

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

FY15 Replication and Expansion of High-Quality Charter Schools Package

CFDA # 84.282M

PR/Award # U282M150038

Grants.gov Tracking#: GRANT11962451

OMB No. , Expiration Date:

Closing Date: Jul 15, 2015

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1236-Areas Affected by Project_ Item 14)</i>	e6
<i>Attachment - 2 (1237-Congressional Districts)</i>	e7
2. Assurances Non-Construction Programs (SF 424B)	e8
3. Disclosure Of Lobbying Activities (SF-LLL)	e10
4. ED GEPA427 Form	e11
<i>Attachment - 1 (1235-GEPA Section 427)</i>	e12
5. Grants.gov Lobbying Form	e25
6. ED Abstract Narrative Form	e26
<i>Attachment - 1 (1234-Abstract _Mastery Charter Schools)</i>	e27
7. Project Narrative Form	e28
<i>Attachment - 1 (1248-Mastery Charter Project Narrative_final)</i>	e29
8. Other Narrative Form	e89
<i>Attachment - 1 (1239-Appendices A Through H)</i>	e90
<i>Attachment - 2 (1240-Appendix A_ CSP Assurances)</i>	e761
<i>Attachment - 3 (1241-Appendix B Resumes_Curriculum Vitae_final)</i>	e763
<i>Attachment - 4 (1242-Appendix C Letters of Support_final)</i>	e789
<i>Attachment - 5 (1243-Appendix D_ MCHS NonProfit Status)</i>	e802
<i>Attachment - 6 (1244-Appendix E Schools Operated by Applicant_final)</i>	e817
<i>Attachment - 7 (1245-Appendix F Student Achievement Data_final)</i>	e1021
<i>Attachment - 8 (1246-Appendix G_ Supplemental Organizational Budgets and Financial Information_final)</i>	e1156
<i>Attachment - 9 (1247-Appendix H_ Additional Information_final)</i>	e1234
9. Budget Narrative Form	e1432
<i>Attachment - 1 (1238-Mastery Charter Schools CSP 2015 Budget Narrative Detail_final)</i>	e1433
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e1441
11. Form ED_524_Budget_1_2-V1.2.pdf	e1442

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="07/15/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Mastery Charter High School"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="23-306052"/>	* c. Organizational DUNS: <input type="text" value="0392802890000"/>

d. Address:

* Street1: <input type="text" value="35 South 4 Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Philadelphia"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="PA: Pennsylvania"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="19106-2710"/>

e. Organizational Unit:

Department Name: <input type="text" value="Mastery Charter School"/>	Division Name: <input type="text" value="Innovation"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Tanya"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Ruley-Mayo"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Assistant Director Grants Management"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-061215-001

* Title:

The Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools CFDA Number 84.282M

13. Competition Identification Number:

84-282M2015-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Areas Affected by Project_ Item 14.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Mastery Charter School CSP Project for Replication and Expansion

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="9,587,266.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="9,587,266.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

AREAS AFFECTED BY PROJECT (CITIES, COUNTIES, STATES, ETC.)

1. Pennsylvania
2. New Jersey
3. Delaware
4. Washington, DC

ADDITIONAL PROJECT CONGRESSIONAL DISTRICTS:

1. PA-001
2. PA-002
3. PA-013
4. NJ-001
5. DE-001
6. DC-001

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Tanya Ruley-Mayo</p>	<p>TITLE</p> <p>Chief Executive Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Mastery Charter High School</p>	<p>DATE SUBMITTED</p> <p>07/15/2015</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Education/ Innovation and Improvement"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282M150038

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA Section 427.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Section 427

At Mastery Charter School, we operate high quality charter schools for low-income youth. As part of our standard practice we work to ensure access to and participation in all our programs for students, teachers, and other program beneficiaries with special needs. Barriers recognized under this statute: gender, race, national origin, color, disability, or age are all considered by the Mastery leadership and we believe that our programs and services are fully accessible. This document will address both how we remove participation barriers for students, as well as adult staff, parents, and community members who engage in our programs/ schools.

Adult Staff Access

Mastery Charter School has made accommodations for disabled staff at our schools. For example, we have a visually impaired math teacher for whom the following accommodations are made:

- Rather than provide a mastery issued laptop, the teacher requested to use her own specialized computer with Braille adapted keys and for us to load all our software and programs on to her machine. We did this and set up a compatible docking station with large screen in her classroom for her daily use.
- We arranged for her classroom to be close to one of the first floor entrances as she noted that navigating the building on a daily basis would be a burden.
- We arranged to purchase special, large-print teacher's guided for her use and had professional development materials reproduced in large print for her.
- Since her disability was a challenge to her meeting our typical timelines for turnaround of feedback on student work, we gave her extended time on all feedback and grading to accommodate her vision challenges.

While we have no physically handicapped faculty or staff at the present time, we have had several, as well as having temporarily handicapped staff due to injury. All our buildings are ADA compliant with ramps and elevators, as well as bathrooms accessible for wheelchair use. In cases where a teacher has had a physical disability, we work with him/her to locate their classroom in the most accessible part of the building that will not distract from the academic program. For example, if we have a 12th grade teacher with walking limitations and 12th grade is on the 4th floor, we will not move the teacher to the first floor, however, we will make sure they have easy access to the elevator and will move their classroom closer to the elevator when at all possible. Whenever we host a professional development program off site, we make sure the facility is ADA compliant and that special needs of our participants are accommodated.

Student Access:

The primary ways we comply with ensuring access to our programs for students, regardless of disability, is to fully comply with all regulations in IDEA. It is the policy of Mastery Charter School that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a Federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. ("IDEIA 2004"). Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents sufficient to inform parents of children applying to or already enrolled in Mastery Charter School of (1) available special education services and programs, (2) how to request those services and programs, and of (3) systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Mastery Charter School. The purpose of this Annual Notice is to

comply with the school's obligations under Chapter 711 of Title 22 of the Pennsylvania Code.

This Annual Notice is made available both in the school's Parent-Student Handbook and on the school's website: www.masterycharter.org.

Qualifying for Special Education and Related Services

Under the Federal IDEIA 2004, there are two steps for a student to qualify for special education and related services. The first step is a finding that the student has one or more of the following disabilities that interfere with his or her educational performance: (1) autism or pervasive developmental disorder, (2) deaf-blindness, (3) deafness, (4) emotional disturbance, (5) hearing impairment, (6) mental retardation, (7) multiple disabilities, (8) orthopedic impairment, (9) other health impairment (includes ADD, ADHD, epilepsy, etc.), (10) specific learning disability, (11) speech or language impairment, (12) traumatic brain injury, and/or (13) visual impairment including blindness. IDEIA 2004 provides legal definitions of the above-listed disabilities, which may differ from those terms used in medical or clinical practice or daily language. The second step in determining eligibility for special education and related services is a finding by the school's multi-disciplinary team (MDT) that the student with one or more of these disabilities is in need of specially-designed instruction.

What Parents Can Do If They Think Their Child May Qualify for Special Education

Parents who think their child is eligible for special education may request, at any time, that the school conduct a multi-disciplinary evaluation. Some potential signs of a student having a qualifying disability include experiencing years of difficulties in reading, writing or solving math problems, difficulties focusing and concentrating on schoolwork, difficulties sitting still in the

classroom, and difficulties controlling emotions (such as anxiety and depression) and/or behaviors. Requests for a multi-disciplinary evaluation must be made in writing to the school's Assistant Principal of Special Education. If a parent makes an oral request for a multi-disciplinary evaluation, the school shall provide the parent with a form for that purpose. If the school denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Mastery Charter School's Systematic Screening and Referral Processes

Through our systematic screening and referral processes, Mastery Charter School identifies and refers for evaluation students who are thought to be eligible for special education services. These screening and referral processes include the initial admissions academic placement tests, standardized reading and mathematics assessments, classroom performance, benchmark examinations, vision and hearing screenings, and the comprehensive student assistance program known as C-SAP. The school regularly assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services. If a concern can be addressed without special education services, or if the concern is the result of limited English proficiency or the lack of appropriate instruction, a recommendation may be made for interventions other than a multi-disciplinary team evaluation.

Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process. Moreover, screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities. If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write the school's Assistant Principal of Special Education.

Evaluation

Whenever a student is referred for a multi-disciplinary team evaluation, Mastery Charter School must obtain written consent from a parent before the evaluation can be conducted. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and/or related services. In certain circumstances, a surrogate parent may be appointed. A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania or the child is an unaccompanied homeless youth. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child. Reasonable efforts must be made to ensure the assignment of surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent. Under IDEIA 2004, an evaluation involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and assist in determining the content of the child's IEP. This process is conducted by a Multi-Disciplinary Team (MDT) which includes a teacher, other

qualified professionals who work with the child, the parents and other members as required by law. The multi-disciplinary team evaluation process must be conducted in accordance with specific timelines and must include protection-in-evaluation procedures. Mastery Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

The results of the multi-disciplinary evaluation are written in a report called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. If the student's Multi-Disciplinary Team determines that the student is eligible for special education and related services, then a detailed plan for supporting the student in his/her area(s) of need over the coming year is written. This plan is called an Individualized Education Plan or IEP and is written so that the child can be successful in school—and then later in life.

Programs and Services for Children with Disabilities

Mastery Charter School, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. This program is called an Individualized Education Plan—the IEP—and is different for each student. An IEP Team consists of educators, parents, and other persons with special expertise or familiarity with the child. The participants in the IEP Team are dictated by IDEIA 2004.

The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP Team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEIA 2004, there may be situations in which the school may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs generally contain: (1) a statement of present levels of academic achievement and functional performance; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services and a statement of the program modifications or supports for school personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and school assessments; and (7) the projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services or modifications.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of service that may be available, depending upon the child's disability and needs include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing impaired support; (5) blind or visually impaired support; (6) physical support; (7) autistic support; and (8) multiple disabilities support.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include but are not limited to: speech and language therapy, transportation, occupational therapy, physical therapy, school nursing services, audiologist services, counseling, or training. Related services, including psychological counseling, are provided at no cost to parents.

Mastery Charter School ensures that children with disabilities are educated to the maximum extent possible in the regular education environment or "least restrictive environment". To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services cannot be achieved satisfactorily. Programs and services available to students with disabilities, might include: (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part-time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting, such as an approved private school or other private facility licensed to serve children with disabilities.

Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations.

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. Mastery Charter School must invite the child to the IEP team meeting at which the transition plan is developed.

Beginning not later than one year before the child reaches the age of 21, which is the age of majority for education purposes under Pennsylvania law, the IEP must include a statement that the student has been informed of the student's rights, if any, that will transfer to the student on reaching the age of 21.

Services for Protected Handicapped Students, Other Than Special Education Services

Under Section 504 of the Federal Rehabilitation Act of 1973, some school age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. Mastery Charter School must ensure that qualified handicapped students have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, Mastery Charter School provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and

extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by these laws.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. Mastery Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school's Assistant Principal of Special Education.

Confidentiality of Student Information

Every effort is made throughout the screening, referral and evaluation process to strictly maintain the confidentiality of student information and protect the students' privacy rights. The student C-SAP referral process is a strictly confidential process.

After a referral and evaluation is conducted, a written record of the evaluation results is generated. This is called an Evaluation Report. This report may include information regarding the student's physical, mental, emotional, and health functioning through testing and assessment, observation of the student, as well as a review of any records made available to Mastery through the student's physician and other providers of services, such as counselors. Moreover, the evaluation report contains "personally identifiable information" of the student. *Personally identifiable information* includes the child's name, the name of the child's parents or other family member, and a list of characteristics that would make the child's identify easily traceable. Input from parents is also an information source for identification.

Mastery Charter School protects the confidentiality of *personally identifiable information* by one school official being responsible for ensuring the confidentiality of the records, training being

provided to all persons using the information, and maintaining for public inspection a current list of employees' names and positions who have had access to the information. Mastery will inform parents when this information is no longer needed to provide educational services to a student and will destroy the information at the request of the parent. However, general information, such as the student's name, address, phone number, grades, attendance record, classes attended, and grade level completed may be maintained without time limitation.

Parents of students with disabilities have a number of rights regarding the confidentiality of their child's records. The right to inspect and review any educational records related to their child that are collected, maintained, or used by the school. Mastery will comply with a request from parents to review the records without unnecessary delay and before any meeting regarding planning for the child's special education program (called an IEP meeting), and before a hearing should the parents and Mastery Charter School disagree about how to educate the child who needs special education and, in no case, take more than 45 days to furnish parents with the opportunity to inspect and review the child's records.

Parents have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent parents from exercising their right to inspect and review the records, and the right to have a representative inspect and review the records.

Upon request, Mastery Charter School will provide parents with a list of the types and the location of education records collected, maintained, or used by the school. Parents have the right to request amendment of their child's education records that they believe are inaccurate or misleading, or violate the privacy or other rights of the child. Mastery Charter will decide whether to amend the records within a reasonable time of receipt of the parents' request. If

school administrators refuse to amend the records, parents will be notified of the refusal and your right to a hearing. At that time, parents will be given, additional information regarding the hearing procedures and, upon request, Mastery will provide parents with a records hearing to challenge information in the child's educational files.

Parent consent is required before *personally identifiable information* contained in the child's education records is disclosed to anyone other than officials of Mastery collecting or using the information for purposes of identification of the child, locating the child and evaluating the child or for any other purpose of making available a free appropriate public education to the child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Additionally, Mastery Charter School, upon request, discloses records without consent to officials of another school district or charter school in which the child seeks or intends to enroll.

When a child reaches age 18, the rights of the parent with regard to confidentiality of *personally identifiable information* are transferred to the student.

If parents need additional information regarding the Mastery Charter School's policy on educational records and confidentiality, they should call or write the school's Assistant Principal of Operations. A parent may file a written complaint alleging that the rights described in this notice were not provided. The complaint should be addressed to:

Pennsylvania Department of Education
Bureau of Special Education
Division of Compliance 333 Market Street
Harrisburg, PA 17126-0333

The Department of Education will investigate the matter and issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved.

Complaints alleging failures of Mastery Charter School with regard to confidentiality of *personally identifiable information* may also be filed with:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW

Washington, D.C. 20202-4605

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Mastery Charter High School	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Scott"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Gordon"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Chief Executive Officer"/>	
* SIGNATURE: <input type="text" value="Tanya Ruley-Mayo"/>	* DATE: <input type="text" value="07/15/2015"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Mastery Charter Schools, a non-profit Charter Management Organization is requesting \$9,587,266 through a Charter Schools Program Replication and Expansion grant to increase the number of economically disadvantaged students it serves in the states of Pennsylvania, New Jersey, Delaware, and Washington D.C.

Mastery Charter Schools is a network of 13 high quality charter LEAs currently operating 17 schools in Philadelphia, PA and Camden, NJ serving 10,400 students in grades K-12. Eleven (11) of our schools are turnarounds of formerly low-performing district or public charter schools. Mastery has a proven track record of turning around struggling schools and has demonstrated its record of success to increase academic achievement for all students, and intends to meet the purposes of the CSP grant by meeting the following goals and project objectives:

Goal

Open 12 new, high-quality Mastery Charter Schools in five years, implementing our proven turnaround model and closing or making significant progress toward closing the achievement gap for the low-income, urban youth we serve within five years of opening.

Project Objectives

1. Raise student achievement in Mastery schools by closing or making significant progress, closing the achievement gap with the state in reading and math
2. Increase the #of high quality charter schools in PA, NJ, DE, DC
3. Ensure a High Quality Educator in Every Classroom
4. Promote Parent Involvement and Satisfaction with Mastery Schools
5. Exceed GPRA Required Measures

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION
PROJECT NARRATIVE: Absolute and Competitive Preference Priorities**

**Absolute Priority #1: Experience Operating or Managing High Quality Charter Schools:
 Condition Met**

Mastery Charter Schools is a non-profit charter school network of 13 high quality charter LEAs currently operating 17 schools in Philadelphia, PA and Camden, NJ serving 10,400 students in grades K-12. Eleven (11) of our schools are turnarounds of formerly low-performing district or public charter schools. Mastery has a proven track record of turning around struggling schools. The U.S. Department of Education has consistently highlighted Mastery as an example of a successful Charter operator under Restart for the School Improvement Grant. A recent national study on school turnaround models conducted by the Parthenon Group in 2014 found that **Mastery has experienced the strongest growth in proficiency rates for students in reading and math from year one to year five in turnarounds than any other operator of multiple turnarounds in the country** (Parthenon Group, February 2014)¹. In addition, a 2013 longitudinal evaluation of the 26 turnarounds in Philadelphia between 2010 and 2013 found that Mastery was the only one of seven charter networks and the District as a whole where 100% of our turnaround schools were on an “upward trajectory” and were “on track” for achieving substantial improvements or closing the achievement gap in reading and math proficiency within a 5-6 year window.² Evidence of our success and experience operating high-quality charter schools is detailed throughout Part A (Quality of the Eligible Applicant) of the Project Narrative and in Appendix F (Student Academic Achievement).

Absolute Priority: #2: Low-Income Demographic Condition Met

¹ The Parthenon Group. (2014, February) Mapping the Landscape of School Turnaround Models. Research report prepared for the Dell Foundation.

² Wolford, T., Stratos, K., and Reitano, A. (2013, December). *The School District of Philadelphia Renaissance Schools Initiative Progress Report*;

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

Mastery Charter Schools serve a predominantly low-income demographic. Our current 17 schools, have an average of **88% of students who qualify as low-income** defined in this grant solicitation based on data on children eligible for free or reduced-price lunch under the National School Lunch Act as shown in Table AP.2 below.

Table AP.2 – Low Income Students in Mastery Schools by % of Population - 2015

LEA/SCHOOL(S)	% ELIGIBLE FREE/REDUCED PRICE LUNCH	LEA/SCHOOL(S)	% ELIGIBLE FREE/REDUCED PRICE LUNCH
Lenfest (2001)	77%	Clymer (2011)	93%
Thomas (2005) – 2 schools	86%	Hardy Williams (2011) – 2 schools	90%
Shoemaker (2006)	77%	Simon Gratz (2011) – 2 schools	87%
Pickett (2007)	82%	Cleveland (2012)	96%
Harrity (2010)	88%	Pastorius (2013)	93%
Mann (2010)	87%	Camden Renaissance – 2 schools (2014)	98%
Smedley (2010)	91%		

In our application we describe our expansion plan to grow from 17 schools today to 29 charter schools in PA, NJ, DE, and DC by 2020. We have successfully opened 2-4 new schools each year since 2010 with 100% of schools serving a low -income demographic higher than 87%. If a new CSP grant is awarded, we have already secured one charter turnaround for opening in fall 2015 with a low- income population of 91% and one new charter for fall 2016 in Philadelphia to be located in the second lowest income area of the city by census data. Since our focus is on turning around failing schools in low income communities, we are confident we can and will serve schools with a low- income demographic in our expansion plan. We are working with the four states in our proposal on expansion plans over the five year period of the grant and have agreed to focus on turnarounds of failing schools or start -ups located in low-income urban

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

neighborhoods as a part of the growth plan. We will not seek any schools where the low-income student population is lower than 60% and our track record of serving low- income communities serves as evidence of our commitment to this demographic.

Competitive Preference Priority 1b -- Serving High Need Students: School Improvement --

☑ Condition Met. The expansion of Mastery Charter Schools primarily in Philadelphia, with additional market expansion in New Jersey (Camden, Trenton, and Newark), Delaware (Wilmington), and Washington, DC, is a part of Mastery’s strategic plan for closing the achievement gap by turning around failing schools or creating new schools where the local schools have a documented history of failure for low- income students. In Philadelphia, our expansion is in partnership with the District and includes two charters already awarded (fall 2015 & 2016) that would be a part of this CSP grant. The School District of Philadelphia has been identified by the State of Pennsylvania as the LEA with the most schools state-wide identified for improvement, corrective action, closure, or restructuring under section 1116 of the ESEA including 40 SIG Priority/Focus schools and 10 low performing charters currently authorized in Philadelphia. In New Jersey, there are 31 SIG priority schools across our three target markets. Mastery is already a partner with Camden City School District as a Renaissance Schools provider and also holds a traditional charter agreement for future expansion in Camden. Delaware and Washington, DC would be new areas for Mastery. These two cities have 32 SIG priority eligible schools collectively, and we have been recruited by both markets to apply to expand through turnaround charters as a part of their respected school improvement strategies. The expansion of Mastery Charter Schools in these markets is aligned to our goal of closing the achievement gap in underserved communities and is built as a partnership with School Districts (LEAs) implementing academic and/or structural interventions to serve students attending failing

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

schools under the section 1116 of the ESEA. In Appendix C, there are letters of support from the partnering authorizers, Districts, and regional charter funders confirming Mastery’s current role assisting LEAs in their reform efforts and welcoming our future role in turning around failing schools as part of the School Improvement strategies in the other geographies.

Competitive Preference Priority 2 a, b, c -- Promoting Diversity Condition Met

CPP 2a – Racial Isolation: It is the policy of Mastery Charter School to not discriminate on the basis of race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability in providing educational services, activities and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964 as amended/ Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended/ the Age Discrimination Act of 1975, as amended/ and Title II of the Americans with Disabilities Act. Mastery Charter Schools also takes steps to ensure that the lack of English language skills or the need for IEP services not be a barrier to admission and participation in all educational and vocational programs. Since most of Mastery’s schools are turnarounds of formerly failing District schools, we tend to be located in and serve highly racially isolated communities (see Appendix E for demographics). As the schools improve, we begin to see more socioeconomic and racial diversity, however, decades of racial isolation in these communities makes diversification of the student body difficult, even when some of the schools are in the top 10% by performance in the city. We focus on providing high quality academics regardless of the school demographics. We also counteract isolation through three core programs. First, we have a “cultural context” focus through PD and programming in schools where students and staff explore their racial identity and develop an asset framework for how to embrace and build upon the strengths that each individual brings to our communities.

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

Second, we focus on exposure programming outside the school building where students K-12 interact with adults and peers of all races and origins. The focus areas for these efforts are in art, music, sports, career exploration, and dual enrollment. Highlights are our off-site 10th grade internship program and our full-and part-time dual enrollment program at the local community college for 12th graders. These experiences help our students prepare for succeeding in our diverse world after Mastery and help counteract some of the effects of racial isolation.

CPP 2b – IEP Students - As seen in Table CP 2.1 below, we currently serve an equal or higher percentage of special needs students in Mastery schools than our current host districts. Since most of our schools are turnaround schools where we enroll 100% of the students in year one or are located in the poorest communities in these cities, our schools tend to be low income, high special needs schools. In addition, we have agreed to maintain Regional Special Education Centers hosted by the Districts in these locations in any turnaround, so our low incidence IEP rates are significantly higher than for a typical district or charter school.

TABLE CP 2.1 – Mastery Special Education and ELL Enrollment Compared to Host Districts

MASTERY	% IEP	% ELL	% AFRICAN AMERICAN/ % LATINO
Mastery Philadelphia (K-12)	21%	3%	85% AA/ 7% Latino
SD of Philadelphia (K-12)	14%	10%	52% AA/ 19% Latino
Mastery Camden (K-5)	18%	11%	46% AA/ 53% Latino
Camden City SD (K-5)	17%	14%	47% AA/ 52/Latino

CPP 2c – ELL: A critical mass of ELL students is a newer population for Mastery as we have typically been selected by school communities for turnarounds where the majority of students are African American with English as a primary language. This impacts the small size of our ELL population in Philadelphia which is significantly smaller than the District as a whole. Where we

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

are located in communities with a small population of non-native speakers, those families are enrolling at a rate equal to or higher than the District (2-3% in our schools in West and Northeast Philadelphia). While our Philadelphia ELL population is only 3% of our Philadelphia school community, our ELL students outperform the ELL average for the state of PA – 63% of Mastery’s ELLs in Philadelphia were proficient or advanced in Math in 2014 compared to only 29% statewide and 46% of our ELLs were proficient/advanced in Reading compared to only 17% statewide. In Camden, NJ, where we are located in more diverse sections of the city, we serve a parallel percentage of ELLs as the host District. Enrollment data for all subgroups at Mastery are included in Attachment F.

SELECTION CRITERIA

Section A:1-3 -- Quality of the Eligible Applicant

Mastery’s History of Improving Academic Outcomes for All Students

Mastery Charter Schools is a non-profit charter school network currently operating 17 schools in 13 LEAs in Philadelphia, PA and Camden, NJ serving more than 10,400 students in grades K-12 through a consortium of 13 LEAs. As noted on page 1 of this application, we have been recognized as **the national leader in school turnarounds** by the US Department of Education and multiple external research reports looking at student growth in turnarounds³. Both President Obama and Secretary Duncan have specifically highlighted Mastery’s accomplishments in turnarounds in national education reform speeches and the U.S. Department of Education has previously supported Mastery’s expansion through their High Quality CMO Replication Grant in 2010. We close or make significant progress in closing the achievement gap with the state in every school over time and have had consistency in this work over 14 years in operation.

³ Parthenon (2014); Wolford, et. al. – see page 1 for full citations

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

Mastery has created an effective model for turning chronically low-performing schools into successful charter schools. Our network and school model is described in Section C (Project Design) of this application. The students enrolled in Mastery schools serve a student population that is 88% low income, 21% IEP, 85% African American, and 3% English Language Learners. Most students arrive at Mastery performing two or more years behind grade level in reading and math, with entering 9th graders to our high schools from non-Mastery schools entering an average of four years behind grade level. Mastery enrolls these students and transforms them into high achieving students.

In reviewing our data, note that turnaround schools come to Mastery with student performance in the bottom 5-10% of all local LEA schools and growth and achievement data should be considered based on a combination of how many years a school has been open and the depth of the gaps in proficiency at baseline. Our performance measures in Section C of this application use the **gap with state proficiency over time as the critical metric of success for our schools**. Eleven of our 13 LEAs are turnarounds of low-performing schools open between 1 to 9 years.

Academic Achievement and Attainment Data Summary: Longitudinal and 2011-2014

Data for all Mastery schools are included in Appendix F by school, grade level, subgroup, and year on a variety of measures. The 12 Philadelphia schools with more than one year of data are included in our comparative analysis in Section A. Only one school with comparative data is not a turnaround (Lenfest). We are sharing absolute performance data longitudinally for each school since founding and over the last three years as we believe readers should have the perspective of what we have been able to accomplish over time as a turnaround network – we hope you will see that the challenge of turnarounds is unique compared to start up charter schools. In Exhibit A.1

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

you will see evidence that **100% of Mastery turnaround schools have consistently achieved growth in reading and math over time.** Average percentage point gains over time for the network are 22 points in Reading and 28 points in Math, with more established turnarounds seeing higher gains sustained over time. 100% of Mastery turnarounds have achieved positive results in year one and go on to increase and maintain these gains. We seek to close the achievement gap as quickly as possible and as seen in Exhibit A.2 on page 10 we are making lifetime gains toward closing the gap in 100% of our schools as well. We share all data from 2011 to 2014 in this analysis, but it should be noted that absolute student achievement data has been harder to compare year over year based on increasing rigor of the statewide exams during this time. In spring 2013, all PSSA exams 3-8 were overhauled and the new Keystone subject exams were introduced in high schools in a statewide shift toward Common Core. As the state has shifted the state tests between 2012 and 2014, we have found the best way to gauge school

Exhibit A-1: PA State Test Result Growth for Mastery Turnaround Schools Pre-turnaround to 2014

Mastery Turnarounds	Grade Config. as of 2013-14	PSSA Baseline Pre-Mastery			Mastery PSSA/Keystone (Grades 3-11)			
		Fall Open	Reading % Prof/Adv	Math % Prof/Adv	Reading % Prof/Adv	% Point Increase	Math % Prof/Adv	% Point Increase
Thomas	7-12	2005	29	39	77	+48	74	+35
Shoemaker	7-12	2006	30	23	63	+33	64	+41
Pickett	6-12	2007	22	9	62	+40	69	+60
Mann	K-6	2010	41	49	53	+12	76	+27
Smedley	K-6	2010	21	31	41	+20	51	+20
Harrity	K-8	2010	26	36	46	+20	55	+19
Hardy Williams	K-10	2010	40	47	48	+8	67	+20
Simon Gratz	9-12	2011	11	9	34	+23	20	+11
Clymer	K-8	2011	28	32	37	+9	52	+20
Cleveland	K-8	2012	26	27	43	+17	54	+27
Pastorius	K-8	2013	19	20	33	+14	48	+28

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

and student progress is to look at both absolute proficiency and a measure of distance from the gap with the state. In spring 2013, all PSSA exams 3-8 were overhauled and the new Keystone subject exams were introduced in high schools in a statewide shift toward Common Core. As the state has shifted the state tests between 2012 and 2014, we have found the best way to gauge school and student progress is to look at *both* absolute proficiency and a measure of annual progress toward closing the gap with the state. Until changes to the state tests stabilize (projected in 2017), the gap with the state is our most consistent measure of progress vs. the District and State. We are pleased to report that during the last three years, **the vast majority of our schools continued to both post consistently higher achievement scores and make progress toward closing the gap with the state.** To measure our progress over the last three years, we use 2011 as the baseline scores and look at the growth and performance of each school through 2014. If a school opened later than 2011, we use the baseline year of school opening for the growth and achievement metric comparison.

Reading: At Mastery, 100% of our schools have seen growth in Reading performance since each school's founding (Table A.1). In the last three years 10 of our 12 schools (83%) increased state test scores in Reading during this time of performance decline at the state – a point of pride for the network (see Table A.3). Of the remaining two schools, one school held results steady from baseline and one school had test score declines compared to the state. Fully **11 out of 12 (92%) of our schools continued to close the achievement gap during the last three years** as seen in Appendix F. For another view on our achievement over the last three years, Exhibit A.3 looks at how each cohort of turnaround schools opened in 2011 through 2014 has fared in closing the gap in Reading (and Math) from founding through 2014. Each cohort of schools is making progress from baseline toward achieving their goal typically with more progress over time.

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

Math: 100% of our schools have achieved math score growth since each school's founding (Exhibit A.1). Math scores were the area most affected by major changes aligned to common core, particularly at the high school level with the introduction of the Keystones in spring 2013. Despite these changes, 9 of our schools have increased math test performance since 2011. The three that declined in math are all high quality high schools adjusting to the new Mathematics Keystone exams, where the declines, while disappointing, keep all three within 15 points of closing the achievement gap in Math with the state in 2014 (Thomas – gap closed at 104% of state, Shoemaker at 90% of state performance, and Lenfest at 85% of state performance – see Appendix F). Ten (10) out of 12 Mastery schools made progress toward closing the achievement gap in Math in the last three years with the two high schools failing to make progress as noted above being those at 85% and 90% of the gap respectively. As with Reading, 100% of schools opened over the last three years have made consistent progress closing the gap with the state between 2011-2014.

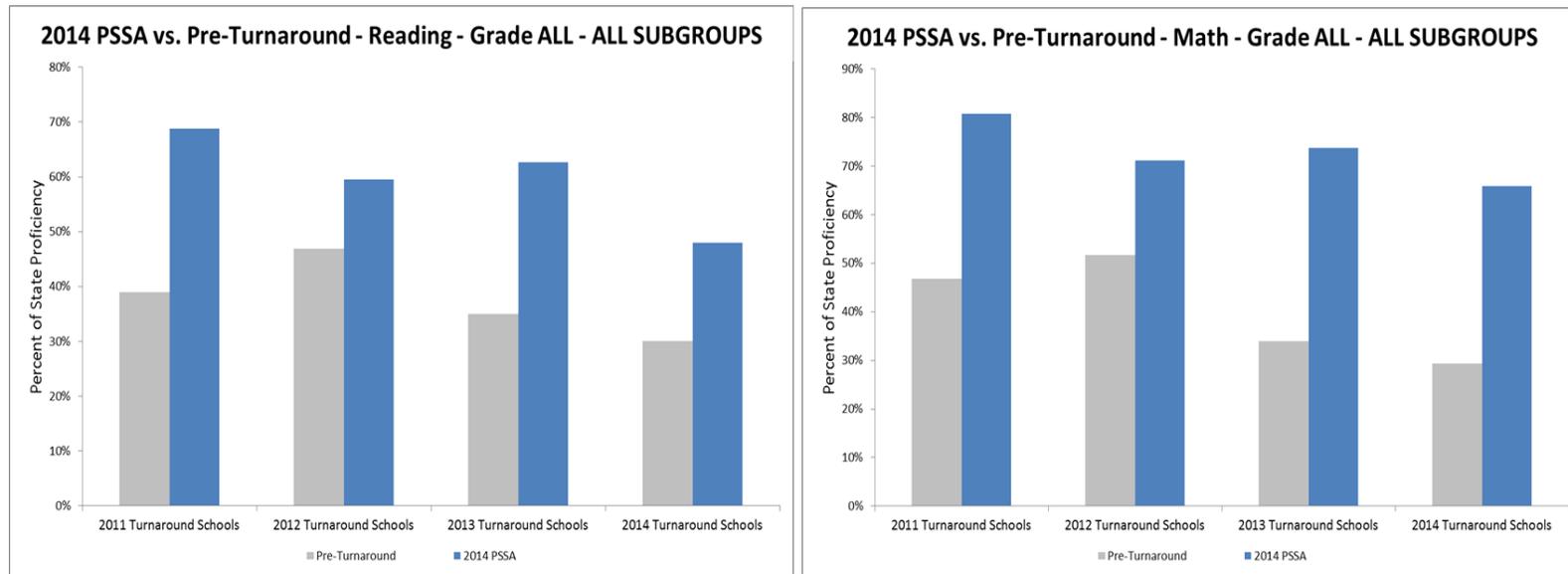
Exhibit A.2: Closing Achievement Gap in Turnaround Schools: Pre-Mastery to 2014.

Mastery Turnarounds	Grade Config. as of 2013-14	Fall Open	% Gap with State - Baseline Pre-Mastery		2014 - % Gap w/ State (5)	
			Reading	Math	Reading 2014	Math 2014
Thomas	7-12	2005	38%	47%	103%	104%
Shoemaker	7-12	2006	36%	32%	84%	90%
Pickett	6-12	2007	31%	20%	85%	97%
Mann	K-6	2010	58%	60%	81%	105%
Smedley	K-6	2010	30%	38%	63%	70%
Harrity	K-8	2010	36%	46%	67%	75%
Hardy Williams	K-10	2010	66%	71%	71%	92%
Simon Gratz	9-12	2011	16%	15%	46%	31%
Clymer	K-8	2011	37%	41%	54%	71%
Cleveland	K-8	2012	35%	34%	63%	74%
Pastorius	K-8	2013	30%	29%	48%	64%

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

Exhibit A.3: Mastery Recent Turnaround Schools by Opening Year (2011-2014) with Baseline Achievement Gap and 2014

Progress to Closing the Gap with the State in Reading and Math



Composite Measures of Achievement vs. State and District Schools: Exhibit A.4 on page 12 shows two comparison data metrics for our Philadelphia schools used by the State and the local School District. Using 2013-14 School Performance Profile (SPP) scores from the state of Pennsylvania, 100% of Mastery LEAs are now in the top 45% by performance among the 293 public and public charter schools in Philadelphia, with 7 of our 12 schools performing in the top 25% of all schools in the city and only one recent turnaround school performing lower than the 40th percentile (Clymer, est. FY 12). With the PA metric for highest quality schools statewide at 70 or higher, half of our 12 schools in Philadelphia scored higher than 70. The local School District created a School Performance Rating

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

(SPR) measure of school quality (methodology in Appendix H), for the first time in 2014 and Mastery schools fared well both citywide and within a “peer ranking” where they are compared to like schools by grade configuration and poverty level (Exhibit A.4). Using Philadelphia’s metric, **8 Mastery schools ranked in the top 15% by performance citywide**. In a second ranking, the District compared all schools by grade configuration and like composition of the student body. In this ranking, four (4) Mastery schools were rated highest in their peer groups receiving the “peer leader” designation. While we seek to have every Mastery school above at least the state’s 70 “highest quality” mark on the SPP and to serve as peer leaders within the District, we are proud of our success in turning around failing schools in Philadelphia and

**Exhibit A.4– State School Performance Profile (SPP) and School District of Philadelphia
School Performance Rating and Citywide Rankings Spring 2015**

Mastery School	State (PA) SPP Score	Citywide (Phila) SPR Rank & Top 15%		(Phila) Peer School Rank
Thomas 9-12	81.5	15 of 71		7 of 21
Thomas K-8	81.5	4 of 126	Top 5%	Peer Leader
Pickett 9-12	79.6	19 of 71		3 of 27
Pickett 6-8	79.6	4 of 33	Top 15%	3 of 26
Shoemaker 9-12	79.5	8 of 71	Top 15%	Peer Leader
Shoemaker 7-8	79.5	2 of 33	Top 10%	2 of 26
Mann K-6	74.6	6 of 61	Top 10%	2 of 22
Cleveland K-8	73.9	5 of 126	Top 5%	Peer Leader
Harrity K-8	70.2	32 of 126		3 of 21
Hardy 9-10	69.9	17 of 71		2 of 27
Hardy K-8	69.9	19 of 126	Top 15%	Peer Leader
Gratz 9-12	65.5	54 of 71		13 of 27
Gratz 7-8	65.5	10 of 33		7 of 26
Lenfest 9-12	65.1	21 of 71		5 of 18
Lenfest 7-8	65.1	18 of 33		12 of 26
Smedley K-6	62.8	24 of 61		4 of 20
Pastorius K-8	62.1	16 of 126	Top 15%	2 of 51
Clymer K-8	60.1	82 of 126		16 of 51

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

delivering both a high quality education and a constantly improving academic experience and outcomes for students in our schools regardless of whether the school has been open 10 months or 10 years. Mastery schools drive toward college-ready standards and prepare all students to compete in a 21st century, global economy.

Key Subgroup Performance: All Mastery schools include the following educationally disadvantaged subgroups: Economically Disadvantaged, IEP, and African American. A smaller number of schools also have Hispanic and/or ELL subgroups. In our Data files attached as Appendix F, we include data for any subgroup population regardless of size.

