

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Vasilios A. Scoumis

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Manchester Academic Charter School

(As it should appear in the official records)

School Mailing Address Robinson Learning Center 1214 Liverpool Street

(If address is P.O. Box, also include street address.)

Pittsburgh

City

Pennsylvania

State

15233-1304

Zip Code+4(9 digits total)

County Allegheny

State School Code Number* 102023030

Telephone (412) 322-0585

Fax (412) 322-2716

Web site/URL www.macsk8.org

E-mail VASCOUMIS@aol.com

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Vasilios A. Scoumis

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Manchester Academic Charter School

Tel. (412) 322-7207

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Jonathan D. Floyd

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior High Schools
 _____ High schools
 _____ 1 Other
 _____ 1 TOTAL
2. District Per Pupil Expenditure: 10830
 Average State Per Pupil Expenditure: 7879

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	13	9	22
K	13	12	25	8	7	9	16
1	12	9	21	9			0
2	11	9	20	10			0
3	13	11	24	11			0
4	9	14	23	12			0
5	5	18	23	Other			0
6	15	7	22				
TOTAL STUDENTS IN THE APPLYING SCHOOL							196

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| | % American Indian or Alaska Native |
| | % Asian or Pacific Islander |
| 98 | % Black or African American |
| | % Hispanic or Latino |
| 2 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 4 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	3
(2)	Number of students who transferred from the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	184
(5)	Total transferred students in row (3) divided by total students in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| | Total Number Limited English Proficient |
| 0 | |

Number of languages represented 0

Specify languages: None

9. Students eligible for free/reduced-priced meals 76 %

Total number students who qualify: 152

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
29 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u>	Autism	<u> </u>	Orthopedic Impairment
<u> </u>	Deafness	<u>3</u>	Other Health Impairment
<u> </u>	Deaf-Blindnes	<u>11</u>	Specific Learning Disabilit
<u>3</u>	Emotional Disturbanc	<u>12</u>	Speech or Language Impairment
<u> </u>	Hearing Impairment	<u> </u>	Traumatic Brain Injury
<u>2</u>	Mental Retardation	<u> </u>	Visual Impairment Including
<u> </u>	Multiple Disabilities	<u> </u>	Blindness

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>3</u>	<u> </u>
Classroom teachers	<u>17</u>	<u>2</u>
Special resource teachers/specialist	<u> </u>	<u> </u>
Paraprofessionals	<u>5</u>	<u> </u>
Support Staff	<u>2</u>	<u>1</u>
Total number	<u>27</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of 12 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	96 %	95 %	95 %	94 %
Daily teacher attendance	96 %	96 %	97 %	95 %	96 %
Teacher turnover rate	4 %	5 %	5 %	5 %	8 %
Student drop out rate (middle/hig	%	%	%	%	%
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Manchester Academic Charter School (MACS) began as an institution founded on the need to provide an education to an under-educated population of elementary age students in the local community. MACS has been in existence for the past ten years when it opened its doors in September 1998 to begin to educate elementary students as an open enrollment public elementary and middle school (Kindergarten through Grade 4 and Grades 5 through 8) that is available to all individuals of any creed, color, or nationality who wish to apply. The School is housed in a new modern building with facilities that enhance the effectiveness of students' learning and provides a safe environment for all activities.

The Charter School is located on the North Side of Pittsburgh in a predominately Black neighborhood that continues to have some economic and environmental challenges; approximately 40% of the School's students come from the area; others travel from other areas of Allegheny County in which Pittsburgh is located. Approximately, 98% of the students are African-American and 2% are White American. Also, 76% of the students come from low income families eligible for a free or cost reduced lunch.

MACS's philosophy of education is entrenched in its Mission Statement which is 'to empower each child to grow to be an essential component of their community by presenting a safe and nurturing atmosphere, utilizing neighborhood and community resources, and preparing each child to meet academic standards through technological innovations, individual learning styles, and incorporating innovative teaching techniques thus preparing our students for the challenges of the 21st Century.'

The vision of MACS is that the School continues our commitment to the students and the community by offering an educational program that incorporates the following:

To provide opportunities for students to become responsible citizens, to develop positive self-esteem, and to become lifelong learners.

To prepare our students to successfully progress from one grade level to the next, the School emphasizes academic achievement and is structured to address a child's intellectual, communication, perceptual, physical, social, and emotional growth and development.

