
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, December 09, 2011)

Entity: Math Civics and Sciences CS
Address: 447 N Broad St
Philadelphia, PA 19123

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Math Civics and Sciences CS

Date of Local Chartering School Board/PDE Approval: February 22, 1999

Length of Charter: 13 years **Opening Date:** September 9, 1999

Grade Level: 1 through 12 **Hours of Operation:** 8:30 a.m. - 3:10 p.m.(6.5 hours)

Percentage of Certified Staff: 42% **Total Instructional Staff:** 62

Student/Teacher Ratio: 20 to 1 **Student Waiting List:** 4,000

Attendance Rate/Percentage: 95.7%

Second Site Address, Phone Number and Site Director:
N/A

Summary Data Part II

Enrollment: 906 **Per Pupil Subsidy:** Regular: \$8,773 Special Education: \$19,423

Student Profile

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	0
Black (Non-Hispanic):	880
Hispanic:	18
White (Non-Hispanic):	3
Multicultural:	4

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
79.1%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 28

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	181	181	181	181
Instructional Hours	0	0	0	905	1041	1041	1041

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc. (MCSCS) is one of the largest charter schools in the state of Pennsylvania, serving students throughout the Philadelphia county. MCSCS opened in 1999 with 720 students in grades first through ninth, adding a grade every year for 4 years. Today, MCSCS has a population of nearly 1,000 students in grades first through twelfth. The 2011-2012 school year marks the fourth year of our second five-year charter renewal. MCSCS student population consists of 97% African American, 3% White, Hispanic and Multi-Cultural. We are a Title I school with approximately 79.1% of our students coming from minority low-income families. Many children come from single parent families, foster care, relative care and non-relative guardians.

Mission

The mission of The Mathematics, Civics and Sciences Charter School of Philadelphia, Inc. (MCSCS) is to provide quality education to students and graduate students prepared to enter college, vocational training and today's work force. We offer an advanced curriculum for first through twelfth grade, in a class size of 20 students with a highly qualified team of certified teachers. There is also support personnel and strong parental support.

Vision

The overarching vision of MCSCS is to move students to advanced levels in Math, Science, English and History. To provide Advanced Placement (AP) college credits to high school students. To increase advanced levels in Math such as: grades 8th Algebra, 9th Geometry, 10th Algebra II, 11th Pre-Calculus and 12th Calculus.

Teaching life skills involves strategies to strengthen both mind and body. Included are communication, school skills, thinking skills, reflection, technological skills, and problem solving skills. More specifically, the skills must include critical thinking (prioritizing, comparing and judging), creative thinking (inferring, predicting, and generalizing), social skills (communicating, team building, leading, and resolving conflicts), technological skills (keyboarding, surfing for subjects and taking virtual field experience trips), visual skills (experiments, painting, sculpting, and drawing), and performing arts (dancing, acting, and playing a musical instrument).

Shared Values

MCSCS' core belief and values are that every child who is "at risk" of academic failure can achieve, given the proper academic and emotional support from home, parents/guardians, teachers and school staff. All children can meet with academic success if given the right curriculum, instruction, well trained instructors, tutoring and reinforcement of basic skills, i.e., the foundation to advanced learning.

Academic Standards

The approved curriculum at The Mathematics, Civics and Sciences Charter is based on the Pennsylvania Department of Education Academic Standards and national standards. The core curriculum is focused on mastery of basic skills in reading, mathematics, writing, science, social studies and technology. Concepts are reinforced by continuous teacher professional development, developing methods to assess student achievement and executing steps for corrective action.

Strengths and Challenges

Our curriculum is based on mastering of basic skills in reading, math and writing, which sets the foundation for more advanced learning. Teacher training is key, along with tutoring for additional academic support to students in a small classroom setting of 20 students, allowing more student-teacher interaction. Our staff of highly qualified teachers are trained, monitored and evaluated on the implementation of the school's mission, which is the key to success. Students classified as special education, learning disabled, emotionally disturbed, Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD) have been declassified and placed in higher levels academically. This is due to smaller classrooms of 20 students, individualized tutoring, and a high level of counseling and coaching from teachers and staff.

Parent involvement is excellent and is essential to our student learning and achievement. In addition to one out of five Board of Trustees who is a grandparent of a child in the school, there are two Board of Trustees whose children/grandchildren have graduated from MCSCS and one boardmember is a former student from our first graduating class. Parents are encouraged to visit the school. We have an active parent support group that assists with all special events, including helping to organize our Annual Parent Conference and Workshops each year. Parents have assumed more responsibility for making sure their children are: meeting academic standards, attending everyday, arriving to school on time, wearing clean uniforms, and prepared with school

supplies and text books. There continues to be a high attendance at our special events such as the Black History Celebration, Move-Up-Day and Graduation held at Community College. Participation has also been great at our basketball games since our team began competing on a state level in the Pennsylvania Intermediate Scholastic Association (PIAA). Parents readily volunteered as escorts for our class trips and served as chaperones for our 11th Grade Junior and 12th Grade Senior Prom. Due to this year's shorter school term, time did not permit for us to conduct an end-of-the school year trip to Clementon Park for honor students. Parents also helped raise over \$19,500 for our Annual Scholarship Dinner. This year the Philadelphia School District did not conduct its school wide student and parent survey. However, MCSCS conducted an independent survey. Results continue to show over 95% of our school wide parent survey rated MCSCS with A's and B's. **(See Rigorous Instruction Section: Examples of Parent Survey for MCSCS)**

Due to our policy of 20 students per class there is not enough space available to meet the overwhelming demand on our waiting list of student enrollment for grades 1-8. There continues to be a decrease in the enrollment at the high school level for varying reasons (See Student Enrollment). Constant focus is placed on filling vacant seats with high school students for the September 2012-2013 school year. MCSCS continues to achieve academically as the school did make AYP for 2011-2012. We notify parents of students who tested below proficient, offering one-on-one as well as small group tutoring on a daily basis. Parents receive training on how to reinforce reading, math and writing skills. Parents are also given text books in these areas to help support academic skills at home. Teachers communicate at least once per week with parents of students needing additional academic support. **(See Statement of Quality Assurance: AYP Results for 2011-2012)**

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Strategic Planning Process at MCSCS involves teachers from grades one through twelve in development of the Strategic Plan. There is input from parents, students, teachers, administrators and other stakeholders to ensure that the needs of all students are met. PSSA, Study Island.Com, IEPs and last year's Acuity Predictive Test data are analyzed to reflect student achievement. Student classroom participation, teacher observation and other evidence are used to demonstrate the quality and effectiveness of the school's educational practices. The results of research-based best-practices and approaches to instruction that have increased student achievement in schools with similar students guide the process. Another guide for the process is "Getting Results," a framework for Continuous School Improvement that was initially released by MCSCS in March 2007, with modifications applied as needed.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alston, Mr. P.	Upper Lab Computer Teacher	Ed Specialist - Instructional Technology	Veronica Joyner, CAO
Bauso, Ms. M.	MCSCS Lead Teacher, 6th Grade	Middle School Teacher	Veronica Joyner, CAO
Charter Annual Report Admin	Staff	Administrator	Office Manager
Cramer, Mr. W.	Cramers Uniforms	Business Representative	Board of School Directors