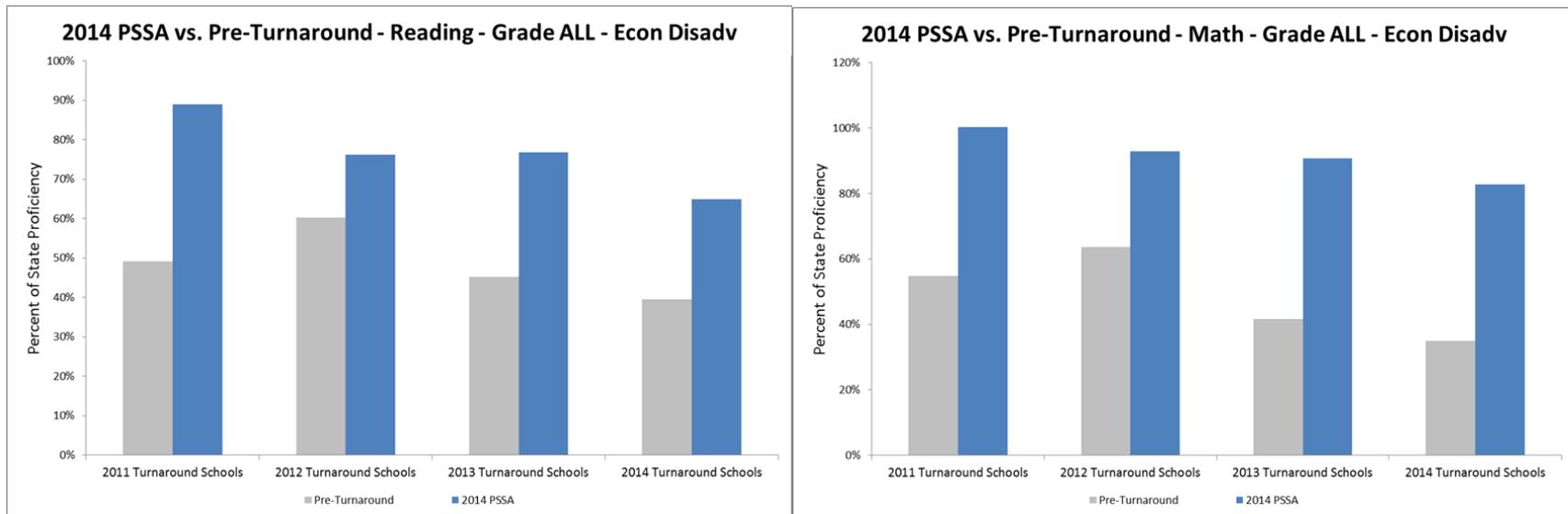
Economically Disadvantaged Students: Since 88% of Mastery students are considered low income based on FRPL data, there is little to no variation in absolute academic performance or the achievement gap for this group of students across Mastery schools, making the ED subgroup a proxy for school-wide performance. **Compared to the state, low- income students at Mastery almost universally outperform their low income peers in both Reading and Math.** The Mastery aggregate performance for low income students in Reading and Math in 2014 (and consistently higher over the last three years) was 12 points higher in Math and 7 points higher in Reading than the state averages for low- income students. Our only school lagging state proficiency for low income students is at our recent turnaround comprehensive high school (Gratz, part of the 2012 cohort), where they lag the state for poor students by 13 points in math and 12 points in Reading. The school was one of the five lowest performing schools statewide when we assumed management in FY 12 and still enrolls an entering 9th grade population where 70% of the students read at or below 4th grade level. Considering the ongoing challenges of entering students at Gratz, we are making progress closing the gap with the state and **Gratz had the highest student growth results statewide for schools in the five county region in 2014.**

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

Our turnarounds over the last three years provide an illustration of our ability to get results for low income students. In Exhibit A.5, we show the results for ED students by cohort. Schools to the left were opened in 2011 and those to the far right in 2014. The comparison in each column is the gap in their founding year to the gap in 2014. Again, the trend is positive for all cohorts, with schools open longer making more progress toward closing the gap. **For Math, our 2011 cohort turnarounds have closed the gap for low income students with the state and they are 10 points away in Reading.**

African American Students: African Americans make up 85% of the student population at Mastery, and like with economically disadvantaged students, their data is a proxy for all student achievement in our schools. Network-wide, there is little to no difference in the performance of Black students, more frequently with Black student outperforming the school average slightly. Three

Exhibit A-5: Mastery Turnarounds 2011-2014 in Closing the Achievement Gap with the State by Cohort Year to 2014



**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

schools in the network have lower than 90% Black students (Thomas 50%, Mann 87%, Smedley 68%). In these schools, Black student performance is equal to or within 5 points of the all student average.

Compared to the state, African American Students consistently outperformed Black students statewide over the last three years in Reading and Math. In 2013, PennCAN published their biennial list of the Top 10 schools in Pennsylvania by elementary, middle and high with the best outcomes for Black students statewide. Five Mastery schools made the three lists – 1 elementary, 2 middle and 2 high schools.⁴ By 2014, **100% of our 8 turnarounds opened since 2011 had closed the gap with the state for Black students** (see Appendix F, Selected Comparison Charts pp. 20-21) and half had closed the gap in Reading. Our four high schools open four or more years are a particular point of pride where Black students outperform Black students statewide by 20 points in Math and 10 points in Reading. We can and will do better for our Black students, but we have laid a solid foundation as a subgroup leader in PA.

IEP Students: Mastery serves a very high student population at 18% network-wide, with a 23% IEP rate in our high schools. We serve a disproportionate percentage of low incidence students due to our agreeing the maintain existing regional special education centers in our turnaround schools and having a reputation of providing high quality services to students with IEPs. That said, we have our biggest challenge in creating equity in academic achievement for IEP students and serving our highest need students has become a network strategic priority as approved by the Board and CEO. While Mastery compares favorably in relation to the state and even better compared to our host District, these accomplishments are not a point of pride as IEP students remain so far behind their school-wide peers. State-wide IEP performance dropped by 9 points

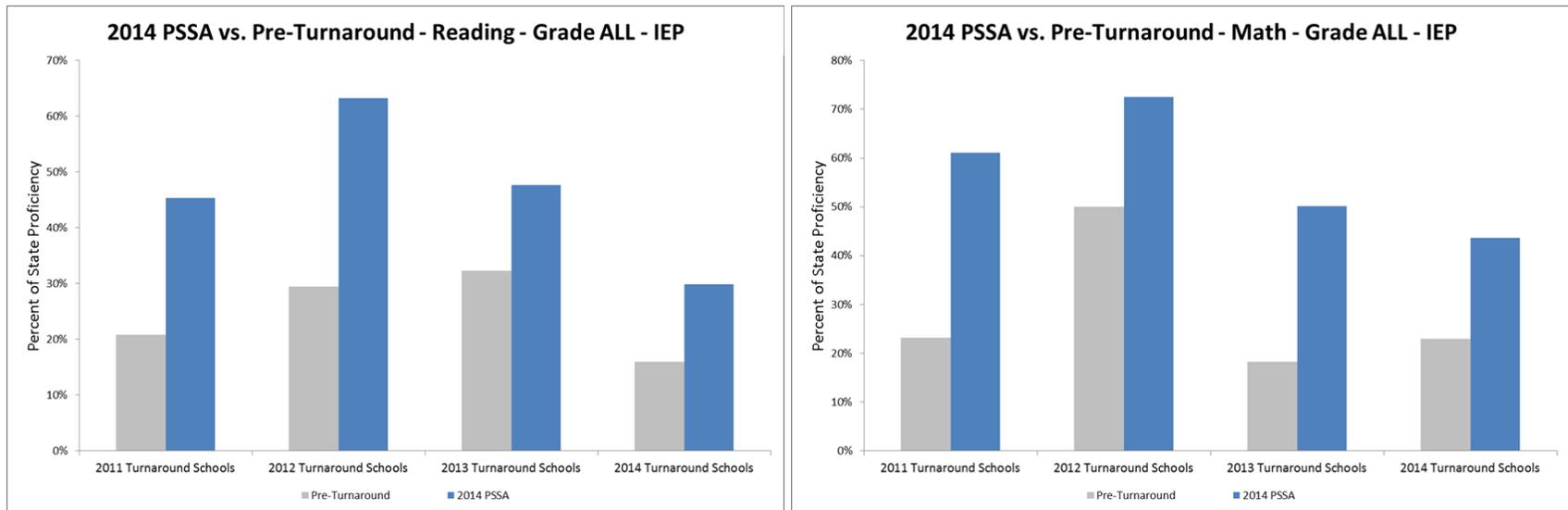
⁴ PennCan: Top 10 Schools In Pennsylvania (2013)

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

in math and 7 points in Reading over the last three years. Mastery’s performance has dropped at exactly the same rate the recent drop on proficiency rates for IEP students statewide during this time. Meanwhile, our peer schools in the School District of Philadelphia saw their scores drop more than the state at 18 points in Reading and 16 points in Math, increasing their achievement gap with the state, whereas we were able to make gains in closing the achievement gap with the state during this time for IEP students in both Reading and Math (Exhibit A.6), yet our raw scores are still far too low.

The 2014 score gap at the State for IEP students was 38 points in Reading and 40 points in Math. Mastery had comparable slightly lower gaps at 33 points in Math and 31 points in Reading – better than the state, but still alarming for our students with special needs.

Exhibit A.6: Mastery Turnaround School Cohorts Opened 2011-14 by IEP % of State Achievement Gap Founding to 2014



**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

This is, and will be under CSP, the biggest priority in our ability to dramatically impact student achievement. In section C of this application, we discuss the ways we have completely shifted our model to address the needs of all students in ways that will further support IEP students academically as part of our program. The future success of IEP students is now a top priority as a network.

ELL Students: Mastery has historically served a small number of ELL students, with fewer than are needed to formally consider a subgroup over the last three years. For this analysis, we considered performance of the ELL subgroup for the school if there was at least one grade in the school with 11 or more students in the group during any of the last three years. This created a pool of six Mastery schools with the ELL subgroup (Clymer, Harrity, Lenfest, Mann, Smedley and Thomas). Collectively, 5/6 of these schools have closed the achievement gap with the state for ELL students exceeding the state average by 158% in Math and 203% in Reading. Raw student achievement scores for Mastery ELL students have remained level at 62% proficiency in Math and 46% in Reading, compared to a drop in statewide proficiency from 42% to 29% in math and 26% to 17% in Reading over this same period. As we have expanded into New Jersey where more than 50% of our population is Hispanic and 11% are ELLs, we have increased the quality of our ELL and bilingual services dramatically and we expect to see strong results.

Hispanic Students Similar to the ELL subgroup, this group only appears at a small number of our campuses due to locations serving primarily African American communities. Five schools have a Hispanic subgroup using the same methodology for inclusion as was used in the section on ELLs above (see also Appendix F for subgroup data by school). On average, the schools close the achievement gap at 116% of the state in Math and get close at 87% in Reading. This constitutes consistent progress toward closing the gap over the last three years by 4/5 schools and

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

progress by 3/5 in Reading over the last three years. Other than at our Thomas Campus where we have our largest Hispanic population and these students consistently have closed the achievement gap with the state, our subgroups of Hispanic students at other campuses are small and fluctuating. More than 50% of our new schools in Camden will be Hispanic students and this will become a growing subgroup for Mastery attention in the future.

Graduation and College Success Data (High Schools Only)

Since our founding, Mastery has focused on preparing students to graduate and to get “to and through” college. Graduation rates at Mastery have steadily increased over time during the last three years (Exhibit A.7), with all five high schools at their highest rates since the implementation of the national graduation rate calculation method. This includes our Gratz High School turnaround, considered a “Dropout Factory” by Johns Hopkins University prior to the Mastery turnaround with an 87.5% graduation rates in 2014. All Mastery high schools exceed the 70% 2014 high school graduation rate for Philadelphia Public Schools⁵.

Exhibit A.7: Four Year Cohort Graduation Rates for Mastery High Schools

School	2012	2013	2014
Lenfest	88.24	87.88	94.59
Thomas	86.42	85.96	87.50
Shoemaker	92.00	95.33	97.09
Pickett	97.33	92.05	98.91
Gratz*	78.32	80.08	87.50
*School turned around in 2011-12; Grad classes here had less than 4 years under Mastery			

In the postsecondary readiness space, we have gotten better over time at both preparing our students for the rigors of college and providing appropriate advising. We have a long way to go, however, we are currently outperforming the state average for college enrollment and persistence

⁵ Socolar, Paul. (June 1, 2015). Graduation rate hits new high, but some groups still lag behind. *The Public School Notebook*.

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

for low-income, minority students. We have not built the capacity to break our college data into the same subgroups as with our state test data, but would include that work in our data analysis budget under CSP. Our college data reflects a high school student population that is 88% low income, 85% African American, and 23% special needs. Exhibit A-8 breaks out our college data by high schools with Mastery four or more years (termed “Legacy Schools” and Gratz HS, our one comprehensive high school turnaround. Gratz will not have a full four-year cohort of high school graduates who started 9th grade at Mastery until the class of 2015, therefore their data is not a pure comparison to our other four high schools. For our Legacy schools, you will see strong, consistent progress in the areas of direct enrollment over the last three years with a direct enrollment rate of 80.7% for the class of 2014. To see the breakdown by school by year, please see Exhibit A.8. Persistence rates from year one to year two have held consistent at 68% for each of the last two cohorts for which we have data. Mastery has a very sophisticated data tracking system for college enrollment and persistence built using National Student Clearinghouse data, FERPA waivers with colleges enrolling a critical mass of students to enable data sharing, and the use of a graduate tracking tool built by the Dell Foundation and licensed to only two charter networks in the country for use and development in Alumni tracking and support. Compared to the local District for which the most recent data on college enrollment is for the class of 2012, direct enrollment rates were 38%, including students enrolled in magnet high schools compared to Mastery’s rate for that class of 74.9% - almost double that of the graduates in city high schools.

Our Gratz High School is a more complicated story; however, direct enrollment has increased dramatically since Mastery became the school operator beginning with the class of 2012. Gratz students have come to Mastery far below basic and our approach at Gratz has

**MASTERY CHARTER SCHOOL
CHARTER SCHOOL PROGRAM PROJECT FOR REPLICATION & EXPANSION**

Exhibit A.8: College Enrollment and Persistence, Mastery High Schools Open 4+ Years and Gratz High School (Comprehensive HS Turnaround)

	Denominator (# students)	# Direct Enrolled	% Direct Enrolled	% 4-yr DE	%2-yr DE	% Persist Yr 1 to Yr 2
Legacy Schools Open 4+ years (a)						
2012	315	236	74.90%	70%	30%	68%
2013	309	239	77.30%	81%	19%	68%
2014	348	281	80.70%	82.20%	17.80%	N/A
Gratz HS (b)						
2012	214	62	29%	61%	39%	15.40%
2013	191	73	38%	56%	44%	53.00%
2014	166	70	41.60%	59.00%	41%	N/A

(a) Mastery Lenfest, Thomas, Shoemaker and Pickett have all been open 4+ years and 2012 was the first year in which all four had at least one graduating class

(b) Mastery assumed control of Gratz HS for grades 9-12 in fall 2011. The class of 2012 was with Mastery for 10 months prior to graduation and this class had an 11% proficiency rate on the PSSA the year prior to graduation under the School District. The first graduating class with the opportunity to spend four years with Mastery will be the class of 2015.

been both to work hard at remediating basic skills for all students and to alter our approach to college readiness and advising.

Whereas at our Legacy schools we have built the foundation to push four year college enrollment for almost all students, at Gratz, while we are building the foundational skills for all students in a full-scale HS turnaround, we had to shift focus to support students through postsecondary programs more suited to some students' skill levels. You will see an intentional shift to two year pathways

for the early classes of Gratz. To avoid the persistence trap seen at our other schools in area 2-year colleges, over the last two years we created a career pathways approach where we have vetted the specific postsecondary programs and sites using a quality rubric, developed formal partnerships with the institutions of higher education, and deployed part time staff at the sites to support Gratz alumni. We are in the early stages of this work and one day soon, we believe Gratz graduates will be on par with our Legacy campus graduates.

Student Retention and Attendance

Student retention is another special focus of Mastery schools. While a conventional criticism of charter operators is that the “no excuses” philosophy includes counseling out students who cannot handle the rigors of the program or who do not adhere to a strict code of conduct, Mastery Charter Schools seeks to be a proof point that we can achieve dramatically better results than traditional public schools serving the same students in the same circumstances. To this end, part of each school’s performance measures include their within year retention for students. As schools focus on keeping students, including those with discipline problems, intensive special needs, and significant academic challenges, our within year retention has stabilized in the mid to high 90s for most schools. In addition, Exhibit A.9 (p.22) shows retention data for all schools, including baseline data if a school is a turnaround school, showing 100% of turnarounds with gains in student retention from when the schools were managed by the District. Turnarounds have an average of 17% increases in student retention, with these levels achieved quickly after initial turnaround and sustained consistently over time. More retention data is in Appendix F.

Data for retention by grade and subgroup for all schools is in Appendix F and shows that we have equity in retention by subgroups. One point of pride is that our IEP subgroup has been consistently retained at equal or higher levels compared to all students across all schools.

**Exhibit A.9: Within Year Retention (Sept – June), Last Three Years Mastery and
Baseline Pre-turnaround Retention, Where Applicable**

School (fall of turnaround if applicable)	Pre-Mastery Baseline (if turnaround)	Within Year Retention - Mastery			% increase post turnaround
		2012	2013	2014	
Lenfest	N/A	98%	96%	96%	N/A
Thomas (2005)	86%	97%	97%	97%	13%
Shoemaker (2006)	65%	98%	97%	97%	49%
Pickett (2007)	79%	95%	95%	93%	18%
Mann (2010)	90%	98%	98%	97%	8%
Smedley (2010)	89%	95%	96%	95%	7%
Harrity (2010)	93%	97%	98%	97%	4%
Hardy Williams Academy (2011)	89%	99%	99%	97%	9%
Clymer (2011)	81%	96%	95%	95%	17%
Gratz (2011)	64%	85%	88%	84%	31%
Cleveland (2012)	74%		96%	94%	27%
Pastorius (2013)	89%			96%	8%

Student attendance rates have also been consistently high across all Mastery schools for the past three years. In their respective neighborhoods each school has become a school of choice with more local families choosing to return to the neighborhood schools now that these are Mastery schools. While attendance has only increased by .2 percentage points over the last year period to an average of to an average of 92.6% across all elementary and secondary schools, what's impressive is that student attendance has remained high as we've sought to increase the level of academic rigor each year further demonstrating that our model is not only demanding but highly engaging. Data for attendance by campus and subgroup can be found in **Appendix F**.

While we have shared our strong success in achievement results consistently over time in all schools and for all subgroups in this section, it is important to note we have experienced a plateau in achievement with our more mature schools. To this end, Mastery overhauled our

entire curriculum, training, and school management model in fall 2014 to align to the rigors of common core instruction and to seek to improve postsecondary outcomes for our students. We are proud of our role as the national leader in turnarounds, but the DNA of Mastery seeks to provide the highest quality schools regardless of turnaround or start up and we have begun that work in earnest. In Section C of this application, we describe our model in brief as it lays the foundation for how we will increase academic achievement for students in new schools.

SECTION B: Contribution in Assisting Educationally Disadvantaged Students

Mastery's expansion from 17 to 29 charter schools over the next five years will serve students who live in poor, urban neighborhoods in PA, NJ, DE, and DC, where many of the local public schools have been failing for generations. In this section we will refer you to Section A to recap our results with educationally disadvantaged students, highlight parts of our program that impact IEP and ELL students directly and how we will ensure these students are included in our expansion. We then discuss the contribution made for economically disadvantaged students by expanding through turnarounds and the proposed locations for our expansion. For more information on the full Mastery network and school level model please see Section C, pages 33-39. We believe the replication of our full model is a key to achieving and sustaining results for economically disadvantaged students over time and this model can be replicated.

Evidence of results with educationally disadvantaged students: In Section A (pages 7-21), we provided extensive detail and data showing how Mastery's educationally disadvantaged **students (e.g. low income, Black, IEP) are meeting or exceeding state academic content standards and achievement standards, graduating on time, and succeeding in college** – all at higher rates (often significantly higher) than their peers in the city and statewide. Through our expansion under CSP, we intend to provide 6,800 with high quality charter seats and based on

current enrollment data, we project that 94% of those students will meet the definition of educationally disadvantaged. We also showed in Section A how we have closed or are making significant progress toward closing the gaps with the state for all ED subgroups at our schools. at each school, with Black and IEP student performance as highlights. When Mastery schools succeed, our data shows that educationally disadvantaged students of all types, including special needs and ELLs, learn and make significant progress toward meeting state standards.

- *Assisting Special Education Students and English Language Learners:*

We have built supports for students with disabilities into our school growth plan. Our budget calls for a Director of Closing the Achievement Gap for Special Education as this is our biggest need and top focus area in our new growth cycle. Each new school will also have at least one Assistant Principal of Special Education, case managers, dedicated special education teachers, a full time social worker, and access to counseling and psychology services commensurate with the IEP needs of their students. Mastery will also enter year 2 of our network implementation of a whole-school RTII model in each expansion site – a major part of Mastery’s recent response to improving outcomes for our most at risk students. This will better serve both IEP students and other struggling or at risk students. All special education staff will be appropriately trained, certified, and licensed. Our external evaluator will analyze the impact of our current and future special education programming and practices to help us identify the strongest levers in driving special education student achievement and scaling them across all new schools.

For *English Language Learners*, Mastery Charter Schools’ approach to ensuring student success will be a process of structured immersion and bi-literacy. ELL students in our network have access to both traditional ELL instruction and bilingual coursework where needed in an effort to preserve their native language while learning English. ELLs will have dramatically

increased exposure to English speaking, reading, and writing to speed their acquisition of English. All ELL students at Mastery schools will be held to the same academic standards as all other students and will receive individualized support based on need.

Recruitment of and Communication with IEP and ELL Students in Expansion

When Mastery opens or turns around a new school, we seek to enroll the entire existing student population and have a track record of 90% or more students reenrolling in our turnaround founding year. Mastery staff reach out to parents during the summer prior to opening via direct mail, open houses, neighborhood canvassing, and home visits to reach our student retention goal. For the average 550 student turnaround, our team typically conducts more than 1500 summer home visits to meet families and support enrollment and orientation. In our last several years, we have built a strong Family Advocacy team where dedicated staff focus on raising awareness of the new quality option, enrolling families, and cultivating parent leaders to advocate on behalf of quality charter expansion. In Philadelphia, most of our turnarounds are the result of public school families choosing Mastery to turnaround their local school. Mastery schools are public charter schools open to any student, however, we function as close in model to a neighborhood school as a charter school can in the communities we serve. When we open a new start school, we seek to maximize our educationally disadvantaged enrollment by marketing in the lower-income sections of the city to encourage those families to apply and enroll. We also partner with local community agencies serving students with special needs and language differences to ensure they know we welcome serving students of all ability levels.

Special education parents are informed about the new school in the same way as other families. Once enrolled, our full time special education AP at each campus manages working with families regarding how their child's IEP will be implemented. We have a 21% special

education population now and have seen growth in special education families both choosing Mastery schools and choosing to stay over time. Educationally disadvantaged students have the same opportunity to be selected for admission as any student, as our admissions lottery is a need-blind process. Mastery schools consistently have waiting lists of between 100 to 1200 students at every location and filling seats has never been a challenge.

For families whose native language is not English, Mastery hires bilingual staff in the communities we serve where a second or third language is common. While most of our schools do not serve a high ELL population, we meet our families' needs where they exist. This includes translated materials and advertising when recruiting families, bilingual staff on our street teams, and a bilingual communications strategy for families when they join our community. Mastery applications are translated into more than 8 core languages on our website and we add languages as needed.

Impacting educationally disadvantaged students through scaling turnaround growth: A major contribution we will make in serving educationally disadvantaged students over the next five years is through the types of schools we operate and the scale at which we open. In the 2014 Parthenon study on turnaround charter schools found that the Mastery model is more likely to cost less per school, impact more students sooner, and can bring more students to proficiency faster than high performing new starts in a five year period (Parthenon, 2014). Each high performing Mastery turnaround under this application will open with an average of 550 students per school at one time, as opposed to growing a grade each year. Parthenon's study found that **Mastery turnaround can bring 1.4 to 1.8 times more students to proficiency than a new start charter in years 1-5 of the new school and that investments in full turnarounds can impact three times more students than a new start phase in** (Parthenon, 2014). By investing

in Mastery through CSP, we not only meet the Department's priorities for increasing the number of high quality charter schools, but we do this by opening schools at scale in year one serving the most educationally disadvantaged students.

Markets to be served under CSP Expansion: We intend to focus most of our expansion in our current market in Philadelphia. We have a strong relationship with the District LEA (also the authorizer) and have been able to open 11 schools (8 are turnarounds) over the last five years in this geography. Due to our focus on turnarounds or adding campuses to earlier turnarounds, we serve the most educationally disadvantaged students in Philadelphia primarily from the low income, African American, and IEP subgroups. We have letters of support from the School District of Philadelphia and the local and national funder communities supporting our future growth here and already have the first two charter agreements approved for opening under CSP. Philadelphia has prioritized adding more than 13,000 high quality charter seats over the next five years in their strategic plan. We have also added NJ, DE, and DC to our expansion list after several years of discussion with these states. Letters of support from authorizers, Districts, and conveners of charter expansion in these are in Appendix C. We opened 2 Renaissance schools this past fall in Camden, NJ and are doing three turnarounds of SIG eligible schools for Camden in fall 2015. None of our current Camden schools or growth is included in this application as the Department has not yet approved Renaissance Schools under CSP definitions. However, we also have an approved charter agreement from the state of New Jersey to open traditional charter schools in Camden. We are also considering Trenton and Newark (NJ) due the number of Priority and Focus schools in these geographies. While we are not yet serving students in DC or Wilmington, DE, there are 32 Title I Priority and Focus schools in these cities and we are currently in discussion with both authorizers regarding participating in turnarounds.

Section C: Quality of the Project Design (Proposed Outcomes & School Model)

Mastery’s expansion plan meets the Secretary’s defined goal of increasing the number of high-quality charter schools nationwide. As evidenced in earlier sections of this narrative, at Mastery we have a track record of not only operating multiple charter schools, but turning around failing District-operated schools and re-opening them as high-quality charters that meet the Secretary’s goals for closing the achievement gap. We opened 13 high quality charters over the last five years and have tapped into our best practices and lessons learned over the last five years to inform both our model and this application. In this section we will 1) share our **logic model** for impacting education reform through rapidly expanding high-achieving charter schools, 2) define our overarching **project goal** with the **project objectives and performance measures** that we will use to evaluate success, and 3) provide a summary of our **network and school level operating models** used to achieve these outcomes.

Exhibit C-1: Mastery Charter School Expansion Logic Model (2015-2020)

OUTCOMES (Inputs → Outputs → Outcomes)		
Short Term	Intermediate	Long Term
<ul style="list-style-type: none"> • Make progress closing the achievement gap each year • Dramatic gains in reading & math on State Assessments • Improved instructional practice • Implementation of Common Core aligned teacher coaching • Increased family engagement • Improved academic outcomes for students with IEPs 	<ul style="list-style-type: none"> • Make annual progress to goals in closing the achievement gap • Schools beat District averages in Reading/Math • Evaluate effectiveness of teacher and school leader PD/coaching • Develop and sustain postsec readiness systems and supports • Evidence student achievement and growth is the primary focus of teacher and principal daily practice 	<ul style="list-style-type: none"> • Eliminate the Achievement Gap or close by 20 % pts w/in 4 years of operation – new schs • Mastery students are college-and career-ready upon grad. • The Mastery network increases by 12 schools and 6800 students in five years and our increased market share positively influences regional education reform efforts

(Logic Model Continued)	
OUTPUTS	
Activities – what we do	Participation – who we reach
Constant attention to student growth and performance data to drive instruction/learning (includes improvement and use of all data systems and external eval)	# of classroom teachers, school leaders, parents, and students accessing and using student data to drive student achievement
Training teachers on quality instruction aligned to Instructional Standards & content	# All Teachers, Principals, All School-based Staff, Coaches, & Mastery Network Support Team trained
Developing instructional leaders to develop staff and drive toward outcomes	# Principals, Assistant Principals & Mastery Network Support Team trained
Outreach and communication with parents	# Parents actively participating in school activities # Parents engaged to advocate on issues of school quality and

Inputs					
*Staff	*Money	*Time	*Volunteers	*Instructional Resources	* Data Systems & Assessment

Mastery Charter School Expansion Project: Goal, Objectives, and Measures

Goal: To open 12 new, high-quality Mastery Charter Schools in five years, implementing our proven turnaround model and closing or making significant progress toward closing the achievement gap for the low-income, urban youth we serve within five years of opening.

Project Objective #1: Raise student achievement in Mastery schools by making significant progress closing the achievement gap with the state in reading and math

Measured by: Standardized test scores on current state assessments (e.g. PSSA, PARCC)

Performance Measures:

PM 1a. Each school will show achievement growth in the first year of operation at 50% or more of state proficiency levels from their baseline year*

PM 1b. 55% or more of state proficiency in year two of operation

PM 1c. 60% or more of state proficiency in year three of operation

PM 1d. 65% or more of state proficiency in year three of operation

*For high schools opening with pre-Mastery achievement gap baselines of 15% of the state or lower the target will start at 20% or more and increase by 5 percentage points per year to 40% or higher of state by year 5

Project Objective #2: Increase the #of high quality charter schools in PA, NJ, DE, DC

Performance Measures:

PM 2a: Open 12 new charter schools between 2015-2020; increase total number of Mastery Charter Schools from 17 to 29, and increase total # students served from 10,400 to 17,200

PM 2b: Ensure that 100% of new Mastery Charter schools opened are making progress toward or meeting Performance Measures 1a-d. In the unanticipated event that a school does not meet the performance measures for three consecutive years; school will be closed.

Project Objective #3: Ensure a High Quality Educator in Every Classroom

Measured by: High quality teachers are considered those who earn Advanced or Master teacher status in Mastery's Performance Based Teacher Advancement System (PBTAS) (described on page 36 & Appendix H pp.79-83) or those who show positive growth by earning a promotion to the next teacher performance-level each year. Mastery pay and promotion is based on student achievement data (45%), observation scores for fidelity of implementation of the Instructional

Standards (35%), Mastery Contributions and Values (15%).

Performance Measures:

PM 3a: Percentage of teachers earning a promotion or Adv/Master status based on student academic growth and achievement will increase by 5 percentage points each year of the grant or exceed 75% of the total teacher population each year.

PM 3b: Retention of high-quality teachers at Mastery (those who earn a performance-based promotion or are ranked Advanced or Master) will exceed 90% each year.

PM 3c: 90% of new (those new to teaching and/or new to Mastery) teachers will participate in the 1:1 new teacher coaching initiative or content coaching learning communities

PM 3d: At least 60% of first year teachers will show growth over their first school year at Mastery (as measured by observation scores and MVAS).

PM 3e: Improve quality of professional development sessions as measured by 85% teacher satisfaction in surveys post-training.

PM 3f: 85% of teachers show evidence of using MVAS student growth data and benchmark assessment results in modifying instruction to meet student need (as noted in observations and evaluations and back end verification).

Project Objective #4: Promote Parent Involvement and Satisfaction with Mastery Schools.

PM 4a: 80% of Mastery parents will be engaged in the school either through (1) participating in the Parent Association; (2) attendance at a Mastery parent-teacher conference, Academic Parent Teacher Team sessions, student exhibition, or performance; or (3) city/network-wide committee

PM 4b: 80% or more of Mastery parents will give the school an overall rating of “excellent” or “very good” in the annual survey.

PM 4c: 100% of new Mastery schools will develop and publish a parent and community

outreach plan each year and accomplish at least 75% of their stated goals each year.

Project Objective #5: Exceed GPRA Required Measures

Measured by: (1) Increase the number of charter schools in operation around the Nation; (2)

Increase the percentage of 4th-and 8th- grade students who are achieving at or above the proficient level on State examinations in mathematics and reading/language arts.; (3)

Disseminate the Federal cost per student in implementing a successful school (3+ years)

PM 5a: 12 new charter schools will be opened over the life of the grant

PM 5b: The percentage of CSP Mastery students proficient on the reading and math portions of state assessments in grades 4 & 8 will increase each year

PM 5c: Mastery schools break even on per pupil funding after year 2 years open at capacity.

Value of Mastery Replication: Over the last five years, the charter turnaround sector has grown dramatically as more state and districts use the restart model as a vehicle for achieving school improvement goals. While there is rapid expansion in the sector, The Parthenon Group’s 2014 study found that there are very few consistently successful turnaround charter operators in the United States, with Mastery being the category leader. Similar results were confirmed locally in a 2013 study of Philadelphia turnarounds⁶ citing Mastery as the only local operator with 100% of our turnaround schools **“on track” for achieving substantial improvements or closing the achievement gap in reading and math proficiency within a 5-6 year window.**⁷ We are already working formally with other Districts and charter networks in other cities helping them learn from our failures and successes on how to create strong turnaround models and investment in our expansion can have impact in both adding seats and building capacity to scale high quality schools nationwide.

⁶ Woford, et. al. (2013)

⁷ Woford, et. al. (2013)

The Mastery Academic and Operational Model: Network and School Level

In Section A we discuss our qualifications based on the “what” – our results. In this section we will provide a summary of *how* our educational program works at the network and school level and will be implemented in the expansion schools to enable *all* students, especially educationally disadvantaged students, to meet and exceed challenging state and college-ready standards. The latest evolution of our school model began in winter 2014 with our shift to “Mastery 3.0” aligning our systems and supports to the rigors of the Common Core and is outlined here.

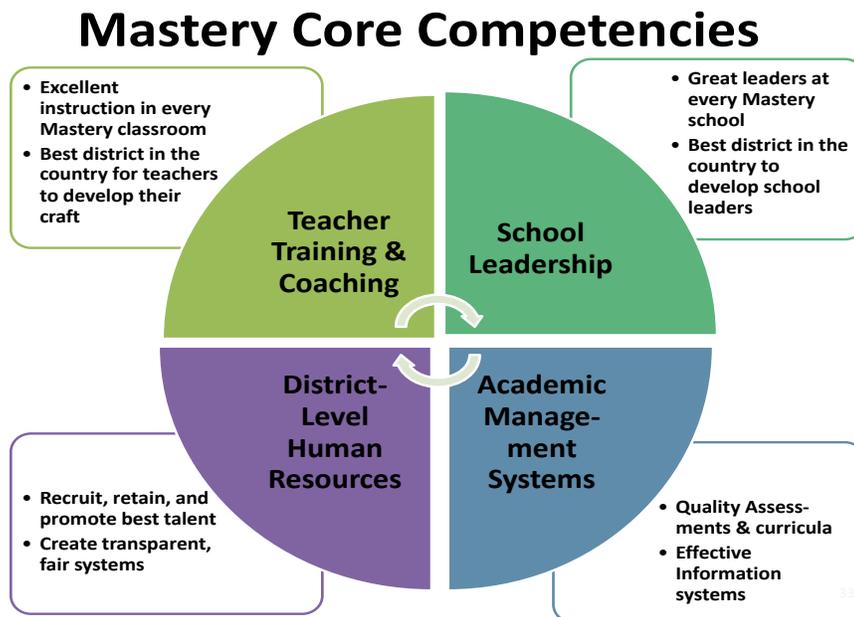
Network Level Model: Mastery has developed sophisticated systems and a network infrastructure around four core competencies for our network of schools as shown in Exhibit C-2: (1) Teacher Training and Coaching; (2) School Leadership; (3) District-level Human Resources; and (4) Academic Management Systems. Excellence in these four competencies ensure consistent, successful replication because we believe they are the key drivers of school success.

Teacher Training and Coaching: Mastery clearly defines and measures quality instruction. The network team designs how school leadership teams provide intensive supervision, coaching, and ongoing professional development for teachers at to ensure there is quality instruction in every Mastery classroom. Key initiatives include:

Mastery Instructional Standards (Overview Attached in Appendix H): Our Instructional Standards describe quality instruction, set the classroom bar, and provide a common language for best teaching practices. The standards were developed from multiple sources over time and were completely revised during winter 2014 to focus on four areas aligned with the future direction of

Mastery schools: 1) Student Work, (2) Rigorous Instruction, (3) Classroom Culture, and (4) Responsive and Individualized. Each standard includes a series of strands that describe both student outcomes and teacher actions in clear, concrete and observable language.

EXHIBIT C.2: Mastery Network Core Competencies



Professional Development Aligned to Instructional Standards and Student Outcomes. Teachers are supported by both the central team and the school leadership, following a model with more than 200 hours of PD for teachers each year. Network and school level leaders use a consistent framework for PD delivery and use site level data to tailor training aligned to our Instructional Standards. Under our shift to Mastery 3.0, we have focused more deeply on supporting teachers to become content experts – the focus of development is not to figure out what to teach, but to learn how to teach the content effectively. We have put instructional ‘structures’ in place in many grade levels and subjects (e.g. Number Stories in K-6 math, Interactive Read Aloud K-4) and provided clear guidance on the content standards to be taught each cycle. Time is set-aside

for PD at Mastery schools – weekly planning meetings by grade and content level, three weeks during the summer, quarterly “data days”, and 2 hours every Wednesday.

Real Time Feedback. Principals and APs are in classrooms daily and the model requires that real time – in the classroom, right now – feedback be given in order to help validate or improve practice quickly. Teachers participate in 10-15 mini observations each year with immediate, constructive feedback documented and given by a supervisor and follow up to confirm impact.

Instructional Coaching: The network trains and hires site based instructional coaches to work inside a set of schools providing 1:1 coaching in 9-week cycles for new teachers on implementing the Instructional Standards. Coaches also support schools in teams, each having a content specialty so they can work with groups of teachers by grade and subject across multiple schools to help faculty improve practice in their skill level teaching their specified content.

School Leadership: We believe principals are managers of their staff and focus on training them in a set of management standards to drive AP and teacher instructional action at schools. Key leadership initiatives include:

Apprentice School Leaders: One year prior to opening a new Mastery school, we hire a cohort of Apprentice School Leaders (ASLs) to train our “bench” for the following year and to provide instructional leadership capacity in existing schools during the training year.

Management Standards and Support: We define what Mastery leaders do and how they spend their time to achieve student outcomes. We have created management routines for each school leadership role as a guide for how they should be spending their time each week to impact student achievement (Principal and AP Instruction samples are attached in Appendix H). We have two weeks of dedicated leadership team training run by the NST each summer and a variety of network staff support each leader role year round. Regional Schools Officers are assigned to

support and mentor new school leadership. RSOs support leaders through regular school/classroom observations, shadowing, and data reviews.

District-Level Human Resources: To successfully scale, we believe we must have effective and transparent systems to recruit, retain, and promote the best talent. This includes:

Teacher & Leader Recruitment: Mastery has hired and onboarded more than 800 new instructional staff members over the past five years- for primarily to support rapid new school growth. All teachers were fully trained and schools were completely staffed on opening day in August each year over this time. In anticipation of rapid annual growth, we have built out a recruitment staffing model centrally to handle this load each year. Our teacher application process is 100% on-line and we have scaled our data systems for the capacity to hire over 250 faculty and staff members each year.

Human Resources – A dedicated HR team at the NST picks up where recruitment leaves off Human Resources picks up after initial hire and we have built the capacity to onboard up to 300 staff per year. The HR team revises and implements the following key systems:

- *Performance Based Teacher Advancement (PBTAS)* – using academic achievement and observation feedback data to create a network-wide pay for performance system (Appendix H, pp. 79-83). HR revises the system annually and provides support to supervisors and teachers on implementation.
- *HR Info Systems (HRIS)* – linking student performance, teacher performance and pay systems, this HR function allows us to collect accurate data on teacher retention, performance, evaluation, and feedback. HR also conducts twice annual teacher and leader surveys and student surveys used to inform evaluation and practice.