To educate and meet the needs of each child, the School's teaching staff uses various teaching methods that are based on the School's mission and goals and curriculum instruction is based on Pennsylvania State Standards.

All of the School's staff interacts with students in a manner which exemplify our commitment to the principle of mutual respect.

MACS expectations for all its elementary/middle school students are related to its Mission and Vision Statements that are embedded in the following educational goals established for student achievement during the school year and beyond: (1) Develop skills of communication, mathematics, learning and thinking, and technology (which are integrated into all curriculums). (2) Develop self-awareness in terms of relationship with others. (3) Develop exposure to the arts (painting & drawing, instrumental music, choir singing, dance, drama) and a foreign language (Spanish). (4) Develop health awareness, physical aptitudes, and sportsmanship by health education and participation in various sports, i.e., soccer, basketball, track/flag football, bowling, golf, floor hockey, dance/aerobics, and cheerleading.

During MACS's ten years of existence, the School was granted its 5-Year Charter School Renewal Agreement by the Pittsburgh Public Schools Board of Education in May 2006; the School achieved Middle States Accreditation (7 Year Status) in May 2007; and our students achieved PA State Standards (PSSA) and Federal Standards of the 'No Child Left Behind' (NCLB) Act for the past four years. MACS will continue its persistence and commitment to strive for excellence.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

NCLB is the Federal Act of 2001 that requires all students to be Proficient in reading/language arts and mathematics by 2014. MACS annual measurable assessment goals are derived from the Adequate Yearly Progress (AYP) accountability mandates of Pennsylvania Department of Education (PDE) and the NCLB Act. Beginning in the 2002-2003 school year, MACS students have taken the Pennsylvania State Standard Assessment (PSSA) annual tests in reading (language arts) and mathematics. Thus MACS annual measurable assessment goals are derived from the AYP accountability mandates of the State and the NCLB Act, which include three target areas (1) Attendance, (2) Participation Rate, and (3) Proficiency (performance achievement in mathematics and reading/language arts). Science Tests will be added to PSSA series of tests in May 2007.

The PSSA Reports annually provides MACS with a comparison of school results with those in the Pittsburgh Public Schools District and the State, as well as, the students' performance in reading and mathematics and by student groups. The results enable the School to identify instructional priorities. As appropriately described in the PSSA literature, 'The PA Reading Assessment is designed to evaluate students' abilities to apply their knowledge, skills, and strategies to reading situations that they may encounter in their daily lives.' The PA Mathematics Assessment provides several different forms of the Test and each is comprised of common and matrix items for each grade level. The common items are the same on every form and individual student results are based only the common items. The matrix forms are not calculated as part of the students' overall scores or performance results but are intended to provide more information about a school's performance on each topic and to serve the purpose for the teachers and the school to supplement curriculum planning.

As mentioned previously, MACS student population is 98% African-American and 76% of the students receive free or cost reduced lunches. Because of these socioeconomic and ethnic/racial school populations, MACS has no sub-groups. The Pennsylvania State assessment system may be found on the following Web site: www.pde.state.pa.us

The Pennsylvania targets for the PSSA math and reading have changed since the 2003-2004 school year; and based on the PSSA data, MACS students have met the AYP targets set forth in NCLB & PSSA guidelines for the past four years as shown below:

NCLB & PSSA Proficiency Targets for Mathematics was 46% in 2006-2007, 2005-2006, and 2004-2005 and 35% for 2003-2004. MACS Students achieved Proficiency Thresholds above the 46% PSSA Targets in Mathematics as follows: 71.4% for 2006-2007; 67% for 2005-2006; 45% for 2004-2005; and Students achieved Proficiency Thresholds above the 46% PSSA Targets scoring 50% for 2003-2004.

NCLB & PSSA Proficiency Targets for Reading was 54% in 2006-2007, 2005-2006, and 2004-2005 and 45% for 2003-2004. MACS Students achieved Proficiency Thresholds above the 54% PSSA Targets in Reading as follows: 63.9% for 2006-2007; 64% for 2005-2006; 57% for 2004-2005; and Students achieved Proficiency Thresholds above the 45% PSSA Targets scoring 53% for 2003-2004.

