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# Pennsylvania Department of Education

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

**Charter Annual Report**  
Tuesday, May 07, 2013  
(Last Accepted: Friday, October 28, 2011)

**Entity:** Mastery Charter High School  
**Address:** 35 S 4th St  
Philadelphia, PA 19106  
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# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

**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:** 8am-4pm

**Percentage of Certified Staff:** 81.6%    **Total Instructional Staff:** 39

**Student/Teacher Ratio:** 14:1    **Student Waiting List:** 325

**Attendance Rate/Percentage:** 95%

## Summary Data Part II

Enrollment: 530 Per Pupil Subsidy: \$8,773 Regular / \$19,423 Special Ed.

### Student Profile

American Indian/Alaskan Native:	0.8%
Asian/Pacific Islander:	0.4%
Black (Non-Hispanic):	92.1%
Hispanic:	5.5%
White (Non-Hispanic):	1.1%
Multicultural:	0.2%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 50.6%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 92

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	186	186	186
Instructional Hours	0	0	0	0	1128	1128	1128

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

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 75% of Mastery's 460 graduates (Classes of 2005 through 2010) have enrolled in post secondary education, and 100% of the class of 2011 was accepted to college. Nearly 60% of those enrolled in four year college programs. Mastery's Lenfest campus was also named an exemplar school by the United States Department of Education in 2005, and continues to be one of only 15 charter schools in the country selected for that distinction.

From 2005-2007, 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. Mastery took over three failing elementary schools in July 2010 (Smedley, Mann, & Harrity), two more in 2011 (Clymer Elementary and Gratz High School), and one more for fall 2012 (Grover Cleveland Elementary) as new independent charters.

In fall 2010, Mastery Lenfest admitted its first 7<sup>th</sup> grade class, completing our 7-12 grade configuration for the first time, serving a total of 530 students. Approximately 52% of our students are eligible for a free or reduced school lunch. Approximately 92% of our students are African American, 5% are Latino, 1% are White, 1% are Native American, and 1% are Multiethnic.

Our incoming students reflect the norm for Philadelphia District students, scoring at the bottom 30<sup>th</sup> 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 the GRADE assessment test, 70% of entering students are below grade level in Reading, 42% are more than 2 grades behind.

## **Mission**

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 8<sup>th</sup> and 11<sup>th</sup> 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 10<sup>th</sup> 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**

We have a lot to celebrate at Mastery Charter's Lenfest Campus as the 2011-2012 school year has come to a close. U.S. News & World Report identified the Lenfest campus as a Bronze Medal School when reporting on the best schools in America this spring and all of the data we've received since that time indicates that we are continuing to progress forward. This past school year, our average daily attendance exceeded 95% and our percentage of students late each day was reduced. Our overall PSSA data in Reading and Math is stronger than it has been at any point in the history of Lenfest. We also had more students earn 3s and 4s on Advanced Placement exams this spring than at any point in the past. All of our major markers of success showed growth this year and we are confident that this trend will continue in the future.

In the 2012-2013 school year, we will build on our current momentum to continue to refine our program to better support our students as they prepare for college. Academically, we are shifting our focus away from the PSSA exam in high school and transitioning to the goal of being successful on the ACT. In order to do this, we are implementing initiatives that will provide a stronger foundation for our students prior to their final two years of high school, while ramping up our curriculum to better align with the ACT. We are also aiming to develop a strong student voice, both inside the classroom and outside of the classroom. Greater student investment and leadership are essential if we are to meet our academic and behavioral goals.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **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:
  - 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 school leadership team.
2. **Board Approves Goals** Annual goals are reviewed first by the Executive Committee and then adopted by the Board as a whole.
3. **Goals are Discussed with Teachers** Annual goals are discussed and reviewed by the entire teaching staff during the summer orientation in August. Performance metrics are set, action plans are developed, and committees are organized as needed. When appropriate, goals may be modified after teacher input.
4. **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.
5. **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.
6. **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 metrics 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