Academic Management Systems to drive Student Academic Achievement: Mastery’s fourth core competency is creating the systems that support and enable instruction in the classroom including:

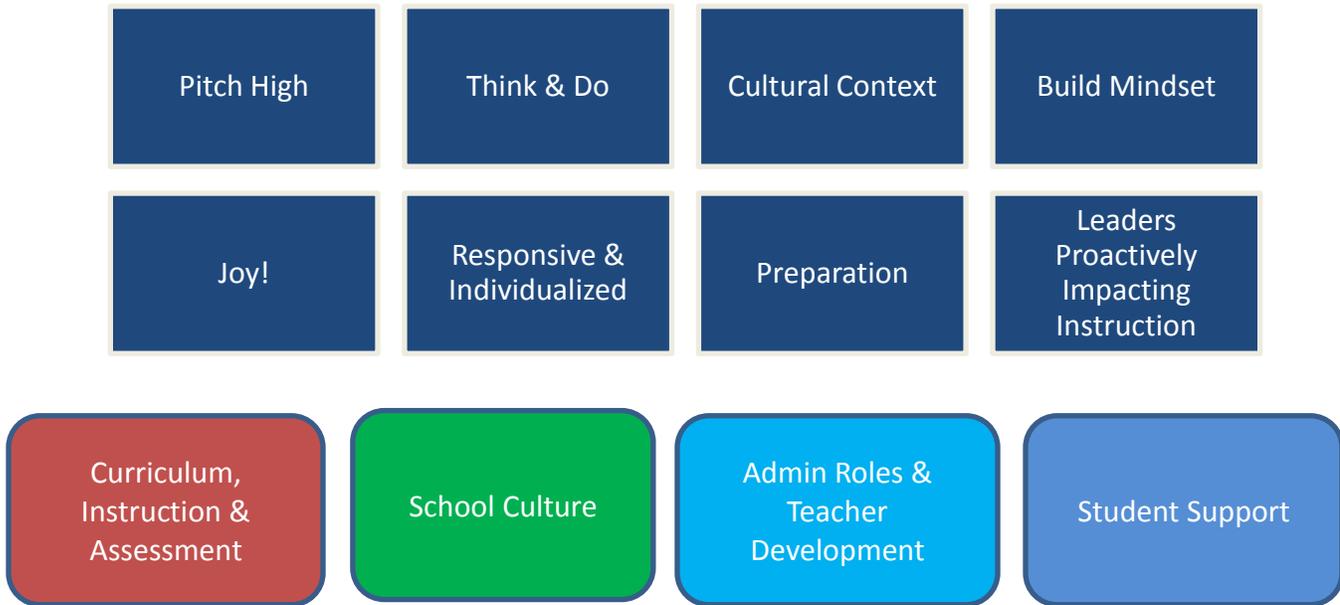
- *Rigorous Curricula and Assessments* – Mastery has rebuilt our K-12 curricula and assessments over the last 18 months to align with common core and better prepare our students for college. We have moved toward detailed grade and subject level scope and sequence and unit plans that focus on what materials and concepts will be taught so training can focus on how to teach content.
- *Benchmarks Exams* – We use blind, common core aligned assessments K-12 every 9 weeks to measure student learning and provide actionable data for teacher use in student support.
- *Data Systems* – Mastery has extensive data systems used to drive academic outcomes as described in Section E (Evaluation Plan) on pages 55-59. Our Mastery Value Add System (MVAS) is a student, classroom, teacher, and school level gauge of student progress used every nine weeks. Sample classroom-level data and the MVAS reference guide are included in Appendix H on pages 120-131.

The Mastery School Level Operational Model

At the school level, the way we implement our model has improved dramatically over the last 18 months under “Mastery 3.0” to reflect the increased rigor of the common core, our desire to push our schools to higher levels of achievement, and the value we place on student engagement.

We think about our schools as having four interlocking systems at the site level. These are grounded in the 8 core values of our school model and seen in Figure C3. These are briefly

Figure C3 : Mastery School Level Operational Model - Principles and Systems 3.0



introduced below and a 2015 school program summary and description of the 8 principles are attached in Appendix H.

(1) Curriculum, Instruction & Assessment – Focused on developing critical thinking and problem-solving skills for all students, sites are charged with implementing the NST developed instructional model, and lesson formats and instructional routines with fidelity. Literacy across the curriculum is a foundational practice and we dedicate additional time to reading and writing K-12. Faculty use student benchmark and MVAS data to drive planning and instruction.

(2) School Culture – Mastery schools are designed to create joyful school communities that foster both independence and personal responsibility through relationships and common values. We use a restorative practices approach to discipline, teach non-cognitive skills through our social emotional learning curriculum, create places where cultural backgrounds of our students are a source of strength, and reinforce postsecondary success as the end goal.

(3) Admin Roles & Teacher Development – Our recent shift has increased the number of APs in each building focused on supervising teachers. APs “own” a “grade or content band” (e.g. 9-12 math) and focus on training, planning with, and supporting the teachers in that group as specialists focused on deepening teacher effectiveness. Other PD and coaching is implemented as outlined in the network description on pages 33-35.

(4) Student Support – We have high expectations for our students and need to provide the supports to help them succeed. We have shifted to a school-wide Response to Instruction and Intervention model to provide targeted interventions to struggling students and we train our staff in both Trauma Informed Care (TIC) and Cultural Context (CC) to help build stronger relationships with students and understand how to individualize instruction and response to classroom challenges. Students receive supports K-12 and as alumni as we focus on postsecondary outcomes.

SECTION D: Quality of the Management Plan and Personnel

D.1 & D.2 Mastery Charter Schools has been in operation since 2001, growing from one start-up 9-12 charter high school to 17 schools by fall 2014. Compared to the state, economically disadvantaged and African American students at Mastery almost universally outperform their peers in both Reading and Math (Section A) and for the proposed CSP growth cycle, we have already been granted two new charters in Philadelphia and one charter in New Jersey. We have just completed a growth plan from 2010 to 2015 supported, in part, by CSP funds where we opened 14 new schools during this period. We executed on a growth plan that succeeded in opening schools on time, within budget and 100% of these schools are fully sustained by per pupil funding in year three of operation. We have built much of the infrastructure and the project

implementation roadmap internally to support multiple new school openings each year through the cycle of recruitment, community engagement, leadership development, staff onboarding and training, school opening rubrics, and managing by objectives. We have learned what gaps exist in our current supports to new schools and have built a project proposal to be able to provide the right resources to support new schools. We are seeking CSP funds to open at least 12 additional high quality schools in the next five years. A CSP grant for expansion will be instrumental in funding the initial start-up costs associated with opening new schools, primarily for turning around previously failing schools. Once the 2-year implementation period is completed each school will break even on the per-student reimbursement provided by the District and/or the State in which it is located. Our timeline for accomplishing project tasks with milestones, deadlines, and responsible parties is included as Exhibit D1 on pages 41-44.

Highlights of the Business Plan for Ensuring Quality & Performance Over Time

The earlier sections of this narrative provided detailed evidence of Mastery's success in achieving academic and other positive outcomes for students (Section A). The basics of the Mastery network and school level model were included in Section C: Project Design. In this section we provide a brief summary of the systems and infrastructure we have created to ensure high quality replication and growth. As an organization, Mastery believes that effective systems enable quality at scale. We believe in a culture of continuous improvement and have created systems and processes as part of the regular ongoing workflow at every level in our network and schools. In spring 2013, we owned a plateau in student achievement across mature campuses and completely reinvented our academic program model to better support student learning in the Common Core.

Exhibit D.1

PROJECT OBJECTIVE (summary form)	PERFORMANCE MEASURE (PM) or Milestone (MS)	Responsible Party – Project Director oversight for all initiatives	Deadlines
<p>PO #1: Raise Student Achievement at new charter schools</p>	<p>PM: Each new school will close or make progress toward closing the achievement gap with the state in Reading and Math each year by at least 5 percentage points (baseline 50% or closer of gap year 1 to 65% gap or closer year 4) MS: Gaps closed with African American and Economically disadvantaged subgroups each year; Gaps reduced for IEP subgroups consistently over time</p>	<p>Lead: School Principal (SP) at each school Site Support: Apprentice School Leaders (ASL), Instructional Coaches (IC) Network Support: Regional Schools Officer (RSO), Chief Academic Officer (CAO), Director of SPED Achievement Gap (DSEAG)</p>	<p>Progress updates via: 4 annual benchmark exams, 3 4Sight or MAP exams; 2 IEP goal progress reporting cycles Absolute outcomes: state test results by September 1 each year (2016-2020)</p>
	<p>MS: Provide and track summer and year round PD opportunities for school leaders and teacher related to implementation of Mastery 3.0</p>	<p>Lead: CAO, DSEAG, IC Site Support: SP, ASL</p>	<p>Begin planning year 2015; Completed full cycle Summer 2016 with refine and repeat each year of grant</p>
	<p>MS: Train staff on use of existing tools via data analytics systems and evaluate impact of program shifts and structural supports on student outcomes</p>	<p>Lead: Deputy Chief Operating Officer (DCOO) Site Support: SP, RSO & IC Network Support: External Evaluator (EE)</p>	<p>*Training begins Sept of implementation year in 2015 with ongoing thread all year; occurs during planning year for all other schools *Value Add and other mission metric data reports available 4x per year at report period *External Evaluator impact reports due August 1 each year</p>

PROJECT OBJECTIVE (summary form)	PERFORMANCE MEASURE (PM) or Milestone (MS)	Responsible Party -- <i>Project Director oversight for all initiatives</i>	Deadline
(PO#1 cont)	MS: Evaluate efficacy of Special education programs at existing sites with program proposal focused on replicating practices impacting closing IEP student gaps with the state	Lead: EE Network Support: DSEAG, AP of Specialized Services at sites (APSS)	Evaluation completed May 2016 Begin implementing changes August 2016
	MS: Complete Qualitative School Reviews with school action plans 2x/year	Lead: COS, RSO Site Support: SP	QSRs completed Sept-Nov and Jan - March
PO #2: Increase the number of high quality charter schools in the Philadelphia Region	PM: Open one charter fall 2015; two charters in fall 2016; 3 each in 2017, 2018, 2019 (<i>*also GPRA Project Objective #5</i>)	Lead: CEO Network Support: RSO Site Support: SP	*Open by Sept 1 each year
	PM: Ensure 100% Mastery Charters are making progress toward closing achievement gap (Perf Measures 1a-d)	Lead: SP Network Support: RSO	*Quarterly data reviews (Oct, Jan, March, June) *State test result review (August each year)
	MS: Participate in annual Philadelphia Renaissance Schools Process to win new charters or charter application process in PA, NJ, DE, DC	Lead: CEO & Chief Innovation Officer (CIO) Site Support: Family Engagement Manager (FEM)	Oct – April each year
	MS: Conduct community outreach in potential new charter communities to increase parent awareness and support	Lead: CIO Site Support: FEM, SP	Year round – deadlines for charter application support and enrollment will vary – begins in October 2015 for charter opening fall 2016 for year 1 of project

PROJECT OBJECTIVE (summary form)	PERFORMANCE MEASURE (or target)	Responsible Party -- <i>Project Director oversight for all initiatives</i>	Deadline
PO #3: Ensure high quality educators in every classroom (HQ as defined on pp 30 of narrative)	PM: 5 % increase or 75% overall # of teachers earning performance promotion or adv/master status each year	Lead: Director of Human Resources (DHR) Site Support: P, AP Instruction (API), RSO	June 1 each year
	PM: 90% retention of HQ teachers each yr	Lead: Director of Human Resources, SP Site Support: API, RSO	Progress checks every 2 months by HR (Nov, Jan, Mar, May) Final report: August 15 (after 1 st day of new
	PM: 90% participation in teacher coaching and content coaching at all new schools	Lead: ICs Site Support: SP, ASL	Participation plan due August 15 each year; Progress by December 1; End of year participation report due 7/1
	PM: Improve quality of PD offered throughout summer and school year	Lead: CAO, API (at sites) Network Support: Director of PD (DPD)	Mid-year data review: December 15 each year; End of year data review: August 1 each year
	PM: Increase teacher use of data systems	Lead: DCOO (network) & API (site) Site Support: RSO	Data dashboards at student, classroom, content/grade, and school level updated at 4 benchmark cycles each year Network tracking use by December and May
	MS: Open each new school 100% staffed in every subject/grade	Lead: Director of Recruitment (DR) Site Support: SP, RSO	August 15 staffing count
PO #4: Promote Parent Involvement and Satisfaction	MS: Create parent associations at new schools w/ elected representatives	Lead: FEM Network Support: Family Engagement Director	Nov 15, year 1
	MS: Implement data tracking systems for parent involvement at new sites	Lead: DCOO & EE Site Support: FEM	Implement use of tools at sites by October 15 year 1 Annual data due July 15th ea yr.

PO #4 cont.	MS: 10% increase in attendance at Parent- Teacher Conferences or APTTs over time (create year 1 baselines)	Lead: FEM Network Support: EE	Year one data collected with baseline set by July 1 prior to year 2
	Evaluate efficacy of current parent survey & revise survey	Lead: EE Site Support: FEM	Evaluation of survey tool completed by November year 1. Revised by Jan 2016
	PM: Conduct parent survey; track increase in participation in survey and school ratings with goal of 80% approval or higher	Lead: FEM Network Support: EE	Survey out by April 1 each year Data reporting completed by August 1
	Community and parent engagement plan published and shared with parents	Lead: AP School Culture Network Support: Deputy Chief Innovation Officer	Plans released and distributed by October 1 each year
PO #5, GPRA Measures	PM: Increase the number of charter schools nationally	Expansion Lead: CEO and Project Director	12 schools by year 5
	PM: Increase the % of students in grades 4 & 8 proficient or advanced on state tests	Statewide Performance Lead: SP, RSO	Progress data using benchmarks and predictive analytics 4x/year Annual results due September 1 each year
Implement Sustainability Plan for each school after grant funds end	Central finance team works with school leaders to complete start up projects on time and balance budgets in CSP funded schools after 2 years of full implementation at each school	Lead: CFO & Principals Network Support: PD	Progress reports toward sustainability due August 1 each year 100% sustainability evident by 0 school-level deficit according to plan by year 3 for each school in CSP

Existing Organizational Capacity for Expansion – Mastery has already built the capacity to manage multiple new charters through our experience of growing and operating our 17 current schools including 11 school turnarounds as listed in Appendix E: Schools Operated by the Applicant, and expertise in every functional area necessary for opening new charter schools at scale each year.

Mastery Network Support to New Schools (Central Office)

Mastery has invested heavily over the past nine years in developing a high-functioning network support team (NST) to support student achievement at our schools, monitor and supervise our schools, provide back office supports, and execute new school openings. Our financial model at the network level has been developed with an eye to providing necessary expertise to our schools while also growing only to a scale that is self-supporting once the network grows to full capacity per the current strategic plan. Each Mastery school pays an 8.5% management fee to Mastery Charter High School (the applicant under CSP Expansion) which hosts the Network Support Team. In turn, the NST provides a wide range of services to the individual schools as summarized here. Two years after opening, all schools are sustainable on per pupil funding. In short, our model is sustainable and effective.

All areas of our capacity plan below are driven by the central office at Mastery with site level leads for program implementation. The central office team (NST) is structured under one CEO and five Chiefs (Schools, Academics, Operations, Innovation, Finance) with sub teams reporting to each (Organizational Charts are in Appendix H, page 132). We are a tight model from the central office with school-level autonomies and model requirements defined for Mastery schools. We believe the top priority for every school leader should be improving instructional quality to impact student outcomes. Therefore, any function not related to this focus is led by the central office whenever possible.

Leadership- See pages 35-36, & 39 in Section C: Project Design.

Teacher Recruitment & Human Resources- See Section C on page 36.

Facilities - The facilities plan for all schools is led by the COO at the Network Support Team. An important part of our model is having clean, bright, safe school buildings. While Mastery does own two of our 15 school buildings, our strategic plan includes leasing facilities from the

School Districts where we turnaround failing schools wherever possible. This has become an efficient use of taxpayer funds requiring some renovation, but is a far less costly model than ground up construction and allows us to funnel more per pupil dollars toward instruction. In cases where we must purchase a building, our Board weighs in and we make sure we can privately raise the funds for renovation beyond what the new school can afford in debt service.

The turnaround facility model includes using operating funds as well as fundraised dollars to support up to \$1 million in renovations at each facility. We are aware that no federal dollars under Charter School Expansion can be used for these purposes and we commit to that requirement. Mastery has hired contractors and managed the renovation work and the Districts then lease the buildings to Mastery for a period of 20 to 100 years. Mastery has designed and supervised facilities renovations for a total of over \$50 million in work on District buildings to date, conducted prior to and while students were in the building and at a significant discount compared to the traditional renovation process. All of our projects have been completed on time and on budget. We will continue to prioritize this approach to facilities in our current and expansion markets. On a daily basis our central and site facilities teams manage maintenance, custodial, and other building operations – for more than 1 million sq. ft. across our 15 buildings. At all of our schools, we take 100% responsibility for all facilities issues including HVAC, fire safety, exterior, etc.

Financial Management & Fundraising

Mastery has a dedicated finance team that handles finance and compliance for all Mastery Schools. We have successfully managed a combined budget more than \$100 million in each of the last several years including over \$2.5 million in Title I and IDEA grants. We have had no Title I audit findings to date and all of our Title I applications have been approved. Over the last

three years, we have implemented a scalable financial software system and have a trained staff that has capacity to manage the finances of additional schools. Mastery also has dedicated development staff to engage individuals and foundations interested in supporting our turnaround work. The five-year fundraising need, including private and public sources, for our last five-year growth plan was \$55mm and that was 100% raised prior to the end of that cycle. Our five year plan in this application shows a fundraising need for expansion of \$44mm with \$8.5mm already pre-raised for our next phase of growth from private sources. We are confident in both our plan for fiscal management and fundraising over the next five year term and have letters of support from a number of funders who have helped us close the financial gap over the last 5 years.

Student Academic Achievement Supports – See pages 33-35 & 37-39 of Section C: Project Design on how our network and school models are structured to support student achievement.

Data Systems – reporting to the COO, we have a data team in place to build out and maintain all real time data systems used to inform instructional practice and action planning at schools. For more detail on our existing data and analytics capacity, see Section E: Evaluation Plan.

Parent Engagement - We believe that parents are our partners and as such we have network and school level support team for parents. Our Parent Associations are actively involved in the life of our schools and have helped create an effective parent outreach strategy. This team will work with the new schools on outreach to parents through home visits, training staff about how to effectively communicate and build relationships with families, and will work with parents and community members to identify ways the school can address community needs.

Board Governance & Relationship with Authorizers

The CEO is our direct liaison to all Board members for Mastery schools; however, our Deputy Chief of Staff for the network manages board governance and relationships with

authorizers. The CSP Project Director will engage with board governance and authorizers in new markets during the planning phase for new schools. We currently have multiple school boards for our schools in NJ and PA. As part of the charter authorizing laws in both Pennsylvania and New Jersey, all of our schools are overseen by their own independent charter school boards. The state authorizing agencies we currently work with (the School District of Philadelphia in PA and the State Department of Education in NJ) determine charter status for each school for an initial five year period, with renewal every five years as long as the charter school is meeting the authorizing agency's performance goals. Mastery schools all sign Management Agreements with the CMO via Mastery Charter High School (see Appendix E) and the CEO of MCHS serves as the official leader for all schools via this arrangement. The management entity provides all NST staff and services to schools and school leaders are accountable to their individual school board. Mastery's Boards and CEO are in constant communication with both chartering authorities and have a positive and open relationship with both. Once new charters are awarded, the Mastery Board has complete autonomy to operate each school as its own LEA. Each school has its own Board; however, since Mastery operates as a network of charter schools, each state has allowed us to have to have common Board members across multiple schools in the same state. The central office is housed out of the flagship campus in PA and they have substantially separate membership from the other schools since all school boards enter into management agreements with their entity. We have an elected Mastery Parent Advisory Council in each state and they elect up official parent representatives to each Board in their states. We are exploring governance arrangements in DC and DE, and believe we will be able to manage the governance structure in similar ways to our present operation. The elected board chair for Mastery Charter High School directly supervises the Chief Executive Officer of

Mastery Charter Schools network. Board chairs for each campus are responsible for hiring approvals for all principals and key leadership staff. Board members can serve for up to five two-year terms and the standing sub-committees of the Board include: Executive, Finance, Executive Compensation, and Strategic Planning. A list of all current board members is attached to this application in Appendix H. Our boards consist primarily of business leaders, community organization leaders, and parents. The PA Boards meet five times per year and the NJ Boards meet 12 times per year according to statute. The Executive Committee for each Board is authorized to hold monthly meetings to discuss pressing business that must be decided prior to the next full Board meeting. Mastery has a consistent Board leadership with the average tenure of Board members over five years. The executive committee is responsible for ensuring quality board members and filling vacant seats. Nominated Board members must be approved by the full Board membership.

Mastery Charter High School's Board Chair has deputized the Chief Executive Officer of Mastery to serve as his agent in matters of daily operation of the schools. Mastery Charter High School, which as mentioned earlier hosts the NST, sponsors each new charter or turnaround application. Once the new school opens it signs a management agreement with Mastery Charter High School. This enables Mastery's network teams to provide support directly to each new school immediately upon announcement of the charter from the awarding District or chartering authority.

(D3) Financial and Operating Model

We have provided a broad overview of our operating model for new schools through our description of existing capacity and supports to new schools in sections C and D2. The Mastery financial model includes some intensive, early investments in infrastructure (site staff, network

staff, instructional materials, training, data systems, etc.) for each new school. Our financial model includes a school level deficit in each of the first two years of school operation with schools breaking even by year three. The NST continues to run a deficit as we rapidly expand network capacity in advance of growth and this gap closes as we reach scale in 2020. Our five year financial plan (Exhibit D.2) shows a small loss in year 5 due to projected NST staffing to support some growth in 2021 beyond this plan. The loss is erased if we stop growing in 2020. In short, our fiscal model is sustainable on per pupil dollars after start-up costs are funded. Finally, we are very aware of charter school law in our current and prospective states. We have been able to resolve any small issues that have arisen regarding receiving our commensurate

Exhibit D-2: Mastery Charter Five Year Financial Plan for Expansion 2015-2020

Mastery Charter Five Year Expansion Plan

	Yr 1 CSP	Yr 2 CSP	Yr 3 CSP	Yr 4 CSP	Yr 5 CSP	
	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
# of new schools	1	2	3	3	3	12
Total # of charter schools	16	18	21	24	27	
Students in existing charter schools	10,100	10,850	11,950	13,600	15,250	
New charter students (PA, NJ, DE, DC)	750	1,100	1,650	1,650	1,650	6,800
Total # of students	10,850	11,950	13,600	15,250	16,900	550 std./new school (FY17-FY20)

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
<u>Central Office (CO) Net Loss</u>						
Local School Revenues	\$ 119,350,000	\$ 131,450,000	\$ 149,600,000	\$ 167,750,000	\$ 185,900,000	\$ 754,050,000
CO Revenues	\$ 10,144,750	\$ 11,173,250	\$ 12,716,000	\$ 14,258,750	\$ 15,801,500	\$ 64,094,250
CO Expenses	\$ (16,700,000)	\$ (16,000,000)	\$ (16,500,000)	\$ (16,300,000)	\$ (16,400,000)	\$ (81,900,000)
CO Loss	\$ (6,555,250)	\$ (4,826,750)	\$ (3,784,000)	\$ (2,041,250)	\$ (598,500)	\$ (17,805,750)

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
<u>Site Based Expansion Costs</u>						
Apprentice School Leaders	\$					\$
New School Start-up Costs	\$ (1,312,500)	\$ (1,925,000)	\$ (2,887,500)	\$ (2,887,500)	\$ (2,887,500)	\$ (11,900,000)
New School Facilities Improvements	\$ (1,000,000)	\$ (2,000,000)	\$ (3,000,000)	\$ (3,000,000)	\$ (3,000,000)	\$ (12,000,000)
Total Site Based Expansion Costs	\$ (2,952,500)	\$ (4,885,000)	\$ (6,871,500)	\$ (6,883,500)	\$ (6,391,500)	\$ (27,984,000)

TOTAL EXPANSION FUNDING NEEDED	\$ (9,507,750)	\$ (9,711,750)	\$ (10,655,500)	\$ (8,924,750)	\$ (6,990,000)	\$ (45,789,750)
---------------------------------------	-----------------------	-----------------------	------------------------	-----------------------	-----------------------	------------------------

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
<u>Existing Pledges</u>						
William Penn Foundation	\$ 810,000	\$ 360,000				\$ 1,170,000
PSP	\$ 1,500,000					\$ 1,500,000
B. Lenfest	\$ 1,350,000	\$ 1,350,000				\$ 2,700,000
G. Lenfest	\$ 1,400,000	\$ 250,000				\$ 1,650,000
Charter School Growth Fund	\$ 350,000	\$ 150,000				\$ 500,000
Anonymous Donor	\$ 1,000,000					\$ 1,000,000
TOTAL EXISTING PLEDGES	\$ 6,410,000	\$ 2,110,000	\$ -	\$ -	\$ -	\$ 8,520,000

FUNDS STILL NEEDED FOR EXPANSION	\$ (3,097,750)	\$ (7,601,750)	\$ (10,655,500)	\$ (8,924,750)	\$ (6,990,000)	\$ (37,269,750)
CSP GRANT FUNDING IF AWARDED	\$ 1,651,709	\$ 2,113,128	\$ 2,255,169	\$ 2,284,410	\$ 1,282,850	\$ 9,587,266
REMAINING NEED AFTER CSP AWARD	\$ (1,446,041)	\$ (5,488,622)	\$ (8,400,331)	\$ (6,640,340)	\$ (5,707,150)	\$ (27,682,484)

share of Federal education funds allocated by formula in less than 45 days. Mastery Charter School is also in excellent fiscal health: we have maintained balanced budgets during periods of growing enrollment and annual audits were issued with unqualified (clean) opinions of our financial statements. Our most recent audits are public documents and are available for review.

The **theory of change** for our operating model is to grow quality charter school market share and engage parents to a scale large enough to be a catalyst for systemic education reform. We believe that our success in school turnarounds and our initiatives in regards to performance-based pay, teacher coaching, leadership training, and data-driven instruction and decision making will serve as an example and proof point for other charters and Districts undertaking reform. Finally, CSP expansion funds would play a pivotal role in speeding our expansion and helping us provide high quality education to 6,800 additional educationally disadvantaged students by 2020.

Commitment to Current/Future Partners – Mastery’s application under CSP does not include any specific funded partners under the grant. We do have strong partnerships with our host LEAs as part of their School Improvement efforts in each city and pride ourselves as working well with both cities and the local authorizers and are building similar relationships in our new markets. See Letters of Support, Appendix C as evidence of our role as a partner in transforming failing schools.

Evidence of Broad Support from Stakeholders – Mastery’s Board and current funding community are in support of this application and have been instrumental in our expansion efforts over the last five years (see Letters of Support). Our partner cities have shown advance support by awarding at least three new charters for this CSP cohort already as evidenced by authorizer approval of two new schools in PA and multiple new charters on one LEA for NJ (See Appendix E, Section IV). The most important stakeholders are our parents and parents with children

trapped in failing schools. Both our network-wide parent groups: Mastery Parent Action Team and Mastery Parent Advisory Council have submitted letters of support for this application and their members volunteer hundreds of hours advocating in our host cities for expansion of quality Mastery schools. These parents support parents in new schools to get involved in the life of their schools and to mobilize around future Mastery expansion. In our expansion to Camden this year, we mobilized more than 1,200 parents and community members to “Sign On” to our Building Excellent Schools Together (BEST) campaign for quality choice and were awarded 3 new turnaround schools in Camden for fall 2015. In Philadelphia, our most recent charter award was a result of parent demand in one community for a Mastery school. In just three weeks of outreach, we had more than 848 parents sign petitions in favor of the new school and 148 families complete pre-enrollment applications to the school. In the cities we serve, we have wait lists at every school and have the support of the local District LEA leadership, funders, and parents mobilizing for quality Mastery expansions.

(D4) In a worst-case scenario that one of our schools does not show dramatic growth or achievement as outlined in Section C of this application, we have a management team available at the NST level to immediately intervene when student performance targets are off track. In these cases, we will do real-time action planning with school teams, remove underperforming teachers and leaders, and focus all Network resources to improving outcomes. We will withdraw the charter if we cannot make significant progress toward academic goals within three years. We do not believe this is likely, but the Department should feel confident in our belief that we are advocates not just for growth but for quality charter growth. Charter schools that fail children have no place in the Mastery system, nor do they deserve to exist. We must adhere to this standard for our own schools.

(D5) Mastery's proposed new charter schools will follow the design of our schools in Pennsylvania and New Jersey. The leadership team described below has successfully managed our growth from 4 to 17 schools over the last five years, 11 of which have been successful turnarounds of chronically low-performing elementary, middle and high schools in Philadelphia.

- Scott Gordon is the founder and CEO of Mastery Charter Schools. Scott served as Mastery Lenfest Campus' first principal in 2001 and has led Mastery as CEO through all expansion.
- Jeff Pestrak is Mastery's Chief of Schools. Jeff joined Mastery in March of 2005 as the founding principal of the Thomas Campus – our first turnaround school. He later became CAO and then Chief of Schools. He has primary responsibility for principal supervision and school outcomes. Prior to Mastery he was a District science teacher and curriculum lead.
- Joe Ferguson is Mastery's Chief Operations Officer. Joe he is a graduate of The Broad Residency in Urban Education. At Mastery, Joe leads our NJ team, as well as facilities, school operations, and data/technology teams network-wide. Prior to joining Mastery in 2008, Joe served as Chief of Staff to the Philadelphia School Reform Commission.
- Yonca Agatan is Mastery's Chief Financial Officer where she leads the finance, HR and recruiting teams. Prior to joining Mastery in 2011, Yonca spent over 15 years in accounting with Deloitte and CMF associates in the audit and consulting functions.
- The **Project Director** for this grant, Courtney Collins-Shapiro, is Mastery's Chief Innovation Officer. She is responsible for strategy related to new school expansion, community affairs and family advocacy, fundraising, and communications. She served as the Project Director on Mastery's successful 2010-2015 CSP grant and has 15 years of prior K-16 experience.
- Molly Eigen is Mastery's Chief Academic Officer responsible for teacher professional development and coaching, curriculum, specialized services, and assessment. At Mastery,

she leads a team of more than 40 instructionally focused central office staff and the work of Assistant Principals of Instruction and Specialized Services in all schools.

- Soledad Alfaro is Mastery's Deputy Chief of Staff. She is responsible for parent engagement, postsecondary programming, and maintaining all relationships with charter authorizers and Mastery's multiple boards.
- Debra Durso is the Regional Schools Officer (RSO) who will be responsible for principal supervision and school management at new Mastery schools as charters are awarded. Schools will be under her direction during the planning phase and first year of implementation and then will transition to a mature school RSO. Mrs. Durso was a founding teacher, college advisor and Assistant Principal at Mastery Thomas starting in 2005 and founding principal Harrity Elementary in 2010. Prior to her 10 years at Mastery, she spent 6 years as a secondary teacher in the School District of Philadelphia.
- Elizabeth Faruggia is the Deputy Chief of Specialized Services and is directly responsible for improving the academic and behavioral performance of students with disabilities. Elizabeth manages and coordinates all specialized services including special education, counseling, and all other related services and has 15 years' experience serving students with special needs.
- Peter Lee is Mastery's Deputy Chief of Technology has 20 years of experience applying technology holistically to solve large-scale problems. Peter has a broad background in data analytics and statistical analysis including the development of predictive models and simulations based on educational, healthcare and transaction data. He and his team design and support all data systems within Mastery, manage the implementation plan for technology rich classrooms, evaluate and support online and software-based solutions for instruction, and serve as an internal evaluation arm to measure effectiveness of programs.

In addition to the key staff listed above, our five year budget projections show that we will need several additional key staff at the network support team level to directly support growth and sustainability of new, high-quality charter schools. These roles are described in the Budget Narrative in Appendix G. These staff are essential to meeting grant outcomes and will be hired using grant funds in the early stages of growth.

Section E: Quality of the Evaluation Plan

Our evaluation plan includes both internal and external evaluation to measure the effectiveness of our project and our schools.

Internal Evaluation Plan -- Mastery has significant experience in data reporting and collection and the capacity to do so successfully. Mastery has built a number of data analysis tools which enable us to effectively and accurately report on both inputs and outcomes and we act with urgency to respond to a variety of metrics internally. Examples include data by school, classroom and student on student achievement and growth over time, special education and ELL progress to goals, attendance, promptness, retention, and a number of proxy measures of non-cognitive behavior. We also track data on outcomes in HR, Finance and other areas of operations.

Data tools already developed and in use include the 7 primary current tools below and examples of each are included in Appendix H:

(1) **Data Warehouse** – internally developed SQL Server database that integrates data from all Mastery information systems including academic, HR, and student assessment data; (2)

Dashboards – real-time interactive dashboards comparing current school performance vs.

mission metrics; (3) **Operational Reports** – real-time Cognos reports used by school leaders to

track daily student and school performance; (4) **Organization Update Reports** – quarterly

summary reports published in PDF and Excel that provide a snapshot of network-wide data

including demographics, enrollment, academics, assessment scores, and student growth; (5) **Mastery Value Add System (MVAS)** – tracks student growth relative to each student’s academic history to identify changes in growth trajectory and aligns those changes to students, teachers, and schools; (6) **Predictive Analytics** – uses statistical models to predict end of year performance based on leading indicators and past history; and (7) **Item Analysis Reports** – detailed analysis of internal benchmarks created for each teacher that tracks each student in their class vs. each topic area taught in the quarter.

Mastery’s methods of evaluation will include the use of objective performance measures that are clearly related to the intended outcomes of the Project and will produce quantitative and qualitative data. Mastery proposes that its success under CSP be evaluated on the Project Outcomes and Performance Measures in section C of this application. The data to be internally collected and analyzed is included below and the data team will continue to add tools as needed:

1. Expansion -- # of charter schools opened, # of new students enrolled, and % of Free and Reduced Price Lunch students being served during the performance period.
2. Assessment Data – MVAS results, State Assessment Data, local assessment data (Benchmarks, Fountas & Pinnell, QSR); Nationally Normed Test Data (e.g. MAP)
3. Teacher and Leader Professional Development
 - a. # of Professional Development opportunities; % of new teachers and leaders participation receiving coaching; % of teachers showing growth over the school year as measured by observation scores and % of staff satisfied with professional development as measured by post-training surveys
4. Family and Student Engagement
 - a. Student attendance, engagement surveys, and within year and year over year retention

- b. % of positive student perception surveys increases annually with 80% or more of families giving an overall rating of "excellent" or "very good"; % of parents engaged in school programming annually

Mastery's evaluation will be aligned to assessment outcomes on the grant performance measures and the efficacy of the program model.

External Evaluation Plan -- If Mastery is selected for a CSP grant, we will do an RFP and contract with an external evaluator to partner with our internal data team for the term of the grant. We have budgeted \$405,000 for this evaluation based on early discussions with national evaluators that have expertise in this area and with whom we have worked on other federal and state grant evaluations. Since we have the capacity to do extensive data collection and analysis internally, the external evaluator will be charged with understanding the impact of the Mastery model for replication and expansion of high-quality charter schools. The evaluator will compare Mastery to other CMOs, Districts, or States using outside benchmarks (e.g. MAP, ACT, etc.) by conducting a systemic review externally, and creating a comprehensive set of comparison points to our suite of internal metrics. The external evaluator will also review and validate our internal data collection and analysis findings. For us to achieve sustainability at scale, we must know the efficiency and effectiveness of investments in technology, data systems, special education programming, professional development and training systems, etc. For each, the evaluator will identify a set of outcomes for implementation to measure efficacy of resources toward impact. Results of these findings will be shared at intervals with all levels of the organization to inform implementation, make modifications where needed, and measure the impact of the investments on student achievement. The evaluation will include: (1) a formative assessment analysis to provide feedback for improvement, (2) a rigorous quasi-experimental design to assess

the impact of the Mastery Model on student outcomes, and (3) quantitative and qualitative measures of implementation with an eye towards replication.

The independent evaluator will share findings through quarterly memos and regular project briefings, providing Mastery with data necessary to support implementation of the Mastery Model with fidelity. Essential questions will be developed to guide the evaluation of Mastery's CSP Expansion Grant, such as: Are we serving low-income and other high need subgroups of children well? Are our teacher coaching and leadership development models effective and sustainable? Are other programmatic aspects of the Mastery model having an impact on student outcomes (e.g. instructional, special ed, college preparation)? The proposed evaluation will use a combination of data collection methods and tools to obtain the data needed to address research questions including:

- Extant Student Data—these longitudinal files will include; student demographics, discipline interventions, attendance, course performance, and state and nationally normed test data.
- Extant Staff Data—these longitudinal files will include staff absences, tenure of employment, early resignations or departures and MVAS.
- Staff & Student Surveys –The Insight surveys we currently administer 2x/year to staff ask teachers to assess the quality, timeliness and adequacy of the professional development they have received and to assess the depth of support in implementing the Mastery Model from their peers and campus administrators. Student surveys were internally developed and are administered 2x/year.

The evaluator will provide quarterly summaries highlighting particular aspects of the progress of implementation and trends in apparent benefits of the Mastery model on relevant performance indicators. The focus of annual evaluation reports will necessarily change over the

course of the project. The earliest reports will emphasize the pace and success of implementation, documenting challenges and responses in implementation. Subsequent annual reports will place greater emphasis documenting the range of outcomes as reflected in the overall project performance measures. These mid-range reports will offer the evidence available for making a case that Mastery offers a compelling approach to creating high-quality charter schools for the most at-risk students. The final report, in addition to summarizing the previous findings and insights into implementation, will also address questions and issues concerning replication and scaling up of the Mastery model.

APPLICATION REQUIREMENTS

All required CSP elements have been addressed as part of this application and a quick reference to where they can be found is included below.

(a) Found in Part C: Project Objectives and Performance Measures

(b) See Section C, School Model pages 33-40;

Section C pages 33-36 and Section D2 pages 39-50

See Section D Management Plan, pages 53-54

(c) p. 52 in Section D3

(d) See Section C: Project Design on Network and School Model (pages 33-39) and the entirety of Section A: Quality of the Applicant for data on outcomes with educationally disadvantaged students.

In addition: Mastery currently serves students in grades K-12 and has rigorous curriculum and instructional models in place for all grades. Our first two schools under CSP will be K-8 and K-6, however, we have capacity to operate elementary, middle and/or high schools under CSP Expansion.

- (e) Section D2: Management Plan pages 47-49
- (f) Section D2: pages 49-51
- (g) Section C pages 31-32 (family engagement) and D2 page 47
- (h) N/A
- (i) Found in ED 524 and Budget Document and Narrative in Appendix G.
- (j) See Section B on pages 23-27
N/A for weighted lottery
- (k) Mastery Charter Schools are fully compliant with sections 613(1)(5) and 613(e)(1)(B) of IDEA and we receive a formula-based differential for enrolled special education students from the state. For more detail on our identification, evaluation, and compliance procedures for student services under IDEA, see our student-level response to Section 427 of GEPA attached to this narrative.**
- (l) N/A
- (m) Appendix E: Schools Operated by the Applicant and Appendix F: Student Academic Achievement
- (n) Section A pages 18-21 and Appendix F: Student Academic Achievement
- (o) All data required under item (o) is included in Appendix F: Student Academic Achievement and described in Section A: Quality of the Eligible Applicant.
- (p) N/A other than standard assurances required and submitted under this application

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

CHARTER SCHOOLS PROGRAM ASSURANCES – REPLICATION AND EXPANSION

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a Replication and Expansion of High-Quality Charter Schools Grant under the CSP must contain the following assurances.