2. Using Assessment Results:

Annually, based on PSSA and Terra Nova tests results, the MACS Administrators, mathematics, and reading/language arts teachers examine and use the appropriate assessment data on these standardized tests to understand and improve student and school performance. At the beginning of this school year, the teachers examined the students' tests results of the standardized tests; this school year, teachers examined the (3rd through 8th Grades) and Terra Nova Tests (1st & 2nd Grade) that were administered in May 2007. After reviewing each individual student's assessment data, the teachers use the student data to place students in homogenous groups and to provide additional techniques in instructional planning as follows:

Based on the results of the PSSA and Terra Nova test results, the mathematics teachers continue to use the following techniques to improve student performance: (1) promote opportunities for individualized instruction with lower teacher/students ratio by splitting the 5th through 8th Grade Math classes in half (10 or less students per class); (2) a the math team of teachers (during school hours) offer 'assistance classes' for advanced students, students experiencing difficulty at any level, and at-risk students; (3) the School continues to offer structured Math tutoring in the After School and Summer School Programs, and

(4) the School offers a Spring six-week Saturday morning PSSA practice session in reading and math.

Also based on the PSSA and Terra Nova test results, the reading/language arts team of teachers (Kindergarten through 8th Grade) maintained and continued to develop strategies to use 'pull out' sessions or provide assistance in block scheduled classes to work with students who are experiencing difficulty in reading and language arts. The degree to which 'pull out' sessions have helped students is on an individual basis. To improve student performance and individualized instruction in the Reading/Language Arts courses for the 5th through 8th Grade students, classes now have a limit of 10 students per class in each of the grades. As noted above, reading students also participate in After & Summer School tutoring programs and Saturday practice program.

This school year (2007-2008) the social studies and science classes now have a limit of 10 students per class in the 6th/8th grades. Incidentally, science will be added to PSSA Testing this school year.

3. Communicating Assessment Results:

As a charter school in Pennsylvania, MACS is one of five charter schools in the City of Pittsburgh. Because MACS is constantly under the microscope, the students' performance, standardized test scores, and assessment data are scrutinized by the State, the Pittsburgh Public Schools District, parents, and media outlets. Therefore, MACS follows standard procedures in communicating student performance, including periodically and annually distribution of assessment data to parents, students, and the community. Each year, after receiving results of standardized tests, MACS sends individual and group test results first to every parent and child or children after every standardized test results are received as they have the right to know and it is a choice that they deserve. Also as a yearly PA State requirement, MACS submits an Annual Report that includes a section devoted to reporting standardized (PSSA & Terra Nova) tests scores and achievement levels and whether the students have met the assessment requirements; which MACS has for the past four years. Also, in accordance in our Charter, MACS answers any question the charting district, Pittsburgh Public Schools, has regarding our test scores. In addition, MACS has an independent review team (FOUNDATIONS School Service Center) conduct a school assessment and analysis of the PSSA tests scores. To the community at large, MACS publishes the results of the PSSA Tests Scores (in the form used above) on its Website www.macs8.org.

4. Sharing Success:

MACS has shared and continues to share its success with other schools through Annual Reports and special reports that have been submitted to the local school district, statewide, and nationwide. Also, the School has shared its success with other charter schools and the state and regional charter school organization. The following organizations served as MACS communicators:

MACS PA Annual Charter School Report is submitted each year by August 1 to the Pennsylvania Department of Education (PDE) and is available at the PDE Website at www.pde.state.pa.us for review by the State and other schools in the Commonwealth of Pennsylvania. In this Charter School Report, the School writes pertinent information under the following Sections that are of interest to officials and other schools: Executive Summary which includes a description of MACS, Mission, Vision, Shared Values, & Academic Standards; Strategic Improvement Planning which includes Goals, Strategies, & Activities; Quality of School Design, Accountability, Governance Requirements, Financial Responsibilities, Facility Responsibilities, Health & Safety Responsibilities, and Administrative Needs.

Pittsburgh Public Schools (PPS) District Annual Report'Appendix J is a full report submitted as an Appendix to MACS PA Annual Charter School Report. MACS has submitted a Appendix J Report to the PPS District each year by August 31 (except the Appendix J Report was not required for the school year 2006-2007 by the new Superintendent of the School District.) Both the PA Annual and Appendix J Reports are thoroughly reviewed by PPS Review Team, Board of Directors, and the Superintendent and have been the basis for evaluation of MACS and granting approval for the School to continue as a charter school. The PPS analyses of results of the evaluation of all charter schools are shared in a printed report presented in PPS public board meetings and are distributed to the other charter schools.