Curtis, Mr. V.	Vice Principal, MCSCS	Administrator	Veronica Joyner, CAO
Davies, Mr. E..	Special Education Consultant	Special Education Representative	Veronica Joyner, CAO
Davis, Ms. S.	MCSCS Reading Teacher	Middle School Teacher	Veronica Joyner, CAO
Devine, Mr. F.	MCSCS Principal	Administrator	School Administrators
Diggs, Mr. L.	Behaviorial Management Specialist	Ed Specialist - Social Restoration	Veronica Joyner, CAO
Dowell, Mr. J.	MCSCS Co-Lead Teacher, 12th Grade	Secondary School Teacher	Veronica Joyner, CAO
Dowling, Mrs. A.	MCSCS Reading Specialist	Elementary School Teacher	Veronica Joyner, CAO
Ellison, Ms. J.	Retired	Board Member	Board of School Directors
Gotlieb, Mr. S.	Educational Consulting Services	Other	Veronica Joyner, CAO
Horton, Mr. N.	MCSCS Lead Teacher, 11th Grade	Secondary School Teacher	Veronica Joyner, CAO
Jackson, Mrs. D.	7th Grade English Teacher, Lead Teacher	Middle School Teacher	Veronica Joyner, CAO
James, Mr. E.	Math Tutor	Other	Veronica Joyner, CAO
Johnson, Dr. U.	Learning Support Specialist	Ed Specialist - School Psychologist	Veronica Joyner, CAO
Johnson, Ms. S.	Counselor	Ed Specialist - School Counselor	Veronica Joyner, CAO
Jones, Ms. L.	Lead Teacher, 5th Grade & Test Coord.	Elementary School Teacher	Veronica Joyner, CAO
Joyner, Mrs. V. (M.Ed.)	MCSCS Founder & CAO	Administrator	Veronica Joyner, CAO
Kaouhs, Mrs. D. Dan	John's Place	Community Representative	Board of School Directors
Lead Teachers	MCSCS 1st - 12th Grades	Regular Education Teacher	Veronica Joyner, CAO
Mitchell, Mrs. L.	MCSCS Lead Teacher, 4th Grade	Elementary School Teacher	Veronica Joyner, CAO
Newman, Ms. S.	MCSCS Lead Teacher, 10th Grade	Secondary School Teacher	Veronica Joyner, CAO
Paulin-Haines, Mrs. W.	Office Manager	Administrator	Veronica Joyner, CAO
Pleasant, Mr. M.	MCSCS Parent	Parent	Veronica Joyner, CAO
Rasdell, Mr. M.	MCSCS Lead Teacher, 1st Grade	Elementary School Teacher	Veronica Joyner, CAO
Rittenburg, Mrs. R.	MCSCS Lead Teacher, 3rd Grade	Elementary School Teacher	Veronica Joyner, CAO

Rolle, Mrs. K.	MCSCS Lead Teacher, 2nd Grade	Elementary School Teacher	Veronica Joyner, CAO
Taylor, Mr. T.	MCSCS Lead Teacher, 8th Grade	Middle School Teacher	Veronica Joyner, CAO
Teachers 1st-12th Grade	MCSCS Elem. Middle & Sec Teachers	Regular Education Teacher	Veronica Joyner, CAO
Thomas, Ms. R.	MCSCS Lead Teacher, 9th Grade	Secondary School Teacher	Veronica Joyner, CAO
Tucker, Mr. C.	Lower Lab Computer Teacher	Ed Specialist - Instructional Technology	Veronica Joyner, CAO
Walsh, Mr. J.	Special Education Specialist	Special Education Teacher	Veronica Joyner, CAO
Wilbanks, Mrs. T.	MCSCS Co-Lead Teacher, 12th Grade	Secondary School Teacher	Veronica Joyner, CAO
Wilson, Mr. J.	JCW Computer Consultant, LLC	Business Representative	Veronica Joyner, CAO

Goals, Strategies and Activities

Goal: COMPUTER TECHNOLOGY

Description: To provide a flexible model for teaching both Computer Proficiency for grades 1st - 12th, and Computer Science for select students grades 6th - 12th that would cover the core concepts and provide appropriate scaffolding for each stage in the learning process.

Strategy: Teach Computer Proficiency to promote Life Long Learning Skills

Description: Use industry recognized certification for computer literacy to empower students to succeed in all subjects.

Activity: Computer Proficiency Instruction for Students 1st - 12th

Description: MCSCS offers a comprehensive program for computer literacy and proficiency for all students grades 1st through 12th in our state-of-the-art Lower School and Upper School Computer Labs. This curriculum includes both standard teacher-led instruction and individualized student exploration labs to encourage students and develop their confidence and innate computer talents. Our curriculum is consistent with Microsoft industry standard word processing, spreadsheets, presentation, Internet and e-mail technologies. MCSCS has adopted the FREE OpenOffice.org (www.openoffice.org) software as the standard for student and teacher office software and it is installed on all school computers including workstations in the Upper and Lower Computer Labs. We have also begun using the Google Docs applications which is a "cloud" based MS-Office alternative similar to the "installed" OpenOffice.org. All students have two (2) periods of Computer Lab every week. We have also adopted Dropbox as a means of storing information online that is accessible to the user by having access to the internet.

Person Responsible	Timeline for Implementation	Resources
Wilson, Mr. J.	Start: 9/16/2011 Finish: 6/15/2012	\$387,475.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	20	7
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MSCS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>1. Educators will learn how to use and operate the two smart boards that are components of our three computer labs.</p> <p>2. Teachers will learn to incorporate smart board technology into their lesson planning process.</p> <p>3. Teachers will learn how to incorporate the technology their students already possess to assist in the learning process (i.e., smartphones, laptop computers, iPads, apple tv, etc.)</p> <p>4. Teachers will learn how to construct their individual classroom websites to be used as a communication device between school, home and community.</p> <p>5. Teachers will learn how to use StudyIsland to improve the performance of their students on a day-to-day basis as well as on the PSSA.</p>	<p>Study Island and smart boards are shown through research to be extremely effective tools in enhancing the learning process. The research shows that when you bring the technology such as the internet, video conferences, and database management that students use daily into the classroom, students tend to improve their academic performance significantly.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff
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professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Mathematics • History • Career Education and Work • Geography

Follow-up Activities Evaluation Methods

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

Status: In Progress — Overdue

Goal: MATHEMATICS

Description: At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Flexible Scheduling

Description: In the lower school a flexible schedule and the rotation of the teachers has been developed to teach mathematics classes that maximizes the strengths of the teachers to meet the instructional needs of the students.

Activity: Regrouping

Description: Students are regrouped depending on benchmark analysis and PSSA data analysis from previous school year. Students with similar academic deficiencies or strengths are identified and grouped for tutoring or enrichment, during and after school hours.

Person Responsible	Timeline for Implementation	Resources
Devine, Mr. F.	Start: 8/17/2011 Finish: 9/2/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	54
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
The Mathematics, Civics & Sciences Charter School	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Rostering and scheduling in an elementary, middle and high school setting. 2. Grouping to maximize the differentiated learning styles of students 3. Preparing lesson plans to accommodate the variety of	Best practice indicates clearly that heterogeneous grouping fosters greater academic achievement than homogeneous grouping or tracking students. Therefore, we have adopted this educational	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area

ability levels in each classroom. 4. Using appropriate teaching methodologies to minimize student deficiencies and maximize student strengths.

philosophy and developed all of our scheduling around this best practice. We have also found as a best practice that flexibility in scheduling offers the best in school environment in which students achieve to their maximum potential.

of the educator's certification or assignment.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Science and Technology• Mathematics

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: Complete

Strategy: Infusion of Test Taking Strategies

Description: Test taking and test preparation strategies have been infused into the daily instructional program. Students practice with the testing question formats and write responses to open-ended questions using the Study Island format that is scored with a rubric.

