
Pennsylvania Department of Education



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)

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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 CS-Thomas Campus

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

Length of Charter: 5 years **Opening Date:** 9/1/2006

Grade Level: 7 - 12 **Hours of Operation:** 8-4

Percentage of Certified Staff: 83.3% **Total Instructional Staff:** 42

Student/Teacher Ratio: 14:1 **Student Waiting List:** 66

Attendance Rate/Percentage: 95%

Summary Data Part II

Enrollment: 613 **Per Pupil Subsidy:** \$8,773 Regular / \$19,423 Special Ed.

Student Profile

American Indian/Alaskan Native:	0.3%
Asian/Pacific Islander:	14.4%
Black (Non-Hispanic):	66.7%
Hispanic:	5.1%
White (Non-Hispanic):	13.2%
Multicultural:	0.3%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
64.4%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 106

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	1149	1149	1149

SECTION I. EXECUTIVE SUMMARY

Educational Community

INTRODUCTION

Mastery Charter School Thomas Campus is a six year old independent charter school based on the model developed by Mastery Charter High School -- Lenfest Campus (founded in 2001). Mastery's mission is to prepare urban youth for success in higher education and the global economy. In fall 2005 the School District of Philadelphia invited the original Mastery school to convert the District's struggling Thomas Middle School in South Philadelphia into a charter school serving grades 7-12.

In fall 2005, Mastery converted the Thomas school as an independent charter school. The existing students remained but Mastery replaced the staff and implemented its program. Since that time, the school has added a new high school grade each year. In the 2009-10 year, Thomas added its first senior class, held its first graduation and had its first graduates enroll in college.

The turnaround has been very successful. Before the turnaround the school performed below the School District PSSA average. Thomas campus students now surpass their District peers by more than 30 percentage points in both 8th grade reading and math. Since the school's turnaround, 8th grade scores have increased 46 percentage points in math and 58 points in

reading. In fact, the Thomas Campus has closed the achievement gap with their state-wide peers and score higher than the PA average in 8th grade reading and math. At the 11th grade, Thomas students are performing at or within a few points of the PA average in both reading and math.

In 2011, Mastery Thomas received an **Effective Practice Incentive Community Silver 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 Thomas campus was one of only 23 schools recognized nationally.

We are most proud of the college-going culture that has been created at Thomas. 100% of the first and second graduating classes were accepted to college. Two thirds of students are attending four year colleges, including University of Pennsylvania and Columbia University.

In 2011-12, Mastery Thomas Campus served approximately 613 students in grades 7-12. Approximately 64% of our students are eligible for a free or reduced school lunch. 67% of our students are African American, 5% are Latino, 13% are White, 14% are Asian, and 1% are Multicultural.

Our incoming students reflect the norm for Philadelphia District students, scoring at the bottom 35th national percentile on standardized tests. Based on the GMADE assessment test, 50% of entering students are below grade level in Math, nearly one quarter are more than 2 grades behind. Based on the GRADE assessment, 60% of entering students are below grade level in Reading, and nearly one third 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 & Assessment	<ul style="list-style-type: none"> • Skill-focused • Clearly defined, standards-based curriculum • Common course assessments

	<ul style="list-style-type: none"> 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 until 4pm daily Mandatory Saturday school & skills classes
Workplace Exposure	<ul style="list-style-type: none"> Workplace and personal skills explicitly taught Internship in grade 10 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

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

The 2011-12 school year at Mastery-Charter — Thomas Campus included many academic and culture successes. The U.S. News rated our school the #3 charter school in the state of Pennsylvania in their 2012 edition of Best High Schools, and with good reason. We hit or made progress towards 9 out of 11 of our PSSA goals, and made significant gains in all 8th grade subjects and 11th grade math. Beyond the PSSA, 93% of our seniors were accepted into a 4-year college or university, and 99% were accepted into a higher education program. We maintained 95% attendance throughout the school year and held true to our non-violence policy, having fewer than 2 Level III incidents (per 100 students) during the school year.