PA Coalition of Charter Schools'Western Regional Meetings & Annual Conference'MACS Administrators and Teachers are active members of this State and local organization and attend the yearly Annual Conference that presents leadership and educational seminars and training activities, as well as, distributes important professional information and data, new curriculum ideas, and support for charter schools and charter school teachers statewide and locally.

MACS Middle States Elementary Schools Accreditation Report'MACS Administrators sought accreditation and was accepted to complete the requirements to become an Accredited School. After completed the required Report and an on-site visit requirements, the School was granted accreditation by the Middle States Commission on Elementary Schools in May 2007 for a seven year period. The School's Manchester Academic Charter School Middle States Planning Document is on Website www.ces-msa.org to share with other schools nationwide.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

To increase student performance, the MACS hired Foundations School Services Center (SSC) designed the School Improvement Plan, a 5-Year Strategic Plan, in cooperation with the School's Committees composed of administrators, teachers, Board members, and parents. As part of that Plan, MACS adopted a standardized computerized curriculum matrix model for every grade and every subject area based on the Pennsylvania State Standards. The curriculum matrix serves as a tool which allows teachers to take an existing curriculum and align the curriculum which maps out the school's curricula to ensure that each lesson taught aligns to Pennsylvania standards and benchmarks. The curriculum matrix planning strategies are: standards; benchmarks; lessons, activities, and assessments; extensions and reinforcement; technology and cross-curricular connections; and resources. The teachers utilize the PA standard driven curriculum with assessments of student learning through classroom evaluation and measures using curriculum benchmarks that are aligned with PA State Standards. The core of MACS Curriculum Areas are as follows:

Reading/Language Arts

On the Elementary Level content instruction and student learning focuses on the following reading/language arts concepts: Phonics & phonemic awareness; Vocabulary development; Comprehension; Fluency; and Write in clear, concise, organized language.

On the Secondary (Middle School) Level content instruction and student learning focuses on the following reading/language arts concepts: Comprehend, organize & analyze texts, Read a variety of fiction & nonfiction texts, Read for a variety of purposes, and Plan, draft, revise & publish writing using correct grammar, structure, punctuation & spelling.

Mathematics

On the Elementary Level content instruction and student learning focuses on the following mathematical concepts, Develop number systems, Algebraic functions, Problem solving process, Geometry, and Data, statistics, probability.

On the Secondary (Middle School) Level content instruction and student learning focuses on the following mathematical concepts: Develop number systems, Algebraic functions, Problem solving process, Geometry, and Data, statistics, probability.

Social Studies

On the Elementary Level content instruction and student learning focuses on the following social studies concepts: Democratic citizenship, Political history, Understanding of varying cultures, Economics, and Geography.

On the Secondary (Middle School) Level content instruction and student learning focuses on the following social studies concepts: Analyze group & institutional influences on people, events & culture, Analyze historical events, World history/events, Geography, and U.S. & world governments.

Science

On the Elementary Level content instruction and student learning focuses on the following scientific concepts: Human interaction to environment, Develop strategies for information gathering & problem solving, Scientific technology, Structure & behavior of matter

On the Secondary (Middle School) Level content instruction and student learning focuses on the following scientific concepts: Observing, thinking, experimenting & validating, Overall structure of the universe & the physical principles on which it runs, Life cycles of organisms, and Human body & its functions.

Spanish

On the Elementary Level content instruction and student learning focuses on the following Spanish language concepts: Rote counting & identifying numbers 1-100, Responding to & initiating greetings & introductions, Identifying & naming colors, and Describing the weather.

On the Secondary (Middle School) Level content instruction and student learning focuses on the following Spanish language concepts: Expressing likes, dislikes, feelings & preferences, Describing people, places &

things, Locating & naming Latin American countries, and Composing a letter to a pen pal.

Art

On the Elementary Level content instruction and student learning focuses on the following art concepts: Color, Line, Shape, Form, Space, Value, and Texture.

On the Secondary (Middle School) Level content instruction and student learning focuses on the following art concepts: Techniques, Elements of art, Principles of design, and Composition.

Music/Dance

On the Elementary Level content instruction and student learning focuses on the following music concepts: Recognize & use fundamental vocabulary, Identify works of others through a performance; Recognize the function of rehearsals, and Know & use the elements & principles of dance, music & theatre.

On the Secondary (Middle School) Level content instruction and student learning focuses on the following music concepts: Use comprehensive vocabulary, Explain works of others through performance, Explain the function & benefits of rehearsal sessions, and Relate works to geographical regions.