Activity: Test Anxiety Defined

Description: Ways of reducing test anxiety before taking standardized mathematics tests. Make sure students are prepared for the test by mastery of skills being tested on PSSA. Provide encouragement and reinforcement of "you can do it." A pep rally is held the day before testing to foster school spirit. Encourage students to get good night sleep and eat breakfast. School also provides free breakfast

Person Responsible	Timeline for Implementation	Resources
Joyner, Mrs. V. (M.Ed.)	Start: 12/1/2011 Finish: 4/30/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	17
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MCSCS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>1. Teachers will learn about the psychology of test taking</p> <p>2. Teachers will learn specific test taking skills they should transmit to students</p> <p>3. Teachers will learn the specific rules regarding educated guesses, incorrect answers, and general guessing on the PSSA</p> <p>4. Teachers will learn the specific rubrics for the math portion of the PSSA and also for the writing portion of the math section</p> <p>5. Teachers will learn techniques that will give their students a positive approach to taking this test and also motivate students to do well</p>	<p>Research on best practices around standardized test taking shows clearly that there are skills that one must learn in order to be successful. These skills go beyond the knowledge base that is being tested. These skills include whether or not a student should guess, how much wrong answers count against you, and what constitutes an educated guess. In addition, parents and or guardians need to be part of this process in order to create an ideal support situation.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as
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well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Science and Technology • Mathematics

Follow-up Activities Evaluation Methods

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

Strategy: Using Technology

Description: Teachers will be able to differentiate instruction in the computer lab to meet students' individual needs. To this end, we plan on using The Pennsylvania Classroom Diagnostic Tools (CDT) which is a computer adaptive test (CAT). Similar to other assessments, students will complete a CAT by responding to a series of multiple-choice items. A CAT is different because, as a student responds to each test question, the CAT determines the next test question to ask the student. The CAT uses the student's responses to determine which follow-up question would give the most information about the student's performance on the Pennsylvania Assessment Anchors and Eligible Content and the Keystone Exams Assessment Anchors and Eligible Content. This means that each student can be administered a unique set of questions, which allows the test to give diagnostic information about each student's understanding and abilities of the Assessment Anchors and Eligible Content. Prior to implementing the use of this tool, teachers will receive extensive professional development in this area. With this tool, we will further differentiate the type of instruction and help our students may need.

Activity: Meeting Student Needs

Description: Student will work at their own pace in the computer lab to increase their level of mathematics proficiency.

Person Responsible	Timeline for Implementation	Resources
James, Mr. E.	Start: 9/6/2011 Finish: 6/15/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	20	7
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MCSCS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ol style="list-style-type: none"> 1. Educators will learn how to construct highly individualized math lessons to meet student needs. 2. Teachers will learn to use cooperative learning in the classroom. 3. Teachers will learn how to incorporate the technology their students already possess to assist in the learning process (i.e., smartphones, laptop computers, iPads, apple tv, etc.) 4. Teachers will learn how to use Study Island to 	<p>Study Island and smart boards are shown by the research to be extremely effective tools in enhancing the learning process.</p> <p>The research shows that when you bring the technology such as the internet, video conferences and database management that students use daily into the classroom, students tend to improve their academic performance significantly. We also strongly believe that individual mentors pairing with specific students works extremely well to meet individual needs in mathematics as well as the other</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with

improve the performance of their students on a day-to-day basis as well as on the PSSA.

subjects in the curriculum. At our school, we have found that pulling students out during lunch as well as after school works well with our tight schedule. We have also found that the greatest beneficiaries of this methodology are students who may have one or more special needs. In addition, it is critical to create a partnership with the home, community and businesses that complement our academy structure and after school clubs.

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

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Mathematics • History • Career Education and Work

- Geography

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

Status: In Progress — Overdue

Activity: PSSA Test Prep

Description: MCSCS has acquired the StudyIsland.com web-based PSSA software program for all students in 2nd - 8th and 11th grades.

StudyIsland.com

- web-based instruction, practice, assessment and reporting built from Pennsylvania State Standards
- Rigorous academic content that is both fun and engaging
- Research-based with proven results for all students
- Easy to use

StudyIsland is used in the forty (40) workstation Lower and Upper Computer Lab once per week from October until December, and twice per week after the winter break until test is administered. The subject matter teacher (Language Arts, Math, Science) assigns the content to be covered per the Study Island Table of Contents to meet the classroom curriculum aligned to State Standard.

Lead Teachers review StudyIsland.com reports along with PSSA Coordinator to develop strategies for struggling students. Students are assigned tutors based on teacher recommendation or student request.

Person Responsible	Timeline for Implementation	Resources
Jones, Ms. L.	Start: 10/3/2011	-

Finish: 4/30/2012

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	54
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MSCS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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1. Teachers will learn to develop statistical analysis models that show where students need additional support.
 2. Teachers will learn to analyze results in order to pinpoint incorrect answers that a large percentage of their students are choosing.
 3. Teachers will learn diagnostic tools and prescriptive tools that will enable them to develop a teaching plan that will support improved results on PSSA.

Teaching has naturally evolved from a trial and error methodology to a data driven diagnostic/prescriptive practice. Teachers who are able to properly diagnose students' shortcomings and prescribe solutions that will assist them in the major areas of reading comprehension, basic and advanced math skills, and scientific know how show significantly better results on standardized tests such as PSSA, SAT and ACT.

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the

ability to access and use appropriate data to inform decision-making.

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Mathematics

Follow-up Activities Evaluation Methods

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

Status: In Progress — Overdue

Goal: READING

Description: At least 72% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Flexible Scheduling

Description: In the lower and the middle school a flexible schedule has been developed that will maximize the strengths of the teacher's skills.

Activity: Regrouping

Description: Students are regrouped based on the analysis of the benchmark test data and the PSSA data from previous school year. Students with similar academic deficiencies or strengths are identified and grouped for tutoring or enrichment, during and after school hours.

Person Responsible	Timeline for Implementation	Resources
Devine, Mr. F.	Start: 8/17/2011 Finish: 9/2/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	53
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
The Mathematics, Civics & Sciences Charter School	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Rostering and scheduling in an elementary, middle and high school setting. 2. Grouping to maximize the differentiated learning styles of students. 3. Preparing lesson plans to accommodate the variety of ability levels in each classroom. 4. Using appropriate teaching methodologies to minimize student deficiencies and maximize student strengths.	Best practice indicates clearly that heterogeneous grouping fosters greater academic achievement than homogeneous grouping or tracking students. Therefore, we have adopted this educational philosophy and developed all of our scheduling around this best practice. We have also found, as a best practice, that flexibility in scheduling offers the best in school environment in which students achieve to their maximum potential.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community</u>

partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening

Follow-up Activities **Evaluation Methods**

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

Status: Complete

Strategy: Infusion of Test Taking Strategies

Description: Test taking and test preparation strategies have been infused into the daily instructional program. Students practice with the testing question formats and write responses to open-ended questions using the Study Island format that is scored with a rubric. Study and comprehension skills are emphasized by assigning homework daily.