With our strong foundation in academics and culture, we are ready to take our school to the next level — to move beyond acquisition of knowledge and truly develop our students into future leaders and life-long learners. During the 2012-13 school year, we are focusing on three main initiatives — increasing literacy in all classrooms, increasing engagement and meaningful talk for students, and increasing opportunities for student leadership. We recognize that reading, writing, and communication skills are critical for student success in high school, higher education, and beyond, and are therefore making these elements a top priority in the classroom. We are committed to building a school community where students have a voice. Through the revival of Student Council and other leadership opportunities, students will play a more active role in all aspects of our program, including instruction, operations, and culture.

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:
 - o Updating the goals described in the charter
 - o Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and 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

Name	Affiliation	Membership Category	Appointed By
Agatan, Yonca	Mastery Charter Schools	Administrator	C.E.O.
Fruit, Kristy	Mastery Charter Thomas Campus	Administrator	Principal
Gordon, Scott	Mastery Charter Thomas Campus	Administrator	Board of Trustees
Hines, Teri	Mastery Charter High School Thomas Campus	Administrator	Principal
Patron, Michael	Mastery Charter High School Thomas Campus	Administrator	CEO
Pedrazzani, Jennifer	Mastery Charter Thomas Campus	Special Education Representative	Principal
Troha, Matt	Mastery Charter Thomas Campus	Administrator	CEO

Goals, Strategies and Activities

**Goal: EMBRACE “OUTREACH”
METHODOLOGIES TO PROVIDE REAL-TIME**

COMMUNICATION RESOURCES TO SUPPORT ALL STAKEHOLDERS AND SCHOOL SAFETY

Description: Ensure the school promotes the use of external communications for all staff members to proactively engage stakeholders in support of student learning

Strategy: Provide an anywhere/anytime dynamic solution for stakeholders to review relevant student information

Description: Implement a web-based student management/dashboard system solution to deliver 24/7 electronic access of relevant student academic and demographic information

Activity: Acquire, configure and deploy the use of a 24/7 portal for stakeholder access

Description: Draft implementation strategy and develop curriculum infusion plan
Acquire necessary components and provide professional development to staff
Devise implementation schedule and deploy and communicate with stakeholders

Person Responsible Timeline for Implementation Resources

None Selected	Start: 12/1/2010 Finish: Ongoing	\$14,400.00
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Status: In Progress — Upcoming

Goal: ESTABLISH A BASELINE FRAMEWORK FOR STUDENT AND STAFF TECHNOLOGY PROFICENCY

Description: To collectively create a set of related standards to met by all students and staff in order to foster an environment rich in technology solutions and ensure all stakeholders become technology proficient and efficient to support 21st Century Learning

Strategy: Develop the benchmarks of proficiency required to embed the utility of technology into everyday classroom instruction and staff productivity

Description: Solicit input from various staff members and content areas to determine the specific levels of achievement expected at specific grade-levels and the means to measure success

Activity: Collaboratively research to determine the functional qualifications and which technologies can benefit students and staff best

Description: Draft a needs and standards assessment to align within curriculum and begin research processes inclusive of professional development for staff and ensure the solutions meet student needs and requirements.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/1/2012 Finish: Ongoing	\$1,000.00
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Status: Not Started — Overdue

Goal: PROVIDE A BROAD ARRAY OF UP-TO-DATE CORE COMPUTING PLATFORMS TO ALL STUDENTS AND STAFF

Description: Provide a broad array of computing devices to all students, teachers, administrators, and other school staff to seamlessly provide experiences to newer technologies in support of student learning

Strategy: Establish the utilization of cutting-edge specialized computing devices across multiple content areas to increase student achievement and expand upon staff technology interaction

Description: Provide exposure and opportunity for hands-on infusion of devices to students and staff to seek viable solutions which can be implemented throughout the school

Activity: Obtain various devices such as Tablet Pc's, iPad/iTouch, Flip cameras, Wii interactive devices and distribute for testing and solicit feedback

Description: Devise potential solution list and develop curriculum infusion plan
Acquire necessary components and provide professional development to staff
Continue implementation schedule and deploy

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011 Finish: Ongoing	\$21,200.00
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Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

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

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 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	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

- Induction Plan Approval Email
- Professional Ed Plan Approval 09-13

English Language Learners

Mastery Thomas Campus had twenty-three (23) students requiring ELL supports for the 2010 —2011 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. 1112 LEP & Immigrant Enroll ACS

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 remedial curricula including Cambium Learning's 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