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Agatan, Yonca	Mastery Charter Schools	Administrator	CEO
Andrew Ruhf	Mastery Charter High School Lenfest Campus	Administrator	Principal
Fowler, Kenneth	Mastery Charter High School	Parent	Board of Directors
Gordon, Scott	Mastery Charter High School Lenfest Campus	Administrator	Board of Trustees
Jackson, Kim	Mastery Charter High School	Parent	Board of Directors
Jeffrey Pestrak	Mastery Charter High School	Administrator	CEO
Johnson, Tina	Mastery Charter High School	Parent	Board of Directors
Kollar, Steven	Mastery Charter High School Lenfest Campus	Administrator	Principal
Patron, Michael	Mastery Charter High School Lenfest Campus	Administrator	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
Woodling, Janel	Mastery Charter High School Lenfest Campus	Ed Specialist - Social Restoration	School Improvement Committee

## Goals, Strategies and Activities

There are currently no activities selected for this plan report.

## 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 7<sup>th</sup>, 8<sup>th</sup>, & 9<sup>th</sup> 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 students take the same English course and struggling students receive an additional reading support course. By 11<sup>th</sup> 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***

Homework is assigned nightly in all subjects and students are expected to complete every assignment. Typically students spend approximately two hours daily on 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 - Guided Practice - Independent Practice format. While there are variations on this format, all instruction at Mastery maintains a tight connection between the standards and the assessment.

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

- *Professional Development*

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

- a) *Planning Time*

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

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

- b) *Instructional Feedback and Support*

Mastery believes that to grow as professionals, we all need frequent, specific, thoughtful feedback. All Mastery teachers receive a minimum of nine informal and formal observations per year. Mastery's Instructional Standards provide a common language and observable data with which to provide constructive feedback and dialogue. The Principal, AP for Instruction and AP for Special Education take responsibility for supervising and supporting the teaching staff. In addition, 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 7<sup>th</sup> grade twice weekly focusing on decision-making and emotional self-management skills. In 9<sup>th</sup> 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 10<sup>th</sup> grade. 11<sup>th</sup> 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**

<b>Gr-ade</b>	<b>Math</b>	<b>RELA</b>	<b>History</b>	<b>Science</b>
7	Glencoe <i>Concepts &amp; 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 &amp; Skills</i> <i>Procedural Fluency</i>	<i>Prentice Hall</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	<i>Glencoe World Studies</i>	<i>Pearson Science</i> Delta Education <i>DSM3 kits</i>
9	McDougall Littell Algebra (1 and 2 year options, for all students)	<i>Holt Elements of Literature</i> , John Collins Writing, Balanced Literacy, Novels and other Literature	[No separate History program b/c of intensive literacy focus]	CPO <i>Foundations of Physical Science</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	McDougal Littell Algebra II	<i>Holt Elements of Literature</i> , American Literature & Novels, John Collins Writing, Balanced Literacy	McDougal Littell, <i>The Americans</i>	Glencoe Chemistry
12	College Preparatory Pre-Calculus or AP Statistics	Modern Literature novels, John Collins Writing, Balanced Literacy or AP Literature	McDougal Littell, <i>Modern World History, Patterns of Interactions</i> ,	CPO Physics

## Rigorous Instructional Program - Attachments

- Inducation Plan Approval Email
- A. Prof Ed Plan Approval 09-13 L

## English Language Learners

### English Language Learners

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. 1112 LEP & Immigrant Enroll ACS

## **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 12<sup>th</sup> 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 9<sup>th</sup> grade English placement) (3 credits minimum)
- Social Emotional Learning/Health - 7 semesters (1.75 credits minimum)
- History- 4 or 6 semesters (depending on 10<sup>th</sup> 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 9<sup>th</sup> 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 10<sup>th</sup> 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 9<sup>th</sup> grade and then transition to algebra in 10<sup>th</sup> 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 - Attachment