As the duly authorized representative of the grantee, I certify that the grantee has submitted to the Secretary, or will submit within 30 days of the date of the Grant Award Notification, the following items:

1. All items described in section V (Application Requirements) of the Notice Inviting Applications for New Awards for Fiscal Year 2015, published in the Federal Register on June 12, 2015.
2. Proof that the grantee has applied to an authorized public chartering authority to operate each charter school and provided to that authority adequate and timely notice, and a copy, of this application;
3. Proof of the grantee's non-profit or not for-profit status;
4. A statement as to whether the charter school the applicant is proposing to replicate or expand currently receives, or has previously received, funding for this program either through a State subgrant or directly from the Department;
5. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
6. A description of the State or local rules generally applicable to public schools that will be waived for, or otherwise not apply to, the charter schools the applicant proposes to create or expand; and
7. Such other information and assurances as the Secretary may require.

As the duly authorized representative of the grantee, I also certify to the following assurances:

8. That the grantee will annually provide the Secretary such information as the Secretary may require to determine if the charter schools created or expanded under this grant are making satisfactory progress toward achieving the objectives described in 5203(b)(3)(C)(i);
9. That the grantee will cooperate with the Secretary in evaluating this program;
10. That the grantee will use the funds to replicate or expand a high-quality charter school in accordance with the requirements of the CSP;
11. That the grantee will ensure that a charter school that receives funds under this program will not receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or the initial implementation of a charter school; and

12. That the State will grant waivers of State statutory or regulatory requirements, and a description of the State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the schools the applicant proposes to replicate or expand.

Scott Gordon
NAME OF AUTHORIZED OFFICIAL

[REDACTED SIGNATURE]

SIGNATURE OF AUTHORIZED OFFICIAL

Chief Executive Officer
TITLE

7/10/15

DATE

Mastery Charter High School
APPLICANT ORGANIZATION

7/15/15

DATE SUBMITTED

APPENDIX B: RESUMES/ CURRICULUM VITAE

I. Scott Gordon, Chief Executive Officer	Page 2
II. Jeffery Pestrak, Executive Schools Officer	Page 5
III. Molly Eigen, Chief Academic Officer	Page 8
IV. Courtney Collins-Shapiro, Chief Innovation Officer/ Project Director	Page 10
V. Debra Durso, Regional Schools Officer (Expansion Sites)	Page 12
VI. Yonca Agatan, Chief Financial Officer	Page 14
VII. Joseph Ferguson, Chief Operations Officer	Page 17
VIII. Soledad Alfaro, Deputy Chief of Staff	Page 20
IX. Peter Lee, Deputy Chief of Technology	Page 23
X. Elizabeth Farruggia, Deputy Chief of Specialized Services	Page 25

SCOTT GORDON

EXPERIENCE

CEO

Mastery Charter Schools Philadelphia, Pennsylvania

July 2000 to Present

Founder and CEO of Mastery Charter Schools in Philadelphia. Opened the first Mastery high school in September 2001. Mastery currently operates fifteen schools serving 9,500 students in grades K-12. Eleven of Mastery's schools are turnarounds of previously low-performing district schools. Four years after Mastery assumed management of these schools, test scores have increased an average of 40 percentage points per grade and subject, violence decreased by 80%, and student turnover dropped by half. Several Mastery schools, formerly the lowest performing in Philadelphia, have closed the achievement gap. Mastery's school turnaround work has been recognized by President Obama as a national model.

Mastery's success is built upon a robust teacher development system that includes aligned instructional standards, comprehensive teacher training and professional development, and classroom-based Instructional Coaches. In 2011, Mastery received a Bill and Melinda Gates Foundation grant to disseminate its teacher development model to other districts and charter schools.

Consultant

Greater Philadelphia First Philadelphia, Pennsylvania

January 2000 - May 2000

Conducted research to determine employer demand for non-degreed technology workers. Interviewed employers, researched industry employment trends and skill standards and identified national best practices for technology worker training.

President

Home Care Associates Philadelphia, Pennsylvania

1993-1999

Founded worker-owned home health company with a mission to train and employ public assistance recipients. The company is a replication of the nationally recognized Cooperative Home Care Associates of S. Bronx, NYC.

Business Development:

- Secured funding, negotiated loan agreements (\$500k), organized facility, developed MIS system, and hired staff. Obtained contracts with regional health care organizations.
- Grew business to \$2 million in revenue and 85 employees -- 90% of whom were former public assistance recipients.
- Received *Better Business Bureau's Best Health Service Award* for high quality service.

Management

- Created team-based, participatory, management system to improve work flow, encourage innovation and develop staff capabilities. Developed internal mentoring program.
- Trained employees to be worker-owners and sold shares to over 50 field employees. Worked with majority worker-owner Board of Directors.

Education & Training:

- Designed welfare-to-work job training program that trained and placed over 200 adults in health care and clerical jobs.
- Achieved 78% job placement and 70% 12 month job retention for former welfare recipients. Received *Pennsylvania Governors Achievement Award*.
- Developed innovative curriculum that uses experiential activities and group work to build work-appropriate problem solving skills and critical thinking.
- Created "Job Coaching" program to support graduates' welfare-to-work transition by providing intensive feedback and personal counseling.
- Introduced internet accessed, self-directed, computer-based literacy module.
- Secured over \$900,000 in foundation funding and training contracts.

Product Manager - New Product Development

General Foods Corporation, Post Cereal Division White Plains, New York

1988 -1992

- Developed concept and led successful launch of a new cereal called Great Grains. Supervised market research, packaging development, test market, advertising, promotions, trade sell-in and logistical support.
- Managed \$20 million budget for national introduction.
- Achieved highest share of market for a cereal introduced from 1988-92.
- Awarded "Post Quality Achievement Award".

Associate Product Manager, Assistant Product Manager

- Supervised marketing strategies for Grape-Nuts cereal. Analyzed industry trends and competitive strategies and recommended new business opportunities.

RELATED ACTIVITIES

Founded Philadelphia Cares -- a volunteer community service organization with over 3,000 volunteers. Recruited Board of Directors and hired Executive Director. Currently serving as Board Chair. 1993-present.

Philadelphia Private Industry Council board member. 1998

Yale University Elm and Ivy award for work with local homeless project. 1988

EDUCATION

Yale School of Management

Master's of Business Administration, 1988.

Teaching Assistant, "Designing Organizations for Self-Management".

State University of New York at Binghamton

BA, Economics, 1984.

Academic Honors, Phi Beta Kappa.

Harry S. Truman Scholar: One of fifty recipients of national award for "Outstanding potential for public service leadership".

Jeffrey Pestrak

EDUCATION

Jan. 1997 – May 1999

Temple University- Philadelphia Pennsylvania
Master of Education, Secondary Science Education, GPA 3.94

Aug. 1990 – June 1994

Bloomsburg University- Bloomsburg Pennsylvania
Bachelor of Science, Biology, Cum Laude, GPA 3.53

CERTIFICATION

Pennsylvania Instructional II Teaching Certificate- Biology

EMPLOYMENT EXPERIENCE

August 2012- current

Executive Schools Officer

June 2005 - Current

Chief Academic Officer, Mastery Charter Schools

- Develop and supervise instruction, curricula, assessment and professional development for a four school public charter school district

April 2005 – Current

Principal, Mastery Charter School – Thomas Campus

- Oversee the daily operations of a 400 student secondary school
- Supervise administrators, teachers and support staff
- Develop and implement academic, discipline and enrichment programs

November 2002 – April 2005

Science Academic Coach, North Regional Office, School District of Philadelphia

- Work with teachers on an individual basis and in small groups to design and implement grade-level instructional strategies and best practices
- Develop and conduct various science education professional development workshops
- Ensure that the educational needs of all students are met, including those with diverse learning needs

September 2002 – May 2005

Adjunct Instructor, Temple University, Department of Curriculum, Instruction and Technology in Education

- Teach “Teaching Science N-6” to undergraduate juniors and seniors majoring in elementary education

May 2004 – May 2005

Adjunct Instructor, Community College of Philadelphia, Chemistry Department

- Teach General Chemistry 101 to undergraduates

June 1999 – June 2004

Science Teacher/Curriculum Developer, Community College of Philadelphia

- Design and implement inquiry-based science curricula to Philadelphia high school students in the following programs: Upward Bound, Gear-Up, and Health Careers Opportunity Program

December 2001- November 2002

Coordinator, Philadelphia Futures: Sponsor-A-Scholar Program

- Facilitated parent-mentor-student relationships of approximately 50 high school students
- Developed, planned and implemented activities that encourage a successful high school experience and a positive transition into college
- Tracked students' school and extracurricular performance

May 2001 – December 2001

Education Specialist- Sub-Saharan Africa Region, Nonprofit International Consulting Firm

- Conducted assessments of government, UN and NGO HIV/AIDS education and communication organizations and programs in Sub-Saharan Africa
- Developed education and communication project proposals and recommendations for the HIV/AIDS development community
- Identified methods to assess impact of intervention programs on epidemic

Sept. 1997 – June 2001

High School Biology Teacher, William Penn High School, School District of Philadelphia

- Taught tenth grade Biology and twelfth grade Advanced Biology
- Designed and utilized activity and lab based Biology and Advanced Biology curriculum
- Attended all progress meetings with parents and maintained positive and informative relationships by routine mailings, on-line grading and phone conferences
- Established and facilitated robotics club that competed locally and nationally
- Organized several fundraising endeavors
- Served as Junior Class Sponsor

Jan. 1999 – Aug 2000

Night School Substitute Science Teacher, Franklin High School, School District of Philadelphia

- Taught Environmental Science, Biology and General Math to high school students and adults.

Jan. 1999 – June 1999

Science Teacher, The Bridge (residential rehabilitation center)

- Designed and implemented general science curriculum to detained adolescents with drug addictions

June 1998– Aug 1998

Math Teacher, Korean Catholic Community Church Summer Education Program

- Designed and taught activity based math program to 3rd and 4th grade Korean immigrants with a wide range of English language skills

June 1997 – Aug. 1997

Science Coordinator, Sat-Turn Summer Day Camp

- Developed and taught a physics curriculum that emphasized the mechanics of amusement rides to 6th, 7th and 8th graders

Oct. 1994 – Dec. 1996

U.S. Peace Corps Volunteer, U.S. Peace Corps/Zimbabwe

- Taught general science to 8th through 11th grade rural Zimbabweans
- Appointed as Head of Science Department
- Designed school science syllabus
- Trained and supervised the performance of other teachers in the science department
- Initiated and organized World Map Mural Club
- Coordinated the first local science fair
- Established and coached the first baseball team in the province
- Wrote grants and received funding from USAID and the Peace Corps Small Project Assistance Program to establish the Fast Winds Windmill Manufacturing Cooperative and install a running water system in a rural village

- Wrote grants, received funding and assisted in establishing several rural based cooperatives including a dress making business, women's uniform producing business, family poultry farm and community based cross-cultural service in which tourists pay a fee to experience rural Shona life

PROFESSIONAL COMMUNITY INVOLVEMENT

October 2004 – December 2004

Pearson Scott Foresman, Critic Reader/Editor- Elementary Science Program

May 2001 – November 2002

International Center for HIV/AIDS Communication, Technical Advisor

September 2002 – January 2003

Chestnut Hill College, Act 101 Advisory Board Member

December 2002 – April 2005

Philadelphia Urban Systemic Program, Fellow and Teacher Leader

December 2004 – Current

Pennsylvania Science Teachers Association, Member

January 2003 – Current

National Science Teachers Association, Member

Molly K. Eigen

Relevant Experience

Mastery Charter Schools, Philadelphia, Pennsylvania

10/2012 – Present

Chief Academic Officer

Manage 30 person central team that designs and implements academic programming across an 8,000 student, 14 school charter network including curriculum and assessment, teacher coaching, professional development, special education and academic operations. Design and execute principal and school administrator trainings in school management, teacher training and data analysis. Serve as a member of the senior leadership decision making team for entire network. Work closely with Chief of Schools and Regional Directors to support principals and site programming.

Mastery Charter Schools, Philadelphia, Pennsylvania

5/2010 – 10/2012

Deputy Chief Academic Officer

Managed the academic design team ensuring that Mastery wide curricular and assessment resources are rigorous, effective, and implemented appropriately across ten schools. Managed a team of 22 people to create all academic resources, run college initiatives, implement academic operations, coach teachers and design and present teacher and administrator professional development.

Mastery Charter Schools, Philadelphia, Pennsylvania

5/2009-5/2010

Director of Teacher Coaching and Professional Development

Designed and implemented a coaching and professional development program across four campuses including robust multi day administrator training, ongoing coach management and support, and accountability to concrete campus coaching goals. Trained administrators and teachers on school wide data analysis and conferencing. Designed explanation documents and accompanying trainings for a variety of instructional strategies utilized across 130 teachers. Managed the curricular design team.

Teach For America, Philadelphia, Pennsylvania

7/2007-5/2009

National Senior Managing Director of Program

Set strategy for teacher support and development to be executed by 29 urban and rural regions and with over 6,000 teachers. Create strategic vision for Philadelphia-Camden regional teacher training and supervision; oversee 300+ teachers in 100+ schools in Camden and Philadelphia working toward significant measurable academic achievement; hire, train and manage full time staff of 12; design multiple week content specific teacher training programming;; create data based performance management system for teacher coaches; manage relationships with diverse constituencies including School District of Philadelphia, University of Pennsylvania and charter school partners; serve on senior leadership team charged with decision making and strategy development in all aspects of our presence in the region.

Teach For America, Philadelphia, Pennsylvania

5/2005 – 7/2007

Managing Director of Program

Designed a region-wide programmatic revamp with new strategies and structures to address corps culture and satisfaction, corps member efficacy, teacher retention and teacher hiring and placement. Managed a six person team to design and implement teacher professional development structures for a corps of 200+ teachers in 80+ schools in Philadelphia. Worked closely with Teach For America national Teacher Support and Development Team to provide feedback on design and strategy initiatives nationwide.

Teach For America, Phoenix, Arizona

7/2002-6/2005

Program Director

Supervised and supported 50 first and second year teachers annually to ensure student achievement of dramatic and measurable gains. Developed and implemented strategic large scale programmatic structures including learning teams, certification and university partnerships, summer programming, inter regional conference, principal relationships, and resource collection and creation.

McAllen High School, McAllen, Texas

8/1999-5/2002

Special Education Math and Science Teacher (Teach For America Corps Member)

Instructed 80+ students daily in Title 1 under-resourced high school; created and implemented differentiated curriculum for Biology, Physical Science, and Health. Monitored 35-45 students' IEPs annually, completing required paperwork and collaborating closely with general education teachers. Selected by administration to chair school wide professional development committee and represent special education on the school site based decision making committee

Education

Northern Arizona University Graduate School, Flagstaff, AZ

Master's of Education in Educational Leadership (K-12 Focus), December 2007

University of Texas, Pan American, Edinburg, TX

Special Education Teacher Certification Coursework, 2001

University of Michigan, Ann Arbor, MI

B.S., Resource Ecology and Management, 1999

COURTNEY COLLINS-SHAPIRO

Dedicated educational entrepreneur with more than 17 years innovating in higher education, public K-12 and charter schools

PROFESSIONAL EXPERIENCE

MASTERY CHARTER SCHOOL NETWORK, Philadelphia, PA 5/2010 – present

Chief Innovation Officer

8/2012 – present

- Lead six functional teams (College Initiatives, Extracurricular Programs, Development and Grants, Communications, Strategic Partnerships, Parent and Community Engagement) in design and implementation of core functions supporting school expansion and student outcomes
- Oversee implementation of new initiatives such as alternative teacher and leader certification program creation and a full-time dual enrollment program for 12th grade students
- Serve as liaison to charter authorizer(s) – negotiating charter agreements, troubleshooting issues, and managing renewal processes
- Lead charter expansion efforts by securing new schools. Supported growth from 4 schools and 2,100 students to 12 schools and 9,500 students in three years, with plans for continued growth to 22 schools and 17,000 students.
- All functions of DCIO below

Deputy Chief Innovation Officer

5/2010-8/2012

- Develop and incubate new initiatives for multi-school charter school network
- Lead external affairs, including governance, marketing, communications, and board relations
- Direct Mastery's fundraising efforts: Generated \$50 million in competitive private, federal, and state grant awards to support network expansion and core innovations
- Oversee Mastery's relationship with all federal, state, and private funders, including accountability of Mastery staff and schools to funded outcomes

SCHOOL DISTRICT OF PHILADELPHIA, Philadelphia, PA

8/2003 – 5/2010

OFFICE OF MULTIPLE PATHWAYS TO GRADUATION

3/2006 – 5/2010

Founding Director

- Created and led new office which created the 2nd largest and most successful set of alternative schools for at-risk youth in the nation in less than three years
- Directed growth of program from \$8m to \$50m in annual operating and grant funds serving more than 20,000 students in grades 7-12 across including sixteen (16) accelerated high schools, eight (8) night schools, Gateway to College, the Literacy Bridge, and an Occupational Skills programs
- Supervise 12 professional staff and manage contracts with external providers for more than 200 school-based positions
- Serve as the District's representative for the citywide Project U Turn Collaborative to identify key policy initiatives, seek legislative action on issues related to at-risk youth, and target funding opportunities for strategic investment between city, state, District, and private investors
- Design and implement the Student Success Center and Reengagement Center initiatives serving more than 14,000 youth annually and replicated nationally

COURTNEY COLLINS-SHAPIO

PROFESSIONAL EXPERIENCE *(continued)*

OFFICE OF COLLEGE AND CAREER AWARENESS 8/2003 – 3/2006

Assistant Director

- Led creation of new Office of College and Career Awareness to design and implement district-wide programs and supports to increase postsecondary enrollment for 91,000 primarily low-income, minority, middle and high school public school students
- Supervised 12 professional staff and 10 graduate fellows
- Served as budget officer for new office and created program plans and accountability systems for annual allocation of \$15 million in operating and grant funds
- Designed new standards-based guidance curriculum for college guidance counselors

UNIVERSITY OF MARYLAND, College Park, MD 8/1997 – 8/2002

OFFICE OF CAMPUS PROGRAMS

Program Coordinator (Student Affairs) 7/1999 – 8/2002

Adjunct Faculty, College of Education 8/1997 – 8/2002

Housing Coordinator/Panhellenic Advisor 8/1997- 8/1999

UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA 8/1996 – 7/1997

Graduate Assistant, Office of the Vice Provost for University Life

US HEALTHCARE, Blue Bell, PA 8/1994 – 10/1996

Sales and Marketing Representative

DELTA DELTA DELTA FRATERNITY, Arlington, TX 6/1993 – 7/1994

Field Consultant

EDUCATION

University of Maryland, College Park, MD
 Doctor of Philosophy, Education Policy and Leadership
Coursework completed, Anticipated degree completion: December 2014

University of Pennsylvania, Philadelphia, PA
 Master of Science in Higher Education Administration, June 1997

Villanova University, Villanova, PA
 Bachelor of Arts, English, May 1993, *Cum Laude*

Debra Durso

Experience

Regional School Officer

Mastery Charter Schools, July 2013 – Present

- Oversee and drive the implementation of the Mastery model related to the academic and school culture program in his/her network of schools
- Ensure that all schools meet performance outcomes and achieve dramatic student performance gains in all subject areas
- Collaborate with the Chief Academic Officer (CAO) and Deputy Chief of Academic Programs on an ongoing basis to improve Mastery's systems and model
- Regularly review data to spot strengths and growth areas; work with principals to develop clear plans to address growth areas
- Work with principals to design and implement rigorous intervention programs
- Work with principals to set teacher professional development priorities for the year and to design outstanding site-based and network-wide professional development
- Drive strong talent practices at schools, and support, coach, train, and supervise principals and administrators to help develop leadership skills
- Create and deliver midyear development plans and end-of-year reviews for principals
- Achieve strong survey results on key measures of principal/administrators satisfaction and team function
- Understand the concerns and constraints of schools and the Network Support Team (NST) to facilitate positive working relationships
- Ensure schools are getting a high level of service from the NST
- Work with peer RSO's and the Executive Schools Officer to problem-solve challenges in network

Principal, Mastery Charter School – Harrity Elementary

Mastery Charter Schools, June 2010 – June 2013

- Managed 850 student Kindergarten – 8th grade elementary school during conversion year.
- Focused on data-driven instruction to boost student achievement in first year of turnaround; school-wide PSSA scores saw an increase of 19 points in math and 11 points in reading.
- Conducted regular observation of all 57 teachers, including quick visits, targeted observations, and formal observations.
- Build capacity among the staff through targeted professional development sessions, such as effective reading instruction and differentiation in the classroom, as well as an intensive teacher coaching program.
- Worked with teachers to implement six-week action plans based on benchmark data.
- Managed the school leadership team, which included Assistant Principals in instruction, school culture, special education, and operations.
- Incorporated a community engagement program that brought in various community groups to support the school, including Harrity Concerned Citizens and State Representative Roebuck.
- Initiated the Non-Violence Campaign for the 2011-2012 school year.
- Managed a \$7million budget throughout the school year.
- Oversaw major construction projects each year, including the installation of a new heating system and \$1million upgrade.

***College Advisor & Testing Coordinator, Mastery Charter School – Thomas Campus
Mastery Charter Schools, June 2009 – June 2010***

- Worked directly with all 89 students in the Class of 2010 to complete and submit college applications, complete FAFSA forms, and transition to college.
- Oversaw 93% of students earned college acceptance and 64% of students earning college acceptance to a four-year institution.
- Created and taught Senior Seminar class, focused on college applications, financial aid, financial literacy, and transition to college.
- Created and implemented the Senior Project curriculum, which included a 90-hour service learning project and portfolio for all seniors.
- Managed all standardized testing, including the PSSA, PSAT, SAT, and Advanced Placement exams for the entire school.
- Directed first graduation ceremony for Mastery Charter School – Thomas Campus.

Assistant Principal of Instruction & Master Teacher, Mastery Charter School – Thomas Campus

Mastery Charter Schools, August 2007 – June 2009

- Taught 10th grade Humanities and 11th grade American Literature.
- Created and implemented English, history, foreign language, and social emotional learning curriculum in grades 7 – 11.
- Focused on data-driven instruction and supported the school in making AYP two years in a row.
- Conducted regular observation of all 41 teachers, including quick visits, targeted observations, and formal observations.
- Facilitated and participated in teacher development through the professional development program and the teacher coaching program.
- Managed all after-school, extra-curricular activities, including academic intervention programs, art clubs, sports programs, and academic clubs.
- Facilitated data-day conferences with teachers to analyze benchmark results and create an action plan every six weeks.

***Teacher Coach & Master Teacher, Mastery Charter School – Thomas Campus
Mastery Charter Schools, August 2005 – August 2007***

- Taught 8th grade and 9th grade general literature and writing.
- Created 9th grade literature curriculum for all Mastery Charter Schools.
- Worked as a teacher coach supporting individual teachers in developing classroom systems, utilizing classroom management techniques and incorporating best practices in the classroom.
- Created and supervised the Student Government Association

Program Coordinator, Sponsor-A-Scholar Program

Philadelphia Futures, January 2004 – August 2005

English Teacher, Martin Luther King High School

The School District of Philadelphia, September 1999 – January 2005

Education

Bachelors of Art, English/Secondary Education Certification
Shippensburg University, May 1999

Masters of Science in Education, Student Personnel Services & Counseling in Higher Education
Widener University, May 2004

Mastery of Science in Education, Educational Leadership
Chestnut Hill College, January 2012 (expected)

Yonca Agatan, CPA

PROFESSIONAL EXPERIENCE

Mastery Charter Schools, Philadelphia, PA

Sep 2011 – Present

Chief Financial Officer

- Management of finance and compliance functions
- Planning, budgeting and forecasting for schools and central office
- Oversight of external and internal reporting: annual audit, finance committee and Board reporting, monthly financial reporting package for the schools, etc.
- Oversight of transaction unit work including accounts receivable, accounts payable, ACCESS program billing and payroll
- Oversight of all grants accounting and reporting activities
- Supervision of a Compliance Director responsible for ensuring compliance with all federal, state, and district regulatory requirements

CMF Associates, Philadelphia, PA

Sep 2006 – Sep 2011

Director, Financial Consulting

- Act as CFO for various middle market companies with revenues in the range of \$20 million to \$150 million
- Offer executive business counsel to CEO's, presidents and business owners
- Oversee finance, accounting, information technology, human resources and other administrative functions
- Deliver merger and acquisition services, including financial and accounting due diligence, financial modeling, and transaction structuring
- Manage financial system selection and implementation projects

Select experience includes:

- **CFO of a \$70 million cosmetics company** – Came in when company was acquired by a private equity fund. Implemented new accounting and reporting processes to meet expectations of new owners and lenders. Converted the company from cash to GAAP basis accounting. Prepared the company for its first year audit and managed the audit process. Developed and managed an annual budgeting and planning process, and as well as monthly forecasting processes. Assessed and improved inventory management and costing processes. Managed an IT project to build a stand-alone IT infrastructure after separation from previous owners. Visited European subsidiary and standardized and enhanced international accounting and reporting processes. Project duration: 1.5 years
- **CFO of a \$30 million provider of information technology and performance management services** - Managed the accounting, finance and other administrative staff. Streamlined and simplified accounting and reporting processes. Developed a monthly management reporting process. Developed the annual budgeting process and facilitated completion of the strategic plan, operating and financial budgets. Supported the CEO with a pending management buy-out transaction. Project duration: 8 months
- **CFO of a \$100 million supplier of industrial and commercial lubricants** - Significantly enhanced all back office infrastructure: processes, controls and systems. Institutionalized the month-end close and reporting processes and significantly accelerated the month-end close

timeline. Developed new reporting and analytics processes and tools. Established cash management processes and tools to enhance cash flow. Managed implementation of new accounting and reporting systems. Supported company owners with a merger and managed the integration. Project duration: 1 year

Deloitte Consulting, Philadelphia, PA

1996 – Sep 2006

Senior Manager (2002 – 2006), CFO Services Practice

- Worked with CFOs and finance organizations to deliver services in the areas of: global finance transformation; business process improvement; accounting policy and procedure development; budgeting, planning and forecasting; close, consolidation and reporting optimization; strategic systems planning, selection and implementation
- Led large project teams, and managed multiple complex engagements and customer relationships simultaneously

Select engagements include:

- Led a planning, forecasting and budgeting process review project at a provider of services and products to the healthcare industry
- Led a finance transformation project at a large pharmaceutical company to improve accounting to reporting function, streamline close, consolidation and reporting processes, and realign the organizational structure with business objectives
- Led a global implementation of Hyperion Financial Management (HFM) to facilitate close acceleration and meeting SOX 404 requirements at a specialty chemicals manufacturer
- Led development of a corporate controller's manual that included a comprehensive set of policies and procedures to help the organization manage risk on a timely basis and support the organization's increased focus on controls in preparation for compliance with SOX-404
- Developed a Strategic Information Systems Plan for a grocery store chain
- Practice Development responsibilities included participation in on and off campus recruiting efforts, leading local office Women's initiative program to retain and advance women professionals, serving in the local office learning committee and development of point-of-views for financial reporting, controls monitoring for SOX-404 and financial close optimization

Representative clients included:

Merck

Rohm and Haas

NCR

Wawa

Cardinal Health

Endo Pharmaceuticals

Radian Group, Inc.

Clemens Markets

Tyco International

Bank One

University of Pennsylvania

Henkel

Deloitte & Touche, Philadelphia, PA

1992 – 1996

Senior Auditor

- Provided accounting and auditing services to a variety of public and privately held clients in multiple industries
- Supervised and planned the execution of numerous client engagements
- Facilitated the preparation of audited financial statements in accordance with generally accepted accounting principles
- Led filings of 10-K, 10Q and 8-K documents

EDUCATION

University of Pennsylvania, Philadelphia, PA
Bachelor of Science in Economics, Finance and Accounting concentration

May 1992

OTHER EXPERIENCE AND INTERESTS

Certified Public Accountant

Certified by American Production and Inventory Control Society “APICS”

Speak, read, and write Turkish fluently

Enjoy dancing (Latin and ballroom) and traveling

JOSEPH FERGUSON III

SUMMARY OF QUALIFICATIONS

Operations executive with strong project management skills. Extensive background in organizational and process re-design, cost-reduction, and technology strategy. Expanding knowledge of school reform practices, education policy and governance models. Excellent communications and leadership skills.

PROFESSIONAL EXPERIENCE

Mastery Charter Schools, Philadelphia, PA (2009-Present)

Chief Operating Officer

Selected to serve as operations executive for \$100 million, 800 employee charter school network. Mastery currently operates 12 schools, serving over 8000 students and their families. Provided leadership over school operations, human resources, recruitment, facilities, technology and finance. Reports directly to CEO.

Notable Accomplishments:

Human Resources

- Created and implemented Mastery's 403b alternative to the state's pension system. Over 95% of eligible employees selected 403B over pension. Year 2 projected savings estimated to be \$500K.
- Switched health-care providers and moved to a self-insurance model, resulting in lower employer costs.
- Designed and executed cost-reduction initiatives including job re-classifications and teacher contract revisions.

Recruitment

- Oversaw recruitment, selection and placement of over 600 instructional and non-instructional staff over a 3 year period. Successfully opened schools 3 years in a row with zero teacher vacancies.
- Formalized partnership with organizations such as TFA, TNTP, CityYear, and PTF to drive quality instructional candidates to the organization.
- Collaborated with Chief Academic Office to create Apprentice School Leaders program. Program objective is to build and cultivate leadership pipeline with internal and external high potentials.

Technology:

- Built a centralized data center and employed a 'thin campus model' enabling greater efficiencies in infrastructure support and capital cost avoidance at the individual school level of approximately \$30k per new school.
- Re-bid telecommunications vendor contracts producing savings of approximately \$40K in professional services and telco charges per school, while substantially improving bandwidth.
- Applied and received ERate reimbursement (\$100K per school).
- Moved from dedicated support to a shared services model for technology support in an effort to address funding shortfalls in academic areas.

Finance:

- Successful implementation of new accounting software and human resource information systems software resulting in increased controls on personnel and payroll, as well as greater self-service tools for financial stakeholders and employees, respectively.

Capital:

- Oversaw \$32mm in capital program and school start up work related to our recent expansion efforts. Capital scope ranged from light carpentry to gym and 4-classroom building expansions. School start up work included the procurement and setup of new computers, furniture, and books for school turnarounds.

Food Services:

- Identified and engaged alternative food service providers to operate our 5 high schools. 4 out of 5 schools experienced > 20% increases in lunch participation and no operational cost impact.

Expansion:

- Paired with Chief Executive Officer, presented to school community teams as part of Renaissance Schools turnaround RFP process. Led successful bid presentations at Gratz High School, Clymer Elementary, and Mann Elementary.

The School District of Philadelphia, Philadelphia, PA (2004-2009)

Chief of Staff, School Reform Commission

Executive Director, Chief Operating Office

Selected to serve as senior executive for state/city appointed governing body, the School Reform Commission. Manage day-to-day operations of \$18 million, 60-person organization consisting of General Counsel, Internal Audit, Inspector General, and Strategic Development offices. Work closely with District leadership, community and parent organizations, and communications/media relations.

Notable Accomplishments:

- Project managed the 2007-08 CEO Search process which resulted in the March 2008 appointment of Dr. Arlene Ackerman. Search process included coordinating search firm efforts, organizing 11 community meetings, and convening a 30-person Search Advisory Committee.
- Managed the selection process for a Harrisburg-based government relations firm for the School District. Activities included drafting the Request for Proposals, coordinating Commissioner-firm interviews and negotiating contract terms for selected firm.
- Served as co-chair for the Financial Accountability Unit – a cross-SRC/District steering committee responsible for implementing budgetary and expenditure-related controls, improving management reporting, and identifying financial policies for Commission adoption. As a result of these actions and other expense reduction decisions, a \$181 million District-wide Budget Deficit was reduced by 40% over the fiscal years 06-08.
- Worked with COO Leadership team to identify \$20 Million in operating savings in response to Budget Deficit. Savings initiatives included energy programs, Reduction in Force (RIF), contract elimination, and tighter controls on travel and overtime expenditures.
- Served as logistics lead for execution of two Reductions in Force (RIF) of 180 and 170 central office positions in December 2006 and June 2007, respectively. Led internal coordination meetings with Finance, Technology, Security, Behavioral Health, and Human Resources.
- Worked with outside counsel to facilitate non-renewal hearings for two low-performing charter schools. These hearings were the first of their type since the Commission's inception.

Manager, Program Analysis and Support

Selected as 1 of 16 from over 300 candidates to participate in The Broad Foundation's Residency in Urban Education, an intensive two-year management development program designed to recruit and prepare high-potential individuals from outside the education sector for senior leadership roles in public education.

Notable Accomplishments:

- Served as lead facilitator for cross-functional District team responsible for the consolidation of over 1400 District central office staff from 4 separate locations into new Education Center. Team activities include building construction, move planning, building management and operating procedures development.
- Performed financial and management process review of Facilities Maintenance area to investigate and eliminate recurrence of cost-overruns. Implemented an off-line invoice repository for financial commitments and used trade-specific encumbrances based on historical data. Long-term recommendations included creation of Region-based budgets and a Preventive Maintenance Program. One-year reduction in cost-overruns estimated to be over 80%.

Deloitte Consulting, New York, NY (1997- 2004)

PR/Award # U282M150038

Promoted to Senior Manager, 2004
Manager and Senior Consultant, 1999-2004

Notable Project Accomplishments:

- Cost Reduction Performance Review: Led review of \$84 Million Cost Savings program. Managed cross-functional team aimed at designing and performing testing procedures, quantifying savings offsets, and recommending process improvements for future savings program tracking and expense reporting. Analysis resulted in net adjustment -8% of sample tested.
- Product Strategy for Internal Infrastructure Technology Organization: Communicated product information to potential customers by developing service catalogs and coordinating product manager efforts. Designed and implemented annual demand planning and technology investment processes.
- Organization Structure Design: Evaluated and recommended options for incorporating business and program management organization into the current product management structure. Developed operating model materials and business case.
- Latin American E-banking / Brokerage: Developed a greenfield multi-channel retail bank/brokerage targeting affluent Latin Americans for a leading global bank, positioned across North and South Americas.
 - Created Request for Information (RFI) on financial systems and designed preliminary set of process models for client's "dream state" banking solution.
 - Led vendor evaluation, selection process, and client negotiations around financial systems, investment tools and market data.
 - Facilitated workshops to drive business and operational requirements around a proprietary online investment advice service offering, which resulted in a provisional patent.

American Management Systems (1995-1997)

Public Sector Senior Analyst

Notable Project Accomplishments:

- Directed transformation of personnel, budget and performance measurement information into data warehouse for federal civilian agency which provided users with immediate, on-line access to the most current cost data available.
- Designed and implemented time management system which resulted in improved ability of managers to track labor hours to activity-project combinations for cost management purposes.

EDUCATION

M.B.A., Marketing and Finance, New York University – Stern School of Business, 1999
B.S.Econ, Strategic Management, University of Pennsylvania – Wharton School, 1995
B.A.S., Systems Engineering, University of Pennsylvania, 1995

AFFILIATIONS

Philadelphia Futures, Mentor
Association of Hispanic and Black Business Students (NYU), Past President
Society of Black Engineers (UPENN Chapter), Past President

Soledad Alfaro

SUMMARY

Multi-faceted, efficient and committed professional with a unique combination of creativity and analytical skills, dedicated to the development of children and youth. A proven leader with a diverse skill set covering strategic planning and tactical capacity building, external relations, writing and project and fiscal management.

CAREER ACCOMPLISHMENTS

- Conducted a system-wide analysis that resulted in streamlined services for Special Education students that allows students to receive appropriate services more quickly and efficiently at a cost savings of \$1M
- Developed the first, full-time dual enrollment program for high school seniors, designed to afford students an authentic college experience with an academic and social safety net. Full-time dual enrollment resulted in an overall savings of \$186,000 across five secondary school campuses
- Secured a \$10M contract for the creation of the professional development and technical assistance web portal for the US Department of Education
- Awarded \$5M in competitive grant dollars for out-of-school time programming to support academic enrichment, extracurricular activities and parent literacy classes

RELEVANT PROFESSIONAL EXPERIENCE

Mastery Charter Schools

4/2014 – Present

Philadelphia, PA

Chief of Staff

- Provide leadership for Postsecondary Initiatives, focused on access and success for Mastery graduates to postsecondary opportunities
- Lead Parent and Community Engagement, develop trainings and systems to support Mastery parents and families with the academic achievement of their children
- Develop and implement innovative programming and strategies across the Mastery network – including the development of the Mastery Teacher Residency program
- Support and manage special projects – to include charter applications and renewals, development, and capacity building across the Mastery Schools network

Philadelphia Education Fund

4/2013 – 2/2014

Philadelphia, PA

Vice President, Teaching, Learning and Innovation

- Incubate and demonstrate innovative programs and strategies designed to bolster and catalyze student achievement in urban schools
- Provide leadership for the Early Warning System, develop tools and strategies to assist school district and charter schools to implement a tiered system of academic and social interventions to support academic achievement and on-time graduation for students
- Lead the Philadelphia Teacher Residency, an initiative designed to recruit, train and place science and math professionals in high need Philadelphia Public Schools

Mastery Charter Schools**9/2011 – 4/2013****Philadelphia, PA*****Director, Special Projects and Innovation***

- Provide system-wide leadership for innovative programming and opportunities for new learning across twelve Mastery Charter Schools
- Led the blended learning team, which was comprised of academic and technical leadership team members resulting in a 150 student pilot program of on-line learning to high school freshmen
- Developed the expansion strategy in support of Mastery Charter's mission to close the achievement gap in Philadelphia. Identified geographic clusters of failing schools throughout the city to become part of Mastery's turnaround model. Meet with city education leaders to partner on education reform and Mastery's role in leading the citywide effort to transform public education
- Project Director for Mastery's expansion to Camden, NJ. Responsibilities include facility and land acquisition, student enrollment, faculty and staff recruitment as well as community outreach
- Designed and implemented the first, full-time dual enrollment program in Philadelphia in partnership with the Community College of Philadelphia to admit 65 Mastery Charter Seniors
- Administer \$30M in public and private grant dollars that are appropriated throughout the Mastery system for out-of-school time programming, merit pay for teachers and school expansion. Ensure all dollars are spent in the specified time frame and as provided for in the grant. Work the finance team to ensure accurate reporting.