Activity: Test Anxiety Defined

Description: Ways of reducing test anxiety before taking standardized reading tests. Make sure students are prepared for the test by mastery of skills being tested on PSSA. Provide encouragement and reinforcement of "you can do it." A pep rally is held a day before testing to foster school-wide spirit. Encourage students to get good night sleep and eat breakfast. School also provides free breakfast.

Person Responsible	Timeline for Implementation	Resources
Joyner, Mrs. V. (M.Ed.)	Start: 12/1/2011 Finish: 4/30/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	18
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MCSCS	• School Entity	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish

1. Teachers will learn about the psychology of test taking
2. Teachers will learn specific test taking skills they should transmit to students
3. Teachers will learn the specific rules regarding educated guesses, incorrect answers, and general guessing on the PSSA
4. Teachers will learn the specific rubrics for the writing portion of the PSSA and also for the writing portion of the math section
5. Teachers will learn techniques that will give their students a positive approach to taking this test and also motivate students to do well

Research on best practices around standardized test taking shows clearly that there are skills that one must learn in order to be successful. These skills go beyond the knowledge base that is being tested. These skills include whether or not a student should guess, how much wrong answers count against you, and what constitutes an educated guess. In addition, parents and or guardians need to be part of this process in order to create an ideal support situation.

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- School counselors
- Other educational specialists
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening

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

Status: In Progress — Overdue

Strategy: Using Technology

Description: Teachers will be able to differentiate instruction in the computer lab to meet students' individual needs. To that end, we have hired a consultant who has developed a data management system for our school to track important pieces of information about our students such as: 1) attendance; 2) punctuality; 3) discipline; 4) demographics; 5) special education (IEP, NOREP, etc.). This data management system is used extensively by teachers and administration to do short- and long-term planning. It also tells us areas of concern that we need to emphasize. As a result of this system, our student attendance has improved steadily, lateness to school has been reduced, and serious disciplinary infractions are near zero. Our FileMaker Pro Consultant works in tandem with our Information Technology Consultant to train the staff in the use of these infused technologies. These trainings occur both during our annual summer professional development week as well as throughout the regular school year.

Activity: PSSA Test Prep

Description: MCSCS has acquired the StudyIsland.com web-based PSSA software program for all students in 2nd - 8th and 11th grades.

StudyIsland.com

- web-based instruction, practice, assessment and reporting built from Pennsylvania State Standards
- Rigorous academic content that is both fun and engaging
- Research-based with proven results for all students
- Easy to use

StudyIsland is used in the forty (40) workstation Lower and Upper Computer Lab once per week from October until December, and twice per week after the winter break until test is administered. The subject matter teacher (Language Arts, Math, Science) assigns the content to be covered per the Study Island Table of Contents to meet the classroom curriculum aligned to State Standard.

Lead Teachers review StudyIsland.com reports along with PSSA Coordinator to develop strategies for struggling students. Students are assigned tutors based on teacher recommendation or student request.

Person Responsible	Timeline for Implementation	Resources
Jones, Ms. L.	Start: 10/3/2011 Finish: 4/30/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	54
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MCSCS	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Teachers will learn to develop statistical analysis models that show where students need additional support. 2. Teachers will learn to analyze results in order to pinpoint incorrect answers that a large percentage of their students are choosing. 3. Teachers will learn diagnostic tools and prescriptive tools that will enable them to develop a teaching plan that will support improved results on PSSA.	Teaching has naturally evolved from a trial and error methodology to a data driven diagnostic/prescriptive practice. Teachers who are able to properly diagnose students' shortcomings and prescribe solutions that will assist them in the major areas of reading comprehension, basic and advanced math skills, and scientific know how show significantly better results on standardized tests such as PSSA, SAT and ACT.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>.

For school and district

administrators, and other educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Mathematics

Follow-up Activities Evaluation Methods

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

Status: In Progress — Overdue

Activity: Student Reflection and Self-evaluation

Description: In the lower and the middle schools, students reflect upon their classwork and the teachers direct them to the appropriate practice skills (Study Island) web sites to develop reading comprehension and decoding skills. Students in the high school are exposed to a variety of high interest and age appropriate literature and write a reflective evaluation of their reading.

Person Responsible	Timeline for Implementation	Resources
Lead Teachers	Start: 12/1/2011 Finish: 4/30/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MCSCS	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Teachers will learn the basic operating format for Study Island. 2. Teachers will become familiar with the Pennsylvania State Standards that are necessary for their students to negotiate through the PSSA examine. 3. Teachers will become familiar with basic data base management skills in order to teach students how to negotiate their way online. 4. Teachers will become familiar with the essential content necessary to become proficient or advanced on the PSSA .	StudyIsland is a recognized, proven, state-of-the-art program that has a statistically excellent track record for helping students to improve their reading, math, and science skills. Schools that implemented StudyIsland have statistically performed between 20% and 30% better on the PSSA than those not using any auxiliary programs.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional

decision-making.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening

Follow-up Activities

Evaluation Methods

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

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Increase Parent Participation

Description: Parents have been invited to shadow their children, attend workshops and participate in a PSSA testing experience. A parents' PSSA Night has been held prior to the administration of the test.

Activity: Familiarize Parents with the PSSA

Description: All scheduled parent meetings, conferences and workshops stress the importance of local and state tests. MCSCS provides parents with information on testing such as take home study packets with PSSA preparation materials. Emphasis has been made on the significance of parent involvement to help improve test scores.

Person Responsible	Timeline for Implementation	Resources
Joyner, Mrs. V. (M.Ed.)	Start: 10/29/2011 Finish: 10/29/2011	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	1	28
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
MCSCS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
1. Teachers will gain a historical perspective on each student's learning style (i.e., visual, tactile, auditory). 2. Teachers will increase channels of communication with parents to instruct them as to what they can do at home to help. 3. Teachers will learn response strategies from the psychologist who is a guest lecturer (i.e., if	Research and best practices demonstrates that diversification in teacher planning is vital in order to teach similar concepts to many different students. This premise is a central focus at our school. When we review teachers' lesson plans, we look for behavioral goals that are taught through a variety of strategies and activities. Another best practice that successful schools employ is to form quality relationships with the home environment. It is critical	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to

student is displaying certain deficiencies teachers learn the appropriate and necessary responses)
 4. Teachers will learn better classroom management skills and better lesson planning skills.
 5. Teachers will be re sensitized to the diversification necessary when planning lessons for 20 students.

that parents and other relatives in the home be aware of the strategies, goals, and objectives of the school and be able to continue them throughout the school year as well as the summer recess.

analyze and use data in instructional decision-making.

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

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Mathematics • History • Career Education and Work • Geography

Follow-up Activities**Evaluation Methods**

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

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- AYP Results for 2011-2012

SECTION III. QUALITY OF SCHOOL DESIGN**Rigorous Instructional Program****1. Rigorous Instructional Program**

MCSCS' curriculum uses state content standards as the benchmark for each grade. Students are assessed regularly using state practice tests and other teacher made test related to PSSA Study Island, PSSA practice tests, and are monitored on their progress. All grades have lead teachers that meet with staff and the CAO to ensure that content standards are followed. Staff development workshops are designed around areas of weakness on state and local tests.