- D.SpEd Policies and Procedures

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Elizabeth Young	1	Learning/Emotional Support	MCHS-Lenfest	21	N/A
Ryan Lovett	1	Learning/Emotional Support	MCHS-Lenfest	18	N/A
Justin Barry	1	Learning/Emotional Support	MCHS-Lenfest	17	N/A
Theresa Pace	1	Learning/Emotional/Autistic Support	MCHS-Lenfest	25	N/A
Shannon Sweeney	1	Emotional Support	MAPS	10	N/A
Sarah Brenner	1	Emotional Support	MAPS	10	N/A
Elizabeth Randolph	1	Emotional Support	MAPS	10	N/A
Charles Breiling	1	Emotional Support	MAPS	10	N/A

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Amy Krivda	0.1	OT	MCHS-Lenfest	1	N/A
Jaclyn Heilman	0.2	Speech	MCHS-Lenfest	9	N/A

### Special Education Program Profile - Chart III

<b>Title</b>	<b>Location</b>	<b>FTE</b>
School Psychologist	MCHS-Lenfest	0.5
Aspiring School Leader of Special Education	MCHS-Lenfest	2.0
Assistant Principal of Special Education	MCHS-Lenfest	1
Social Worker	MCHS-Lenfest	1
RHD Counselor	MCHS-Lenfest	1
Director of Elementary Special Education: Elementary Schools	Pickett/NST	1
Director for Special Education: Secondary Schools	Pickett/NST	1
Director of Social and Psychological Services	Pickett/NST	1
Assistant Director of Specialized Services and Programs	Pickett/NST	1
Program Director MAPS	MAPS	1
Dean of Students MAPS	MAPS	2
Counselor at MAPS	MAPS	1
Social Worker at MAPS	MAPS	1

### Special Education Program Profile - Chart IV

<b>IU, Public Agency, Organization, or Individual</b>	<b>Title/Service</b>	<b>Amount of Time Per Week</b>
APS - Jaquine	APS	1 student FT
Resources for Human Development	Counseling	5 days
Abington Speech Services	Speech & Language Therapy	1 day
St. Katherine's	APS	1 student FT
Catapult	Occupational Therapy	3 hours

### SECTION IV. ACCOUNTABILITY

#### Student Assessment - Primary

<b>Test/Classification</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
NA	No	No	No	No	No	No

#### Student Assessment - Secondary

<b>Test/Classification</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
PSSA	No	Yes	Yes	No	No	Yes	No
PASA	No	No	No	No	No	No	No
4Sight Math and Reading	No	Yes	Yes	Yes	Yes	Yes	No
Fountas/Pinnell	No	Yes	Yes	Yes	Yes	No	No

#### Student Assessment

## **A. Evidence of Improved Student Progress**

### **PSSA READING AND MATH PROFICIENCY SCORES**

\*2012 scores based on preliminary data

<b>Reading PSSA</b>	2011	2012*	Change
	<b>(%prof/adv)</b>	<b>(%prof/adv)</b>	
7 <sup>th</sup> Grade	65.0%	68.7%	3.7%
8 <sup>th</sup> Grade	71.8%	71.8%	0.0%
11 <sup>th</sup> Grade	71.0%	70.5%	-0.5%
TOTAL	68.8%	70.4%	1.6%

<b>Math PSSA</b>	2011	2012*	Change
	<b>(%prof/adv)</b>	<b>(%prof/adv)</b>	
7 <sup>th</sup> Grade	71.2%	82.8%	11.6%
8 <sup>th</sup> Grade	67.9%	81.6%	13.7%
11 <sup>th</sup> Grade	60.8%	69.2%	8.4%
TOTAL	67.2%	78.6%	11.4%