Foundations, Inc.,**1/2009-9/2011****Moorestown, NJ*****Executive Director, Expanded Learning*****10/2010- 9/2011**

- Led a department of 20 professional staff members responsible for providing professional development and technical assistance support to educators nationwide
- Managed a \$3M departmental budget comprised of public and private funds. Maintained weekly analysis to ensure appropriate and accurate administration of grant dollars
- Developed, trained and managed a diverse team of highly skilled education specialists responsible for the delivery of national training programs
- Designed and delivered trainings including: STEM for All, Cultural Competence, Youth Development and Literacy Across the Curriculum to both school-day teachers and youth development professionals. Created tools such as STEM Graffiti Wall and engaging strategies to ensure programs have maximum impact in diverse education markets
- Initiated accountability measures to assess impact and make course corrections

Director of Special Projects**1/2009- 10/2010**

Worked across the organization to build internal capacity, support strategic direction and innovation

- Developed new funding sources to support innovative programming
- Conceptualized and headed a new multi-dimensional sustainability initiative
- Designed programs to bridge schools and communities

Temple University**Philadelphia, PA****College of Education, *Adjunct Professor*****3/2008 – 6/2009**

Collaborated with colleagues to design and pilot a University general education course

- Taught undergraduates with a combination of lecture, collaborative projects and multimedia presentations
- Selected textbooks, developed syllabus and assessments in partnership with lead professor
- Evaluated student performance, provided feedback to shape future iterations of the course

Awbury Arboretum Association, *Education Coordinator*

6/2004- 3/2008

Revamped field studies curriculum to reflect State and School District Environment and Ecology standards. Increased field studies attendance by 20%

- Hired, trained and supervised teaching guides
- Developed and conducted teacher trainings for local elementary and secondary teachers
- Created and managed multi-table databases that streamlined processes and increased effectiveness
- Developed evaluation tools used to measure outcomes and increase grant revenue

EDUCATION

Temple University, Philadelphia, Pennsylvania, M.Ed., Urban Education, 2008

University of Colorado, Boulder, Colorado, B.A., Biology, 2004

Cornell University, Project Leadership Certificate, Completed January 2011

COMMUNITY LEADERSHIP

- Relay GSE Pennsylvania Program Advisory Committee
- Urban Tree Connection, Board of Directors

Synogy, Inc. **Chester, PA** **7/00 – 5/09**
Market leader in individual and organizational performance management applications software and services

Managing Consultant

- Overall lead of business unit responsible for designing the system architecture and data warehouse of all new client implementations
- Developed and deployed new implementation methodology that reduced average implementation time by 25%
- Established data modeling and data warehousing standards for all new client project implementations
- Served as primary bridge between technical development team and product management team

McMaster-Carr Supply **Dayton, NJ** **4/96 – 5/00**
Multi-billion dollar distributor of commercial and industrial supplies

Project Manager

- Managed special projects designed to improve systems and efficiency of a national distribution center and sales facility
- Implemented large-scale material tracking system that resulted in greater control of material in-transit and resulted in 40% decrease in material loss
- Designed process to estimate shipping charges prior to weighing, resulting in a 99.7% average recovery of charges and reducing processing times by 75%

Neva, Ltd. **Wilmington, DE** **6/93 – 4/96**
Start-up that designed and manufactured high-tech composite engine and body components for race cars

President

- Founding principal and lead engineer

EDUCATION

Carnegie Mellon University, Pittsburgh, PA **1993**
BS Civil/Structural Engineering

- Instructor for undergraduate computing skills course during junior and senior years
- Co-authored course textbook and curriculum 1992

SKILLS

Professional

- Data modeling, Data analytics, Regression analysis, Data transformations, Data integration, Data warehousing, Product management, Technical sales, Theory of constraints, Project management (critical chain and critical path), Six-sigma, Various implementation methodologies/SDLC

Technical

- Oracle, SQL Server, SAS, MiniTab, ERWin, PS8, MS Project, FoxPro, MS Access, MS Office, C, SQL, UML, HTML, Visual Basic, FORTRAN

Elizabeth Farruggia

Objective:

To lead the Student Services department in a diverse learning environment, focusing on improving academic and behavioral performance of students with disabilities and students with specific needs.

Professional Experiences:

Sept. 2014-Present **Deputy Chief of Specialized Services**, Mastery Charter Schools, Philadelphia, Pa

- ◆ Designs and Coordinates Special Education and all other specialized services to a network of 17 charter schools that service 10,000 students and 1900 student identified with disabilities.
- ◆ Monitors the effectiveness of each specialized service.
- ◆ Manage and supports services provided by the Directors of Specialized Services, Director of Interventions, English Language Learning Leader, Director of Alternative Education to ensure school are provided with a high quality support system.
- ◆ Ensure that all special education and specialized programs are run in compliance with state and federal laws and support schools throughout State Cyclical Monitoring process and annual State Data Reporting.
- ◆ Manages contractual Related Service partners providing school based services.
- ◆ Developed and provided ongoing professional development for school based administration and teachers.

2013-August 2014 **Director of Specialized Services**, Mastery Charter Schools, Philadelphia, Pa

- ◆ Provided weekly, direct supervision to 8 school based special education administrator.
- ◆ Recruited and selected special education professional including administrators, teachers, and related service providers.
- ◆ Ensured that all special education and specialized programs are run in compliance with state and federal laws and supported schools throughout State Cyclical Monitoring process and annual State Data Reporting.
- ◆ Supported school teams through Resolution Meetings and Due Process Hearings.
- ◆ Ensured that all special education documentation is accurate, completed in a timely fashion, and used to effectively drive programs.
- ◆ Developed a comprehensive Transition to Adulthood continuum of services for Special Education students.

2010-2013 **Assistant Principal of Student Services**, Mastery Charter Schools Mann Campus, Philadelphia, Pa

- ◆ Renaissance Charter School, Re-opened school as a Mastery School, administrator on original TurnAround year Administration Team
- ◆ Grew Student Services department from serving 21 students to: 71 students with disabilities, 5 students with 504 plans, 34 English Learners, and 50 students participating in pilot Response to Instruction and Intervention.
- ◆ Managed Student Study Team – multidisciplinary team focused on providing varied and individualized interventions to students.
- ◆ Completed State Cyclical Compliance monitoring process.
- ◆ Managed a team in the Student Service department – 3 Case Manager/teachers, 1 Social Worker, 1 School Based Therapist, 1 Speech Therapist, 1 School Psychologist, and 1 Occupational Therapist, and Interagency Implementation point person
- ◆ Managed compliance of all special education and English learner documentation and programming.
- ◆ Supported Student Services team members to better support students with specific needs and their team.
- ◆ Ensured all disciplinary decisions for students with specific needs are aligned with state and federal laws.
- ◆ Conducted formal and informal evaluations for school teaching staff.
- ◆ Managed all intervention programming throughout school.

2009-2010 **Assistant School Leader of Student Services**, Mastery Charter Schools Lenfest Campus, Philadelphia, Pa

- ◆ Year long internship in the Management and Execution of leading the Student Service department at a Mastery School.

- ◆ Responsible for all roles held by the Assistant Principal of Specialized Services

2006-2009 **Special Education Teacher**, Santa Monica High School, Santa Monica Malibu USD, Santa Monica, Ca; Community Day School, Santa Monica Malibu USD, Santa Monica, Ca

- ◆ Self Contained English, Reading, and Tutorial teacher for 9-12th grade student with disabilities.
- ◆ Collaborated with general education teachers to implement IEP goals/accommodations into general education classes.
- ◆ Developed curriculum to incorporate Ca State Standards, CaHSEE standards, and students' IEP goals.
- ◆ Managed a caseload of 21 students' with IEPs. Prepared and held annual and triannual IEP meetings, including academic testing, goal setting and monitoring, parent communications, teacher communications, and transition planning.
- ◆ Taught variety of classes for students with IEP's and general education students identified with emotional and behavioral disorders in an alternative placement setting.
- ◆ Held Individualized Education Plan meetings and managed cases for 11 students with IEP's, and parent conferences for general education students.
- ◆ Collaborated on and Implemented a behavior modification levels system to effectively manage classroom behaviors of students with emotional disturbances and behavioral disorders.

2004-2006 **Special Education Teacher**, John Muir Middle School, San Leandro USD, San Leandro, Ca

- ◆ Special Education teacher with a caseload of 28 students.
- ◆ Team-taught with a general education teacher full inclusion general and EL English classes.
- ◆ Taught math, reading, and english intervention courses to students with mild to moderate disabilities.
- ◆ Held Individualized Education Plan meetings and managed cases for 28 students with IEP's.
- ◆ Completed both formal and informal academic assessments of students with IEP.
- ◆ Monitored and consulted with staff and families on the academic and social progress of 28 students with IEP's.

1997-2004 **General Education Teacher**, Horace Mann Academic Middle School, San Francisco USD, San Francisco, Ca; Bohannon Middle School, San Lorenzo USD, San Lorenzo, Ca

- ◆ Worked on a team to create and teach integrated Reading, Language Arts, and History units which met the California state standards and included special education and EL students.
- ◆ Worked on a team to create and teach integrated Math and Science units which met the California state standards and included special education and EL students.
- ◆ Worked on a team to create an Academic Reading Toolkit, awarded the APPLE award by the San Francisco Educators Fund.
- ◆ Team-taught a full inclusion humanities core with a special education teacher.
- ◆ Elected to the Student Achievement Study Team.
- ◆ Collaborated on aligning state standards to a middle school program with cross grade level teams.
- ◆ Created appropriate assessment tools for all curricular assignments with a team.
- ◆ Communicated conscientiously with students and families about progress in school.

Educational Background and Certifications:

- ◆ 2014 Administrative Certificate, Level 1, PA – Completed in June 2014
- ◆ 2009 Special Education N-12 Certificate, Instructional 1, PA
- ◆ 2006 Clear Crosscultural, Language and Academic Development Certificate, CA
- ◆ 2006 M.A. Learning and Instruction, University of San Francisco, San Francisco, CA
- ◆ 2006 Level II Educational Specialist Professional Clear Credential (Mild/Moderate Disabilities), University of San Francisco, San Francisco, CA
- ◆ 2004-2006 Educational Specialist Intern Credential, University of San Francisco, San Francisco, CA
- ◆ 2003 Professional Clear Multiple Subject Teaching Credential, CA
- ◆ 1997 Preliminary Multiple Subject Teaching Credential
- ◆ 1996 B.A. Elementary Education, Saint Mary's University, Winona, MN
- ◆ 1996 Early Childhood, Elementary K-9, Upper Elementary/Jr. High general education teaching credential by MN and IL, St. Mary's University, Winona, MN

APPENDIX C: LETTERS OF SUPPORT

I.	School District of Philadelphia	Page 2
II.	Camden City School District	Page 3
III.	Charter School Growth Fund	Page 4
IV.	Rodel Foundation of Delaware	Page 5
V.	DC Public Charter School Board	Page 6
VI.	Mastery Parent Advisory Council	Page 7
VII.	Mastery Parent Action Team	Page 8
VIII.	Michael & Susan Dell Foundation	Page 9
IX.	Philadelphia School Partnership	Page 10
X.	New Jersey Department of Education	Page 12

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF THE SUPERINTENDENT
440 N. BROAD STREET, SUITE 301
PHILADELPHIA, PENNSYLVANIA 19130

WILLIAM R. HITE, JR., Ed.D.
SUPERINTENDENT

TELEPHONE (215) 400-4100
FAX (215) 400-4103

July 9, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Re: Mastery Charter School's Proposal to the Charter Schools Program

Dear Secretary Duncan:

On behalf of The School District of Philadelphia ("School District"), I write in support of the proposal submitted by Mastery Charter Schools ("Mastery") to the Charter Schools Program ("CSP") for High Quality Replication and Expansion competition.

I understand that Mastery was a CSP grantee from 2010-2015 and used CSP funds to open or significantly expand 11 schools in Philadelphia. Mastery's students consistently outperform their peers in the areas of reading and math on multiple measures of assessment, and Mastery is the School District's most consistently successful turnaround charter operator in Philadelphia through the School District's Renaissance Initiative. Mastery's success to date has contributed to the School District's goal of increasing high-quality seats for students in Philadelphia, but we recognize that there is still work to be done to close the achievement gap and to ensure that all students have the opportunity to receive a high-quality education.

A CSP grant would allow Mastery to expand upon its education reform agenda in Philadelphia. The School Reform Commission, the School District's governing body, recently approved Mastery as the new operator for an existing Renaissance Initiative turnaround charter school beginning in fall 2015 and recently granted a new charter to Mastery for a school opening in fall 2016. Mastery's proposal would further the Department's goals of increasing the number of high-quality charter schools around the nation and increasing the percentage of students who are achieving at or above the proficient level on State examinations in mathematics and reading/language arts. Our goals in Philadelphia similarly focus on improved student learning outcomes and ensuring that all students have access to great schools, close to where they live.

On behalf of the School District, we respectfully request that you favorably consider the proposal submitted by Mastery for the Charter School Program for High Quality Replication and Expansion.

Very truly yours,



William R. Hite, Jr., Ed.D.

WRH/dpw

c: Scott Gordon, Mastery Charter Schools
Lauren Thum Iannuccilli, Charter Schools Office
Peng Chao, Charter Schools Office



PAYMON ROUHANIFARD
SUPERINTENDENT

CAMDEN CITY SCHOOL DISTRICT

201 N. FRONT ST, CAMDEN, NEW JERSEY 08102

856-966-2000 • 856-966-2138

www.camden.k12.nj.us

July 14, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my enthusiastic support for Mastery Charter Schools' proposal to enter the Charter Schools Program for High Quality Replication and Expansion (CSP) competition.

Mastery was a CSP grantee from 2010-2015. With the support of CSP funds, Mastery was able to open or significantly expand 13 schools in Philadelphia.

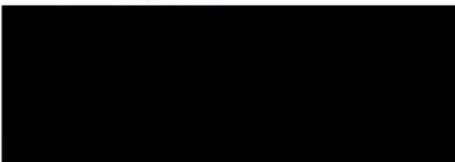
Here in Camden, we are thrilled to have had the opportunity to partner with Mastery. As part of the Urban Hope Act, Mastery will lead a renaissance school project in Camden, opening high-quality schools for our students. In New Jersey's ESEA waiver request, 23 out of 26 District schools in Camden were designated priority schools. Mastery's efforts will assist the city in transforming this community of schools. Last year, Mastery opened two elementary schools, serving approximately 400 students. This year, Mastery will operate a total of five schools, serving over 1300 students.

To date, Mastery's students in Philadelphia consistently outperform their peers in reading and math on multiple measures of assessment. We are enthusiastic about the prospect that Mastery can replicate that success here in Camden, as part of our vision to have a high-quality school available to every child in our city.

In Camden, Mastery has also focused on engaging the local community. They have engaged with individual families and residents, as well as grassroots leaders. Mastery has demonstrated an ability to both provide quality schools and mobilize families around the need for additional high-quality schools.

Mastery's Charter Schools Program for Replication and Expansion proposal would allow Mastery to play a key role in education reform efforts in Camden and in other parts of New Jersey, through both new start schools and transformations. We have enjoyed our partnership thus far, and we hope that you give your fullest consideration to Mastery's proposal.

With Regards,



Paymon Rouhanifard
Superintendent
Camden City School District



July 13, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We are writing to express our enthusiastic support for Mastery Charter Schools' proposal for a Charter Schools Program for High Quality Replication and Expansion grant.

The Charter School Growth Fund (“CSGF”) is a non-profit venture philanthropy fund that invests philanthropic funds in the nation’s highest-performing charter school operators to dramatically expand their impact on underserved students. Approximately 95% of CSGF’s portfolio members are enabling students to outperform comparable district schools in both math and reading. Many portfolio members are also outperforming state averages in both math and reading and with strong performances on college entrance exams like the ACT are supporting high numbers of low income students matriculate to college.

Before making any investment, CSGF undertakes a rigorous due diligence process that considers all factors that may affect a charter organization’s success. Mastery joined the Charter School Growth Fund portfolio shortly after they began their first CSP High Quality Expansion and Replication grant in fall 2010. During this time, they have been able to leverage the federal CSP dollars and Charter School Growth Fund dollars to open or expand 11 schools serving more than 7900 additional students in Philadelphia. We have also been supportive of their opening five Renaissance charters in Camden, New Jersey during this time where they will be serving approximately 1,300 students in fall 2015.

Mastery continues to be the leader in our portfolio in transforming low performing schools into high performing charter schools through their Renaissance Schools partnership with Philadelphia and more recently in Camden NJ. Through their focus on school turnarounds they have been able to transform schools with some of the lowest performing students in Philadelphia and consistently outperform their peers in the areas of reading and math on multiple measures of assessment. Given the number of communities trying to recruit Mastery to open in their city, we are enthusiastic about their possible expansion in Philadelphia, New Jersey, Delaware, and the District of Columbia as proposed in this application.

On behalf of Charter School Growth Fund, we hope that you will give your full consideration to Mastery Charter Schools' Charter School Program for High Quality Replication and Expansion proposal.

Sincerely,



Kevin Hall
President & CEO
Charter School Growth Fund



100 West 10th Street, Suite 704
Wilmington, Delaware 19801
T: 302.571.1536
F: 302.571.1538
www.rodelfoundationde.org

July 11, 2015

Scott Gordon, CEO

[Redacted]

Dear Scott,

I am writing to express our support for Mastery Charter School's possible expansion to Delaware. We [Redacted] Delaware and why the state is an attractive market. This is still [Redacted] a charter, the Rodel Foundation of Delaware would be prepared

Delaware has been at the forefront of education reform for much of the past ten years and continues to be a national leader. We were selected number one in the country on Race to the Top and were a first [Redacted] the Education Challenge. The state has garnered national recognition from the [Redacted] Harvard University's Strategic Data Project, the Policy Innovators in [Redacted] Quality Campaign. A national study found that Delaware's growth on [Redacted] was the third fastest in the nation. Our high school drop-out rate is at a historic low and we have more students taking AP courses and graduating from high school than ever before.

[Redacted] ve schools, both district and charter, that need to rethink how [Redacted] exist across our state, from Wilmington in the north to western [Redacted] ed proven, strong organizations to help bring change to these communities.

Given Delaware's proximity to Mastery's home base in Philadelphia, and Mastery's strong track record of success in both Philadelphia and Camden, we would welcome you as a partner. Our support could [Redacted] helping you navigate the community, and partnering with you to

We hope you will consider expanding to Delaware and would welcome your partnership in our mission to help make Delaware one of the best systems of education in the world by 2025.

[Redacted]

Paul Herdman
President & CEO
Rodel Foundation of Delaware

July 14, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We are writing to express our enthusiastic support for Mastery Charter Schools' proposal to the Charter Schools Program for High Quality Replication and Expansion competition.

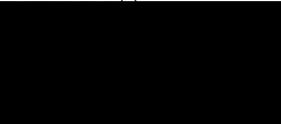
Mastery was a CSP grantee from 2010-2015 and used CSP funds to open or significantly expand 13 schools in Philadelphia, and we have strong interest in becoming a Mastery expansion location via a new CSP grant. Mastery's students consistently outperform their peers in the areas of reading and math on multiple measures of assessment in Philadelphia and, we are enthusiastic about the possibility of having such a successful turnaround charter operator in Washington, DC.

The District of Columbia is home to one of the most vibrant charter sectors in the country and Mastery's Charter Schools Program for Replication and Expansion proposal would allow Mastery to catalyze an ambits part of the education reform agenda with us here in DC through charter turnarounds. While we are in early discussion with Mastery about expansion to DC, we have a climate that is very welcoming of high quality charters, and we would be very interested in their application to join our city's charter community. Mastery has a track record of partnering with LEAs in Philadelphia and Camden to help solve the problem of failing schools in those cities, and we would welcome the opportunity to explore a similar partnership with Mastery.

Mastery's proposal shares in the Department's mission to increase the number of high-quality charter schools around the nation and the percentage of students who are achieving at or above the proficient level on Common Core aligned examinations in mathematics and reading/language arts – goals we espouse here in DC as well.

On behalf of the DC Public Charter School Board, we hope that you will give your fullest consideration to Mastery Charter Schools' Charter School Program for High Quality Replication and Expansion proposal.

Sincerely,



Scott Pearson

**Mastery Parent Advisory Council
c/o Mastery Charter Schools
5700 Wayne Avenue
Philadelphia, PA 19144**

July 14, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

This letter comes to offer our support of Mastery Charter Schools' program grant application under the Charter Schools Program for High Quality Replication and Expansion competition as a show of our continued support for more quality school options in Philadelphia.

The Mastery Parent Advisory Council is a city-wide organization of parents who advise Mastery's board of directors on the policies and programs that support parent engagement across the Mastery schools network. Many of our parent leaders represent schools that were once were failing neighborhood schools where students suffered from chronically low test scores, epidemic violence, crumbling buildings and low teacher moral.

We have seen the difference Mastery's model of transformative education has made for our children. Our neighborhood schools are now beacons of change, where violence is low, teacher moral is high, building structures are safe and our children are excelling academically, right in our own neighborhood.

As leaders, we want more communities to benefit from high quality schools. That's why we are writing this letter in support of Mastery's efforts to expand its work to more communities who need it. We hope you will support Mastery's application for the resources it needs so that this important work can continue.

Thank you for your consideration of Mastery's CSP Expansion application.

Sincerely,


Elizabeth Moffit
Chairperson, MPAC


Marlee Dean
Officer, MPAC


Robin Olanrewaju
MPAC representative to the
Board of Trustees

**Mastery Parent Action Team * 5700 Wayne Avenue *
Philadelphia, PA 19144**

July 15, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

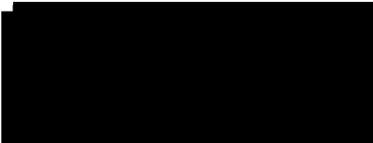
This letter comes to offer our support of **Mastery Charter Schools' program grant application under the Charter Schools Program for High Quality Replication and Expansion competition**. As representatives of the Mastery Parent Action Team, we represent thousands of families across Philadelphia and Camden who are seeking high quality options for their children.

The Mastery Parent Action Team is a city-wide network of parents and community members who advocate for great schools and for more high quality school choice options for all children in and families in Philadelphia. As education advocates, we have seen the difference Mastery has made in neighborhood schools across Philadelphia and Camden. Many of these schools were once failing schools where students suffered from low test scores, violence, poor building structures and low teacher morale.

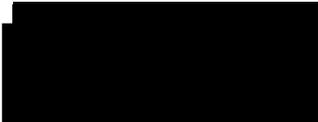
This letter comes to offer our support of Mastery Charter Schools' application for a Charter Schools Program High Quality Expansion and Replication grant as we press for more high quality school options in Philadelphia and Camden, and we stand ready to help families in other expansion cities prepare to advocate for their children.

We believe all children should have access to a great neighborhood school. To that end, we support Mastery's efforts to expand its work to more communities who need it. We hope you will support Mastery's application for the resources it needs so that this important work can continue.

Sincerely,


Juliet Reyes

Parent Leader, MPAT Philadelphia


Maritza Guridy

Parent Leader, MPAT Philadelphia
Lead Organizer, MPAT Camden



July 14, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We are writing to express our enthusiastic support for Mastery Charter Schools' proposal to the Charter Schools Program for High Quality Replication and Expansion competition.

Mastery was a CSP grantee from 2010-2015 and used CSP funds to open or significantly expand 13 schools in Philadelphia. We have served as a national funder supporting Mastery's growth and partnering with them on their work in supporting low income students to get to and successfully through college.

At the Michael & Susan Dell Foundation (MSDF), we are supportive of the growth of proven, high quality charter school operators. But we have also noticed a significant national need for more charter school operators to take on the pressing challenge of school restart (or turnaround). There are few operators willing to take on this challenge: Mastery is one of them. Further, our internal analysis of school turnarounds, supplemented by MSDF commissioned research on turnaround operators around the nation, has shown that Mastery is the most successful turnaround operators in existence. They consistently and dramatically improve student learning outcomes.

Mastery is a part of the solution to turning around struggling schools and we support their plans for expansion in the four states (PA, NJ, DE, DC) and six sub markets included in this proposal. Mastery's students in Philadelphia continue to make dramatic gains in Reading and Math compared to their peers statewide and we are enthusiastic about the prospect that Mastery can continue to replicate their past success in more schools between 2015-2020.

Mastery's Charter Schools Program for Replication and Expansion proposal would allow Mastery to catalyze an ambitious part of the education reform agenda nationally through District turnarounds of the lowest 5% of schools. We have seen evidence of success for students through our research, and we hope that you will give your fullest consideration to Mastery Charter Schools' Charter School Program for High Quality Replication and Expansion proposal.

Sincerely,



Joe Siedlecki
Director, Quality School Options
Michael & Susan Dell Foundation

July 14, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We wish to express our enthusiastic support for Mastery Charter Schools' proposal to the Charter Schools Program for High Quality Replication and Expansion competition.

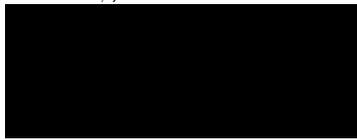
Mastery was a CSP grantee from 2010-2015 and used CSP funds to open or significantly expand 13 schools in Philadelphia. PSP has served as a local partner to support Mastery's expansion during the same period. The bulk of Mastery's expansion has occurred through its conversion of long-struggling district schools into Mastery "Renaissance" schools, which are charter-run, catchment-area neighborhood schools. These conversions, made possible by CSP funds, have had the practical and beneficial effect of moving more than 7,500 low-income students into quality schools.

PSP's Great Schools Fund was created in 2010 to fund the startup, expansion and turnaround of schools in Philadelphia, with the goal of moving 35,000 students into high-performing schools. To date, we have invested \$40 million in more than 35 schools run by more than a dozen providers. Mastery has been the vital engine of our portfolio. Its focus on preparing teachers and school leaders for urban environments, on supporting teachers with year-round coaching, and on leveraging data to drive differentiated instruction have enabled it to deliver consistent improvements in school performance even as it has been the fastest-growing provider in the city.

A brand new report from the CREDO research arm at Stanford University showed that in Philadelphia the majority of charter schools deliver better educational outcomes for minority students than their traditional-school peers. PSP supports high-performing schools of all types, but with such clear evidence of the efficacy of charters in closing our local achievement gap, we are especially committed to growing Philadelphia's charter sector. What's remarkable about Mastery is its track record in closing the achievement gap in catchment-area neighborhood schools, doing it via whole-school turnarounds. Done well, the Mastery turnaround model minimizes stranded costs for the School District and leads to transformative change for more students, more quickly. Few charter providers anywhere have delivered such consistent results with a turnaround model.

Locally, we are advocating for continued public investment in Mastery. We are continuing to flow private philanthropic dollars to support Mastery's growth—our board just approved another \$1.5 million to help Mastery engineer the turnaround of a low-performing charter school. And I urge the Department of Education to continue investing, as well. This is what good government should look like: finding a partner that delivers results for students and taxpayers, and investing to help it expand its impact. Please give your fullest consideration to Mastery's Charter School Program for High Quality Replication and Expansion proposal.

Sincerely,



Mark Gleason
Executive Director



State of New Jersey

DEPARTMENT OF EDUCATION

PO Box 500

TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

July 15, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We are writing to express our enthusiastic support for Mastery Charter Schools' proposal to the Charter Schools Program for High Quality Replication and Expansion competition.

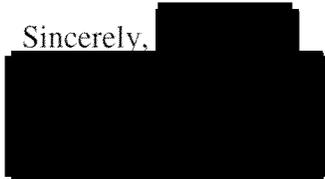
Mastery was a CSP grantee from 2010-2015 and used CSP funds to open or significantly expand 13 schools in Philadelphia. In 2014, the New Jersey Department of Education approved the initial charter school application for Mastery under the name Excellence Charter School to open schools in Camden as well as a Renaissance charter contract for the same city. Mastery opened two schools under their Renaissance LEA agreement as Mastery Schools of Camden in fall 2014 and will open three more in fall 2015. We are hopeful they will also seek to expand via the existing charter application and would invite them to apply to operate charters in other cities in New Jersey where there is evidence of need for high quality seats.

While we cannot guarantee approval of future charter applications prior to submission and review, we have been impressed by Mastery's track record of student achievement and growth through their turnarounds of some of the lowest performing schools in Philadelphia. We are pleased they have chosen to expand to New Jersey in Camden and we look forward to opportunities to explore more high quality Mastery (Excellence) schools in our state in the future.

The State of New Jersey is dedicated to quality authorizing and has been focused on developing a high quality charter sector under the Christie administration. Mastery's Charter Schools Program for Replication and Expansion proposal would allow Mastery to catalyze an ambitious part of the education reform agenda with us here in New Jersey by focusing on educational options for students in our low income communities with failing schools.

We hope that you will give your fullest consideration to Mastery Charter Schools' Charter School Program for High Quality Replication and Expansion proposal.

Sincerely,



Evo Popon, Chief Innovation Officer
Division of Innovation
New Jersey Department of Education

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF STATE

JANUARY 6, 2010

TO ALL WHOM THESE PRESENTS SHALL COME, GREETING:

I DO HEREBY CERTIFY THAT,

MASTERY CHARTER HIGH SCHOOL

is duly incorporated under the laws of the Commonwealth of Pennsylvania and remains a subsisting corporation so far as the records of this office show, as of the date herein.



IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Seal of the Secretary's Office to be affixed, the day and year above written.


Secretary of the Commonwealth

Certification Number: 8506490-1

Verify this certificate online at <http://www.corporations.state.pa.us/corp/soskb/verify.asp>

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF STATE

JANUARY 6, 2010

TO ALL WHOM THESE PRESENTS SHALL COME, GREETING:

MASTERY CHARTER HIGH SCHOOL

I, Pedro A. Cortés, Secretary of the Commonwealth of Pennsylvania

do hereby certify that the foregoing and annexed is a true and correct

copy of

**ARTICLES OF INCORPORATION-NON-PROFIT filed on November 8, 2000,
ARTICLES OF AMENDMENT-NONPROFIT filed on March 27, 2001,
ARTICLES OF AMENDMENT-NONPROFIT filed on August 27, 2003**

which appear of record in this department.



IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Seal of the Secretary's Office to be affixed, the day and year above written.


Secretary of the Commonwealth

200034 - 824

Microfilm Number _____

Filed with the Department of State on _____

Entry Number 2971942



Secretary of the Commonwealth *[Signature]*

ARTICLES OF INCORPORATION-DOMESTIC NONPROFIT CORPORATION

DESB-15-8901 (Rev. 81)

In compliance with the requirements of 15 Pa.C.S. § 5305 (relating to articles of incorporation), the undersigned, desiring to incorporate a nonprofit corporation, hereby state(s) that:

1. The name of the corporation is: TECH HIGH CHARTER SCHOOL

2. The (a) address of this corporation's initial registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is:

<u>Two Penn Center Plaza, Ste 1100 Phila PA 19102 Philadelphia</u>				
Number and Street	City	State	Zip	County

(b) c/o: _____
 Name of Commercial Registered Office Provider _____
 County _____

For a corporation represented by a commercial registered office provider, the county in (b) shall be deemed the county in which the corporation is located for venue and official publication purposes.

3. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes:
Basic education for children (see rider)

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

5. The corporation is organized upon a nonstock basis.

6. (Strike out if inapplicable): The corporation shall have no members.

7. (Strike out if inapplicable): The incorporators constitute a majority of the members of the committee authorized to incorporate: _____
by the requisite vote required by the organic law of the association for the amendment of such organic law.

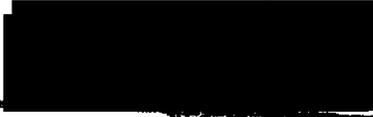
8. The name and address, including street and number, if any, of each incorporator is:

<u>Scott Gordon</u>	Name	<u>1308 Race Street, 3rd Floor</u>	Address
		<u>Phila PA 19107</u>	

9. The specified effective (date, if any, is: _____
month day year month, if any

10. Additional provisions of the articles, if any, attach on 8 1/2 x 11 sheet.

IN TESTIMONY WHEREOF, the incorporator(s) has (have) signed these Articles of Incorporation this 7 day
of November, 2000.

X 

(signature)

(signature)

(signature)

R I D E R
TO THE ARTICLES OF INCORPORATION
OF
TECH HIGH CHARTER SCHOOL

The corporation is incorporated under the Nonprofit Corporation Law of the Commonwealth of Pennsylvania for the following purpose or purposes:

To provide basic elementary education to charter school students.

The corporation is organized exclusively for charitable, literary, scientific, religious and educational purposes provided for under Section 501(c)(3) of the Internal Revenue Code of 1986 and does not contemplate pecuniary gain or profit, incidental or otherwise.

No part of the net earnings of the corporation shall inure to the benefit, or be distributable to, its members, trustees, officers or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its purposes.

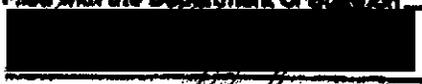
No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the preparation or distribution of any statements) any political campaign on behalf of or in opposition to any candidate for public office. The corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purpose.

Microfilm Number 200125-588

Filed with the Department of State on MAR 27 2001

Entry Number 2971942



Secretary of the Commonwealth

ARTICLES OF AMENDMENT-DOMESTIC NONPROFIT CORPORATION DEC-15-1997 (REV 87)

In compliance with the requirements of 15 Pa.C.S. § 2815 (relating to articles of amendment), the undersigned nonprofit corporation, desiring to amend its articles, hereby states that:

1. The name of the corporation is: TECH HIGH CHARTER SCHOOL

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is (the Department is hereby authorized to correct the following information to conform to the records of the Department):

(a) <u>1302 Race Street</u>	<u>Phila</u>	<u>PA</u>	<u>19107</u>	<u>PHILA</u>
Number and Street	City	State	Zip	County

(b) c/o: _____
Name of Commercial Registered Office Provider County

For a corporation represented by a commercial registered office provider, the county in (b) shall be deemed the county in which the corporation is located for venue and official publication purposes.

3. The statute by or under which it was incorporated is: PA Non Profit Law of 1988

4. The date of its incorporation is: November 8, 2000

5. (Check, and if appropriate complete, one of the following):

- The amendment shall be effective upon filing these Articles of Amendment in the Department of State.
- The amendment shall be effective on: _____ at _____
Date Hour

6. (Check one of the following):

- The amendment was adopted by the members (or shareholders) pursuant to 15 Pa.C.S. § 2814(a).
- The amendment was adopted by the board of directors pursuant to 15 Pa.C.S. § 2814(b).

7. (Check, and if appropriate complete, one of the following):

- The amendment adopted by the corporation, set forth in full, is as follows:
- The amendment adopted by the corporation is set forth in full in Exhibit A attached hereto and made a part hereof.

U.S. SUPREMACY COMPANY
ONE BOSTON PLACE, SUITE 100
BOSTON, MA 02111

8. (Check, if the amendment restates the Articles):

The restated Articles of Incorporation supersede the original Articles and all amendments thereto.

IN TESTIMONY WHEREOF, the undersigned corporation has caused these Articles of Amendment to be signed by a duly authorized officer thereof this 27th day of March 2001.

HIGH TECH HIGH PHILADELPHIA CHARTER
SCHOOL
BY: [Redacted Signature]
(Signature)
TITLE: President

TECH HIGH CHARTER SCHOOL
ARTICLES OF INCORPORATION

EXHIBIT A

The name should be changed from Tech Charter High School, Inc. to:

HIGH TECH HIGH PHILADELPHIA CHARTER SCHOOL

The additional provisions are as follows:

Notwithstanding any other provision set forth herein, the corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax laws, or (b) by a corporation contributions to which are deductible under section 170(c)(3) of the Internal Revenue Code of 1986 (or corresponding section of any future United States Internal Revenue law).

Upon the dissolution of the corporation, the assets of the corporation, shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax laws, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be distributed by the Court of Common Pleas of the county in which the principal office of the corporation is then located, or as otherwise provided by law, exclusively to such exempt organizations, as the Court shall determine.

2003073-14

PENNSYLVANIA DEPARTMENT OF STATE
CORPORATION BUREAU

Articles of Amendment-Domestic Corporation
(15 Pa.C.S.)

Entry Number

2971942

Business Corporation (§ 1915)

Nonprofit Corporation (§ 5915)

Name

Address

City

State

Zip Code

Document will be returned to the
name and address you enter to
the left.

Fee: \$52

AUG 27 2003

Filed in the Department of State on

Secretary of the Commonwealth

In compliance with the requirements of the applicable provisions (relating to articles of amendment), the undersigned,
desiring to amend its articles, hereby states that:

1. The name of the corporation is:

High Tech High Philadelphia Charter School

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its
commercial registered office provider and the county of venue is (the Department is hereby authorized to
correct the following information to conform to the records of the Department):

(a) Number and Street City State Zip County
2 Penn Center Plaza, Ste 1100 Phila, PA 19102 Philadelphia

(b) Name of Commercial Registered Office Provider

County

3. The statute by or under which it was incorporated:

PA Non Profit Law of 1988

4. The date of its incorporation:

11-8-00

5. Check, and if appropriate complete, one of the following:

The amendment shall be effective upon filing these Articles of Amendment in the Department of State.

Certification# 8506489 Page 7 of 7
The amendment shall be effective on _____ at _____
Date Hour

DICB:15-1915/5915-2

6. Check one of the following:

- The amendment was adopted by the shareholders or members pursuant to 15 Pa.C.S. § 1914(a) and (b) or § 5914(a).
- The amendment was adopted by the board of directors pursuant to 15 Pa. C.S. § 1914(c) or § 5914(b).

7. Check, and if appropriate, complete one of the following:

- The amendment adopted by the corporation, set forth in full, is as follows:

- The amendment adopted by the corporation is set forth in full in Exhibit A attached hereto and made a part hereof.

8. Check if the amendment revises the Articles:

- The revised Articles of Incorporation supersede the original articles and all amendments thereto.

IN TESTIMONY WHEREOF, the undersigned corporation has caused these Articles of Amendment to be signed by a duly authorized officer thereof this

26 day of August,
2002

Name of Corporation

Signature

CEO
Title

2003073-16

HIGH TECH HIGH PHILADELPHIA CHARTER SCHOOL

ARTICLES OF INCORPORATION

EXHIBIT A

The name should be changed from High Tech High Philadelphia Charter School to Mastery Charter High School.

The registered office should be changed from 2 Penn Center Plaza, Suite 1100, Philadelphia, PA 19102, Philadelphia County to 35 S. 4th Street, Philadelphia, PA 19106, Philadelphia County.

PENNSYLVANIA DEPARTMENT OF STATE
CORPORATION BUREAU

Articles of Amendment-Domestic Corporation

(15 Pa.C.S.)

Entity Number

Business Corporation (§ 1915)
 Nonprofit Corporation (§ 5915)

Name
High Tech High Philadelphia Foundation

Address
1302 Race Street, 3rd Floor

City State Zip Code
Philadelphia, PA 19107

Document will be returned to the name and address you enter to the left.

Fee: \$52

Filed in the Department of State on _____

Secretary of the Commonwealth

In compliance with the requirements of the applicable provisions (relating to articles of amendment), the undersigned, dealing to amend its articles, hereby states that:

1. The name of the corporation is:
High Tech High Philadelphia Foundation

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is (the Department is hereby authorized to correct the following information to conform to the records of the Department):

(a) Number and Street City State Zip County
1302 Race Street, 3rd Floor, Philadelphia, PA 19107 Phila.

(b) Name of Commercial Registered Office Provider County
c/o

3. The statute by or under which it was incorporated: Pennsylvania Nonprofit Corporation Law

4. The date of its incorporation: August 20, 2001

5. Check, and if appropriate complete, one of the following:

The amendment shall be effective upon filing these Articles of Amendment in the Department of State.

The amendment shall be effective on: _____ at _____
Date Hour

PA DEPT OF STATE

6. Check one of the following:

- The amendment was adopted by the shareholders or members pursuant to 15 Pa.C.S. § 1914(a) and (b) or § 5914(a).
- The amendment was adopted by the board of directors pursuant to 15 Pa. C.S. § 1914(c) or § 5914(b).

7. Check, and if appropriate, complete one of the following:

The amendment adopted by the corporation, set forth in full, is as follows

The amendment adopted by the corporation is set forth in full in Exhibit A attached hereto and made a part hereof. Exhibit A is attached hereto to provide for tax exempt status of the corporation as described under Section 501(c)(3) of the Internal Revenue Code.

8. Check if the amendment restates the Articles:

The restated Articles of Incorporation supersede the original articles and all amendments thereto.