Pittsburgh Dance Ensemble Cultural Arts Program is offered to all MACS students K'8th Grade and is designed to provide creative and performing arts and includes: ethnic dance, percussion, language arts (creative writing, spoken word/poetry, story telling), visual arts, fitness conditioning, health and nutrition awareness.

Health/Physical Education

On the Elementary Level content instruction and student learning focuses on the following health and physical education concepts: Sportsmanship, Perform fundamental locomotor skills, Self-esteem, Nutrition, and Anatomy.

On the Secondary (Middle School) Level content instruction and student learning and practices focuses on the following health and physical education concepts: Sportsmanship, Physical fitness, Nutrition, Anatomy, and First-aid.

Technology

On the Elementary Level content instruction and student learning focuses on the following technology concepts: Key boarding skills, Website & software manipulation, and Math, reading/language arts, social studies, and science reinforcement.

On the Secondary (Middle School) Level content instruction and student learning and practices focuses on the following technology concepts: Advanced keyboarding skills in Microsoft Office and Website & software manipulation based on the disciplines of classes such as, Bridge Building, Home Design & Computer Drawing.

2a. (Elementary Schools) Reading:

MACS Elementary Reading curriculum (K'6th Grade) is designed for all students to develop skills in communication by meeting the following criteria: learn to read independently; read, analyze, and interpret literature; read critically in all content areas; demonstrate an understanding of the characteristics and function of the English language, and demonstrate the ability of conduct research. The reading and language arts teachers incorporate the following three instructional procedures to accommodate the students' learning of materials: whole group, small group, and individual attention. Within the whole group structure the following leaning experiences takes place: introduction and prior knowledge, introduction to new vocabulary, read aloud, reading-based projects, and oral reading participation. In the small group structure, the following learning experiences take place: skill leveled groups, skill leveled games, word building, and oral reading. Instructional techniques used with individual attention include daily language practice, journal writing, one on one instruction, and independent assessments. From 1998 until 2007, MACS utilized the Harcourt Collections series as the reading/language arts curriculum for the Kindergarten through 6th Grade. During the 2006-2007 school year, a Team of Reading/Language Teachers researched to find a new series that would conform to the guidelines of the Pennsylvania Department of Education Academic Standards for Reading, Writing, Speaking and Listening and to up-date curriculum materials to better prepare their students to develop outstanding communication skills. The Team reviewed several series that stressed the goals and objectives of elementary reading and language arts on each elementary grade level and to build their students' knowledge and skills that are used in learning all subjects. As a result of Team's research and recommendations and approval by the School Administrators and Board of Trustees, beginning Fall 2007, the Harcourt Storytown series was purchased and replaced the Harcourt

Collection series for use in the K'6th Grade classrooms. MACS reading/language arts teachers chose this program because the Storytown series includes a variety of materials to support a rigorous academic curriculum, as well as, the creative resources to supplement instruction in phonemic awareness, phonics, robust vocabulary, fluency, and text comprehension. The series also allows teachers to utilize differentiated instruction to better meet student needs; and teachers utilize 'curriculum matrixes' as planning guidelines.

2b. (Secondary Schools) English:

MACS Middle School English (reading/language) curriculum for the 7th and 8th Grade utilizes the textbook Holt, Rinehart, and Winston editions of Elements of Literature and Elements of Writing. These textbook and supplementary materials and 'curriculum matrixes' as planning guidelines provide teachers with instructional strategies to present to their students a comprehensive, sequenced approach to studying literary and developing writing skills; the materials include literary and informational selections that provide a tiered approach to the writing process. Based on curriculum alignment with PA State standards and 'curriculum matrixes' as planning guidelines, the middle school reading/language arts teachers utilize a variety of instructional techniques to assist students' in learning how to interpret readings, improve writing skills, and retain pertinent information that include: assign challenging reading materials that foster critical thinking and problem solving for real world situations; assign reading of challenging novels; develop practice skills in taking standardized testing, and develop note-taking and outlining skills in order to prepare middle school students for the independent learning skills necessary in secondary education. The middle school reading and language arts teachers use the following resources to assess the student growth in this curriculum area: PSSA Reading results, teacher made tests, placement tests, class participation, homework, class work, rubrics, portfolios, projects, journal writings, oral presentations, midterm and final examinations. In an effort to meet the individual needs of those students who experience learning problems, the School supports methods such as splitting classes according to ability needs, making accommodations to lessons so that students' comprehension and needs are met, tailoring classroom tasks and activities to the students' individual strengths and weaknesses, and offering 'pull-out' sessions for students who are struggling to work in a small group setting.