### **PERCENTAGE OF STUDENTS SCORING BELOW BASIC ON PSSA**

\*2012 scores based on preliminary data

<b>Reading PSSA</b>	2011	2012*	Change
	<b>(%BB)</b>	<b>(%BB)</b>	
7 <sup>th</sup> Grade	9.3%	13.1%	3.8%
8 <sup>th</sup> Grade	17.9%	3.9%	-14.0%
11 <sup>th</sup> Grade	17.4%	7.7%	-9.7%
TOTAL	14.3%	8.2%	-6.1%

<b>Math PSSA</b>	2011	2012*	Change
	<b>(%BB)</b>	<b>(%BB)</b>	
7 <sup>th</sup> Grade	6.2%	4.0%	-2.2%
8 <sup>th</sup> Grade	11.5%	5.8%	-5.7%
11 <sup>th</sup> Grade	17.4%	16.7%	-0.7%
TOTAL	11.1%	8.2%	-2.9%

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

#### **1) ACADEMIC ACHIEVEMENT IN READING**

DATA: The percentage of students proficient/advanced in Reading remained relatively constant at each grade level this year. The overall percentage of students at the below basic level decreased dramatically this year, with double digit reductions in the percentage of students below basic in both 8<sup>th</sup> grade and 11<sup>th</sup> grade.

GOAL REVISION: In the 2012-2013 school year, the following goals have been set forth with respect to Reading:

- 7<sup>th</sup> Grade — 75% of students scoring at the Proficient/Advanced level on the PSSA
- 8<sup>th</sup> Grade — 85% of students scoring at the Proficient/Advanced level on the PSSA
- 11<sup>th</sup> Grade — This year will serve as a baseline for student performance on the ACT.

IMPROVEMENT PLAN:

a) ACT — Throughout our history, we have implemented a curriculum designed to support students on the PSSA and the SAT. With the elimination of the PSSA, we have decided to use the ACT as the measure of success for our high school students. The ACT is aligned to the Common Core and is directly supported by a curricular approach. We will be aligning all of our high school reading curriculum, assessments and supports to prepare our students to be successful on the ACT in the spring of their 11<sup>th</sup> grade year.

b) Vocabulary Acquisition — The limited vocabulary of our students negatively impacts their ability to read and write. After piloting initiatives in 2011-2012 at specific grade levels, we will be executing these initiatives at scale to support all students. We believe that this will positively impact our PSSA and ACT results.

c) Volume of Reading & Comprehension — A 7<sup>th</sup> Grade Book Club will be piloted with approximately 65% of our 7<sup>th</sup> grade students to increase the volume of reading that our students do, while also trying to build genuine engagement in reading. This “club” will meet as a class twice each week and will use highly accessible and engaging texts as a means of building comprehension and investment through increased reading volume, group conversations and teacher feedback.

## **2) ACADEMIC ACHIEVEMENT IN MATH**

DATA: The percentage of students proficient/advanced in Math increased significantly this year. In the middle school where there were double digit increases in the percent of students proficient/advanced. Our 11<sup>th</sup> grade scores also progressed significantly. The 69.2% of 11<sup>th</sup> graders performing at the proficient/advanced level is 8% higher than any group of 11<sup>th</sup> graders in the history of Lenfest. The overall percentage of students performing at the below basic level decreased slightly from the previous year.

GOAL REVISION: In the 2012-2013 school year, the following goals have been set forth with respect to Math:

- 7<sup>th</sup> Grade — 75% of students scoring at the Proficient/Advanced level on the PSSA
- 8<sup>th</sup> Grade — 85% of students scoring at the Proficient/Advanced level on the PSSA
- 11<sup>th</sup> Grade — This year will serve as a baseline for student performance on the ACT.