IN TESTIMONY WHEREOF, the undersigned corporation has caused these Articles of Amendment to be signed by a duly authorized officer thereof this

26 day of September

2001

High Tech High Philadelphia Foundation



CEO + Chief Admin Officer

Title

EXHIBIT A

ATTACHMENT TO AND A PART OF ARTICLES OF INCORPORATION

The corporation is organized and operated exclusively for charitable, educational and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). The corporation is organized and operated for the benefit of, to perform the functions of, or to carry out the purposes of (within the meaning of section 509(a)(3) of the Code) High Tech High Philadelphia Charter School, a Pennsylvania nonprofit corporation that has been recognized by the Internal Revenue Service as an organization described under sections 501(c)(3) and 509(a)(1) of the Code. The corporation shall engage in any and all lawful activities incidental to the foregoing purposes, except as specifically restricted herein. The corporation will be operated, supervised, or controlled by the directors of High Tech High Philadelphia Charter School to develop, implement and support innovative educational practices at the High Tech High Philadelphia Charter School.

The corporation does not contemplate pecuniary gain or profit, incidental or otherwise. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to any private person; except that reasonable compensation may be paid for services rendered on behalf of the corporation, and no trustee, director or officer of the corporation or any individual shall be entitled to share in any distribution of any of the assets of the corporation upon its dissolution.

No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation except as may otherwise be permitted in accordance with an election pursuant to section 501(h) of the Code; the corporation shall not directly or indirectly participate in or intervene in any political campaign on behalf of or in opposition to any candidate for public office (including the publishing or distributing of statements); nor shall the corporation engage in any activities that are unlawful under applicable federal, state or local laws.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Code, or corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under sections 170, 2055, or 2522 of the Code, or corresponding section of any future federal tax code.

In the event of dissolution of the corporation, whether voluntary or involuntary or by operation of law, the assets of the corporation (a) shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or corresponding section of any future federal tax code, or (b) shall be distributed to the federal government or to a state or local government for a public purpose, or (c) shall be distributed by a court to another organization to be used in such manner as in the judgment of the court will best accomplish the general purposes for which the dissolved organization was organized.

1-PH/1488906.1

M. BURR KEIM COMPANY

Microfilm Number _____

M. BURR KEIM COMPANY
DATE STAMPED COPY

Filed with the Department of State on _____

Entity Number _____

Secretary of the Commonwealth

ARTICLES OF INCORPORATION-DOMESTIC NONPROFIT CORPORATION
02CR10-8004 (Rev 10)

In compliance with the requirements of 15 Pa.C.S. § 8904 (relating to articles of incorporation), the undersigned, desiring to incorporate a nonprofit corporation, hereby state(s) that:

1. The name of the corporation is:

High Tech High Philadelphia Foundation

2. The (a) address of the corporation's initial registered office in the Commonwealth or (b) name of its commercial registered office provider and the county of venue is:

(a) 1302 Race Street, 3rd Floor Phila, PA 19107 Phila.
Number and Street City State Zip County

(b) c/o: _____

Name of Commercial Registered Office Provider

County

For a corporation registered by a commercial registered office provider, the county in (b) shall be deemed the county in which the corporation is located for venue and official publication purposes.

2. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes:

to act as an educational improvement organization for Phila. area

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

5. The corporation is organized upon a nonstock basis.

6. (Strike out if inapplicable): The corporation shall have no members.

7. (Strike out if inapplicable): The incorporators constitute a majority of the members of the committee authorized to incorporate, by the requisite vote required by the organic law of the association for the amendment of such organic law.

8. The name and address, including street and number, if any, of each incorporator is:

Name

Scott Gordon

Address

1302 Race St., 3rd Floor
Phila PA 19107

9. The specified effective date, if any, is:

month

day

year

hour, if any

10. Additional provisions of the articles, if any, attach on 6 1/2 x 11 sheet.

RECEIVED
SEPT 10 1999
DEPT OF STATE
6:24 AM EDT '99

APPENDIX E: SCHOOLS OPERATED BY THE APPLICANT

I. List of Schools Operated by Mastery Charter Schools	Page 2
II. Pennsylvania Charter Agreements and Approving Board Resolutions	
i. Charter Agreement for Applicant – Mastery Charter HS	Page 3
• Renewal Resolutions 2010 and 2015 for Mastery Charter HS	
• Executed Charter Agreement for Applicant- Mastery Charter HS 2005	
• Draft Renewal Agreement for Applicant- Mastery Charter HS 2015	
ii. Copy of Resolutions & First Page of Charter Agreements per Campus	
• Thomas	Page 70
• Shoemaker	Page 75
• Pickett	Page 78
• Harrity	Page 83
• Mann	Page 88
• Smedley	Page 93
• Clymer	Page 98
• Hardy Williams	Page 101
• Gratz	Page 106
• Cleveland	Page 109
• Pastorius	Page 113
III. New Jersey Renaissance School Project Management & Operation Agreement	Page 117
IV. Letters or Resolutions Authorizing Future Charter Agreements	
i. Mastery Charter School Gillespie Campus	Page 139
ii. Frederick Douglas Mastery Charter School	Page 144
iii. Excellence Charter Schools, New Jersey	Page 150
V. Pennsylvania and New Jersey Management Agreements	
i. PA Management Agreement- Pastorius	Page 154
ii. NJ Management Agreement – Mastery Schools of Camden	Page 167
iii. First & Last Page of Management Agreement – All Schools	Page 182
VI. Documentation Recognizing Schools as Separate Under State Law	Page 204

APPENDIX E: SCHOOLS OPERATED BY APPLICANT *Each Mastery Charter School Campus has its own Principal, administration, faculty, student body, facility and governing board representatives. All campuses have signed a management agreement with Mastery Charter High School to serve as the Network lead and to provide consulting services including: teacher recruitment, orientation, professional development, and support; general human resources and finance functions; facility planning and improvements, common data systems management, instructional benchmark assessments, etc.*

SCHOOL NAME	STATE ID/ LOC. CODE	YEAR OPEN	GRADES SERVED	LOCATION (S)	CHARTER AUTHORIZER	SEPARATE CHARTER
Mastery Charter Lenfest Campus	126510002/ 7678	2001	7-12	35 South 4 th Street Philadelphia, PA 19106	School District of Philadelphia	Yes
Mastery Charter School Thomas Campus (2 Princ ipals)	126510023/ 7910	2005	K-12	927 Johnston Street (7-12) 814 Bigler Street (K-6) Philadelphia, PA 19148	School District of Philadelphia	Yes
Mastery Charter Shoemaker Campus	126510022/ 7909	2006	7-12	5301 Media Street Philadelphia, PA 19131	School District of Philadelphia	Yes
Mastery Charter Pickett Campus	151514721/ 7961	2007	6-12	5700 Wayne Avenue Philadelphia, PA 19144	School District of Philadelphia	Yes
Mastery Charter Harrity Elementary	126516457/ 8153	2010	K-8	5601 Christian Street Philadelphia, PA 19143	School District of Philadelphia	Yes
Mastery Charter School Mann Elementary	126519433/ 8152	2010	K-6	5376 W. Berks Street Philadelphia, PA 19131	School District of Philadelphia	Yes
Mastery Charter School Smedley Elementary	126517286/ 8151	2010	K-6	1790 Bridge Street Philadelphia, PA 19124	School District of Philadelphia	Yes
Mastery Charter School Clymer Elementary	126511748/ 8208	2011	K-8	1201 W. Rush Street Philadelphia, PA 19133	School District of Philadelphia	Yes
Hardy Williams Academy Mastery Charter School (2 Principals)	126513290/ 7588	2011	K-11	5400 Warrington Avenue Philadelphia, PA 19143	School District of Philadelphia	Yes
Simon Gratz High School Mastery Charter (3 Principals)	126513734/ 8207	2011	6-12	1798 W. Hunting Park Avenue Philadelphia, PA 19140	School District of Philadelphia	Yes
Grover Cleveland Mastery Charter School (2 Principals)	126519644/ 8259	2012	K-8	3701 North 19 th Street Philadelphia, PA 19140	School District of Philadelphia	Yes
Francis D. Pastorius Mastery Charter School	126518795/ 8288	2013	K-8	5650 Sprague Street Philadelphia, PA 19138	School District of Philadelphia	Yes
Mastery Schools of Camden-- North Camden	County: 07 District: 1802	2014	K-5	800 Erie Street Camden, NJ 08102	State of New Jersey	Yes (Both Schools on 1 Charter)
Mastery Schools of Camden-- Cramer Hill	School: 112	2014	K-2	1033 Cambridge Avenue Camden, NJ 08105		

RESOLUTION

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et. seq.*, the Board of Education of the School District of Philadelphia (the "School District") granted a charter to the Board of Trustees of MASTERY CHARTER HIGH SCHOOL (the "Charter School") to operate a charter school from September 1, 2001 through August 31, 2005; and

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et. seq.*, the SRC renewed the Charter School's Charter for a five-year term from September 1, 2005 through June 30, 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, and information sought during the renewal process, and has examined school and student performance; now be it

RESOLVED, that the Charter School must comply with the following conditions (the "Conditions"):

1. The Board of Trustees shall submit to the School District by August 1, 2010 a Conflicts of Interest Policy that complies with the Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act and that is applicable to trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School. The Charter School shall comply with the Conflicts of Interest Policy during the term of the Charter.
2. The Board of Trustees shall submit to the School District by August 1, 2010 an Admissions Policy that complies with the Pennsylvania Charter School Law and shall comply with the Admissions Policy during the term of the Charter.
3. The Board of Trustees shall comply with the requirement that 75% of the Charter School's professional staff are certified in accordance with the Charter School Law during the term of the Charter.
4. The Board of Trustees shall submit evidence to the School District by August 1, 2010 that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher" and shall comply with this requirement during the term of the Charter.
5. The Board of Trustees shall ensure that all employees have required federal and state criminal and child abuse background checks and shall comply with the Charter School's Employment Policies and Procedures during the term of the Charter.

6. The Board of Trustees shall submit to the School District by August 1, 2010 the curriculum and instruction plan for the Charter School's Multiple Alternatives Pupil Support Program ("MAPS"), and the Charter School shall provide to the School District the names of the students attending the MAPS program on a monthly basis during the term of the Charter;

and be it

FURTHER RESOLVED, that the Charter is RENEWED, subject to the satisfaction of the Conditions set forth above and upon the timely submission of all of the evidence identified above, for a five-year period commencing on July 1, 2010 and ending on June 30, 2015, with current grades and enrollment, effective upon the full execution of the Charter Agreement by the School District and by the President of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the SRC, pursuant to section 6-696(i)(3) of the Public School Code, partially suspends the corrective action status provision in Section 17-1729-A(a.1) of the Charter School Law that authorizes the SRC to place specific reasonable conditions in the charter that require the charter school to meet specific student performance targets within reasonable stated periods of time. All other provisions of Section 1729-A(a.1) shall remain in full force and effect; and be it

FURTHER RESOLVED, that during the term of the Charter, the Charter School shall meet reasonable specific student performance targets within reasonable stated time periods as set forth in the Charter between the School District and the Charter School; and be it

FURTHER RESOLVED, that the Charter School is approved for a total enrollment of 600 students in grades 7-12; and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

RESOLUTION

Re: Mastery Charter High School; Renewal of Charter

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the Board of Education of the School District of Philadelphia (“School District”) granted a charter (“Charter”) to the Board of Trustees of the predecessor in interest to MASTERY CHARTER HIGH SCHOOL (“Charter School”) to operate a charter school for a term of four (4) years commencing in 2001; and

WHEREAS, the School Reform Commission (“SRC”) renewed the Charter School’s Charter for five-year terms in 2005 and in 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the Charter Schools Office of the School District setting forth the agreed terms and conditions of renewal; and

WHEREAS, the Charter Schools Office staff have recommended to the SRC that the SRC renew the Charter School’s Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School’s request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2015 and ending on June 30, 2020, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply certain conditions for renewal (the “Conditions for Renewal”) as set forth below. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply

with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.

2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year or between school years for grades 7-9, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. If seats open in grades other than 7-9, the Charter School shall seek to fill the open seats in the best way feasible. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall submit to the Charter Schools Office by August 31, 2015 a plan for ESL programing which complies with 22 Pa. Code Chapter 4 standards.
4. The Board of Trustees shall comply with the Charter School's Bylaws regarding term limits for Board members. If the Board of Trustees decides to amend Bylaws, updated Bylaws shall be sent to the Charter Schools Office by August 31, 2015.
5. Voting members of the Board of Trustees of the Charter School shall not be voting members of the Board of Trustees of other Philadelphia charter schools operated by Mastery Charter Schools so long as the Charter School has a management contract with another Philadelphia charter school operated by Mastery Charter Schools or provides services as the Network Support Team for such charter school.
6. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
7. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic

subjects demonstrate that they satisfy the definition of a “Highly Qualified Teacher”.

8. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee’s personnel file, along with each employee’s complete timesheet records. The Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.
9. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
10. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School’s website. Furthermore, minutes from Board meetings shall be posted on the Charter School’s website within two weeks of approval by the Board of Trustees.

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades K through 12 with a maximum of 600 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School shall have admission preferences for all students enrolled at Mastery Charter School Smedley Elementary ("Mastery-Smedley"); provided, however, that students enrolled at Mastery-Smedley in the Autistic Support program may enroll at the Charter School but shall receive their educational program at Mastery Charter School Simon Gratz Campus. The School District shall arrange and pay for the transportation costs for such students formerly enrolled at Mastery-Smedley in the Autistic Support program who enroll at the Charter School but receive their educational program at Mastery Charter School Simon Gratz Campus; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District’s accountability performance system for charter schools:

- i. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile (“SPP”) score of 70 or better, the Pennsylvania Value-Added Assessment System (“PVAAS”)

growth measure, and the Average Growth Index (“AGI”) growth measure consistent with the Pennsylvania Department of Education’s Accountability System pursuant to No Child Left Behind Act.

- ii. If the Charter School achieves a ranking in the bottom two levels on the School District’s academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District’s accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

School Reform Commission
Resolution No. SRC-12
dated March 16, 2005 and
Resolution No. SRC-6
dated April 20, 2005

THE SCHOOL DISTRICT OF PHILADELPHIA

CHARTER

FOR

MASTERY CHARTER HIGH SCHOOL

THIS CHARTER (the "Charter") is made and entered into as of August 31, 2005 (the "Execution Date"), by and between the SCHOOL REFORM COMMISSION (the "SRC") of THE SCHOOL DISTRICT OF PHILADELPHIA (the "School District"), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and MASTERY CHARTER HIGH SCHOOL, a Pennsylvania nonprofit corporation (the "Charter School") acting through and by its Board of Trustees (the "Charter Board"), with its principal place of business at 35 S. 4th Street, Philadelphia, PA 19106.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the "School Code"), the Secretary of Education of the Commonwealth of Pennsylvania (the "Secretary") issued a certificate declaring The School District of Philadelphia to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 ("Act 83"); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the "Board of Education") of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the "Charter School Law") and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, the founding coalition of the Charter School submitted to the Board of Education an Application to operate the Charter School ("the Application"); and

WHEREAS, the Board of Education of the School District duly approved said Application and authorized the issuance of a charter to the Charter Board for a term of four (4) years commencing on September 1, 2001; and

WHEREAS, on or about November 15, 2004, the Charter Board filed its application for renewal of its charter with the School District; and

WHEREAS, on March 16, 2005, the SRC adopted Resolution SRC-12 and on April 20, 2005, the SRC adopted Resolution SRC-6 (collectively, the "Resolutions") attached hereto as Exhibit A and made a part hereof, which authorized the renewal of the Charter for the Charter School upon meeting the condition(s) set forth in said Resolutions; and

WHEREAS, the Charter Board is authorized to sign this Charter;

NOW THEREFORE, in consideration of the promises and the mutual covenants and agreements set forth herein, the SRC and the Charter School intending to be legally bound, hereby mutually agree to the above Recitals and the following:

GRANT OF CHARTER

Subject to all of the terms and conditions set forth in this Charter, the SRC hereby grants to the Charter Board this Charter to operate the Charter School as a public school under and pursuant to the Charter School Law and all other Applicable Laws (as hereinafter defined), commencing on September 1, 2005 (the "Effective Date") and ending on June 30, 2010, unless earlier terminated pursuant to the terms of this Charter or Applicable Laws (the "Term").

It is specifically understood and agreed between the parties hereto that:

1. The Charter School shall comply with the Resolutions, common law, court decisions, court orders, the Charter School Law, the Individuals With Disabilities Education Act, 20 U.S.C.S. §1400 *et seq.* ("IDEA"), the No Child Left Behind Act, P.L. 107-110, and all other applicable state, federal and local laws, statutes, codes, ordinances and regulations as in effect from time to time ("Applicable Laws"). In furtherance of and without limitation to the covenants contained herein, the Charter School shall comply with Applicable Laws prohibiting discrimination on the basis of disability, race, age, creed, color, gender, religion, marital status, veteran status, national origin, ancestry and any other protected category or classification as required by law, and shall not unlawfully discriminate in student admissions, hiring and operations. Any reference in this Charter to any statute or ordinance shall mean such statute, as the same may hereafter be duly amended.

2. The Application, including the representations, certifications and assurances set forth therein, is hereby incorporated in this Charter as if set forth herein in full. As used in this Charter, "Application" means the application originally filed by or on behalf of the Charter School and the Charter Board in connection with the original issuance of a charter to the Charter Board for the Charter School, as said application may subsequently have been amended by (a) duly authorized agreement of the SRC and the Charter Board, or (b) the Charter Board's application for approval of the renewal ("Application for Renewal") of its Charter, or (c) both. To the extent that materials submitted to the School District in connection with an Application

for Renewal of an existing charter should reasonably be construed as amendments to the Application, the Charter Board and the School District acknowledge and agree that the original application shall be deemed amended thereby and such amendment or amendments shall constitute part of the "Application" only to the extent that the SRC has specifically approved by resolution any differences in policies, procedures or terms of operation between the application and the Application for Renewal.

2. The Charter Board agrees that it shall operate the Charter School in strict adherence to: (a) the terms of the Application, attached hereto as Exhibit B; (b) the Statement of Assurances, and all Application appendices and attachments referred to therein (collectively, the "Statement of Assurances"), attached hereto as Exhibit C; (c) the Accountability Agreement ("Accountability Agreement"), attached hereto as Exhibit D; and (d) the Standard Terms and Conditions ("Standard Terms and Conditions"), attached hereto as Exhibit E; all as submitted by the Charter Board and approved by the SRC and School District staff.

3. The Charter School shall provide to the School District no later than August 29, 2005 the documents ("Required Documentation"), in form and substance acceptable to the School District, set forth on Exhibit F. If the Charter Board fails to provide the Required Documentation to the School District by August 29, 2005, the SRC and/or the School District may withhold payments to the Charter School, may revoke the Charter, may declare the Charter void, and/or may benefit from any other remedies provided by the Charter School Law or Applicable Laws. The Charter Board shall report to the School District any changes to the Required Documentation during the Term of this Charter within fifteen (15) days after the occurrence of the change. Additionally, in accordance with the Applicable Laws, the Charter School shall maintain on-site at its facility for inspection by the School District and its representatives and agents all of certain current Charter School records ("Current Charter School Records") as set forth on Exhibit G attached hereto and made a part hereof.

4. The Charter School, during the Term of this Charter, shall operate facilities located at the following addresses: 35 S. 4th Street, Philadelphia, PA 19106 and at the former Thomas School at 927 Johnston Street, Philadelphia, PA 19148.

5. The Application, Statement of Assurances, Accountability Agreement, Standard Terms and Conditions, and Required Documentation, and all other Exhibits, appendices and attachments hereto are incorporated herein by reference as if fully set forth. This Charter and all Exhibits hereto constitute a legally binding agreement for the Term set forth above and the terms of this Charter cannot be changed absent a written amendment to this Charter signed by both parties.

6. Notices required by this Charter shall be sent to the following individuals:

	School District	Charter School
Name:	James E. Nevels	Scott Gordon
Title:	Chairman	Chief Executive Officer
Address:	School Reform Commission Administration Building Room 114 2120 Winter Street Philadelphia, PA 19103	Mastery Charter High School 35 South 4 th Street Philadelphia, PA 19106

With required copy to:

	School District	Charter School
Name:	Charter School Office	Robert W. O'Donnell, Esquire
Title:	Executive Director	
Address:	The School District of Philadelphia Charter School Office Administration Building - Rm. 309 2120 Winter Street Philadelphia, PA 19103	O'Donnell Associates 1515 Market Street Suite 1800 Philadelphia, PA 19102

7. The School District reserves the right to terminate and or revoke this Charter in accordance with 24 P.S. §17-1729-A and Applicable Laws. This Charter may be terminated by mutual written agreement prior to the expiration of the Term, which agreement shall state the effective date of termination. The Charter School and the School District agree that unless the safety and health of the students and or staff is otherwise threatened, the effective date of termination by mutual agreement will be at the end of a semester or academic year. After the disposition of any liabilities and obligations of the Charter School, any remaining assets of the Charter School shall be distributed on a proportional basis to the school entities (as defined in 24 P.S. § 17-1703-A) with students enrolled in the Charter School for the last full or partial school year of the Charter School.

8. This Charter may not be transferred or assigned by the Charter School.

IN WITNESS WHEREOF, the undersigned have executed this Charter the day and year first written above.

THE SCHOOL REFORM COMMISSION
OF THE SCHOOL DISTRICT OF
PHILADELPHIA

APPROVED AS TO FORM:

By: 
James E. Nevels, Chairman
School Reform Commission


Interim General Counsel

MASTERY CHARTER HIGH SCHOOL

ATTEST:

By: 
Name: Jeremy Nowak
Title: President

By: 
Name: Ron Biscardi
Title: Secretary

EXHIBIT A

SRC RESOLUTIONS

RESOLUTION

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et. seq.*, the Board of Education of the School District of Philadelphia granted a charter to the Board of Trustees of MASTERY CHARTER HIGH SCHOOL ("the Charter School") on September 1, 2000 to operate a charter school from September 1, 2001 through August 31, 2005; and

WHEREAS, the Charter School seeks renewal and expansion of its Charter; and

WHEREAS, pursuant to Act 83 of 2001, the Commonwealth amended §696 of the Public School Code, entitled "Distress in school districts of the first class" and, as so amended, § 696(e)(1) states: "[a]ll powers and duties granted heretofore to the board of school directors of a school district of the first class under this act or any other law, including its authority to levy taxes and incur debt, shall be vested in the School Reform Commission..."; and

WHEREAS, pursuant to § 691 of the School Code, the Pennsylvania Secretary of Education declared the School District of Philadelphia (the "School District") to be a distressed school district effective December 22, 2001, and pursuant to § 696 of the School Code, a School Reform Commission ("SRC") has been appointed; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the information sought during the renewal process and examined school and student performance; now be it

RESOLVED, that the Charter School must by April 1, 2005:

- Submit evidence that 75% of the professional staff is certified in accordance with the Charter School Law; and be it

FURTHER RESOLVED, that upon meeting the requirement set forth in the paragraph above, the request for renewal of the charter for a period commencing on September 1, 2005 and ending on August 31, 2010 shall be GRANTED upon signing a new Charter Agreement. Renewal of the Charter will not take effect until the Charter Agreement has been signed by the President of the Board of Trustees of the Charter School or another member of the Board duly designated by the President; and be it

FURTHER RESOLVED, that upon meeting the requirement set forth above, the Charter School's request for expansion of grades and enrollment is hereby GRANTED and the school shall be authorized to enroll a maximum of 600 students and serve grades 7 through 12.

WHEREAS, pursuant to Act 83 of 2001, the Commonwealth amended §696 of the Public School Code, entitled "Distress in school districts of the first class" and, as so amended, §696(e)(1) states: "[a]ll powers and duties granted heretofore to the board of school directors of a school district of the first class under this act or any other law, including its authority to levy taxes and incur debt, shall be vested in the School Reform Commission... "; and

WHEREAS, pursuant to § 691 of the School Code, the Pennsylvania Secretary of Education declared the School District of Philadelphia (the "School District") to be a distressed school district effective December 22, 2001, and pursuant to § 696 of the School Code, a School Reform Commission ("SRC") has been appointed; and

WHEREAS, §696(k)(2)(v) states that the SRC may approve or designate a school as a charter school; and

WHEREAS, the SRC wishes to replicate successful charter schools in other areas of Philadelphia; and

WHEREAS, the SRC has identified Thomas Middle School, located at 927 Johnston Street, Philadelphia, PA 19148 as an appropriate school to convert to a charter school; and

WHEREAS, the Board of Trustees of Mastery Charter School ("Mastery") submitted a proposal; NOW
BE IT

RESOLVED, that Thomas Middle School shall be converted to a charter school and operated by the Board of Trustees of Mastery Charter School as a second campus provided the following are met:

Mastery shall submit the items below for approval by the SRC, and if so approved, shall receive a charter to operate the above-mentioned charter school commencing in school year 2005/06:

1. Evidence that the Board has met and authorized the signing of a charter school contract for a second campus; and
2. A detailed proposal for the composition and operation of the Board of Trustees, including a list of initial board members and specific provisions for the replacement of board members. No governance plan will be approved in which the majority of board seats are held by representatives of organizations that are unrelated to the subject school's parents, staff and local community; and

3. A detailed proposal for the improvement of academic outcomes for students in the subject school, including proposals for school management, instructional design, school calendar, curriculum and instruction, staff recruitment, professional development, special education, school climate/school safety, and other components of instructional strategy; and
4. A set of measurable minimum targets for academic improvement that the school will be expected to reach in each year of the charter school's charter in order to maintain its status as a charter school. Conversion proposals will not be approved unless the measurable minimum targets represent improvements in academic achievement levels, compared to current performance; and
5. A proposal for parent/caregiver involvement and community involvement in advancing the school's academic objectives; and
6. A public accountability plan that will periodically inform the SRC and the community at large as to the school's performance, including measures of academic achievement, attendance rates, promotion rates, and school climate/school safety; and
7. Proof that the details of the school conversion plan have been shared with parents in the school catchment area who have children eligible to attend the subject charter school, and evidence can be presented that there is strong parental support for the conversion plan; and
8. Evidence that the charter school is registered under section 501(C)(3) of the Internal Revenue Code as a nonprofit organization; and be it

FURTHER RESOLVED, that upon approval of the above-mentioned submissions, Mastery shall receive a charter containing the terms and conditions of the agreement between the SRC and the charter board, including provisions related to the facility; and be it

FURTHER RESOLVED, that the above-described charter school, upon approval, may enroll up to six hundred (600) students, serve grades as follows:

- 2005/06: Enrollment cap of two hundred-forty (240), grades six through eight;
- 2006/07: Enrollment cap of three hundred-sixty (360), grades seven through nine;
- 2007/08: Enrollment cap of four hundred-forty (440), grades seven through ten;
- 2008/09: Enrollment cap of five hundred-fifty (550), grades seven through eleven;
- 2009/10: Enrollment cap of six hundred (600), grades seven through twelve; and be it

FURTHER RESOLVED, that all students attending Thomas Middle School at the time of conversion shall be offered enrollment in the charter school. The charter school will have admissions preferences thereafter for up to 95% of the population for students who reside in the catchment area (to be determined by the School District).

EXHIBIT B
APPLICATION

EXHIBIT C

STATEMENT OF ASSURANCES

The School District of Philadelphia

**Statement of Assurances for
Charter School Applicants for 2005-2006**

By duly authorized signature below, Mastery Charter High School ("Charter School") hereby agrees that the following terms and conditions will prevail for any charter school that may be established through the attached Charter School Application, and understands that any material deviation from any of these terms and conditions is cause for revocation or nonrenewal of any charter that may be granted by the School Reform Commission of The School District of Philadelphia ("SRC") at any time during the term of such charter:

- 1) The Charter School will comply with all applicable federal and state laws and regulations, and the authorizing legislation for charter schools.
- 2) The Charter School will be nonsectarian in all operations.
- 3) The board of trustees of the Charter School ("Charter Board") has been authorized to sign a written contract with the SRC. The Charter School will submit the formal resolution adopted by the Charter Board to the SRC according to the timelines specified in SRC Resolution No. SRC-12, dated March 16, 2005 and SRC Resolution No. SRC-6, dated April 20, 2005.
- 4) The Charter School will provide a minimum of one-hundred eighty (180) days of instruction or nine hundred (900) hours per year of instruction at the elementary level, or nine hundred ninety (990) hours per year of instruction at the secondary level.
- 5) Prior to employing any individual who shall have direct contact with students, the Charter School shall ensure that criminal history and child abuse/injury records are obtained in compliance with §1-111 of the Public School Code and 23 Pa. C.S.A. subchapter C2, regarding background checks.
- 6) The Charter School will provide the SRC with access to all of its records and facilities to ensure that the Charter School is in compliance with its written charter.
- 7) The Charter School will reimburse the School District for all student participation in extra-curricular activities according to the established fee schedule.
- 8) The Charter School will utilize a management structure that is consistent with Charter School Application Appendix B: Required Management Organization of the Board of Trustees and Requirements for Bylaws.
- 9) The Charter School will enroll each student using the School District of Philadelphia's School Computer Network.
- 10) The Charter School will administer the School District's citywide academic assessments and set forth as a minimum performance standard the performance targets associated with the academic components of the School District's professional responsibility system, and the annual yearly progress as required by "No Child Left Behind".
- 11) The Charter School will adopt an admissions policy in accordance with charter school legislation Sections 1723-A and 1730-A. In the event of a surplus of applicants, the Charter School immediately shall notify the School District if it intends to conduct an admissions "lottery" so that the School District may place an observer at the Charter School to monitor such a lottery.
- 12) The Charter School will send letters of intent to all school districts from which the Charter School could reasonably expect to draw at least 25 percent of its students.
- 13) The Charter School will submit the following legal documentation to the SRC according to the timelines specified in SRC Resolution No. SRC-12, dated March 16, 2005 and SRC Resolution No. SRC-6, dated April 20, 2005:
 - a) Evidence that the Charter School itself has been organized as a public nonprofit corporation in accordance with Section 1714-A of Act 22 of 1997;
 - b) Valid occupancy certificates for each facility serving the Charter School's students;

- c) Fire and health and safety regulation compliance as set forth by the City of Philadelphia;
 - d) A copy of a signed lease or recorded deed for each facility serving the Charter School's students.
- 14) The Charter School will submit the following to the SRC according to the timelines specified in SRC Resolution No. SRC-12, dated March 16, 2005 and SRC Resolution No. SRC-6, dated April 20, 2005:
 - a) Employment Verification forms, which will be supplied by the School District, indicating that a sufficient staff with complete and appropriate criminal and child abuse records checks have been hired to serve the actual enrollment of the Charter School;
 - b) Student Enrollment Notification forms, which will be supplied by the School District, signed by the parent/legal guardian, indicating that a sufficient number of students have enrolled in the proposed Charter School;
 - c) Evidence that the Charter School has obtained the insurance coverages required by the charter as set forth in Exhibit E attached to the charter and made a part thereof.
 - 15) The Charter School will comply with the *Provision of Special Education Services to Charter School Students: Guidelines*, attached hereto as Exhibit C-1 and made a part hereof.
 - 16) The Charter School adopts detailed procedures for suspension and expulsion that comply with the Public School Code, including due process.
 - 17) The Charter School will meet the legal, professional and ethical standards for maintaining school records and disseminating information.
 - 18) The Charter School will follow State child accounting procedures (24 PS 13-1332).
 - 19) If the Charter School plans to offer food services, State regulations for student participation must be followed (24 PS 13-1337).
 - 20) The Charter School will adopt a plan for providing school health services that complies with Article XIV of the Public School Code.
 - 21) The Charter School's insurance coverage plans, including health, general liability (including school operation, extra-curricular activities and parent volunteer activities), property, and Director's and Officer's liability coverage is in compliance with Section 1724-A of the Charter School legislation. The Charter School offers a health benefits package comparable to the local school district's package as required in Section 1724-A of the charter school legislation.
 - 22) The Charter School will be responsible for insuring, safeguarding and replacing all equipment on loan from the School District of Philadelphia, including, but not limited to computers, modems, and other equipment necessary for the School Computer Network.
 - 23) The Charter School will develop a purchasing procedure that addresses a competitive way to purchase goods and services. (For additional financing procedures see Section 1725-A of the Charter School Legislation.)
 - 24) The Charter School will follow the financial procedures listed in Charter School Application Appendix C: Required Financial Procedures.
 - 25) The Charter School will have a plan for regular financial reviews and audits in accordance with Section 1719-A of the charter school legislation.
 - 26) The Charter School's board of trustees agrees to direct the Charter School's staff to record and report daily attendance on the School Computer Network.

Signature Duly Authorized Representative of Charter School

Date

[Redacted Signature]

8/29/05

Typed Name and Title of Authorized Representative

Scott Gordon, CEO

EXHIBIT C-1

THE SCHOOL DISTRICT OF PHILADELPHIA

Provision of Special Education Services to Charter School Students Guidelines

The following duties will apply to charter schools:

- 1) Each charter school is responsible for providing a free appropriate public education to students with disabilities enrolled in that charter school who have been determined by an Individualized Education Program (IEP) team to require specially designed instruction. The cost of implementing the specially designed instruction will be borne by the Charter School. Students provided such services by the Charter School and with a valid Nora, CER and IEP will be considered eligible for additional special education payment to the Charter School. Charter schools are required to input relevant data to the School Computer Network (valid dates of Nora, CER and IEP) and submit the first page of the IEP to the School District. The appropriate format for an IEP may be found at [http://www.pde.state.pa.us/special edu/lib/charter annotated IEP_w.pdf](http://www.pde.state.pa.us/special%20edu/lib/charter%20annotated%20IEP_w.pdf). Assuming valid Nora and CER, payments are effective as of the date listed on the IEP.
- 2) Each charter school must ensure full compliance with the Individuals with Disabilities Education Act (IDEA). This includes, but is not limited to child find, identification, and procedural safeguards, including: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, the right to a due process hearing, and assurance of the Free and Appropriate Public Education (FAPE).
- 3) Each charter school must ensure that students who are suspected of having disabilities are properly evaluated and re-evaluated at established intervals required by IDEA, using culture-fair, non-biased assessment tools, by properly certified personnel, adhering to required timelines, and providing required notification to parents.
- 4) When a student enrolled in a charter school presents a valid and current IEP, and/or the charter school IEP team determines that a student with disabilities requires specially designed instruction, the charter school must ensure that the IEP is implemented in accordance with the IDEA, and reviewed at least annually.
- 5) Charter schools must maintain the confidentiality of personally identifiable information regarding students with disabilities as per the Family Educational Rights and Privacy Act (FERPA) and IDEA.
- 6) The charter school is responsible for providing the names of all students eligible for special education services provided by the charter school along with all other data required for the federal child count. This data is to be submitted electronically through the District's School Computer Network (SCN) no later than November 30 of each year.
- 7) Continuation of the additional special education payment is contingent on the Charter School maintaining current and valid IEP, Nora and CER documentation. As stated in Section 1728-A of Act 22 of 1997, the Charter School will provide to the School District "ongoing access to records and facilities of the Charter School to ensure that the Charter School is in compliance with its charter and this Act and that requirements for testing, civil rights, and student health and safety are being met."
- 8) Verification of students' eligibility for the additional special education funding will be based on the Charter School's performance of all necessary procedures relative to the evaluation and re-evaluation for special education services in accordance with the timelines and criteria specified by law.

EXHIBIT D

ACCOUNTABILITY AGREEMENT

The attached document outlines the Accountability Agreement between the School District of Philadelphia and each newly formed charter school. The Agreement includes an accountability/school improvement plan that must identify specific student performance, school operations and compliance indicators, as well as anticipated achievement levels for those indicators. In addition to the required components, the Agreement provides a voluntary opportunity for each charter school to develop unique standards and assessments that reflect the unique mission of each school and measure students' achievement in these unique areas. **An approved charter school is expected to enter into an Accountability Agreement and complete an accountability plan as part of its Charter with the School District.** (Accountability and school improvement information, including a sample plan template, can be found on the Pennsylvania Department of Education web site: www.pde.state.pa.us; type "getting results" in the site search box.)

ACCOUNTABILITY AGREEMENT

In accordance with the federal law, No Child Left Behind, the Public School Code and the Charter School Law, the School District of Philadelphia has implemented an accountability system which includes, but is not limited to, the following:

- Development of an Accountability /School Improvement Plan
- Monitoring of student performance goals and all other requirements as per “No Child Left Behind”
- Participate in any accountability related site visits as required by the School District of Philadelphia as per “No Child Left Behind”

We agree to participate in and comply with all aspects of the School District of Philadelphia’s Accountability System.



8/29/05

Signature Duly Authorized Representative of Charter School

Date

Scott Gordon, CEO

Typed Name and Title of Authorized Representative

EXHIBIT E

STANDARD TERMS AND CONDITIONS

1. INSURANCE

a. **Insurance Requirements.**

All insurance policies required hereunder shall be maintained in full force and effect for the Term of this Charter. Each policy shall contain the provision that there is to be thirty (30) days prior written notice given to the School District in the event of cancellation, non-renewal, or material change to the insurance coverages. A certificate of insurance evidencing all insurance coverages as outlined below, shall be provided to the School District for review, seven (7) working days prior to the execution of this Charter. Within thirty (30) days of the Effective Date, certified copies of all insurance policies required by this Charter shall be delivered to the School District for review. The insurance companies indicated as the carriers on the insurance certificates, shall be authorized to do business in the Commonwealth of Pennsylvania, shall have a Best rating no less than "A," and the carriers shall be acceptable to the School District. The School District and the SRC shall be named as Additional Insureds, ATIMA, with respect to all coverages, except Workers' Compensation and professional liability/malpractice insurance. The Charter School's liability insurance coverage shall be endorsed to state that its coverage will be primary to any other coverage available to the SRC and School District and its officers, employees and agents, and that no act or omission of the School District will invalidate the coverage and that the insurance company waives subrogation against the School District, and any of the School District's officers, employees and agents and the SRC and any of its members.

The Charter School shall maintain the following insurance policies in full force during the term of this Charter:

1. **Commercial General Liability:**

Commercial General Liability coverage, on an occurrence basis, including Contractual Liability, with limits not less than the following: (a) \$2,000,000 General Aggregate (including bodily injury, or property damage or both); (b) \$2,000,000 Products – Completed Operations Aggregate; (c) \$1,000,000 Per Occurrence; (d) \$1,000,000 Personal and Advertising Injury; (e) \$500,000 Fire Damage or Fire Legal Liability; and \$5,000 Medical Expense (any one person).

2. **Automobile Liability:**

Automobile coverage with limits not less than the following: \$1,000,000 Combined Single Limit for all owned autos and/or hired / non-owned autos.

3. **Workers' Compensation and Employers Liability:**

a. Workers' Compensation coverage for its employees with limits not less than the statutory limits for the Commonwealth of Pennsylvania.

b. Employer's Liability: \$100,000 Each Accident–Bodily Injury by Accident; \$100,000 Each Employee-Bodily Injury by Disease; and \$500,000 Policy Limit-Bodily Injury by Disease. Other states insurance including Pennsylvania.

4. **Excess / Umbrella Liability:**

The Charter School shall maintain Excess / Umbrella Liability coverage in an amount not less than \$4,000,000 per occurrence. The Excess/Umbrella Policy shall schedule all underlying liability coverages required under the Charter unless a separate \$4,000,000 limit is maintained for Professional Liability.

5. Professional Liability/Educators Liability/ Malpractice/Errors and Omissions Insurance.

Professional Liability/Educators Liability / Malpractice/Errors and Omissions Insurance with limits not less than the following: (a) \$1,000,000 General Aggregate; (b) \$1,000,000 Per Occurrence. The Charter School shall obtain a Sexual Molestation and Child Abuse Endorsement.