3. Additional Curriculum Area:

To develop procedures or provisions to communicate experiences in the Elementary Mathematics curriculum between grade levels (Kindergarten through 4th Grade), MACS elementary math teachers researched and selected Scott Foresman Addison Wesley Mathematics series curriculum and supplementary materials for use beginning September 2004. All elementary math teachers meet regularly to discuss grade-level curricula and expected outcomes and 'curriculum matrixes' as planning guidelines, as well as, student progress and achievement. Primary teachers (K-2nd Grade) meet to share goals and objectives regarding math curriculum, materials, and teaching methods; the elementary intermediate teachers (3rd & 4th Grades) meet on the same issues. Based on curriculum alignment with PA State standards, the elementary math teachers utilize the math curriculum and a variety of instructional techniques that are appropriate to grade level to develop math skills the incorporate core mathematical concepts. such as: types of numbers, number systems, and number relationships; computation and estimation; measurements and estimations, solve probability and estimation problems; and identify geometry, shapes & properties using geometric principles to solve problems.

MACS Middle School Math Teachers develop procedures or provisions to articulate experiences in mathematics curriculum area between levels in math courses (5th through 8th Grade) and beyond. The math teachers also meet regularly and discuss student performance and assessment results, as well as, the middle school grade-level curriculum and expected outcomes. The Math Teachers researched and selected m Pearson/Prentice/ Scott Foresman/ Addison Wesley Series (5th--8th Grades) for use beginning Fall 2004. The teachers also use the PA Academic Standards for Mathematics and 'curriculum matrixes' as guidelines to differentiate instruction appropriate to grade level to better meet the needs of the students; such as: to learn standard number systems; to develop formulas and procedures for determining measurements; to learn to solve problems using geometry; to identify standard patterns, algebra, and functions to solve problems; and to organize, display, and describe data, statistics, and probability to solve problems.

Diagnostic readiness tests are given at all grade levels to assess their readiness and any knowledge gaps and determine class placement for the middle school math classes. There is also a 'pull-out' session for students who are experiencing learning difficulties in both the elementary and middle school classes. MACS mathematics curriculum promotes the development of essential mathematics skills and knowledge that is based on important part of the School's Mission Statement which is ' . . . preparing each child to meet academic standards . . . individual learning styles, and incorporating innovative teaching techniques thus

preparing our students for the challenges of the 21st Century.'

4. Instructional Methods:

As mentioned above, MACS curriculum meets the PA Chapter 4 Academic Standards and Assessments in the form of an established computerized matrix that establishes benchmarks for every grade and every subject area with subject teachers input of the subjects' curriculum content and requirements, the matrix is updated as new instructional materials are adopted. Each curriculum matrix provides consistency and an excellent instructional guide for teachers and training new teachers. Based on these standards, MACS Teachers utilize various instructional methods to meet the individualized needs of its students. At the elementary level (Kindergarten through 5th Grade), the classes are self-contained unifying subjects between grade level. Each class has a full-time instructional aid that helps to support the students with small group instruction. On the middle school level (5th through 8th Grade), the academic classes are departmentalized by subject. To make accommodations and/or adjustments in instruction and practice to meet students' individual learning needs and/or to promote learning of new concepts, the academic classes are further individualized by 'splitting' the classes, so that each class has no more than 10 students. Teachers at all levels utilize methods such as, flexible grouping; discovery learning (interaction with physical or social environment, relevant to prior knowledge, structured experience); inquiry-based teaching; mastery learning (instruction in small, discrete units, logical sequence, demonstration of mastery of each unit, observable criterion for mastery of each unit, and remedial activities when needed); computer-based instruction. To enable the students to process what has been learned, teachers use one or more of a combination of teaching strategies. These strategies include, but are not limited to questioning, class discussion, cooperative learning, and reciprocal teaching (model effective learning strategies). To provide instruction to students experiencing learning problems, the subject teacher makes arrangements or assigns a student or students to a 'pull-out' session or sessions that are relevant to a student's or students' needs. The following instructional techniques may be used to handle students experiencing learning problems: modifying assignments, re-teaching and re-testing skills, individualized instruction, conferencing with parents, consulting other teachers, adjusting classroom environment, utilizing flexible grouping strategies, employing the use of manipulative strategies, and/or referring students for special education services when needed.