Our mastery based learning curriculum is designed to foster a child centered multiple-intelligence approach. Mastery based learning begins with the mastery of basic concepts attained at grade appropriate levels. The multiple intelligence classroom is grounded in an examination of theories that suggest ways to individualize instruction to meet the needs of each learner in the classroom. Visual aides and hands on experiences supplement the curriculum, therefore funds are made available for resources and supplies that make classrooms stimulus-rich and respond to the learning styles of a wide range of students. MCSCS emphasis on a rigorous, back to

basics approach is enhanced by investment in textbooks and other teaching materials, often cited by teachers as one of the most distinctive elements of the school.

All new teachers participate in a teacher-mentoring program to promote in-depth inquiry based teaching and learning. Teachers are paired with more experienced members of the instructional staff. The mentoring occurs formally and informally. Formally, teachers meet every week in either subject area meeting or grade level meetings. Informally, teachers meet during lunch and before and after school. The CAO mentors the instructional team through daily classroom visits and follow-up conversations.

We have five tutoring centers, reading specialists, math specialists, and first and second grade full-time teachers aides. Teachers are paid to tutor after school and they volunteer to tutor during their lunch hour when needed. The individual learning needs of every student with emphasis on the student's PSSA and Acuity Predictive Test data determine the tutoring sessions. Students have mastered subject materials taught as determined by quarterly student evaluations.

Part of our mission is that children learn from visual aides, hands-on experience, and repetitious drills. Parent support conferences help parents learn our methods and strategies to help their children at home.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter for 2012
- Teacher Induction Approval Letter 2008-2014
- 2012 Graduates' Accepted College Admissions and Awarded Scholarships & Grants
- 4-Year Cohort Graduation Rate with Attribution ACS for 2010-11
- Examples of Parent Survey for MCSCS

English Language Learners

MCSCS does not have children to report for the ELL or LEP. However, should we have children in the future that are classified ELL or LEP we have developed a Program and Services Plan that can be implemented. **See Attachment: ELL Report and Program and Services for Students with ELL or LEP.** (Prepared in the event we ever have children for the ELL or LEP)

English Language Learners - Attachments

- English Language Learners
- English Language Learners
- LEP ACS System 2011-2012

Graduation Requirements

The Philadelphia School District require students earn 23.5 credits to graduate. A typical high school student at MCSCS graduates with a minimum of 28 credits. Each grade from 9th through 12th earns 7.0 credits every school year. This year and for the past nine years 100% of the senior class graduated, giving us a 0% dropout rate. The mission of The Mathematics, Civics and Sciences Charter School is for students to enter college, vocational trade school or the workforce. This year we have 97% of our 57 graduates continuing on to college and 3% enrolled in a vocational trade school. Over \$1,060,000 in scholarships and grants were awarded to our graduates and over \$19,500 was raised from our Annual Scholarship Dinner for college books and related school expenses for graduates. MCSCS is proud to announce its third consecutive school year that one of our

senior graduates received the Bill Gates Millennium Award and was one of 1000 selected from 20,500 applicants. The award pays for 10 years of college tuition to any school of their choice. **(See Rigorous Instruction Section: List of Accepted College Admissions and Awarded Scholarships and Grants also Final 4-Year Cohort Graduation Rate with Attribution ACS)**

Every graduate received a certificate of proficiency and/or advanced in reading, math and/or writing from the Department of Education. According to the Pennsylvania School Report the 11th grade students out scored the State of Pennsylvania in writing for the past ten years on the PSSA.

Special Education

Students classified as special education are tested according to their Individualized Educational Program (IEP) and instructional framework. Emphasis is on the inclusion model where students are supported in the regular classroom and are given daily tutoring as stated in their IEPs. These students are afforded all of the basic math, reading and writing skills and curricular concepts of the regular students, as well as supported with an IEP especially designed to ameliorate their diagnosed learning disability. The emphasis is mastery of basic skills to promote more understanding of advanced skills. The goal is to move as many students as possible to regular education classification.

We adhere to the guidelines issued under the Federal Individual and Disabilities Education Act and strictly follow the Pennsylvania interpretation and implementation recommendations. In succinct terms we follow the outline issued by the Pennsylvania Department of Education Act 22 of 1997 which speaks specifically about charter schools and special education.

When a child with possible special needs is identified, the following steps are taken: student referred to a child study team; recommendations are made; parent is notified; and written approval to proceed is obtained from parent. MCSCS notifies parents of their child's rights to free appropriate public education (FAPE) and/or related services. MCSCS assist parents in arranging for an evaluation by the School District of Philadelphia or a certified child psychologist. All due process requirements for existing and newly identified special education students are observed. Special education services are provided by staff in the resource setting utilizing instructional strategies such as: direct and indirect instruction, decoding, encoding, small group instruction, brainstorming, problem solving, computer assisted instruction, graphic organizers, skip counting and guess & check. Teachers serving special needs students receive copies of their IEP and meet with school psychologist and school counselor to evaluate progress. MCSCS also contracts out to the Intermediate Unit and outside agencies for services not available via in-house staff.

Special Education - Attachments

- Special Education
- Penn Data Results - December, 2011 & June 2012

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location # of Students	Other Information
43 Teachers Grades	1.00	Speech & Language/Learning Support	MCSCS 28	Emphasis on inclusion/pull-out model where students are supported in a regular classroom and receive

2nd, 3rd &
5th - 12th

resource support for intervention. Special Education students are given basic skills tutoring in all subjects, according to their educational level/needed noted in their IEP.. IEPs are designed to improve and diagnose learning disability.

24 Teachers Grades 6th, 8th,10th and 12th	1.00	Mentally Gifted	MCSCS	4	Advanced placement classes are provided to "MG" students. These classes are fast pace and cover more advanced work in each subject.
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Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Pediatrics Therapy Services	1.00	Speech & Language	MCSCS	8	Provide Speech, Language, Therapy, Evaluations and Services
Dr. Umar Johnson	1.00	Learning Support	MCSCS	20	Prepare Evaluation and Re-evaluation reports for students that qualify for special education services
Dept. of Education Division of Compliance	1.00	Speech & Language Learning Support	MCSCS	28	Provide training on the policies and procedures of Special Education. Reviewed all Special Education documents and IEPs for compliance with PA State regulations.
MCSCS	1.00	Mentally Gifted	MCSCS	4	Provide advance placement classes that are fast pace and cover more advanced work in each subject.

Special Education Program Profile - Chart III

Title	Location	FTE
Ms. V.Joyner, CAO	MCSCS	.50
Ms. S.Johnson, Counselor	MCSCS	.50
Ms. C. Boyd, Asst. Counselor	MCSCS	.50
Mr. J. Walsh, Special Ed. Teacher	MCSCS	1.00
Ms. R. Anderson, Nurse, Mr. R. Johnson and Ms. D. Wyllie, Asst. Nurses	MCSCS	.25 x 3
Mr. K. Johnson, Ms. W. Sheaff, Mr. E. James, Ms. A. Stokes and Mr. C. Benbow (Tutors)	MCSCS	1.00 x 5
Ms. A. Benjamin, Mr. D. Byrd, Ms. M.Dreuitt, Ms. E. Evans, Ms. J. Franklin, Ms. S. Graves, Ms. T. Green, Ms. N. Jones, Mr. R. Murray, Mr. R. Seals, Jr., Ms. S. Watson, & Ms. L. Woods (1st & 2nd Grade, Art, Music & Computer Teacher's Aides)	MCSCS	1.00 x 12

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
PATTAN, I.U. King of Prussia	Consultant	.25
Dr. Umar Johnson	Psychologist	.25
Ms. Friedman, Pediatric Therapy Services	Speech Therapists	.50
Mr. E. Davies	Special Education Consultant	.25
Ms. S. Johnson	Counselor	.50
Mr. J. Walsh	Special Education Teacher	1.00

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

This year The School District of Philadelphia did not administer the Acuity Predictive local test. The Student Assessment - Secondary Chart shows MCSCS 12th grade students' results from the PSSA. This assessment represents a number of students that took the Retest for the PSSA at the beginning of 12th grade to improve their 11th grade scores. As a result, the entire 12th grade class was awarded certificates from the Department of Education for successfully achieving proficiency and/or advanced status for their 11th grade PSSA in reading, writing and/or math.