IMPROVEMENT PLAN:

a) Below Basic Math Performance — The percentage of students performing below basic in high school math is still a concern. It is our hope that the foundation that has been established with our middle school students will help to reduce this significantly in the future. To further support those students performing below basic, particularly in 7<sup>th</sup> — 10<sup>th</sup> grade, we will utilize a math intervention curriculum called “Do the Math Now.” This will be implemented by our special education case managers, but will be targeted to the lowest performing students, regardless of whether or not they have an IEP.

b) Conceptual Math & Operational Fluency — Student performance data as well as anecdotal data shows that students continue to struggle with basic operational fluency in the absence of a calculator. Our curriculum is being updated in grades 7-9 to address this and professional development for teachers will be conducted in alignment with this focus.

c) Word Problem Approach — Student performance data as well as anecdotal data shows that students continue to perform poorly on open-ended questions and on other word problems. This year we will be more targeted with supporting teachers to scaffold core concepts from number problems to word problems. We will also be attempting for the second time to implement a universal approach to attacking these problems to help students see consistency from year to year.

### **Impact of Local & Standardized Assessments on Student Progress Plans**

All student performance evaluations, in addition to the six-week benchmark assessments, are recorded in Mastery’s data system which is available to teachers and administrators. The staff reviews student grades and benchmark assessments every six weeks, in addition to the ongoing assessment that occurs during formative evaluation. 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 they discuss curricular and student issues and trouble-shoot problems. Additionally, the data has been broken out by teacher and a plan of support has been put into place for those teachers who may be struggling to achieve high levels of proficiency in their classrooms.

Students who are weak performers are reviewed and, if appropriate, given additional support (office hours, tutoring, etc.), placed in a different class for academic support, evaluated in the Child Find process, referred to the Director of School Culture or Social Worker, and/or given alternate support interventions.

### **B. Strategies For At-Risk Students**

Mastery had implemented several support systems for students with special needs and for students who are at risk for being retained. These support systems include:

Small Group Reading and/or Math Instruction — Small group instruction is given to students with special needs who are better served in a small group environment.

Targeted PSSA Prep — Some students predicted to perform in the basic or below basic range on the PSSA are provided with pull-out support in small groups at different points during the year. These students are selected and placed in groups based on common needs to maximize the efficiency and effectiveness of pull-out support.

Saturday School — Close to 100% of our 7<sup>th</sup> grade class, 50% of our 8<sup>th</sup> grade class and 50% of our 11<sup>th</sup> grade class attend Saturday School sessions during the winter and receive PSSA preparation. Students are selected based on past performance on standardized tests. The goal of these sessions is to reinforce content and to help students gain familiarity and comfort with the testing format.

After School Office Hours — Students are offered tutoring hours. During this time, teachers meet with individual students or targeted groups of students who need additional support.

Intervention Team (iTeam) — Students are recommended to the iTeam after several interventions are put in place with no success. Students on the iTeam meet with the school Social Worker weekly and are given individual goals around attendance, behavior, and academics that are monitored and adjusted as necessary.

Student Assistance Program (SAP) — Staff members may make a student referral to the SAP team if they feel a student is in need of additional support. Referrals remain confidential and are discussed at a weekly SAP meeting. When appropriate, students are referred to outside mental health or social service agencies or to Mastery's special education team for evaluation.

Counseling — We use RHD to provide counseling for students in school. RHD provides individual and group counseling to students as needed. All students with counseling as part of their IEP meet with our RHD counselor.

Social Worker —Our school Social Worker manages the iTeam, coordinates with the RHD counselor, and provides support at home and in school.

MAPS program — We partner with Camelot who manages our Mastery Alternative Pupil Support (MAPS) program. MAPS serves as a positive-behavior support program for students who have displayed a pattern of mental health concerns. In the MAPS program, students still participate in Mastery's academic program, but also participate in behavior programs and counseling sessions.

Wayne Academy/Success Schools — We partner with Success Schools who manage our Wayne Academy. Wayne Academy serves as a disciplinary placement for students who have violated our code of conduct. Students are placed at Wayne Academy as an alternative to going to an Expulsion Hearing. This alternative has helped to reduce withdrawals and has allowed students to successfully return to the Lenfest campus to resume their studies with their peers upon successfully meeting their goals at Wayne Academy.