6. Directors and Officers Liability:

The Charter School shall maintain Directors and Officers Liability Insurance in an amount not less than \$1,000,000.

b. No effect on indemnity Obligations:

The insurance requirements set forth in this Charter are not intended and shall not be construed to modify, limit or reduce the indemnification obligations set forth below or limit the Charter School's liability to the limits of the policies of insurance required to be maintained hereunder.

2. **INDEMNIFICATION; LITIGATION COOPERATION; NOTICE OF CLAIMS:**

a. The Charter School hereby agrees to indemnify and hold harmless the School District, Board of Education, the SRC and any governing body authorized to carry out the terms, supervise, or have any control over of this Charter and their respective members, designees, agents, directors, employees and representatives ("the Indemnified Parties") and, at the option of the School District, defend by counsel approved by the School District in its sole discretion; provided that the cost to the Charter School of such School District counsel shall not exceed the rates then generally paid by the School District to its outside counsel handling comparable matters on behalf of the School District; the Indemnified Parties from and against any and all claims, liabilities, demands, costs, charges, liens, expenses, actions, causes of action, lawsuits, administrative proceedings, (including informal proceedings), investigations, audits, demands, assessments, adjustments, settlement payments, deficiencies, penalties, fines, interests, judgments and or executions, (including without limitation reasonable expenses of investigation, legal fees, and court costs) past and present, known, and unknown, suspected or unsuspected, asserted, or unasserted in contract, tort, statutory or common law, whether or not ascertainable at the time of the execution of this Charter which arise out of the willful or negligent act or omission of the Charter Board, the Charter School or any member, officer, director, employee or agent thereof, or out of any misfeasance, malfeasance or nonfeasance of the Charter School, the Charter Board or its or their members, officers, directors, employees or agents.

b. The Charter School, for itself, the Charter Board, and the Charter School's members, officers, directors, employees and agents, hereby irrevocably waives and releases any right of or claim for contribution or in recoupment from the SRC or the School District with respect to any claims, liabilities, demands, etc. covered by subparagraph 2.a above.

c. The Charter School agrees that the indemnification obligation in this Charter shall survive any termination, expiration or revocation of this Charter.

d. The Parties agree to cooperate fully with one another in responding to any allegation, claim, lawsuit, administrative action, investigation, audit or demand arising out of this Charter. This obligation shall survive the termination of this Charter and revocation of the Charter. The Charter School and School District agree to notify one another if either Party receives notice of such a matter by providing a copy of

the relevant document to the other Party.

3. **SCHOOL DISTRICT STATUTORY IMMUNITY**: Any other provision of this Charter to the contrary notwithstanding, the School District, its officers, employees and agents and the members of the School Reform Commission and the Board of Education retain their statutory governmental, official and any other immunity provided pursuant to the laws of the Commonwealth of Pennsylvania, including under 42 Pa. C.S.A. §§ 8501 and 8541 *et seq.*, and do not waive the defenses of governmental and official immunity derived from such laws. The School District does not waive for itself or for its officers, employees, agents and the members of the School Reform Commission and Board of Education any other defenses or immunities available to it or any of them.

EXHIBIT F

REQUIRED DOCUMENTATION

The following Items shall be attached hereto:

	<i>Document</i>	<i>Description</i>
A	Certified Articles of Incorporation of the Charter School	The Articles of Incorporation of the Charter School, certified as of a date reasonably proximate to the Execution Date by the Secretary of State.
B	Certified Charter Board Resolution(s)	<p>A resolution of the Charter Board, certified by the Charter School's secretary or an assistant secretary as of the Execution Date authorizing the execution and delivery of this Charter and the performance of the transactions contemplated hereby.</p> <p>A duly approved resolution of the Charter Board stating that no members of the Charter Board or their immediate family will have business dealings with the school, and that the Charter Board will comply with the Pennsylvania Public Official and Employee Ethics Act</p>
C	Good Standing or Subsistence Certificate of the Charter School	A good standing certificate for the Charter School dated a date reasonably proximate to the Execution Date issued by the Secretary of State.
D	Certified copy of the By-laws of the Charter School and incumbency of Charter School officers and related documents	A certificate of the secretary of the Charter School dated as of the Execution Date certifying (i) that the copy of the bylaws attached thereto is true, correct and complete; and (ii) that the names and signatures of the officers of the Charter School set forth in the Certificate are correct and authentic and that such persons are authorized to execute and request payments under this Charter.
E	Employment Verification Forms, with background checks and all necessary certifications	Copies of Employment Verification Forms, indicating that a sufficient staff, with complete and appropriate criminal and child abuse records checks, and all necessary certifications as required by this Charter and Applicable Laws, have been hired to serve the actual enrollment of the Charter School.
F	Copy of Signed Lease or Recorded Deed for each Charter School Facility.	A copy of the signed lease or recorded deed for each facility the Charter School shall utilize.
G	Valid Certificate of Occupancy for each Charter School Facility	A valid certificate of occupancy for use as a school for each facility the Charter School shall utilize.
H	Management Contracts (if any)	Any contracts for the provision of management, consulting, or similar services to the Charter School.
I	School Calendar	A calendar showing the dates on which the Charter School is in session, in compliance with School District requirements and Applicable Law.
J	Insurance Certificates	Copies of the insurance documentation required by the Standard Terms and Conditions, attached to the Charter at Exhibit E.

	<i>Document</i>	<i>Description</i>
K	Certified Copy of Admissions Policy	An admissions policy that complies with the Applicable Laws and the Application.
L	Board Meetings; Contact and Financial Interest Disclosure Information	A schedule of all 2005-2006 board meetings and a list of all board members with complete contact information, including email addresses. Charter Board members also shall disclose any direct or indirect financial interest in the Charter School or operations thereof.

EXHIBIT G

CURRENT CHARTER SCHOOL RECORDS

Every charter school must maintain the following records ("Current Charter School Records") on-site at the charter school's facility and make such Current Charter School records available for inspection by the School District:

1. Up-to-date Clearances for Every Employee and Volunteer of the Charter School:
 - Child Abuse Clearances
 - Criminal Record Checks by the Pennsylvania State Police or FBI (where required)
2. Student Immunization Records
3. Home Language Survey Results
4. Parent/Student Handbook
5. Statements of Financial Interests for Members of the Charter Board of Trustees (due May 1 of each year)
6. Posted Charter Board of Trustees Meeting Dates, Times and Locations
7. Charter Board of Trustees Meeting Minutes
8. Charter School Bylaws

Contract No. ___/F15

School Reform Commission
Resolution No. SRC-____
_____, 2015

**CHARTER FOR
MASTERY CHARTER HIGH SCHOOL**

This Charter (the “Charter”) is made and entered into as of July 1, 2015 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and the **MASTERY CHARTER HIGH SCHOOL**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 35 S. 4th Street, Philadelphia, PA 19106. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, the founding coalition of the Charter School submitted to the SRC an application to operate the Charter School; and

WHEREAS, the SRC duly approved said application and authorized the issuance of a Charter to the Charter Board for a term of four years commencing on September 1, 2001 and

WHEREAS, the SRC renewed the Charter for five years in 2005 and 2010; and

WHEREAS, in October 2014, the Charter Board filed its application for renewal of its charter with the School District; and

WHEREAS, on _____, the SRC adopted Resolution SRC-_____, attached hereto as Exhibit A and made a part hereof, which authorized the grant of this Charter for the Charter School upon meeting the condition(s) set forth in the Resolutions; and

WHEREAS, the Charter Board is authorized to sign this Charter;

NOW THEREFORE, in consideration of the promises and the mutual covenants and agreements set forth herein, the School District and the Charter School intending to be legally bound, hereby mutually agree to the above Recitals and the following:

**ARTICLE I. LEGAL REQUIREMENTS, REPRESENTATIONS
AND WARRANTIES; GRANT**

- A. **School Reform Commission Resolution.** Resolution No. _____, dated _____, 2015 (“Resolution”) is attached hereto as Exhibit A and are made a part hereof.
- B. **Grant of the Charter.** Subject to all of the terms and conditions set forth in this Charter, the School District grants to the Charter Board this Charter to operate the Charter School as a public school under and pursuant to the Charter School Law and all other Applicable Laws (as hereinafter defined).
- C. **Legal Requirements Associated With Grant of the Charter.** Prior to the execution of this Charter by the School District, the Charter School has provided the following documentation (“Required Documentation”) to the School District, in form and substance acceptable to the School District:
1. a certified copy of the Articles of Incorporation of the Charter School, and any amendments thereto, certified by the Secretary of State of the Commonwealth of Pennsylvania as of a date reasonably proximate to the Effective Date;
 2. a good standing certificate for the Charter School issued by the Secretary of State of the Commonwealth of Pennsylvania, dated a date reasonably proximate to the Effective Date;
 3. a duly approved Charter Board Resolution, certified by the Secretary of the Charter Board (i) authorizing the execution and delivery of this Charter and the performance of the transactions contemplated hereby, (ii) stating that no members of the Charter Board or their immediate family will have business dealings with the Charter School, and that the Charter Board will comply with the Pennsylvania Public Official and Employee Ethics Act; and (iii) providing the names and addresses (including email addresses) of the officers of the Charter Board and stating that such persons are authorized to execute and request payments under the Charter.

4. a copy of the Charter School's current bylaws. Such bylaws shall describe the method for replacing Board members and officers and shall adopt the requirements set forth in the "Required Management Organization of the Board of Trustees and Requirements for Bylaws", attached hereto as Exhibit B and incorporated herein;
5. a copy of the determination letter issued by the Internal Revenue Service ("IRS") stating that the Charter School is a federally tax exempt entity as described in Section 501(c)(3) of the Internal Revenue Code;
6. an affidavit signed by the chair of the Board of Trustees, indicating that a sufficient staff, with complete and appropriate criminal and child abuse records checks, and all necessary certifications as required by this Charter and Applicable Laws (as hereinafter defined), have been hired to serve the actual enrollment of the Charter School;
7. a copy of the Charter School's Student Records Policy for the collection, maintenance, and dissemination of student records as required by 22 Pa. Code Chapter 12;
8. a copy of the signed lease or recorded deed for each facility the Charter School shall utilize during the Term (as defined herein) of the Charter;
9. a valid Certificate of Occupancy or memorandum that a new Certificate of Occupancy is not required for use as a school, issued by the City of Philadelphia Office of Licenses and Inspections for each facility the Charter School shall utilize during the Term of the Charter;
10. a Certificate of Insurance evidencing all required insurance coverages, in the form required in Article XIV herein and satisfactory to the School District's Office of Risk Management;
11. the Statement of Assurances, and all Application appendices and attachments referred to therein (collectively, the "Statement of Assurances"), attached hereto as Exhibit C; and
12. any contracts for the provision of management, consulting or similar services to the Charter School.

E. **Application of the Charter School.** The application and any renewal application or amendments, and the representations, certifications and assurances set forth therein (collectively, the "Application"), are hereby incorporated in this Charter as if set forth herein in full. The Charter Board represents and warrants that the information provided to the School District in the Application was true, correct and complete when submitted to the School District and remains true, correct and complete as of the Effective Date. To the extent that the Charter Board has modified the Application between the date submitted to the School District and the Effective Date, such modifications are (a) reflected in the body of the original Application, or in an amendment to its original Application, and (b) have been duly approved in writing by the School

District. The Application may not be modified after the Effective Date except by an amendment to this Charter duly authorized, executed and delivered by the Parties. The Parties acknowledge and agree that the Application sets forth the overall goals, standards and general operational policies of the Charter Board relating to the Charter School, and that the Application is not a complete statement of each detail of the Charter Board's operation of the Charter School. To the extent that the Charter Board determines to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Application, the Charter Board shall have the right to implement such policies, procedures and specific terms of operation, provided that such policies, procedures and terms of operation are (i) not otherwise prohibited or circumscribed by any Applicable Law or Laws (as hereinafter defined) or this Charter, and (ii) not materially different from those set forth in the Application. To the extent any conflict exists or arises between the terms of this Charter and the terms of the Application, the terms of this Charter shall govern and control. The Charter Board shall operate the Charter School in conformity with the mission statement set forth in the Application.

F. **Current Charter School Records.** In accordance with the Applicable Laws, the Charter School shall maintain on-site at its facility for inspection by the Charter Schools Office and its representatives and agents all of certain current Charter School records ("Current Charter School Records") as set forth on Exhibit D attached hereto and made a part hereof.

G. **Representations and Warranties.** The Charter Board represents and warrants to the SRC and the School District that:

1. It has the power and authority to enter into and perform this Charter; and
2. This Charter, when executed and delivered, shall be a valid and binding obligation of the Charter School, enforceable in accordance with its terms.
3. There is no claim, action, suit, proceeding, investigation or inquiry pending before any federal, state or other court or governmental or administrative agency, or to the knowledge of the Charter Board or the Charter School, threatened against the Charter Board or the Charter School, or any of the Charter School's or the Charter Board's properties, assets, operations or businesses, that might prevent or delay the consummation of the transactions contemplated by this Charter.
4. The execution, delivery and performance by the Charter Board and the Charter School of their obligations under this Charter will not (with or without the giving of notice or the lapse of time, or both) (i) violate any provision of the Articles of Incorporation or Bylaws of the Charter School; (ii) violate, or require any consent, authorization, or approval of, or exemption by, or filing under any provision of any law, statute, rule or regulation to which the Charter Board or the Charter School is subject; (iii) violate any judgment, order, writ or decree of any court applicable to the Charter Board or the Charter School; (iv) conflict with, result in a breach of, constitute a default under, or require any consent, authorization, or approval under any contract, agreement or instrument to which the Charter Board or the Charter School is a party, or by which any of their assets are bound; or (v)

result in the creation or imposition of any encumbrance upon the assets of the Charter Board or the Charter School.

H. **Conditions for Renewal.** Pursuant to the Resolutions the Charter School must comply with certain conditions for renewal (the “Conditions for Renewal”) as set forth in the Resolutions and in this Paragraph. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.
2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year or between school years for grades 7-9, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. If seats open in grades other than 7-9, the Charter School shall seek to fill the open seats in the best way feasible. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
2. The Board of Trustees shall submit to the Charter Schools Office by August 31, 2015 a plan for ESL programming which complies with 22 Pa. Code Chapter 4 standards.
3. The Board of Trustees shall comply with the Charter School’s Bylaws regarding term limits for Board members. If the Board of Trustees decides to amend Bylaws, updated Bylaws shall be sent to the Charter Schools Office by August 31, 2015.
4. Voting members of the Board of Trustees of the Charter School shall not be voting members of the Board of Trustees of other Philadelphia charter schools operated by Mastery Charter Schools so long as the Charter School has a management contract with another Philadelphia charter school operated by Mastery Charter Schools or provides services as the Network Support Team for such charter school.

5. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
5. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
6. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file, along with each employee's complete timesheet records. The Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.
7. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
8. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.

ARTICLE II. APPLICABLE LAWS

- A. **Compliance with Applicable Laws:** The Charter School acknowledges and agrees that it shall comply with the Resolution, School District charter school policies and procedures, common law, court decisions, court orders, the Charter School Law, the Individuals With Disabilities Education Act, 20 U.S.C.S. §1400 *et seq.*, as amended ("IDEA"), the No Child Left Behind Act, P.L. 107-110 ("NCLB"), and all other applicable state, federal and local laws, statutes, codes, ordinances, regulations and guidance as in effect from time to time (the "Applicable Laws"). In furtherance of and without limitation to the covenants contained herein, the Charter School shall comply with all Applicable Laws prohibiting discrimination on the basis of disability, race, age, creed, color, gender, religion, marital status, veteran status, national origin, ancestry and any other protected category or classification as required by law, and shall not unlawfully discriminate in

student admissions, hiring and operations. Any reference in this Charter to any statute or ordinance shall mean such statute, as the same may hereafter be duly amended.

ARTICLE III. TERM

- A. **Term.** The term of this Charter shall be for a term of five (5) years and shall commence on July 1, 2015 and shall end on June 30, 2020 (“the Term”), unless revoked or not renewed sooner pursuant to the terms of this Charter and Applicable Laws.

ARTICLE IV. OPERATIONS AND MANAGEMENT

- A. **Operation of Charter School.** Subject to 24 P.S. §17-1714-A, the terms of this Charter and Applicable Laws, the Charter Board shall be responsible for the operation of the Charter School and shall decide all matters relating to the Charter School, including but not limited to the following: budgeting, curriculum development, testing, operating procedures, hiring and firing of Charter School staff, contracting with necessary professional and nonprofessional employees and all other powers provided by Applicable Laws.
- B. **School Calendar.**
1. The School Calendar shall show the dates on which the Charter School is in session, the first day of school for students, and the dates of all lotteries, in compliance with School District requirements and Applicable Law.
 2. The Charter School shall use its best efforts to provide the Charter Schools Office with the School Calendar for the following academic year by April 30th of each calendar year in order for School District offices, including without limitation, Transportation and Food Services, if applicable, to schedule for the provision of services for the next academic year.
 3. In accordance with Applicable Laws, including but not limited to the requirements of 24 P.S. §17-1715-A (9), the Charter School shall provide a minimum of one hundred eighty (180) days of instruction or nine hundred (900) hours per year of instruction at the elementary level or nine hundred ninety (990) hours of instruction at the secondary level.
 4. The Charter School shall not remain open for students or staff on Sundays, the Fourth of July, Memorial Day or Christmas Day.
- C. **Legal and Other Documentation. Non-Sectarian Status.** The Charter Board shall operate the Charter School as a public, non-sectarian, nonprofit corporation during the Term of this Charter and any renewals thereof.
- D. **LEA Status.** The Charter Board shall operate the Charter School as a Local Education Agency (“LEA”) with respect to NCLB, to Child Find pursuant to 22 Pa. Code §711.21, and to the provision of special education services under IDEA.

- E. **Transportation.** The School District shall provide transportation services to the students enrolled in the Charter School in accordance with 24 P.S. § 17-1726-A and any guidance issued by the Department during the Term of this Charter.
- F. **Review of Parental Complaints.** The Charter School shall establish a procedure for reviewing parental complaints regarding the operation of the Charter School.
- G. **Child Accounting Procedures.** The Charter School shall follow the child accounting procedures set forth in 24 P.S. §13-1332.
- H. **Student Accounts.** The Charter Board shall adopt and implement policies and procedures which provide for the handling by the Charter School, as a trustee for the benefit of the Charter School's students for educational purposes, of any funds associated with the activities of the Charter School's student groups, associations or organizations.
- I. **Health Service.** The Charter School shall adopt and implement a plan for providing school health services that complies with 24 P.S. §14-1401 *et seq.* of the Public School Code and other Applicable Laws.
- J. **Management Contracts.** The Charter School shall submit to the Charter Schools Office copies of management agreements for the management or operation of all or substantially all of the Charter School's functions, or all or substantially all of the Charter School's instructional, curricular and senior administrative functions, including without limitation, special education or behavioral support services.
- K. **Charter Board Membership, Meetings.**
1. The Charter Board shall post and maintain in a public or common area of the Charter School, a true, correct and current list of the names of the individual members of the Charter Board. The Charter Board shall promptly and regularly revise such list to reflect any changes in the membership of the Charter Board. The Charter Board shall provide annually, pursuant to Charter Schools Office guidance (as provided in Section XVIII.M. below), the names, addresses (including email addresses) and telephone numbers of the individual members of the Charter Board.
 2. The Charter Board shall prior to the commencement of the academic year of the Charter School (i) adopt and duly publish in accordance with Applicable Law the schedule for regular meetings of the Charter Board; (ii) conspicuously post or cause to be posted in a public or common area of the Charter School a true, correct and complete copy of its duly adopted schedule of regular meetings for such academic year; and (iii) give notice to the Charter Schools Office of its duly adopted schedule of regular meetings for such academic year. The Charter Board shall immediately upon the approval or calling of any special or emergency meeting of the Charter Board, conspicuously post or cause to be posted in a public or common area of the Charter School a true, correct and complete copy of all notices or other acts scheduling any such special or emergency meeting of the Charter Board.

- L. **Charter School Facilities.** The Charter School shall operate a charter school only at the following locations: 35 S. 4th Street, Philadelphia, Pennsylvania 19106. The Charter School shall not suspend nor terminate operations, nor relocate from the premises at which the Charter School proposes to operate as set forth in the Application without the prior written consent of the Charter Schools Office. The Charter School shall properly maintain the Charter School facility in compliance with all Applicable Laws.
- M. **Confidential and Proprietary Information.** The Charter School shall keep in strictest confidence all information acquired in connection with or as a result of this Charter as required by Applicable Law.
- N. **Publication Rights.** The Charter School agrees with regard to publication of reports, studies, or other works, if any, developed during the Term of this Charter, or as a result thereof, that the publication thereof will not contain information supplied to the Charter School by the School District which is confidential, or which identifies students, employees or officers of the School District by name without first obtaining their written consent. Title to and the right to determine the disposition of any copyrights and copyrightable materials first produced by the Charter School as a result of performance of this Charter shall remain with the Charter School.

ARTICLE V. CURRICULUM, SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNERS

- A. **Education and Curriculum Plan.**
 - 1. The Charter School shall implement a complete educational program and curriculum (“Educational Plan”) which is described generally in the Application.
 - 2. The Charter School shall provide for the management, administrative services and professional staff training and technology to implement the Educational Plan, and shall have the discretion to determine textbooks, supplies, equipment and technology necessary therefor.
 - 3. The Charter School shall be solely responsible for the costs of providing textbooks, supplies, equipment, technology and the like.
 - 4. The Educational Plan may be amended from time to time by the Parties upon agreement in writing.
 - 5. The Educational Plan shall prepare students at the Charter School for participation in the Pennsylvania System of School Assessment (the “PSSA”) and on the Keystone Exams as provided for in 22 Pa. Code Ch. 4, or subsequent regulations promulgated to replace or amend 22 Pa. Code Ch. 4, in the manner in which the School District is scheduled to participate.
- B. **Special Education.**

1. The Charter School, as a LEA, shall provide appropriate special education services in accordance with Applicable Laws, to all students enrolled in the Charter School.
 2. The Charter School shall comply with the “Provision of Special Education Services to Charter School Students: Guidelines,” a copy of which is attached hereto as Exhibit C-1 and incorporated as if fully set forth herein.
 3. The Charter School agrees to annually provide to the School District a de-identified list of all students enrolled in the Charter School who are attending out-of-Charter School programs, such as approved private schools, including the names and types of programs, the grade levels of such students, and the costs of such placements, pursuant to Charter Schools Office guidance.
- C. **English Education of English Language Learners.** The Charter School shall provide appropriate services, in accordance with Applicable Laws, for students who are English Language Learners (“ELL’s”).

ARTICLE VI. STUDENT ENROLLMENT

- A. **Student Enrollment.** The School District and the Charter School acknowledge and agree that the Charter School will enroll students only in grades K through 12 with a maximum of 600 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution.
- B. **Student Admissions.**
1. The Charter School has agreed that the Charter School shall have an admission preference for all students enrolled at Mastery Charter School Smedley Elementary ("Mastery-Smedley"); provided, however, that students enrolled at Mastery-Smedley in the Autistic Support program may enroll at the Charter School but shall receive their educational program at Mastery Charter School Simon Gratz Campus. The School District shall arrange and pay for the transportation costs for such students formerly enrolled at Mastery-Smedley in the Autistic Support program who enroll at the Charter School but receive their educational program at Mastery Charter School Simon Gratz Campus.
 2. If enrollment slots are still available after admitting (i) students having sibling or founder preferences and (ii) all applicants from Mastery-Smedley, the Charter School shall fill the remaining slots on a random basis in accordance with Section 17-1723-A. All other provisions of Section 17-1723-A and the Public School Code shall remain in force, and the Charter School may not exclude children on any basis other than that set forth in Section VI.B.1.

3. In addition to providing copies of School Enrollment Forms as required under Paragraph I.C.1. of this Charter, annually on or before August 15th, the Charter School shall provide documentation to the School District demonstrating that the Charter School has given priority to applicants attending Mastery-Smedley. Additionally, upon request, the Charter School shall provide information about its recruitment efforts at Mastery-Smedley.
4. The Charter School shall enroll students in accordance with Applicable Laws and may not exclude students based on race, color, familial status, religious creed, ancestry, sex, national origin, handicap or disability.
5. The Charter School shall enter into the School District Computer Network (“SCN”) the names and addresses of all students who voluntarily or involuntarily transfer out of the Charter School within five (5) business days of the date of the transfer.
6. The Charter School shall implement an admissions policy that complies with Applicable Laws, its Application, and any additional requirements as set forth in Charter Schools Office procedures on admission and enrollment policies.
7. The Charter School shall submit Enrollment Forms to the School District for each student enrolled in the Charter School within ten (10) days after receipt by the Charter School. Each Enrollment Form shall be signed by the student’s parent(s) or legal guardian(s).
8. The Charter School acknowledges and agrees that the School District and the Commonwealth of Pennsylvania shall not provide any per-pupil funding in excess of the amount derived from the enrollment limits set forth in this Charter.
9. The Charter School shall provide the School District’s Charter Schools Office notice of the date, time and location of any and all admissions lotteries at least thirty (30) days prior to the scheduled date of each admissions lottery. The School District reserves the right to observe the admissions lottery process.

C. **Accounting for and Recording Student Enrollment and Attendance.**

1. The Charter School shall be responsible for accounting for enrollment and disenrollment, including withdrawals and expulsions, and shall report such data to the School District via the SCN. Subject to 17-1729-A of the Charter School Law, failure to provide timely and accurate student enrollment data may result in revocation of this Charter.
2. All Enrollment Reports will be disaggregated such that the School District will be able to determine enrollment by factors such as race, family income (to the extent practicable), ELL status and special education exceptionality.

3. The Charter School acknowledges and agrees that it will not charge any fees or costs associated with or in connection to student admissions or enrollment to the School District, any parent, any student or any other person or entity.
 4. The Charter School shall provide to the School District verified attendance information through the SCN or in another electronic form on a monthly basis on or before the 15th of each month for the prior month. If such attendance information is not provided through the SCN, the Charter School shall provide such attendance information in electronic form by email to the Charter Schools Office.
- D. **Truancy.** The Charter School's truancy program shall align with truancy elimination procedures developed by the Philadelphia Court of Common Pleas Family Court, the Department of Human Services, the Mayor's Office of the City of Philadelphia, and the School District and with Applicable Laws regarding truancy. The Charter School shall adopt a truancy elimination program including provisions for truancy intervention plans for Charter School students with more than three (3) unexcused absences. If participating in the truancy collaborative between the School District, Philadelphia Court of Common Pleas Family Court, and the Department of Human Services, the Charter School shall mail to the School District's Office of Attendance and Truancy information for students with unexcused absences of any duration greater than three (3) days. The Charter School shall terminate any student from enrollment after ten (10) consecutive days of unexcused absence.
- E. **Student Withdrawals, Suspensions and Expulsions.**
1. The Charter School shall adopt a Student Code of Conduct with suspension and expulsion provisions in compliance with Applicable Laws.
 2. The Charter School shall provide annually, pursuant to Charter Schools Office guidelines, a list of students recommended for expulsion, the reason for such expulsion, and whether the student withdrew prior to expulsion.
 3. If any student was expelled or withdrew from the Charter School as a result of an Act 26 weapons violation, pursuant to 24 P.S. § 13-1317.2, the Charter School shall provide to the School District the student's name and documentation related to the violation within two (2) business days after the student is expelled or withdraws.

ARTICLE VII. PERSONNEL

- A. **Personnel.**
1. The Charter Board shall be responsible for hiring, firing, supervising and disciplining Charter School staff and shall be responsible for employee relations.
 2. Charter School instructional professional staff, including but not limited to the Principal, teachers and other professional instructional staff shall be direct

employees or direct independent contractors of the Charter School; that is, such professional instructional staff may not be employees or independent contractors of management or educational management entities, including but not limited to any entity functioning under a Management Agreement.

3. Charter School staff shall be subject to the terms and conditions of employment as established by the Charter Board, including the determination of wages, hours and other conditions of employment.
4. In accordance with Section 1714-A(h)(1) of the Charter School Law, in the event the Charter School dismisses a teacher who is on an approved leave of absence from the School District for the purpose of teaching in the Charter School, the Charter Board shall provide the School District with the following: (1) a written explanation detailing the reasons for the dismissal at the time the dismissal occurs; and (2) a copy of any public record developed at any dismissal proceeding conducted by the Charter School.

B. Licensure and Qualifications of Staff.

1. The Charter School shall ensure that all staff utilized in providing educational services at the Charter School have all necessary licenses, certifications and credentials required by this Charter and Applicable Laws, including without limitation the seventy-five percent (75%) certification requirement under the Charter School Law and the one hundred percent (100%) highly-qualified teacher (“HQT”) requirement under the NCLB.
2. Personnel of the Charter School who provide special education or related services to children with disabilities shall have appropriate certification as required by Applicable Laws.
3. Personnel of the Charter School who provide services to students who are English Language Learners shall have appropriate certification as required by Applicable Laws.

C. Background Clearance and Criminal History Checks.

1. The Charter School shall ensure that any personnel who may have direct contact with students shall be required to submit Pennsylvania State Police and federal criminal history record information prior to being employed by the Charter School, in accordance with 24 P.S. §1-111. This provision shall also apply to individuals who volunteer to work at the Charter School on a part time or full time basis.
2. The Charter School shall ensure that all applicants for a position shall be required to submit the official clearance statement regarding child injury or abuse from the Department of Public Welfare prior to being employed by the Charter School, in accordance with 23 Pa. C.S. Ch. 63 Subch. C.2. This provision shall also apply to all others to the extent required by Applicable Law.

ARTICLE VIII. STUDENT RECORDS

- A. Except as limited by Applicable Law, and as required under 17-1728-A of the Charter School Law, the Charter School shall, with respect to each student enrolled in the Charter School, maintain and make available to the School District within ten (10) days after receipt of a request (which need not take the form of notice under Article XVIII., Section M. below) therefore, or such shorter period as may be provided under Applicable Law, all information required by the School District, including but not limited to: academic performance, demographic information (to the extent practicable), attendance, transfers, report cards, standardized test results, special education, truancy, disciplinary matters and health, at such times, in such reasonable format or formats, and by such reasonable means as the School District requires of its own public schools according to School District policies. If the School District requires any of such information at a time, in a format or by a means not specified in School District policy, the School District shall make a request (which in the discretion of the School District may, or may not, take the form of notice under Article XVIII., Section M. below) to the Charter School therefore, stating with reasonable specificity the information required from the Charter School, and the Charter School shall have not less than forty-five (45) days from the date of such request to comply with said request for information, or such shorter period as may be provided under Applicable Law. To enable the Charter School to accumulate, maintain and furnish such information, the School District shall give to the Charter School access to the SCN. The School District and the Charter School each mutually covenant and agree to cooperate in a reasonable manner as to notices, timely response, expense of copying and delivering records, formats of reports and other pertinent matters, in order to facilitate timely exchange of the records and information required under this subparagraph, subject in any event to 17-1728-A of the Charter School Law.
- B. Except to the extent expressly waived by the School District and, as applicable, state or federal authorities, the Charter School shall comply with all Applicable Laws concerning the maintenance and disclosure of student records.
- C. The Charter School shall adopt a policy for the collection, maintenance, and dissemination of student records as required by 22 Pa. Code Chapter 12. Such policy shall include provisions (i) on the disposition of student records in the event the Charter School's charter is not renewed or is revoked and (ii) on the maintenance of student records after a student graduates from the Charter School. Additionally, such policy shall provide that upon transfer of a student from the Charter School to another school within the School District, the Charter School will forward such student's records expeditiously and in accordance with the School District's reasonable instructions.
- D. The Charter School shall comply with all federal student record requirements as outlined in 20 U.S.C. 1232g and the regulations promulgated there under, 34 C.F.R. Part 99 et seq. (commonly known as the Family Educational Rights and Privacy Act or "FERPA"), and in the IDEA regulations, 34 C.F.R. Part 300 et seq. The School District hereby designates employees of the Charter School as having a legitimate educational interest such that they are entitled access to education records pursuant to FERPA. The Charter School, its officers and employees, shall comply with FERPA at all times.

- E. The School District will make available to the Charter School for review any existing copies of student records in its possession which pertain to any students who enroll in the Charter School, including academic records, disciplinary records, Individualized Education Programs (“IEPs”) and previous standardized test scores promptly after execution of this Charter and prior to the commencement of each successive academic year. The School District shall maintain its existing records for such period as may be required under any Applicable Law or under applicable School District records retention policies, whichever is the longer, at the School District’s expense. The Charter School shall ensure that the information required by the SCN is properly maintained and provided by the Charter School’s staff in the manner and at the times required by the School District.
- F. Except as may be restricted or directed by Applicable Law or as may be reasonably requested by the Charter School, the School District may treat student information it receives from the Charter School pursuant to this Charter as public information.

ARTICLE IX. TESTING, REPORTS AND SURVEYS

- A. **Standardized Tests.** The Charter School shall administer all required federal, state and local standardized tests in compliance with all Applicable Laws. The Charter School shall provide classroom instruction which shall include, but not be limited to, instruction on the essential knowledge and skills necessary to achieve course completion or course credit, including end of course examinations (if required by the School District), and scores on the PSSA, PASA (Pennsylvania Alternative State Assessment, and Keystone Exams, if applicable, and all other tests and exams required by Applicable Laws.
- B. **Charter School Annual Reports.** By August 1st of each year, the Charter School shall submit through the Pennsylvania Department of Education website or such other means required by Pennsylvania Department of Education the Charter School’s complete Annual Report completed in accordance with Applicable Laws, including but not limited to 24 P.S. §17-1728-A and 22 Pa. Code §711.6, in the form prescribed by the Secretary. The Charter School shall also, upon written request made by the School District, provide the School District with any other records necessary to properly assess the performance and operations of the Charter School under the charter school performance framework, pursuant to Charter Schools Office procedures.
- C. **School District Surveys of Charter Schools.** The Charter School understands that the School District may conduct surveys of charter school teachers, students and parents/guardians as part of efforts to collect information on charter school programs. The Charter School agrees to participate in and to work cooperatively with the School District on such efforts.

ARTICLE X. ACCOUNTABILITY

- A. **Charter School Performance Framework.** The Charter School agrees to participate in the School District’s charter school performance framework and monitoring system as set forth and updated in the School

District charter school policies and procedures. The charter school performance framework will include annual assessment of the charter school's academic, financial, and organizational performance. Organizational performance shall include review of the School's admissions policies and practices, discipline practices, special education programming, English Language Learner programming, and Board of Trustees governance in order to assess compliance with this agreement and relevant state and local laws and policies. Financial performance shall include review of financial health and generally accepted standards of fiscal management.

The Charter School acknowledges that achieving the performance objectives identified in the performance framework is critical to meeting the needs of students in the School District. The Charter School shall actively monitor its own progress towards achieving objectives identified in the performance framework. If the Charter School continues to fail to meet standards for academic performance, organizational compliance, and/or financial stewardship, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School.

B. Academics.

1. The Charter School agrees to adopt and administer the most current version of the PSSA assessments and the Keystone Exams.
2. The Charter School agrees to submit to the School District all student-level data required for assessment of academic performance as part of the charter school performance framework.
3. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile ("SPP") score of 70 or better, the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and the Average Growth Index ("AGI") growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to NCLB.
4. If the Charter School achieves a ranking in the bottom two levels on the School District's academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School.
5. To the extent that the Charter School must under the provisions of NCLB or other Applicable Law submit to any Commonwealth or federal agency an accountability plan (any such plan, an "Accountability Plan"), then, not later than the date which is thirty (30) days after the submission of said Accountability Plan to the agency

requiring it, the Charter Board shall submit to the School District a true, correct and complete copy of its Accountability Plan. The Charter School is required to comply with NCLB and must submit to the School District any and all school improvement plans, corrective action plans and any other improvement plans.

C. Charter Board Governance and Management.

1. During the Term of the Charter, the Charter Board shall implement the provisions for publication of Board members names and the current year regular meeting dates as specified in Art. IV, Sec. K.
2. The Charter Board shall adopt policies regarding petty cash management and other internal controls, employment of relatives, admissions procedures, promotion and graduation criteria, parent and public engagement, and due process procedures for student expulsions and staff terminations.
3. The Charter Board agrees to maintain a record of its meetings and decisions consistent with the Sunshine Act and the Pennsylvania Nonprofit Law.
4. The Charter Board shall adopt policies mandating (i) that the health benefits for employees will be the comparable to those of School District employees and (ii) that all employees shall be enrolled in PSERS, in accordance with 24 P.S. § 17-1724-A, or an alternative retirement plan approved by PSERS.
5. The Charter School shall provide student support services, including without limitation, counseling, health services, and behavioral interventions, consistent with the provision of an optimal learning environment.

D. Charter School Financial Accountability.

1. The Charter School agrees to cooperate fully with all School District audits of the Charter School.
2. The Charter School agrees to provide annually to the School District an independent audit of the Charter School's financial operations by December 31 after the close of each of its fiscal years.
3. The Charter School agrees to complete Addendum B (Preliminary Statement of Revenues, Expenditures and Fund Balances) as a part of the Annual Report.
4. The Charter School agrees to seek health services reimbursements as well as non-resident student reimbursements in a timely manner.
5. The Charter School agrees that it shall pay to the School District, within sixty (60) days after receipt of written notice from the School District, all monies paid to the Charter School by the School District for resident and for non-resident students who (i) have left the school but who have been carried on the school rolls for longer than ten (10) days, (ii) who reside outside of Philadelphia, or (iii) who are

identified on the SCN as special education students but who do not have a legally sufficient IEP or NOREP.

- E. The Charter School acknowledges and agrees that failure to meet, in all material respects, the accountability criteria specified in this Charter, in whole or in part, constitutes grounds for nonrenewal or revocation of this Charter.

ARTICLE XI. BOOKS, RECORDS, AUDITS AND ACCESS

- A. **Maintenance of Books and Records.** The Charter School shall keep accurate and complete books and records of all funds received hereunder in accordance with generally accepted accounting principles, government accounting standards, or in such other format and under such other generally applicable standards as may be duly designated by the Pennsylvania Department of Education and the United States Department of Education, subject to the limitations of the Charter School Law. The Charter School shall maintain its records at one central location and shall maintain and preserve the records and all other documentation relating to this Charter for a period of six (6) years from the end of the Term. The Charter School shall cooperate with the School District in supplying information and or documentation based on specific issues communicated to the Charter School in advance to the School District or its representatives, in the form and format used by the School District, when needed in order for the School District to meet its reporting obligations under Applicable Laws.
- B. **Audit.** The Charter School shall conduct an annual audit in accordance with the requirements of Article 24 of the Public School Code.
- C. **School District Access.** The Charter School shall provide ongoing access to the records and facilities of the Charter School to ensure that the Charter School is in compliance with this Charter and the Charter School Law and that requirements for testing, civil rights and student health and safety are being met. The School District reserves the right to audit the Charter School's books, records, facilities and operations.