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

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jennifer Pedrazzani	1	Learning Support	MCS-Thomas	10	N/A
Charles Mejilla	1	Learning Support	MCS-Thomas	45	N/A
Maura Douglas	1	Learning Support	MCS-Thomas	23	N/A
Candice Ward	1	Learning Support	MCS-Thomas	18	N/A
Reynalda Kilpatrick-Campbell	1	Learning Support	MCS-Thomas	10	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Abington Speech	.2	Speech and Language Support	MCS-Thomas	4	N/A
Mastery Charter High School	1	Emotional Support	MCS-Thomas	3	N/A
The Delta School	1	Autistic Support	The Delta School	1	N/A
Valley Day School	1	Emotional Support	Valley Day School	1	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Director of Special Education	MCS-Thomas	1
Social Worker	MCS-Thomas	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
CORA- Dr. Kaila Dickstein	School Psychologist	2 Days
Resources for Human Development - Christina Butler	Mental Health Clinician	5 Days
Abington Speech Services- Marisa Solis	Speech and Language Pathologist	1 Day
Catapult Services- Amy Krivda (OT)	Occupational Therapist	.5 days

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
NOT APPLICABLE	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	No	No	No	No	No
4Sight Math and Reading	No	Yes	Yes	Yes	Yes	Yes	No
Fountas/Pinnell	No	Yes	Yes	No	No	No	No

Student Assessment

A. Evidence of Improved Student Progress

PSSA READING AND MATH PROFICIENCY SCORES

*2012 scores based on preliminary data

Reading PSSA	2011 Mastery (%prof/adv)	2012* Mastery (%prof/adv)	Change
7 th Grade	83.1%	67.3%	-15.8%

8 th Grade	76.4%	85.7%	9.3%
11 th Grade	60.9%	50.7%	-10.2%
TOTAL	74.0%	70.4%	-3.6%

Math PSSA	2011 Mastery	2012* Mastery	Change
	(%prof/adv)	(%prof/adv)	
7 th Grade	91.6%	90.0%	-1.6%
8 th Grade	75.4%	86.6%	11.2%
11 th Grade	60.9%	66.7%	5.8%
TOTAL	76.7%	83.2%	6.5%

PERCENTAGE OF STUDENTS SCORING BELOW BASIC ON PSSA

*2012 scores based on preliminary data

Reading PSSA	2011 Mastery	2012* Mastery	Change
	(%prof/adv)	(%prof/adv)	
7 th Grade	2.8%	10.0%	7.2%
8 th Grade	8.5%	3.6%	-4.9%
11 th Grade	13.0%	21.7%	8.7%
TOTAL	7.9%	10.3%	2.4%

Math PSSA	2011 Mastery	2012* Mastery	Change
	(%prof/adv)	(%prof/adv)	
7 th Grade	3.7%	2.7%	-1.0%
8 th Grade	7.5%	1.8%	-5.7%
11 th Grade	14.1%	7.2%	-6.9%
TOTAL	8.2%	3.4%	-4.8%

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

1) ACADEMIC ACHIEVEMENT IN READING

DATA: We met our PSSA goal for the percent of P/A students in 8th grade reading (86%), made progress towards or goal for 7th grade reading (67%), and did not hit our goal for 11th grade reading (51%).

GOAL REVISION: Our goal for 2013 is to achieve at least 75% of students P/A in 7th grade, at least 85% of students P/A in 8th grade, and at least 75% of students P/A in 11th grade.

IMPROVEMENT PLAN:

a) Grade-wide vocabulary push

Students will have more opportunities to engage with new vocabulary words learned in literature and composition classes through a grade-wide initiative. Teachers from all content areas are required to include vocabulary instruction and practice so students have the opportunity to practice using new words in cross-curricular settings. Students will be assessed on vocabulary acquisition through in class assessments and benchmark exams.

b) Increased reading and writing through the addition of book club

Students in grades 7-9 will have at least 2 instructional periods each week devoted solely to reading a selected group of novels. Students will gain exposure to reading — with a partner, out loud in class, etc. — a variety of texts to improve comprehension and fluency. Through book club students will read an average of 10-15 novels each year.

c) Increased time in 11th grade literature classes

Students in grade 11 will now have 7 periods each week devoted to learning literature (previously 5). This will provide students with an opportunity to spend more class time reading, writing, and revising work; and will allow teachers to provide more targeted individual student instruction and support.