MCSCS made AYP for the 2011-2012 school year. After analyzing the school test data, we carefully monitor student's progress in math, reading and writing. As part of the weekly meetings that lead teachers conduct with their grade team members instructional material is reviewed and strategies for implementation and modification are discussed. Feedback is given during the weekly meetings and modifications and recommendations are made as needed.

PSSA practice material was used beginning in September 2011. The CAO has developed a series of training sessions for teachers and students. Teachers are taught innovative approved strategies for the delivery of data. Students are taught in groups by the CAO to review their understanding of basic skills in reading and writing and test taking strategies. Math and Reading instructors work with small groups of students to strengthen math and reading skills tested on the PSSA. Teachers are required to integrate concepts from the state and national standardized test into daily instruction. Computer Science instructors use practice material from Study Island Software for elementary and middle school students to develop their reading comprehension and decoding skills. This software is also used to increase both primary and secondary students' level of mathematics proficiency.

In order to address the needs of students at risk of failing or not making progress we have five tutorial stations staffed with full-time tutors. Teachers also volunteer to tutor during lunch period and after school two times per week with compensation. MCSCS continues to implement and give credit to the Academic Achievement Plan as well as our "Getting Results" Strategic School Improvement Planning as contributing factors to the school successfully making AYP this year.

Student Assessment - Attachment

- AYP Results for 2011-2012

Teacher Evaluation

The main features of our teacher evaluation plan are as follows:

- Personal and Professional Qualities
- Pupil Guidance and Instruction
- Classroom or Lab Management
- Participation in School and Community Activities

Our teachers are evaluated daily through walkthrough, informal and formal meetings. Teacher evaluations are based on the progress and improvement of students' practice test, monitoring of teacher's knowledge, planning, communication, organization, classroom management, professionalism, progress of the student, and instructional competence, all which are reported on the Observation Forms. Modifications are made as needed.

The individuals responsible for ongoing teacher and staff evaluations are:

- Veronica Joyner, M.Ed., Founder and CAO
- Frank Devine, M.Ed., Principal

One or more Board members for the teacher and staff evaluation process occasionally join the CAO and principal. Ms. Joyner, (CAO) and Mr. Devine (principal) bring with them years of educational experience in the evaluation of effective teaching practices. Mr. Devine has been an administrator and teacher for over thirty years and is well versed in the process of training and evaluating teachers. Everyday Ms. Joyner visits every classroom and observes every teacher as well as having on-going contact with staff, and provides immediate feedback to teachers and staff both formally and informally. Parents and students evaluate teachers and staff formally and informally as well. Ms. Joyner meets with lead teachers and teams of teachers daily.

The Special Education Process Chart below is a part of the Staff Development Training. The Professional Development Training deals with classroom management techniques on how to work with students with learning and behavior disabilities in a positive and loving manner. This process includes teaching techniques to educate students at-risk of academic failure with emphasis in the areas of reading (phonics), mathematics (basic skills) and writing.

One-on-one and small group tutoring is offered during school and after school to help improve academics. Behavior Modification classes are scheduled with students, teachers and parents to help improve student conduct when needed to teach conflict resolution skills. Training is also

provided to parents of special education students to discuss and explain special needs to help students with homework and reinforce academic skills development. Teachers are trained how to read an Individual Education Plan (IEP); how to implement the IEP; how to measure progress; and how to make modifications as needed. Teachers are given the following chart and receive professional development on how to use it.

SPECIAL EDUCATION PROCESS CHART-CHARTER SCHOOLS

A-----B-----C-----D-----E-----F-----G

Not Yet Eligible	Referral	Permission to Evaluate & Procedural Safeguards Notice OR Permission to Reevaluate & Procedural Safeguard Notice Process starts here for currently enrolled eligible students	-Consent OR -Not ready to consent -Object Stop-Object Schedule *Informal meeting *Mediation *Due Process Hearing	Evaluation Team-(People)	Evaluation (Process)	Evaluation - Report(Document)
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H-----I-----J-----K-----L-----M-----N

Invitation to Participate in IEP Meeting & Procedural Safeguards Notice	IEP Team-- (People)	IEP Meeting-- (Process)	IEP(Document)	Prior Written Notice	-Approve OR -Do not approve OR -Request *Mediation *Due Process Hearing	Assignment
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Teacher Evaluation - Attachments

- Teacher Evaluation
- Examples of Student Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were no leadership changes on the Board of Trustees, however, in the school administration we hired a Vice Principal for the 2011-2012 school year. Our Board of Trustees

currently consist of 5 members, 4 of which have served for over eleven years, and are Founding Members of the school. In addition to 1 out of 5 members being a grandparent of a child in the school, 2 Board of Trustees are parents/grandparents of students that graduated from MCSCS and 1 is a former student from our first graduating class. This has served as a major component of our success. Our school administration continues to be led by the same Chief Administrative Officer and Founder with the assistance of the Principal who has served for 13 years.

Board of Trustees

Name of Trustee Office (if any)

Jamie Ellison President

Kenneth Carter Vice-President

Angela Hawkins Treasurer/Grandparent

Cleo Prince Member

Lamar Waples Member

Professional Development (Governance)

Selected Trustees have attended training sessions on The Charter School Law, Public School Code and the Sunshine Law, provided by the Foundations Technical Assistance Center. The Board of Trustees meet regularly with their legal counsel to further explain the Charter School Law, Public School Code, the Sunshine Law and the Public Officials Act.

Coordination of the Governance and Management of the School

The Board of Trustees meet every first Thursday of the month and usually have 100% attendance. The CAO and the Board President meet formally once a week and informally on an as needed basis. One of the five members served on the Discipline Committee and one member serves on the Attendance and School Matter Committee. There is one representative on the Board who volunteers in the school and is available for student, staff and parent concerns.

The Board approves all budgets, policies, procedures, hiring and dismissal of staff and the expulsion of students. The day-to-day operation is under the jurisdiction of the CAO and principal. The CAO is a member on one of the School District's committees. Board members attend meetings, reviews and responds to communication from the Pennsylvania Board of Education.