## **EVIDENCE OF EFFECTIVENESS**

The broad test score gains described above indicate that the strategies described are effective. Our continuous progress monitoring of IEPs indicates students are meeting their individual goals and objectives as outlined in their plans.

## **Student Assessment - Attachment**

- F. 1112 Student Assessment HS

## **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.

### **Individuals Responsible For Teacher And Staff Evaluation**

- Steve Kollar, Principal, PA Principal Certification

- Joan Schillinger, Assistant Principal of Special Education, PA Principal Certification
- Andrew Ruhf, Assistant Principal, PA Principal Certification

## **Teacher Evaluation - Attachment**

- G. 1112 Teacher Evaluation Plan see Handbook

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

The following changes occurred during the 2011-2012 school year:

#### BOARD CHANGES:

- Angela Duckworth left the Board in 2011-12

#### SCHOOL LEADERSHIP CHANGES:

- There were no leadership changes.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Charles Corperning	Treasurer
Stephen Cohn	Member
Gladys Major	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 appointed by the Board and 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 and the Executive Committee of the Board. Key issues - such as the overall business plan, curriculum strategy, standards, annual budget, hire approval, and the school's discipline posture - are 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 meets monthly and 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 a good working relationship with the School District of Philadelphia (SDP) as our authorizer. Mastery's CEO and key staff have met with the School Reform Commission and other members of the District leadership on several occasions this year to discuss ways Mastery could effectively work with the School District. Mr. Gordon and speaks regularly with the charter school office and key departments within the District if any issues arise.

## **Coordination of the Governance and Management of the School - Attachment**

- H. 1112 Board of Trustees Meeting Schedule

## **Community and Parent Engagement**

At Mastery, parents/guardians are partners in their child's academic success. Our model includes:

- o Parent Communication related to academic work occurs via take-home planners with key assignments and homework, an online parent portal, and several on-site parent-teacher conferences.

- o Parent Training related to supporting their child's learning at home is provided.
- o Parental Involvement in School Governance is strongly encouraged through the Parent Association, PTA, and/or School Advisory Council. Parent Association representatives are invited to meetings of the Board of Trustees and trainings are held throughout the year to help parent leaders be more successful.
- o Parent Friendly Schools — warm, personal reception staff is important to make parents comfortable engaging with their child's school.
- o Survey Feedback — the annual survey gauges parent satisfaction with the school and helps us to better serve parents the following year.

There are a minimum of 6 Parent Association, PTA, or School Advisory Council meetings per school year and the topics vary from academic progress, fund-raising, volunteering, and parent leadership.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

Mastery's 2011-12 fundraising activities focused on supporting the start up of the new schools this year. These initiatives were centered on curriculum and program development, staffing enhancements, and facilities renovations. 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. School tours were conducted to familiarize prospective donors with the school.

This year, the Lenfest Campus received \$32,000 in additional funding from the Mastery Charter Schools Foundation.

### **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. 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; Mastery raises private funds to cover the costs of these projects and the administrative costs of the management office.

Mastery has a Finance Policy and Procedure Manual. 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. Mastery uses the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- I. 1112 Preliminary Statements of Revenues, Expenditures & Fund Balances

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

Our audit firm is Clifton Larson Allen. We are audited each year as required. The date of our last complete audit is for the year ending June 30, 2011. Our 2011-12 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**

Partner  
CliftonLarsonAllen LLP  
Nonprofit and Government  
267-419-1156, cell 215-588-8813  
Bruce.braunewell@cliftonlarsonallen.com

610 West Germantown Pike, Suite 400, Plymouth Meeting, PA 19462

Main 215-643-3900, Fax 215-643-4030, [www.cliftonlarsonallen.com](http://www.cliftonlarsonallen.com)

Please find attached the most recent audited financial statements (FYE 6/30/11).