2) ACADEMIC ACHIEVEMENT IN MATH

DATA: We met our PSSA goals for the percent of P/A students in both 7th grade (90%) and 8th grade (86%), and made progress towards our goal in 11th grade (66%, a 6% increase from the previous year).

GOAL REVISION: Our goal for 2013 is to achieve at least 75% of students P/A in 7th grade, at least 85% of students P/A in 8th grade, and at least 75% of students P/A in 11th grade.

IMPROVEMENT PLAN:

a) Increasing conceptual understanding of students in Algebra 1

Our Algebra 1 teacher is participating in a Mastery-wide pilot to increase conceptual understanding during this critical year in math. Our teacher will attend trainings and receive feedback on implementing improved teaching and assessment strategies. Improving our students' mathematical foundation at this critical year will support their learning throughout their high school math experience.

b) Early intervention for middle school students

All students in our 7th and 8th grade small group support classes will receive targeted support through the Do the Math Now intervention program. Student deficits in computation will be

targeted by a trained SpEd teacher and remediated through the use of this program. These foundational skills will increase the success of these students as they move through our math program.

c) Increase the amount of reading and writing in math class

All students will complete a portfolio each report period that requires them to define/describe important mathematics vocabulary and write thorough explanations for solving multi-step problems. Additional vocabulary and open-ended questions will be added to our benchmark assessments, and teachers will be provided with professional development to modify their current instructional practices to improve student performance in these areas.

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 has 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.

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

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.

Social Worker — School Social Workers manage the iTeam, coordinate with the RHD counselor, and provide support at home and in school.

CAPS program — We partner with the Camelot program to provide an intervention, positive-behavior support program for students who displayed a pattern of mental health concerns. In the CAPS program, students still participate in Mastery's rigorous academic program, but also participate in behavior programs and counseling sessions. Class size is dramatically reduced to approximately 12 students with 2 adults in the classroom.

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

- Matt Troha, Principal: PA Principal Certification
- Kristy Fruit, Assistant Principal, PA Principal Certification
- Director of Special Education, Jennifer Pedrazzani

Teacher Evaluation - Attachment

- G. 1112 Teacher Evaluation Plan see Handbook

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The following changes occurred during the 2010-2011 school year:

BOARD CHANGES:

- During 2011-12, Angela Duckworth resigned from the Board.

SCHOOL LEADERSHIP CHANGES:

- There were no School Leadership Changes.

Board of Trustees

Name of Trustee	Office (if any)
Charles Corpening	Treasurer
Ron Biscardi	Secretary
Stephen Cohn	Member
Sheri Frazier	Member
Brook J. Lenfest	Member
Jordan Meranus	Member
Graham Finney	Member
Judith Tschirgi	Chair
Michael Major	Member
Sheri Frazier	Parent 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 board meetings five times annually 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.

Due to Mastery Thomas' School Performance Index rating of a "1" this year and last year, the campus has been granted an expansion request to add a K-6 elementary school with 600 new students. We plan to open in fall 2013.

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.

The Thomas Campus received \$38,000 in additional funding from the Mastery Charter Schools Foundation this year.

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

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 Thomas Campus 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, furniture, fixtures or equipment during FY2011-12.

Future Facility Plans and Other Capital Needs

The Thomas Campus is a partnership with the School District of Philadelphia and is housed in the School District's Thomas Middle School building. Mastery Charter Thomas Campus leases the facility at 927 Johnston Street, Philadelphia PA 19148 and intends to continue this agreement in the future.

In addition to ongoing maintenance, the school reserves approximately \$90,000 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

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 T
- 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

Current School Insurance Coverage Policies and Programs - Attachments

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

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2011-2012 Teaching Staff

- 31 of 41 Teachers employed in June 2011 returned for the 2011-12 school year

- 13 new teachers were hired for 2011-12 school year
- 4 new teachers were hired mid-year

47 instructional staff members were employed during the 2011-12 school year. 43 remained for the entire school year and 4 left mid-year.

