receive free student transpasses from the School District of Philadelphia. These passes are delivered on a monthly basis and handed out to students weekly.

Food Service Program

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

Student Conduct

A) EXPECTATIONS FOR STUDENT BEHAVIOR AND DISCIPLINE

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

- *Deans of Students:* Mastery schools have a Dean of Students for every 200-250 students. The Deans are responsible for school culture, serving as disciplinarians, student coach/guides, teacher supporters, community/parent liaisons, and services coordinators. The Deans work closely with teachers to identify struggling students, discipline problems, and general school culture issues.
- *Code Of Conduct and Whatever it Takes contract:* Prior to enrolling at Mastery, each student agrees to abide by a code of conduct formulated by staff and students.

CODE OF CONDUCT
I choose to be here.
I am here to learn and achieve.
I am responsible for my actions.
I come with a clear mind and healthy body.
I contribute to a safe, respectful, cooperative community.
This is my school... I make it shine.

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

School Culture Rituals and Programs

- *Community Meetings:* A grade level community meeting (up to 100 students) is held weekly. At the community meeting, public recognition of student accomplishments is highlighted, community problems are addressed, and announcements are made.
- *Awards:* Students who demonstrate elements of the Code of Conduct are recognized at Community Meetings. In the middle school, class cohorts receive a behavior rating from each teacher. At the end of the week the cohort with the highest rating receives recognition and privileges.
- *Uniform:* All students must be in school uniform (blue/black slacks and white Mastery shirt tucked in) at all times.
- *School-Wide Classroom Rules:* All teachers post the same rules and are expected to enforce those rules consistently.
- *Restorative Justice:* Restorative Justice is an approach to wrongdoing that emphasizes relationships and raises attention to the harm done to victims, offenders, and the overall community. Restorative Justice means that individuals who hurt the school community must make amends and give back to the community for their infraction.

- *Progressive Discipline* Students who have repeated disciplinary problems are called in for a “teaming” – a meeting with the entire instructional team and the student’s parents. If additional disciplinary problems occur, the privileges are withheld. Continued discipline problems require a parent conference and may result in a student being assigned to work in an independent learning area or suspension from school

Due Process

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

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

B) NUMBER OF SUSPENSIONS AND EXPULSIONS

One student (and one pending) was expelled from Mastery Charter Lenfest Campus during the 2009-2010 school year.

LENFEST: 2009-2010 Incidents / Suspensions

Specific Offense (e.g. assault, theft, etc.)	Number of Suspensions	Average enrollment During 2009-2010
Insubordination	90	505
Cutting classes	87	
Excessive Tardies	0	
Vandalism	1	
Inappropriate Conduct	43	
Fighting	23	
Non-violence violations (inciting violence, pre-fight, intimidation)	90	
Plagiarism/ Cheating	3	
Weapons	1	

TOTAL	338
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Reducing the number of suspensions and multiple incidences by individual students is a high priority for next year. Our goal is to reduce suspensions for fighting by 75%, as well as reducing insubordination and cutting by at least another 25%. The following improvement strategies will be employed in 2009-10 to reduce suspensions:

- The Culture Team meets weekly to address student needs. A team of teachers, deans, and staff, led by the Director of School Culture, develops strategies and support plans in order to focus limited resources (personnel, time, money) on very specific areas of student need. The focus is on measurable action steps. The Deans and Social Emotional Learning teachers use case management strategies to work with at-risk students.
- Home visits are conducted weekly (>2 each week) by the school social worker.
- The counselor hosts therapeutic classes and groups for at-risk students
- The SAP Team assesses and refers student to internal and outside agencies as necessary.

Staff is trained in restorative practices and classroom management. Restorative practices and detentions serve in lieu of suspensions for lesser offenses.

Student Conduct - Attachment

- Discipline Policies

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

Board President

Date

Chief Executive Officer
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 Mastery Charter High 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: Scott Gordon **Title:** C.E.O.
Phone: 215-866--9000x1056 **Fax:** 215-866-9141
E-mail: scott.gordon@masterycharter.org

Signature of the Chief Executive Officer and Date

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

Name: Judith E. Tschirgi **Title:** Chair, Board of Trustees
Phone: 610-324-1361 **Fax:** 215-866-9141
E-mail: jtschurji@gmail.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: David Fitzpatrick **Title:** Director of Special Education
Phone: 215-384-5813 **Fax:** 215-866-9141
E-mail: David.Fitzpatrick@masterycharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- R.Signature Page 1. 0910
- R.Signature Page 2.0910