5. Professional Development:

MACS Professional Development Plan (2005-2008) is included as part of the School's PA Annual Charter School Report. Based on this Plan, the School's professional development program focuses on staff orientation, curriculum goals and teaching strategies. The Plan is designed to support educators by providing training in identifying ways to enhance classroom practice, improve student achievement, and contribute to student and teacher productivity. The School also considers that the following aspects of the professional development program as vital all teachers, instructional assistants, and administrators: to provide opportunities for participants to demonstrate mastery, literacy, and competence in teaching pedagogies; and to provide for the needs, different learning styles, attitudes and comfort training levels of all participants. The School holds four professional development days in August prior to the start of the school year and sets aside three professional development days built into the school calendar. The School also provides professional development support to enable staff to acquire additional skills relative to the craft of teaching that include the following meaningful strategies: self-study, in-services and workshops, visits to other schools, peer coaching, visits to the workplace, attendance at professional conferences and seminars, and enrollment in graduate courses.

The Administration also has weekly meetings with Staff to cover topics and/or areas that need to be addressed as they come up during the school year. Each year all members of the School's Staff completed a professional development needs survey. Based on the results of the survey, topics that have been requested and implemented into the professional development program are using technology in the classroom, curriculum matrix and alignment, multiple learning styles, charter school processes, behavior management techniques, analyzing student data for instruction and training for Special Education and ESL students. Emergency response plan and CPR training are also included in the professional development plan. As the Staff and Administrators work to improve their preparation, promote individualism and adjust teaching styles to meet the needs of the students, the impact of the School's Professional Development Program has been most important in improving student achievement as shown in the overall improvement particularly during past four years by reaching the AYP threshold by achieving advance + proficiency in all of the NCLB percentage guidelines. Each year more students are identified and placed in math and/or enrichment programs.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 8 Test Pennsylvania System of School Assessment (PSSA)

Edition/Publication Year N/A Publisher PA Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
**Required State Minimum	88	70	54	47	18
% "Exceeding" State Standards					
**Required State Minimum	38	40	23	20	0
Number of students tested	19	20	13	15	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard	0	0	0	0	0
% "Exceeding" State Standards					
Number of students tested					
2. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard	0	0	0	0	0
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
**Required State Minimum	94	75	46	34	6
% "Exceeding" State Standards					
**Required State Minimum	31	40	31	7	0
Number of students tested	19	20	13	15	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Number of students tested					
2. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
**Required State Minimum	74	47	0	0	0
% "Exceeding" State Standards					
**Required State Minimum	37	6	0	0	0
Number of students tested	19	17	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
**Required State Minimum	79	65	0	0	0
% "Exceeding" State Standards					
**Required Sate Minimun	37	6	0	0	0
Number of students tested	19	17	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Aplicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
**Required State Minimum	70	55	0	0	0
% "Exceeding" State Standards					
**Required State Minimum	25	25	0	0	0
Number of students tested	20	20	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
**Required State Minimum	85	45	0	0	0
% "Exceeding" State Standards					
**Required State Minimum	15	35	0	0	0
Number of students tested	20	20	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
**Required State Minimum	55	60	53	59	33
% "Exceeding" State Standards					
**Required State Minimum	5	10	6	18	11
Number of students tested	22	20	17	17	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
**Required State Minimum	46	70	42	65	22
% "Exceeding" State Standards					
**Required State Minimum	23	15	18	24	0
Number of students tested	22	20	17	17	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
**Required State Minimum	52	40	0	0	0
% "Exceeding" State Standards					
**Required State Minimum	19	0	0	0	0
Number of students tested	21	20	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
**Required State Minimum	67	65	0	0	0
% "Exceeding" State Standards					
**Required State Minimum	29	20	0	0	0
Number of students tested	21	20	0	0	0
Percent of total students tested	100	100	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
**Required State Minimum	50	62	61	0	0
% "Exceeding" State Standards					
**Required State Minimum	0	24	11	0	0
Number of students tested	22	21	21	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
**Required State Minimum	64	57	48	0	0
% "Exceeding" State Standards					
**Required State Minimum	5	33	16	0	0
Number of students tested	22	21	21	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. Not Applicable					
% "Meeting" plus % "Exceeding" State Standard					
Not Applicable	0	0	0	0	0
% "Exceeding" State Standards					
Not Applicable	0	0	0	0	0
Number of students tested	0	0	0	0	0
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					