Coordination of the Governance and Management of the School - Attachments

- Board of Trustees Meeting Schedule for 2011-2012
- MCSCS Newsletter 2011-2012
- School Year Activities 2011-2012
- Letters of Support 2011-2012
- Community Service Performed for 2011-2012
- News Article-Homeless & City Council
- News Article - Students' Activism to Feed Homeless
- Police Officer Appreciation Luncheon May 31, 2012 & Commanding Officer Letter

Community and Parent Engagement

The MCSCS website (www.mcscs.org) offers quick access to school events, policies and programs within MCSCS. The website is also a storehouse for educational, student employment and community enrichment. Our newsletter is issued quarterly to parents, friends and businesses of MCSCS to keep them informed of the school's ongoing activities. Important information is listed in the Student and Family Handbook which students receive upon enrollment. Events are posted in the school lobby and on the school calendar of events. Reminder letters and fliers are sent home with students. Teachers are required to call parents to give them a personal invitation to all school events. Calling lists must be turned in to the CAO for further calls if needed. The CAO is frequently on the radio providing information on the activities of the school as well as being posted in the local newspaper. The MCSCS Parents and members of the community are encouraged to attend the regular board meetings or any of the events where the Board members are present. Board Meeting schedules are posted throughout the school and in the local newspaper. Parents and community members may also submit their concerns, questions and suggestions to the Board. There are visitors to the school daily and parents are encouraged to visit the school lobby and classrooms. Teachers keep constant contact with parents via telephone calls. **(See Coordination of the Governance and Management of the School: MCSCS Newsletter)**

Other ways we increase parental involvement is through our P.S.S.A (Parents Supporting Student Achievement). MCSCS annually holds one "Back-to School" night, four Parent/Teacher Conferences and two Parent Conferences and workshops. At the Parent Conference, we provide parents with take-home study packets on PSSA preparation and our teachers conduct class while parents assume the role of students. Parents attend workshops facilitated by expert volunteers on children's mental, physical and academic development. We also hold college preparation workshops for parents and seniors. Due to our large parent participation in student activities, we have held our Black History Showcase, Talent Show, Move-Up Day, Graduation and Scholarship Dinner at an outside facility for the past ten years. **(See Coordination of the Governance and Management of the School: School Activities)**

MCSCS has established a number of community and business partnerships that support and provide hands-on academic and non-academic learning opportunities for our students. Community organizations and local businesses also provide monetary and in-kind contributions towards our Annual Scholarship Dinner and Homeless Project. Fifth through twelfth grade students are required to select a school-to-college course of study. The selections include: Law, Medical, Computer Science and Accounting Academies. The academies are staffed by professional lawyers, doctors, computer specialist and certified public accountants. Over the past nine years MCSCS has a team of law students that participate in the Mock Trial Competition through Temple University's Law School. Also every year they hold a Voter Registration Drive at City Hall and register hundreds of Philadelphia citizens to vote. Our 9th and 10th grade medical academy students participated in a six month training program on medical terminology, pharmacology, body function and maintenance of the body, common medical issues and preventive measures. The training was conducted at MCSCS by volunteered doctors and intern pharmacist from Thomas Jefferson University School of Pharmacy. **(See Coordination of the Governance and Management of the School: Letters of Support)**

To increase student awareness of their civic duty to society as well as get parent and community involvement, MCSCS continues to operate its' Homeless Project that was launched in December 2005. Students, parents and staff volunteer throughout the year including summer to feed and cloth over 500 homeless citizens in the city of Philadelphia every Thursday evening. The students and teachers from 1st to 12th grade raise \$800 - \$1,000 a week to buy food, clothing and toiletries. Meanwhile parents, local business and community organizations donate clothing. In April of this year, Ms. Joyner and 10 MCSCS students joined a chorus of advocates to meet with City Council urging them to block Mayor Nutter's order to prohibit feeding the

homeless in public parks. Since then that order has been blocked by a federal judge. MCSCS students held its annual Can Food Drive in December 2011 for The Sunday Breakfast Rescue Mission. Our staff, students and parents donated money and thousands of can goods for the soup kitchen and community families. For the past seven years students and staff raise money for the American Red Cross to help relief victims of natural disasters. MCSCS students and staff continue to raise money for cancer patients through The Leukemia & Lymphoma Society - Pennies for Patients. They take great pride in donating to this cause particularly now that two of their fellow classmates has cancer. **(See Coordination of the Governance and Management of the School: Community Service Performed, News Article-Students' Activism Helps Feed homeless & News Article-Homeless Feeding Prohibition Under Fire)**

This year on May 31st the students of MCSCS hosted their third annual "Philadelphia Police Officers Appreciation Day" luncheon. The event was held at MCSCS for 100 police officers who were recognized with poetry readings, songs and presentations of citations to honor the Philadelphia Police Department for their bravery in serving and protecting the people of Philadelphia. Sheriff Jewel Williams made a surprise appearance and stayed for the duration of the luncheon. **(See Coordination of the Governance and Management of the School: May 31 , 2012 Flyer for Police Officer Appreciation Luncheon and Letter from Commanding Officer, 35th District)**

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Mathematics, Civics and Sciences Charter School held its 10th Annual Scholarship Fund Dinner. Proceeds of more than \$19,500 went towards assisting our high school graduates with admission fees, dorm fees, or book scholarships to further their education in college/universities and vocational trade schools.

Fiscal Solvency Policies

MCSCS continues to maintain fiscal solvency due to a strict adherence to conservative budgeting. MCSCS has consistently budgeted and reported a financial surplus. Therefore, MCSCS had accumulated cash and minimal debt to maintain fiscal solvency.

To ensure that students have a safe and clean environment, more than \$2 million has been invested in capital improvements, mostly leasehold improvements. The accumulated net assets remain at approximately \$2.4 million.

Accounting System

The accounting system is maintained by Foundations, Inc. on Black Baud Financial Edge Software. The Pennsylvania State Chart of Accounts is the basis for the number and classification of the general ledger. The budgeting, accounting and reporting systems prepared

by MCSCS comply with all of the representations and disclosures required by Generally Accepted Accounting Principles (GAAP).

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures and Fund Balances as of June 30, 2012

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

The new audit firm for MCSCS is Citrin and Cooperman. The last audit report was completed in March 2012 for the fiscal year ended June 30, 2011. Also completed in March 2012 is the audit report for fiscal year ended June 30, 2010. As it was noted in last year's annual report, the transitioning of information from our former audit caused a delay in its submission. An unqualified opinion was issued with no finding regarding audit adjustments.

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

- Audit Report Year Ended June 30, 2011
- Audit Report Year Ended June 30, 2010

Citations and follow-up actions for any State Audit Report

During the 2011-2012 school term, MCSCS has not undergone any state audit.

SECTION VII. FACILITY RESPONSIBILITIES

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

During the 2011-2012 school year there were no major purchases for furniture or equipment. MCSCS continued to invest in technology (\$39,638) that enhances the educational environment. There were no leasehold improvements (\$0) for school year 2011-2012. Furniture and equipment are only replaced as needed to accommodate increase in enrollment or wear and tear. Technology expenditures relate to the improvement of communication and efficiency.

Future Facility Plans and Other Capital Needs

MCSCS is in the discussion phase with its landlord to acquire a property for future facility expansion. The feasibility of the project's purchase price and perspective building continues to be discussed at Board meetings. To-date, no agreements have been signed. MCSCS will not have to increase enrollment to accommodate the expansion.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

This year massive construction of a new facility parallel to MCSCS presented a safety issue that prevented us from holding fire drills at our standard scheduled time and location. As a result, we held only five fire drills during the school year. Bus evacuation drills for our eleven school buses were conducted. MCSCS has provided the appropriate health services for our students and maintains all immunizations records as mandated by the Pennsylvania Department of Health. The Reimbursement Request and School Health Services Report for 2010-2011 has been submitted.