2011-2012 Administrative Staff:

- Matthew Troha served as Principal
- Kristy Fruit served as the Assistant Principal of Instruction
- Jennifer Pedrazzani served as the Director of Special Education
- Teri Hines served as the Director of Operations
- Jawan Newman served as the Director of School Culture

83.3% of our 42 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 44.4% as very satisfied or satisfied and 80.5% 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:

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

Quality of Teaching and Other Staff - Attachments

- O. 1112 LEA Staff Profile ACS
- N.PDE 414 Thomas 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 7th and 9th grade classes. Per our agreement with the School District of Philadelphia, first preference is given to students who live in the neighborhood catchment's area of 19148.

Enrollment Procedures

Prospective students are asked to submit an application to the school along with academic, health, and demographic records. All students who submit an application page for the enrollment process are accepted if there are available seats in their grade.

Whenever more applications are received than seats are available in a grade a lottery is conducted.

- The lottery is conducted using a random number generator (www.random.org). Students are admitted to Mastery and placed on the waiting list in the order they are selected by the random number generator.

- Students are enrolled off the waiting list in the order they were placed by the random number generator.
- The Mastery CS- Thomas Campus lottery was conducted on March 1, 2012.

Enrollment History

	7 th	8 th	9 th	10 th	11 th	12 th	Total
Re-enrolled from 2010-2011	4	111	100	92	73	83	463
# of newly enrolled for 2011-2012	110	8	19	0	0	0	137
Total enrolled at start of school year (2011-2012)	114	119	119	92	73	83	600
# added during the year	4	1	10	10	0	1	26
# withdrawn during the year	3	7	4	8	7	5	34
# students at year end (June 2011)	115	113	125	94	66	79	592
# students who did not re-enroll	0	5	0	2	2	75	84
# of students who re-enrolled in July 2012	115	108	125	92	64	4	508

TRENDS IN STUDENT TURNOVER & RETENTION

Our student retention for 2011-12 was 93.1%. 6.9% of students either withdrew during the year or decided not to reenroll.

2011-12 (626 students)

Student withdrawal during the year	34(5.4%)
Students not re-enrolling for upcoming year	9 (1.4%)
TOTAL TRANSFER OUT RATE:	43 (6.9%)

Of the 34 students who withdrew during the year-

29 withdrew voluntarily, 3 were expelled, 1 was deceased, 1 is in a correctional institution.

The schools they transferred to (if known) include:

- 14 students enrolled in their neighborhood Philadelphia Public School
- 1 student dropped out of school
- 5 students moved out of Philadelphia
- 6 students were dropped for non-attendance, whereabouts unknown

- 2 students were homeschooled

The reasons for withdrawing from Mastery during the year include:

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

The reasons for not re-enrolling at Mastery include:

- 4 Students wanted to attend a school with different graduation requirements
- 2 students wanted to attend a legacy program
- 1 student wanted to attend a cultural program for music and writing
- 1 Student was moving out of state with family
- 1 student is attending a Catholic High 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. This is especially true in the Senior year.

Student Enrollment - Attachment

- P.Admissions Process 2012

Transportation

In Philadelphia County, students in grades 7 through 12 do not receive school bus transportation. All students living 1.5 miles or more 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 are in the second year of a contract for our food service management program with Linton's Managed Services Company. Service began on August 25, 2011 and ran through June 19, 2011. Breakfast and lunch were served and all students were offered participation in the National School Lunch Program. For the 2011-2012 school year, all students regardless of income level were provided a free breakfast. The following chart highlights the total amount of meals served by categories:

MEAL COUNTS	Total Year
BREAKFAST FREE	6,366
BREAKFAST PAID	858
BREAKFAST REDUCED	1,889
TOTAL BREAKFAST MEALS	9,113
LUNCH FREE	40,762
LUNCH PAID	5,192
LUNCH REDUCED	11,584
TOTAL LUNCH MEALS	57,538

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

109 students were involved in 170 suspension incidents and 3 students were expelled.

Student Conduct - Attachment

- Q.Handbook Thomas

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Mastery CS-Thomas Campus 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 CS-Thomas Campus 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: jtschirgi@gmail.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Sherry Gross **Title:** Deputy Chief of Specialized Services
Phone: 267-273-8184 **Fax:** 215-866-9141
E-mail: siobhan.leavy-buttil@masterycharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- R. 1112 Assurance Signature Pages