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

- J. 1112 Auditor's Annual Report

## **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 FY2011-12.

### **Future Facility Plans and Other Capital Needs**

The school reserves approximately \$60,000 per year to prepare for future capital improvements and/or repairs.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

Mastery Charter 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 Diphtheria/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 is monitored by our physical education and nutrition instructors, our cafeteria manager, and our school nurse. Mastery has already executed the following initiatives:

- **Physical Education & Physical Activity** Mastery provides students with physical education courses taught by certified teachers. 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 football, soccer, 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**

- K.SHARRS 1112 L
- L. Wellness Policy

## **Current School Insurance Coverage Policies and Programs**

HEALTH INSURANCE:  
Aetna HMO and 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

COMMERCIAL UMBRELLA  
Philadelphia Insurance Company

## **Current School Insurance Coverage Policies and Programs - Attachments**

- M. 1112 ACCORD or Declarations Page
- M. Insurance 12-13 L

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

#### 2011-2012 Teaching Staff

- 34 of 35 Teachers employed in June 2011 returned for the 2011-12 school year
- 2 new teachers were hired for 2011-12 school year
- 1 new teachers were hired mid-year

35 instructional staff members were employed during the 2011-12 school year. 35 remained for the entire school year and 0 left mid-year.

#### 2011-2012 Administrative Staff:

- Steven Kollar served as Principal
- LaRetha Powell served as the Assistant Principal of Instruction
- Joan Schillinger served as the Director of Special Education
- Andrew Ruhf served as the Director of Operations
- Janel Woodling served as the Director of School Culture

81.6% of our 39 professional staff members (teachers, assistant principals, principal) are certified.

#### Staff Retention 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 with 56.7% as very satisfied or satisfied and 70.2% as at least somewhat satisfied. Many of the teachers that are attracted to our educational model are young, energetic, and early in their careers and family plans. In addition, Mastery has very high standards for our teaching staff. As a result, some turnover is expected. For 2011-2012:

- 2 staff members was dismissed
- 1 staff member was promoted to a leadership position within Mastery
- 1 staff members relocated outside of the greater Philadelphia area
- 1 staff members felt that Mastery was not the best fit for them
- 1 staff member left due to family commitments

### **Quality of Teaching and Other Staff - Attachments**

- O. 1112 LEA Staff Profile ACS
- N.PDE 414 Lenfest 2012

### **Student Enrollment**

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

Each year we recruit students for the incoming 7<sup>th</sup> grade class. Per our agreement with the School District of Philadelphia, first preference is given to students who live in the city of Philadelphia.

**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.
- Three information sessions are held on weekend mornings.
- The information sessions review Mastery Charter’s academic program and culture. Current students present at the sessions.
- Prospective students are invited to submit an application to the school.
- 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 meeting must be held between Mastery’s Principal (or Assistant Principal) and the student’s parent or guardian to discuss the situation.

In the 2011-12 enrollment process, no students were asked to withdraw from the process.

- The lottery is conducted using a random number generator ([www.random.org](http://www.random.org)). Students are admitted to Mastery and placed on the waiting list in the order they are selected by the random number generator.
- Students are enrolled off the waiting list in the order they were placed by the random number generator.
- The Mastery Charter High School (Mastery Charter Schools — Lenfest Campus) lottery was conducted on February 24, 2012 @ 9:00AM.

**Enrollment History**

	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Total
Re-enrolled from 2010-2011	0	103	83	78	80	78	419
# of newly enrolled for 2011-2012	103	0	0	0	0	0	103
Total enrolled at start of school year (2011-2012)	103	103	83	78	80	78	522
# added during the year	1	0	2	5	2	1	11

# withdrawn during the year	5	1	4	2	6	9	27
# students at year end ( June 2011)	99	102	81	81	74	70	499
# students who did not re-enroll	2	5	2	0	0	n/a	9
# of students who re-enrolled in July 2012	97	98	79	81	74	n/a	429

## TRENDS IN STUDENT TURNOVER & RETENTION

Our student retention for 2011-12 was 93.2%. 6.8% of students either withdrew during the year or decided not to reenroll.