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

- Fire Drill Log 2011-12
- Bus Evacuation Drill for 2011-12
- School Immunization Report for 2011-2012
- Health and Reimbursement Request for 2010-11
- MCSCS Wellness Policy

Current School Insurance Coverage Policies and Programs

MCSCS currently has the following insurance coverage:

Commercial General Liability coverage with limits:

- General aggregate - \$3,000,000
- Per occurrence - \$1,000,000
- Personal and advertising injury - \$1,000,000
- Fire damage and legal liability - \$500,000
- Medical expense - \$5,000

Workers' Compensation and Employers' Liability:

- Bodily injury by accident - \$500,000
- Bodily injury by disease - \$500,000

Automobile Liability:

- Combined single limit - \$1,000,000

Professional Liability: Educators Liability, Directors and Officers Liability, Malpractice and Errors and Omissions

- General aggregate - \$1,000,000
- Per occurrence - \$1,000,000

Excess Umbrella Liability:

- Per occurrence - \$4,000,000

Medical Insurance:

- Keystone Health Plan East
- Independence Blue Cross

Dental Coverage:

- United Concordia

Disability (Short-term and Long-term) and Life Insurance

- UNUM Insurance

Current School Insurance Coverage Policies and Programs - Attachment

- Acord Certificate of Liability 2011-12

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Full-Time Personnel

Chief Administrative Officer: 1

Principal: 1

V. Principal: 1

Teachers: 62

School Administrative Support Staff: 13

Part-Time Personnel

Instructional Aides: 0

School Admin.Support Staff: 0

Other Support (Health &

Maintenance):6

Instructional Aides/Tutors: 17

Library/Media Support Staff: 0

LEA Administrative Support Staff: 0

Total Personnel: 126

Other Support (Security, Food

Returning from 2010-11:101

Service, Health Maintenance): 25

Remained 2011-12: 124

Staff turnover is relatively low. Those that have left MCSCS have done so for either health reasons, relocating, pursuing different vocations, higher salary or contract was not renewed. Also there were those who conclude that educational approach was not a good fit with the school's clearly defined mission and methods. Thus, they wanted a less structured curriculum and/or one that does not emphasize basic skills.

Quality of Teaching and Other Staff - Attachments

- ESPP Data Submission Report 2011-2012
- PDE-414 Certification Verification 2011-2012

Student Enrollment

Students were enrolled as a result of the lottery. The waiting list is used for student replacement. Students who have siblings attending the school are given preference for admissions. Students residing in the City of Philadelphia will be given preference for admission over students living outside of the city.

-First grade is offered at MCSCS. According to admissions policy a birth certificate must be submitted to verify child will be six years old by the first day of school. If application exceeds the enrollment maximum then a lottery would be held.

-Total number of students initially enrolled in grades 2 thru 12: 824

-Total number of students dropped: 76

-Total number of students added: 156

-Transferred students: 30

-Total number of students who completed the 2011-2012 year who are currently enrolled to return in September: 806

-Students who left at the requirement of the school and the numbers who left voluntarily:30 students left at the end of the school year.30 left voluntarily, and 1 was expelled.

Charter schools are schools of choice. Although parents make the choice to re-enroll their child, students are in agreement because of small classroom size, leadership of the CAO, caring supportive teachers, a safe environment and a general sense that MCSCS is a better school than most immediate alternatives. Based on exit interviews, those that do not return are generally due to relocation out of county or state or transportation issues, changes in child custody or foster care placement. Some parents also expressed their fears of violence due to repeated attacks to MCSCS students by students of surrounding discipline schools. The school is currently under-enrolled. High school students that have attended MCSCS since its inception opt to transfer for a different experience, such as an all-exclusive high school environment. With an average grade size of 70 students, we are not able to offer an extensive course selection in vocation or other skills based disciplines as other larger high schools. Particularly those that are actively pursuing

a career in collegiate sports seek a high school with a nationally known sports program. In 2011 our basketball team won its first State Championship in the Pennsylvania Intermediate Scholastic Association (PIAA), however, it has not made a significant difference in high school enrollment. At the same time, we continue to have an overwhelming waiting list that predominantly consists of students from grades 1 through 8, yet we have no classroom space due to our policy of no more than 20 students per class.

Student Enrollment - Attachments

- Admission of Students Policy for Grades 1st through 12th
- Transfer of Students Policy

Transportation

Students from grades 1st through 6th receive free bus transportation by the Philadelphia Department of Transportation. Free transpasses for public transportation are provided by the School District of Philadelphia to students in grades 7th through 12th that live more than 1 and 1/2 miles from MCSCS. Written request with an IEP is submitted to the School District's Transportation Department for students with disabilities who are beyond the 6th grade, yet still require transportation by the school bus. Transportation to and from school is provided in accordance with Charter School Law and the School District of Philadelphia. Bus monitors would be a great improvement with transportation for grades 1st through 6th.

Food Service Program

MCSCS has been approved as a Sponsor in the National School Lunch, School Breakfast, and After-school Snack Programs. Students are eligible to participate in the Free and Reduced Lunch Program.

Student Conduct

MCSCS has a disciplinary policy that complies with Chapters 12 of the Public School Code, particularly with respect to due process. The primary purpose of MCSCS is to educate its students. Education cannot occur where one or a few students disrupt the classroom or create a situation where students, staff or guests feel unsafe.

In order to maintain the order necessary to run a school program, MCSCS has established a Code of Student Conduct that sets forth 13 common sense rules, which students must obey. These rules are in addition to the laws of the United States and the Commonwealth of Pennsylvania, which prohibit offenses and ensure that sufficient action is taken in serious cases. With the exception of rules that were clearly necessary to guarantee safety in the building or mandated by Federal or Commonwealth law, all other student behavior rules and regulations were collaboratively decided with the parents' committee. The Code of Conduct was submitted as part of the 1999-2000 Annual Report. These rules inform students of the action they will face for disciplinary infractions before they commit them. Any conduct in violation of a criminal statute or ordinance is deemed to be a violation of the Code of Student Conduct and subject to appropriate discipline, in addition to arrest. The Code of Student Conduct is found in the Parent and Student Handbook that is distributed to every student household.

During the 2011-2012 school year, according to the MCSCS Code of Student Conduct, 50 students were involved in 55 suspensions and 0 students were expelled. Our rules are very strict

and do not rise to the level of infractions as specified by the Pennsylvania Information Management System (PIMS) therefore the reportable suspensions in the PIMS Report are lower. For example, MCSCS students are suspended for excessively being out of uniform or using profanity.

Student Conduct - Attachment

- Student Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

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

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

Identify the charter school's Chief Executive Officer.

Name: Veronica Joyner **Title:** Founder and Chief Administrative Officer
Phone: 215-923-4880 **Fax:** 215-923-4859
E-mail: info@mcscs.org

Signature of the Chief Executive Officer and Date

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

Name: Jamie Ellison **Title:** President of the Board of Trustees
Phone: 215-923-4880 **Fax:** 215-923-4859
E-mail: info@mcscs.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Edward Davies **Title:** Special Education Contact Person
Phone: 215-923-4880 **Fax:** 215-923-4859
E-mail: info@mcscs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page