### 2011-12 (533 students)

Student withdrawal during the year	27 (5.2%)
Students not re-enrolling for upcoming year	9 (1.6%)
<b>TOTAL TRANSFER OUT RATE:</b>	<b>36 (6.8%)</b>

Of the 27 students who withdrew during the year-

23 withdrew voluntarily and 3 were expelled and 1 was dropped after 10 consecutive days absent without notification from family.

The schools they transferred to (if known) include:

- 25 students enrolled in their neighborhood Philadelphia Public School
- 2 students moved out of Philadelphia

The reasons for withdrawing from Mastery during the year include:

- 10 students withdrew stating they were unhappy with the school program, particularly the school's grading system and graduation requirements
- 2 students moved out of Philadelphia
- 8 students withdrew while facing hearings for non-violence violations
- 1 student withdrew due to 10 consecutive days absence
- 3 students were expelled
- 3 students left due to family reasons

The reasons for not re-enrolling at Mastery include:

- 5 Students wanted to attend a school with a more robust extra-curricular program
- 2 Students did not want to repeat grade
- 2 Students due to family reasons changed educational path to cyber school

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. Some of these students chose to return to traditional District schools that do not have an achievement culture and lack high behavior expectations. These 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 of these 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 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 school program where they know they can be socially promoted and virtually be guaranteed to graduate with their peers due to lesser requirements.

## Student Enrollment - Attachment

- P. Enrollment and Admission 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

We piloted a new food service management program with 3 Gaskill, Inc (traded as Olive on 3<sup>rd</sup>). Service began on August 25, 2011 and ran through June 20, 2012. Breakfast and lunch were served and all students were offered participation in the National School Lunch Program. The prior food service provider had been the School District of Philadelphia's Food Services Division. Upon switching to the new company, we saw an almost 50% increase in lunch participation rates. The following chart highlights the total amount of meals served by categories:

MEAL COUNTS	Total Year
BREAKFAST FREE	4,582
BREAKFAST PAID	402
BREAKFAST REDUCED	359
<b>TOTAL BREAKFAST MEALS</b>	<b>5,343</b>

LUNCH FREE	20,604
LUNCH PAID	11,130
LUNCH REDUCED	2,742
TOTAL LUNCH MEALS	34,476

## 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:

- Code Of Conduct and Whatever it Takes contract: Prior to enrolling at Mastery, each student agrees to abide by the code of conduct below:

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: This system supports appropriate student behavior. Students carry lanyards with cards 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 gray 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 Practices: Restorative Practices are 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 team meeting with the entire instructional team and the student's parents. If additional disciplinary problems occur, 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.
- 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.

## **B) CHAPTER 12 COMPLIANCE AND DUE PROCESS**

Mastery Charter's discipline policies have been reviewed by a lawyer familiar with public school code to assure compliance with all aspects of Chapter 12. See attached Handbook for a full description of Mastery's expectations for student behavior and discipline, school rules, due process, and student rights and responsibilities.

The following due process is in place 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 3 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 their infraction.

## **C) NUMBER OF SUSPENSIONS AND EXPULSIONS**

159 students were involved in 292 suspension incidents and 3 students were expelled.

## **Student Conduct - Attachment**

- Q.Handbook L 11-12

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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  
2011 - 2012 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:** CEO  
**Phone:** 215-866-9000 x1056    **Fax:** 215-866-9141  
**E-mail:** scott.gordon@masterycharter.org

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*Signature of the Chief Executive Officer and Date*

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

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

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

*Identify the charter school's Special Education Contact Person.*

**Name:** Siobhan Leavy-Buttil    **Title:** Director of Special Education  
**Phone:** 215-435-4664    **Fax:** 215-866-9141  
**E-mail:** siobhan.leavy-buttil@masterycharter.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- R. 1112 Assurance Signature Pages