ARTICLE XII. FUNDING

- A. The School District shall make monthly payments to the Charter School in accordance with the funding method described in 24 P.S. §17-1725-A. The SCN or its equivalent shall be the system of record for making monthly payments.
- B. In the event that the School District has, at any time, paid the Charter School more than the sums due under this Charter or under 24 P.S. §17-1725-A, the School District shall withhold the amount of overpayment from the subsequent monthly payment or payments to be provided to the Charter School until the School District has recovered the full amount of any such overpayment.
- C. All payment obligations by the School District hereunder shall be unsecured obligations of the School District and the Charter School shall have no lien, security interest, claim or right to any revenues, receipts, accounts or income of the School District whether paid or payable to the School District.

- D. The Charter School shall adopt procedures that comply with the “Required Financial Procedures” attached hereto as Exhibit E and incorporated as if fully set forth herein.
- E. The Charter Board shall pay to the School District an amount for each Charter School student’s participation in the School District’s extra-curricular activities, in accordance with a fee schedule to be established from time to time by the Parties.

ARTICLE XIII. TECHNOLOGY.

- A. The School District will provide all necessary software (“Technology”) and training to permit the Charter School to have access to the SCN. The School District will also provide technology and training for any system implemented by the School District to replace the SCN.
- B. The Charter School shall take all necessary steps and precautions to safeguard the Technology from damage, destruction, misuse and theft, and shall maintain appropriate insurance protecting the Technology against damage, destruction, misuse and theft.
- C. The Charter School shall use the SCN or an equivalent system implemented by the School District to provide all relevant information and data for the charter performance framework. The Charter School shall take all necessary steps to ensure that data and information shared through the SCN or its equivalent is accurate and consistent with information contained within the Charter School’s own student information systems.

ARTICLE XIV. INSURANCE

A. **Insurance Requirements.**

1. Insurance Requirements.

All insurance policies required hereunder shall be maintained in full force and effect for the Term of this Charter. Each policy shall contain the provision that there is to be thirty (30) days prior written notice given to the School District in the event of cancellation, non-renewal, or material change to the insurance coverages. A Certificate of Insurance evidencing all insurance coverages as outlined below, shall be provided to the School District for review, prior to the execution of this Charter. The insurance companies indicated as the carriers on the Certificates of Insurance, shall be authorized to do business in the Commonwealth of Pennsylvania, shall have an A.M. Best rating of no less than “A:VIII,” and the carriers shall be acceptable to the School District. The School District and the SRC shall be named as Additional Insureds, ATIMA, with respect to all coverages, except Workers’ Compensation. The Charter School’s liability insurance coverage shall be endorsed to state that its coverage will be primary to any other coverage available to the SRC and School District and its officers, employees and agents, that no act or omission of the School District will invalidate the coverage, and that the insurance company waives subrogation against the School District, and any of the School District’s officers, employees and agents and the SRC and any of its members.

2. The Charter School shall maintain the following insurance policies in full force during the Term of this Charter:

(a) **Commercial General Liability:**

Commercial General Liability coverage, on an occurrence basis, including Contractual Liability, with limits not less than the following: (a) \$2,000,000 General Aggregate (including bodily injury, or property damage or both); (b) \$2,000,000 Products – Completed Operations Aggregate; (c) \$1,000,000 Per Occurrence; (d) \$1,000,000 Personal and Advertising Injury; (e) \$1,000,000 Fire Damage or Fire Legal Liability; and \$10,000 Medical Expense (any one person).

(b) **Automobile Liability:**

Automobile coverage with limits not less than the following: \$1,000,000 Combined Single Limit for bodily injury and property damage for all owned autos and/or hired / non-owned autos.

(c) **Workers' Compensation and Employers Liability:**

(i) Workers' Compensation coverage for its employees with limits not less than the statutory limits for the Commonwealth of Pennsylvania.

(ii) Employer's Liability: \$500,000 Each Accident–Bodily Injury by Accident; \$500,000 Each Employee-Bodily Injury by Disease; and \$500,000 Policy Limit-Bodily Injury by Disease. Other states insurance including Pennsylvania.

(d) **Excess /Umbrella Liability:**

The Charter School shall maintain Excess / Umbrella Liability coverage in an amount not less than 5,000,000 per occurrence. The Excess/Umbrella Policy shall schedule all underlying liability coverages required under the Charter unless a separate 5,000,000 limit is maintained for Professional Liability.

(e) **Professional Liability/Educators Liability/ Malpractice/Errors and Omissions Insurance.**

Professional Liability/Educators Liability / Malpractice/Errors and Omissions Insurance with limits not less than the following: (a) \$1,000,000 General Aggregate; (b) \$1,000,000 Per Occurrence. The Charter School shall obtain a Sexual Molestation and Child Abuse Endorsement.

(f) **Directors and Officers Liability and Employment Practices Liability:**

The Charter School shall maintain Directors and Officers Liability and Employment Practices Liability Insurance in an amount not less than \$1,000,000.

3. No effect on Indemnity Obligations:

The insurance requirements set forth in this Charter are not intended and shall not be construed to modify, limit or reduce the indemnification obligations set forth below or limit the Charter School's liability to the limits of the policies of insurance required to be maintained hereunder.

ARTICLE XV. TERMINATION

A. **Termination, Nonrenewal or Revocation of Charter.**

1. Revocation or Nonrenewal. The School District reserves the right to not renew this Charter at the end of the Term or to revoke this Charter at any time during the Term in accordance with 24 P.S. §17-1729-A and Applicable Laws.
2. Mutual Written Agreement. This Charter may be terminated by mutual written agreement prior to the expiration of the Term, which agreement shall state the effective date of termination. The Charter School and the School District agree that unless the safety and health of the students and or staff is otherwise threatened, the effective date of termination by mutual agreement will be at the end of a semester or academic year.

- B. **Disposition of Assets upon Revocation or Termination:** After the disposition of any liabilities and obligations of the Charter School, any remaining assets of the Charter School shall be distributed on a proportional basis to the school entities (as defined in 24 P.S. § 17-1703-A) with students enrolled in the Charter School for the last full or partial school year of the Charter School.

ARTICLE XVI. INDEMNIFICATION

A. **Indemnification.**

1. The Charter School hereby agrees to indemnify and hold harmless the School District, the Board of Education, the SRC, and any governing body authorized to carry out the terms, supervise, or have any control over of this Charter, and their respective members, designees, agents, directors, employees and representatives ("the Indemnified Parties") and, at the option of the School District, defend by counsel approved by the School District in its sole discretion (provided that the cost to the Charter School of such School District counsel shall not exceed the rates then generally paid by the School District to its outside counsel handling

comparable matters on behalf of the School District) from and against any and all claims, liabilities, demands, costs, charges, liens, expenses, actions, causes of action, lawsuits, administrative proceedings, (including informal proceedings), investigations, audits, demands, assessments, adjustments, settlement payments, deficiencies, penalties, fines, interests, judgments and or executions, (including without limitation reasonable expenses of investigation, legal fees, and court costs) past and present, known, and unknown, suspected or unsuspected, asserted, or unasserted, in contract, tort, statutory, constitutional, equity or common law, whether or not ascertainable at the time of the execution of this Charter which arise out of the willful or negligent act or omission of the Charter Board, the Charter School or any member, officer, director, employee or agent thereof, or out of any misfeasance, malfeasance or nonfeasance of the Charter School, the Charter Board or its or their members, officers, directors, employees or agents.

2. The Charter School, for itself, the Charter Board, and the Charter School's members, officers, directors, employees and agents, hereby irrevocably waives and releases any right of or claim for contribution or in recoupment from the SRC or the School District with respect to any claims, liabilities, demands, etc. covered by subparagraph XVI.A.1 above.
3. The Charter School agrees that the indemnification obligation in this Charter shall survive any termination, expiration or revocation of this Charter.
4. The Parties agree to cooperate fully with one another in responding to any allegation, claim, lawsuit, administrative action, investigation, audit or demand arising out of this Charter. This obligation shall survive the termination of this Charter and revocation of the Charter. The Charter School and School District agree to notify one another if either Party receives notice of such a matter by providing a copy of the relevant document to the other Party.

- B. School District Statutory Immunity. Any other provision of this Charter to the contrary notwithstanding, the School District, its officers, employees and agents and the members of the School Reform Commission and the Board of Education retain their statutory governmental, official and any other immunity provided pursuant to the laws of the Commonwealth of Pennsylvania, including under 42 Pa. C.S.A. §§ 8501 and 8541 et seq., and do not waive the defenses of governmental and official immunity derived from such laws. The School District does not waive for itself or for its officers, employees, agents and the members of the School Reform Commission and Board of Education any other defenses or immunities available to it or any of them.

ARTICLE XVII.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND INELIGIBILITY

- A. **Certification.** By signing this Charter, in addition to binding itself to the terms and conditions of this Charter, the Charter Board and the Charter School hereby certify for themselves, their principals and including, without limitation, their affiliates, if any, that none of them are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from performing services under any contract, bid, request for proposals or other governmental contracting opportunity by any federal government department, agency or instrumentality, or any Commonwealth of Pennsylvania department, agency or instrumentality, including any other School District in the Commonwealth of Pennsylvania, or by The City of Philadelphia.

- B. **Notices.** In the event the Charter School is unable to certify to any of the statements in the above certification, the Charter School shall provide **an immediate written explanation** to the School District representative named in Article XVIII, Paragraph M (Notices) of this Charter. The Charter School shall provide **immediate written notice** to the School District representative named in Article XVIII, Paragraph M of this Charter if at any time, during the Term of this Charter, the Charter School learns that the above certification was erroneous when the Charter School signed this Charter or subsequently became erroneous by reason of changed circumstances.

- C. **Reimbursement of Costs.** If the Charter School is unable to certify to any statements in the above certification, or has falsely certified, then in that event the Charter School shall reimburse the School District for any and all reasonable costs incurred by the School District as a result of any investigation by the School District, the federal government or the Commonwealth of Pennsylvania concerning the Charter School's compliance with the terms and conditions of this Charter that results in the debarment or suspension of the Charter School.

- D. **Survival.** This Article XVII shall survive termination of this Charter.

ARTICLE XVIII. MISCELLANEOUS

- A. **Applicable Law.** This Charter shall be governed by, and construed in accordance with the laws of the Commonwealth of Pennsylvania notwithstanding any conflict-of-law doctrines of said jurisdiction to the contrary and without aid of any canon, custom or rule of law requiring construction against the draftsman.

- B. **No Waiver.** No waiver of any provision of this Charter shall be construed to be a waiver of any breach of any other provision and no delay in acting with any regard to any breach of any provision shall be construed to be a waiver of any such breach.

- C. **Venue.** The Charter School and the School District agree that with respect to any suit, claim, action or proceeding relating to this Charter, other than a proceeding involving the State Charter School Appeal Board (24 P.S. § 17-1703-A), each irrevocably submits to the exclusive jurisdiction of the courts of the Commonwealth of Pennsylvania and the United States District Court sitting in Philadelphia, Pennsylvania. With respect to any suit, action or proceeding related to this Charter, the Charter School (i) waives any objection it may have to the laying of venue in such proceeding brought in any such

court; (ii) waives any claim that such proceeding has been brought in an inconvenient forum and (iii) further waives the right to object with respect to such proceeding that such court does not have jurisdiction over the Charter School.

- D. **Assignment.** This Charter may not be transferred or assigned by the Charter School.
- E. **Illegal Activities/Conflict of Interest.** Neither the Charter School nor the Charter Board shall share with or pay to any School District official or employee, and no School District official or employee shall accept, any portion of the funding to the Charter School paid by the School District in connection with this Charter, or any other payment of whatever kind from the School District, except in accordance with the law and School District policy. The Charter School shall disclose to the School District the name(s) of any School District official or employee sharing in the compensation or fee, or otherwise receiving payment of whatever kind with funds received from the School District. Any fees or compensation shared by the Charter School and a School District officer or employee in violation of the law or School District policy shall be recoverable from the Charter School as damages. The Charter School, its staff and members of the Charter Board shall not at any time accept or receive any form of payment, fee, compensation or benefit of any kind whatsoever, including but not limited to, referral or finder's fees, goods or services offered by hospitals, physicians, psychologists or any other healthcare provider for a recommendation or referral of a student to another agency or healthcare provider. The Charter Board and the Charter School hereby represent and warrant that there is no conflict of interest between any other contracts or any other employment or work and its rights and duties under this Charter. The Charter School shall advise the School District if such a conflict of interest arises during the Term of this Charter.
- F. **Public Official and Employee Ethics Act.** The Charter School acknowledges that all Charter School trustees and administrators must comply with the Public Official and Employee Ethics Act and that all Charter School trustees and administrators shall submit their completed Statement of Financial Interests forms by May 1st to the Charter School, with copies to the School District.
- G. **No Third Party Beneficiary Rights.** No third party, whether a constituent of the School District or otherwise, may enforce or rely upon any obligation of or the exercise of or the failure to exercise any right of the School District or the Charter School in this Charter. This Charter is not intended to create any rights of a third party beneficiary; except, however, the SRC and its respective members are intended beneficiaries of the indemnification provisions, sovereign, governmental and official immunity, as each may apply, and limitation of liability provisions of this Charter.
- H. **No Personal Recourse.**
1. Any other provision of this Charter or any Addendum or Exhibit to the contrary notwithstanding, the SRC and the School District retain their respective statutory immunity as provided pursuant to the laws of the Commonwealth of Pennsylvania, 42 Pa. C. S. A. §§8501 and 8541. The Charter School acknowledges that the School District is a local agency, as defined in 42 Pa. C. S.

- A. §§8501 and 8541 and that the School District does not waive its defense of statutory immunity derived therefrom.
2. No personal recourse shall be had for any claim based on this Charter against any member, official, officer, director, employee or agent, past, present or future of the SRC, Board of Education, the School District or any successor body as such, under any constitutional provision, statute, rule or law or by enforcement of any assessment or penalty or otherwise.
- I. **Appendices and Exhibits.** The parties agree to the terms and conditions of this Charter and the Exhibits that are attached hereto and incorporated herein by reference.
- J. **Entire Agreement and Modification.** This Charter supersedes all negotiations and all prior agreements, oral or written, between the Parties and their respective representatives and constitutes the entire agreement between the Parties with respect to the matters set forth herein. This Charter may not be amended, modified, supplemented or changed in any respect except by written agreement duly executed and signed by all Parties to this Charter. The recitals set forth in this Charter are hereby incorporated by reference.
- K. **Severability.** The terms of this Charter are severable. In the event of the unenforceability or invalidity of any one of more of the terms, covenants, conditions or provisions of this Charter under federal state or other applicable law, such unenforceability or invalidity shall not render any other term, covenant, condition or provision hereunder unenforceable or invalid.
- L. **Force Majeure.** Neither party shall be liable if the performance of any part or all of this Charter is prevented, delayed, hindered or otherwise made impractical or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence or without unusual expense.
- M. **Notices.** When notices are required under this Charter, they shall be sent by: (a) registered mail or certified mail, return receipt requested; (b) hand delivery; (c) nationally recognized overnight courier service, or (d) facsimile with an original copy delivered by one of methods specified in (a) – (c) above, to the parties at the address set forth below. All notices shall be effective upon receipt, facsimile notice as evidenced by the confirmation thereof provided by the transmitter's machine. All notices shall be addressed as follows:

To the School District: Charter Schools Office
The School District of Philadelphia
440 North Broad Street, 1st Floor
Philadelphia, PA 19130

With a courtesy copy to School Reform Commission
The School District of Philadelphia
440 North Broad Street, 1st Floor
Philadelphia, PA 19130
Attn: Chairman

With a required copy to: Office of General Counsel
The School District of Philadelphia
440 North Broad Street, Suite 313
Philadelphia, PA 19130
Attn: General Counsel

To the Charter School: Mastery Charter High School
35 S. 4th Street
Philadelphia, PA 19106
Attn: Chief Executive Officer

With a required copy to: O'Donnell and Associates
1601 Market Street, Suite 2310
Philadelphia, PA 19103
Attn: Robert O'Donnell, Esquire

Each party hereto may change one or more of the addresses set forth above for receipt of notices under this Charter, by notice to the other party delivered in the manner set forth in this Section XVIII.M.

- N. **Survival.** Any and all agreements set forth in this Charter which by its or their nature, would reasonably be performed after termination of this Charter, shall survive and be enforceable after such termination. Any and all liabilities, actual or contingent, which shall have arisen in connection with this Charter shall survive any termination of this Charter.
- O. **Headings.** The headings of the provisions and paragraphs contained herein are intended for convenience of reference only and in no way define, limit or describe the scope or intent of this Charter, nor in any way affect the interpretation of this Charter.
- P. **Counterparts.** This Charter may be executed in counterparts, each of which shall be deemed an original and shall have full force and effect as an original, but all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, the undersigned have executed this Charter the day and year first written above.

THE SCHOOL DISTRICT OF
PHILADELPHIA

APPROVED AS TO FORM:

By: _____
Marjorie G. Neff
Chair, School Reform Commission

Assistant General Counsel

MASTERY CHARTER HIGH SCHOOL

ATTEST:

By: 
Name: ROBERT S. VICTOR
Chair
Board of Trustees

By: 
Name: Robin Olanrewaju
Secretary
Board of Trustees

TABLE OF EXHIBITS

- Exhibit A - SRC Resolution No. SRC-___, dated _____, 2015
- Exhibit B - Required Management Organization of the Board of Trustees and Requirement for Bylaws
- Exhibit C - Statement of Assurances
- Exhibit C-1 - Provision of Special Education Services to Charter School Student Guidelines
- Exhibit D - Current Charter School Records
- Exhibit E - Required Financial Procedures

EXHIBIT A

[SRC RESOLUTION]

EXHIBIT B

**REQUIRED MANAGEMENT ORGANIZATION
OF
THE BOARD OF TRUSTEES
AND
REQUIREMENTS FOR BYLAWS**

An affirmative vote of a majority of the members of the Board of Trustees of the Charter School, duly recorded, (“Board of Trustees” or “Board”) showing how each member voted, shall be used in order to take action on the following subjects:

* School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7 – 12] and 900 hours or 180 days for elementary students [grades 1 – 6]. School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day or Christmas).

* Adopting textbooks.

* Appointing or dismissing charter school administrators.

* Adopting the annual budget.

* Purchasing or selling of land.

* Locating new buildings or changing the location.

* Creating or increasing any indebtedness.

* Adopting courses of study.

* Designating depositories for school funds.

* Fixing salaries or compensation of administrators, teachers, or other employees of the charter school.

* Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter’s proportionate share of the cost of services provided or to be provided by the foregoing entities.

Requirements for the bylaws:

1. The bylaws must contain a provision for “failure to organize or neglect of duty.” Specifically, the bylaws must outline a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter School Law.
2. No board member shall as a private person engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.
3. A charter school board of trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the board of trustees, signed by the president or vice-president of the board. The treasurer may pay out such funds on orders which have been properly signed without the approval of the board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the board, and by which prompt payment the charter will receive discount or other advantage.
4. Procedures for dismissal of an employee must be contained in the bylaws.

EXHIBIT C

STATEMENT OF ASSURANCES

The School District of Philadelphia

Statement of Assurances for Charter Schools With Charters Commencing July 1, 2015

By duly authorized signature below, Mastery Charter High School (“Charter School”) hereby agrees to the following terms and conditions in connection with its Charter and acknowledges and understands that any material deviation from any of these terms and conditions is cause for revocation or nonrenewal of its Charter during the Term of such Charter:

- 1) The Charter School shall comply with all applicable federal, state and local laws.
- 2) The Charter School shall be nonsectarian in all operations.
- 3) The Board of Trustees of the Charter School (“Charter Board”) shall be authorized to sign a written Charter with the School District of Philadelphia (“School District”). The Charter School shall submit to the School District the formal resolution adopted by the Charter Board.
- 4) The Charter School shall provide a minimum of one-hundred eighty (180) days of instruction or nine hundred (900) hours per year of instruction at the elementary level, or nine hundred ninety (990) hours per year of instruction at the secondary level.
- 5) Prior to employing any individual or engaging any contractor and contractor’s employees who shall have direct contact with students, the Charter School shall ensure that criminal history and child abuse/injury records are obtained and reviewed in compliance with §1-111 of the Public School Code and 23 Pa. C.S.A. subchapter C2, regarding background checks.
- 6) The Charter School shall provide the School District with access to all of its records and facilities to ensure that the Charter School is in compliance with its written Charter.
- 7) The Charter School shall utilize a management structure that is consistent with Exhibit B to the Charter, entitled: ***Required Management Organization of the Board of Trustees and Requirements for Bylaws.***
- 8) The Charter School shall enroll and disenroll each student using the School District’s School Computer Network.
- 9) The Charter School agrees to adopt and administer the most current version of the PSSA assessments and the Keystone Exams.
- 10) For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile (“SPP”) score of 70 or better, the

Pennsylvania Value-Added Assessment System (“PVAAS”) growth measure, and the Average Growth Index (“AGI”) growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to NCLB.

- 11) If the Charter School achieves a ranking in the bottom two levels on the School District’s accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District’s accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School.
- 12) The Charter School shall adopt an admissions policy in accordance with the Charter School Law Sections 1723-A and 1730-A. In the event of a surplus of applicants, the Charter School immediately shall notify the School District if it intends to conduct an admissions “lottery” so that the School District may place an observer at the Charter School to monitor such a lottery. The Charter School shall develop an equitable waiting list policy.
- 13) The Charter School shall submit the following legal documentation to the School District:
 - a) A copy of a signed lease or recorded deed for each facility serving the Charter School’s students.
 - b) Evidence that the Charter School itself has been organized as a public nonprofit corporation in accordance with Section 1714-A of the Charter School Law and is exempt from federal taxes under Section 501(c)(3) of the Internal Revenue Code.
 - c) Valid occupancy certificates for each facility serving the Charter School’s students.
 - d) Fire and health and safety regulation compliance as set forth by the City of Philadelphia.
- 14) The Charter School shall submit the following to the School District:
 - a) Employment Verification forms indicating that a sufficient staff with complete and appropriate criminal and child abuse records checks have been hired to serve the actual enrollment of the Charter School;
 - b) Student Enrollment Notification forms, signed by the parent/legal guardian, indicating that a sufficient number of students have enrolled in the Charter School;
 - c) Evidence that the Charter School has obtained the insurance coverages required by the Charter.
- 15) The Charter School shall comply with the ***Provision of Special Education Services to Charter School Students: Guidelines***, attached hereto as Exhibit C-1 and made a part hereof.
- 16) The Charter School shall adopt detailed procedures for suspension and expulsion that comply with the Public School Code, including providing every student with due process.
- 17) The Charter School shall meet the legal, professional and ethical standards and applicable laws for maintaining school records and confidential student records, and for disseminating information.
- 18) The Charter School shall follow State child accounting procedures (24 PS § 13-1332).

- 19) If the Charter School plans to offer food services, the Charter Shall follow all federal, state and local regulations for student participation.
- 20) The Charter School shall adopt a plan for providing school health services that complies with Article XIV of the Public School Code and shall maintain student health and immunization records in compliance with applicable law.
- 21) The Charter School's insurance coverage plans, including general and excess liability, professional and educators liability, workers' compensation and employers liability, property, and director's and officer's liability coverage is in compliance with Section 1724-A of the Charter School Law. The Charter School shall offer a health benefits package the same as the local school district's package as required in Section 1724-A of the Charter School Law.
- 22) The Charter School shall develop a purchasing procedure that addresses a competitive way to purchase goods and services and shall have appropriate board oversight of all spending in the Charter School's bylaws.
- 23) The Charter School shall follow the financial procedures outlined in Exhibit E to the Charter, entitled: **Required Financial Procedures**.
- 24) The Charter School shall have a plan for regular financial reviews and audits in accordance with Section 1719-A of the Charter School Law. The Charter School shall submit annual reports to the Pennsylvania Department of Education and to the School District by August 1st of every year.
- 25) The Charter School shall provide copies of any amendments to the Charter School's Articles of Incorporation or Bylaws to the School District within thirty (30) days after such amendments have been approved by the Charter Board.

Signature

ROBERT S VICTOR

Chair, Board of Trustees

Date

8. MAY. 2015

EXHIBIT C-1

The School District of Philadelphia Provision of Special Education Services to Charter School Students Guidelines

The following duties shall apply to charter schools:

- 1) Each charter school is responsible for providing a free appropriate public education to students with disabilities enrolled in that charter school who have been determined by an Individualized Education Program (IEP) team to require specially designed instruction. The cost of implementing the specially designed instruction shall be borne by the Charter School. Students provided such services by the Charter School and with a valid Nora, CER and IEP shall be considered eligible for additional special education payment to the Charter School. Charter schools are required to input relevant data to the School Computer Network (valid dates of Nora, CER and IEP) and submit the first page of the IEP to the School District. Assuming valid Nora and CER, payments are effective as of the date listed on the IEP.
- 2) Each charter school must ensure full compliance with the Individuals with Disabilities Education Act (IDEA). This includes, but is not limited to child find, identification, and procedural safeguards, including: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, the right to a due process hearing, and assurance of the Free and Appropriate Public Education (FAPE).
- 3) Each charter school must ensure that students who are suspected of having disabilities are properly evaluated and re-evaluated at established intervals required by IDEA, using culture-fair, non-biased assessment tools, by properly certified personnel, adhering to required timelines, and providing required notification to parents.
- 4) When a student enrolled in a charter school presents a valid and current IEP, and/or the charter school IEP team determines that a student with disabilities requires specially designed instruction, the charter school must ensure that the IEP is implemented in accordance with the IDEA, and reviewed at least annually.
- 5) Charter schools must maintain the confidentiality of personally identifiable information regarding students with disabilities as per the Family Educational Rights and Privacy Act (FERPA) and IDEA.
- 6) The charter school is responsible for providing the names of all students eligible for special education services provided by the charter school along with all other data required for the federal child count. This data is to be submitted electronically through the District's School Computer Network (SCN) no later than November 30 of each year.

- 7) Continuation of the additional special education payment is contingent on the Charter School maintaining current and valid IEP, Nora and CER documentation. As stated in Section 1728-A of the Charter School Law, the Charter School shall provide to the School District “ongoing access to records and facilities of the Charter School to ensure that the Charter School is in compliance with its charter and this Act and that requirements for testing, civil rights, and student health and safety are being met.”
- 8) Verification of students’ eligibility for the additional special education funding shall be based on the Charter School’s performance of all necessary procedures relative to the evaluation and re-evaluation for special education services in accordance with the timelines and criteria specified by law.

EXHIBIT D

CURRENT CHARTER SCHOOL RECORDS

Every charter school must maintain the following records (“Current Charter School Records”) on-site at the charter school’s facility and make such Current Charter School records available for inspection by the School District:

1. Up-to-date Clearances for Every Employee and Volunteer of the Charter School:
 - Child Abuse Clearances
 - Criminal Record Checks by the Pennsylvania State Police and FBI
2. Student Immunization Records
3. Home Language Survey Results
4. Parent/Student Handbook
5. Statements of Financial Interests for Members of the Charter Board of Trustees and for all administrators (due May 1 of each year)
6. Posted Charter Board of Trustees Meeting Dates, Times and Locations
7. Charter Board of Trustees Meeting Minutes
8. Charter School Bylaws
9. Charter Enrollment Forms for all students enrolled in the Charter School as of the date of enrollment.

EXHIBIT E

REQUIRED FINANCIAL PROCEDURES

The treasurer of the charter shall deposit the funds belonging to the charter school in a depository approved by the board and shall at the end of each month make a report to the charter board of trustees of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The charter school board of trustees may delegate by resolution the duties and responsibilities of treasurer in this paragraph to the charter school's third-party business manager or financial manager.

The board of trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:

- * United States Treasury bills

- * Short-term obligations of the United States Government or its agencies or instrumentalities

- * Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided bylaw therefor shall be pledged by the depository.

- * Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania and any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

- * Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat. 789, 15 U.S.C. § 80a-1 *et seq.*) as defined in 24 P.S. § 4-440.1 of the Public School Code.

NOTE: All investments shall be subject to the standards set forth in 24 P.S. § 4-440.1 of the Pennsylvania Public School Code.

An annual school audit shall be conducted according to the requirements of Article 24 of the Public School Code of 1949 as amended. Charter school boards of trustees shall follow requirements set forth for school boards in this section.

RESOLUTION

Re: Mastery Charter School Thomas Campus; Renewal of Charter

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) granted a charter (“Charter”) to the Board of Trustees of MASTERY CHARTER SCHOOL THOMAS CAMPUS (“Charter School”) to operate a charter school for a term of five (5) years commencing in 2005; and

WHEREAS, the SRC renewed the Charter School’s Charter for five-year terms in 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the Charter Schools Office of the School District of Philadelphia (“School District”) setting forth the agreed terms and conditions of renewal; and

WHEREAS, the Charter Schools Office staff have recommended to the SRC that the SRC renew the Charter School’s Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2015 and ending on June 30, 2020, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply certain conditions for renewal (the “Conditions for Renewal”) as set forth below. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of

Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.

2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year for grades K-9 or between school years for grades 1-9, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. If seats open in grades other than K-9, the Charter School shall seek to fill the open seats in the best way feasible. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall submit to the Charter Schools Office by August 31, 2015 a plan for ESL programming which complies with 22 Pa. Code Chapter 4 standards.
4. The Board of Trustees shall comply with the Charter School's Bylaws regarding term limits for Board members. If the Board of Trustees decides to amend Bylaws, updated Bylaws shall be sent to the Charter Schools Office by August 31, 2015.
5. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
6. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
7. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file, along with each employee's complete timesheet records. The Board of Trustees shall submit a signed affidavit to the Charter Schools Office

annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.

8. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades K through 12 with a maximum of 1300 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School shall have admission preferences for the Primary Catchment Area as set forth in an exhibit to the Charter, and then for Zip Code 19148, and then for Zip Codes 19145, 19146, and 19147; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's accountability performance system for charter schools:

- i. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile ("SPP") score of 70 or better, the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and the Average Growth Index ("AGI") growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to No Child Left Behind Act.
- ii. If the Charter School achieves a ranking in the bottom two levels on the School District's academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

Contract No. 427/F11

**School Reform Commission
Resolution No. SRC-38,
dated June 16, 2010,
Resolution No. SRC-53,
dated June 16, 2010, and
Resolution No. SRC-2,
dated September 22, 2010**

CHARTER FOR

MASTERY CHARTER SCHOOL – THOMAS CAMPUS

This Charter (the “Charter”) is made and entered into as of July 1, 2010 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and the **MASTERY CHARTER SCHOOL – THOMAS CAMPUS, INC.**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 927 Johnston Street, Philadelphia, PA 19148. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

RESOLUTION

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et. seq.*, the School Reform Commission (the "SRC") of the School District of Philadelphia ("School District") granted a charter ("Charter") to the Board of Trustees of MASTERY CHARTER SCHOOL – SHOEMAKER CAMPUS ("Charter School") to operate a charter school from September 1, 2006 through June 30, 2011; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the SRC has reviewed the Charter School's renewal application and information sought during the renewal process, and has examined school and student performance; now be it

RESOLVED, that the Charter School must comply with the following conditions (the "Conditions"):

1. The Board of Trustees shall submit to the School District by June 1, 2011 a Conflicts of Interest Policy, satisfactory to the School District, that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act and that is applicable to trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School. The Charter School shall comply with the Conflicts of Interest Policy during the term of the Charter.
2. The Board of Trustees shall submit to the School District by May 1, 2012 evidence that 75% of the Charter School's professional staff are certified in accordance with the Charter School Law and shall comply with this requirement during the term of the Charter.
3. The Board of Trustees shall submit to the School District by May 1, 2012 evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher" and shall comply with this requirement during the term of the Charter.
4. The Board of Trustees shall ensure that all employees have required federal and state criminal and child abuse background checks and shall comply with the Charter School's Employment Policies and Procedures during the term of the Charter.

FURTHER RESOLVED, that the Charter is RENEWED, subject to the satisfaction of the Conditions set forth above and upon the timely submission of all of the evidence identified above, for a five-year period commencing on July 1, 2011 and ending on June 30, 2016, with current grades and enrollment, effective upon the full execution of the Charter Agreement by the School District and by the President of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the SRC, pursuant to section 6-696(i)(3) of the Public School Code, partially suspends the corrective action status provision in Section 17-1729-A(a.1) of the Charter School Law that authorizes the SRC to place specific reasonable conditions in the charter that require the charter school to meet specific student performance targets within reasonable stated periods of time. All other provisions of Section 1729-A(a.1) shall remain in full force and effect; and be it

FURTHER RESOLVED, that during the term of the Charter, the Charter School shall meet reasonable specific student performance targets within reasonable stated time periods as set forth in the Charter between the School District and the Charter School; and be it

FURTHER RESOLVED, that the SRC, pursuant to section 6-696(i)(3) of the Public School Code, partially suspends Section 17-1723-A(a) of the Charter School Law, which states: "all resident children in this Commonwealth qualify for admission to a charter school" for this Charter School only, as follows: the Charter School shall have admissions preferences for students who reside in the Charter School's attendance zone (to be determined by the School District and a map of which shall be attached to the Charter). If enrollment slots are still available after admitting ninety-five percent (95%) of all applicants from the attendance zone, the Charter School shall fill the remaining slots on a random basis in accordance with Section 17-1723-A. All other provisions of Section 17-1723-A shall remain in force and the Charter School may not exclude children on any basis other than that set forth in this paragraph; and be it

FURTHER RESOLVED, that the Charter School is approved for a total enrollment of 714 students in grade 7-12; and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

FURTHER RESOLVED, that the Lease ("Lease") between the School District and the Charter School for the leasing of the Shoemaker Middle School, 5301 Media Street, Philadelphia, PA 19131, is hereby renewed under the same terms and conditions as in the current Lease; and the SRC authorizes the School District, by and through its Chief Executive Officer or her designee, to enter into any and all documents necessary to effect the renewal of the Lease.

School Reform Commission
Resolution No. SRC-18
dated February 16, 2011
Resolution No. SRC-39
dated May 18, 2011

CHARTER FOR

MASTERY CHARTER SCHOOL – SHOEMAKER CAMPUS

This Charter (the “Charter”) is made and entered into as of July 1, 2011 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and the **MASTERY CHARTER SCHOOL – SHOEMAKER CAMPUS**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 5301 Media Street, Philadelphia, Pennsylvania 19131. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, the founding coalition of the Charter School submitted to the SRC an application to operate the Charter School; and

RESOLUTION

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission ("SRC") granted a charter ("Charter") to the Board of Trustees of **MASTERY CHARTER SCHOOL – PICKETT CAMPUS** ("Charter School") to operate a charter school commencing in 2007; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the School District of Philadelphia ("School District") and the Charter School have met to discuss certain terms and conditions in connection with the renewal of the Charter; and

WHEREAS, the Charter School, after discussions with the School District, has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a letter of intent ("Letter of Intent") to the School District setting forth the agreed terms and conditions of renewal; and

WHEREAS, School District staff have recommended to the SRC that the SRC renew the Charter School's Charter based on the renewal report for the Charter School and on the terms and conditions in the Charter School's Letter of Intent; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal and Letter of Intent, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter School, after discussions with the School District, has agreed to comply with the following statutory conditions:

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall approve a resolution adopting a Conflicts of Interest policy that is aligned to the provisions outlined in the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act Pennsylvania to the School District by November 1st of each year of the charter term as evidence that the Charter School adheres to this requirement.
2. The Board of Trustees shall submit to the School District by August 1st of each year during the term of the Charter as part of the Charter School's Annual Report evidence that 75% of the Charter School's professional staff are certified in accordance

with the Charter School Law and shall comply with this requirement during the term of the Charter.

3. The Board of Trustees shall submit to the School District by August 1st of each year during the term of the Charter as part of the Charter School's Annual Report evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
4. The Board of Trustees shall ensure that all employees have required federal and state criminal and child abuse background checks and shall comply with the Charter School's Employment Policies and Procedures during the term of the Charter. The Board of Trustees shall submit a signed affidavit to the School District by November 1st of each year of the term of the Charter as evidence that the Charter School has complied with this requirement.
5. The Board of Trustees shall submit to the School District signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law by June 1st of each year during the term of the Charter;

and be it

FURTHER RESOLVED, that the Charter School, after discussions with the School District, has agreed to comply with the following charter-school specific conditions:

1. The Board of Trustees shall develop and submit to the School District, for approval by August 31, 2012, a five-year performance plan with academic and non-academic school-specific goals using formative and summative assessments to identify students' strengths and weaknesses. The School District and the Charter School annually shall monitor and shall revise, if necessary, such five-year performance plan to ensure increased academic achievement for the Charter School's students over the term of the Charter.
2. The Board of Trustees shall adopt and submit to the School District, for approval by August 31, 2012, an Admissions Policy and Process which complies with the Charter School Law and which includes provisions on application deadlines, recruitment communications, lottery dates, and results. The School District annually shall monitor such Admissions Policy and Process to ensure that all students have equitable access to the Charter School during the term of the Charter;

and be it

FURTHER RESOLVED, that the Charter School, after discussions with the School District, has agreed that the Charter School will enroll students only in grades 6 through 12 with a maximum of 890 students during the Term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment for

more students or enroll students in different grades without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School, after discussions with the School District, has agreed to the following provisions related to the School Performance Index ("SPI"):

1. The Charter School has achieved a ranking of 3 on the School District's 2010-11 SPI - Charter to School District ranking.
2. If the Charter School achieves a ranking of 8, 9, or 10 on the School District's current SPI - Charter to School District ranking, or an equivalent ranking on any subsequent accountability performance standard developed by the School District and charter schools and adopted by the SRC, during any year of the Term of the Charter, the School District may require that the Charter School prepare and submit an academic accountability plan to address the Charter School's strategy to increase student performance, and the School District shall review such academic accountability plan at least annually. If the Charter School achieves a ranking of 8, 9, or 10 on the School District's SPI - Charter to School District ranking for two consecutive years during the Term of the Charter, the SRC by resolution shall provide notice to the Charter School's Board of Trustees and to the public that the Charter School has failed to increase student performance in accordance with its academic accountability plan. The School District and the Charter School acknowledge and agree that SPI shall not be the sole criteria used by the SRC in choosing to revoke or not to renew the Charter School's Charter.
3. If the Charter School should fall four (4) rankings from its current ranking over two consecutive years during the Term of the Charter, the School District reserves the right to request that the Charter School prepare and submit an academic accountability plan which addresses the Charter School's strategy to increase student performance. The School District shall review such academic accountability plan at least annually;

and be it

FURTHER RESOLVED, that the SRC, pursuant to section 6-696(i)(3) of the Public School Code, partially suspends Section 17-1723-A(a) of the Charter School Law, which states: "All resident children in this Commonwealth qualify for admission to a charter school ..." for this Charter School only. The Charter School agrees to enroll its students from the attendance zones of J.B. Kelly Elementary School and John Wister Elementary School. The Charter School first may fill open enrollment slots with students having sibling or founder preferences, as applicable. If enrollment slots are still available after admitting (i) students having sibling or founder preferences and (ii) all applicants from the attendance zones for J.B. Kelly Elementary School and John Wister Elementary School, the Charter School shall fill the remaining slots on a random basis in accordance with Section 17-1723-A. All other provisions of Section 17-1723-A and the Public School Code shall remain in force, and the Charter School may not exclude children on any basis other than that set forth in this paragraph; and be it

FURTHER RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth above, for a five-year period commencing on July 1,

2012 and ending on June 30, 2017, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

CHARTER FOR

MASTERY CHARTER SCHOOL – PICKETT CAMPUS, INC.

This Charter (the “Charter”) is made and entered into as of July 1, 2007 (the “Effective Date”), by and between the **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and the **MASTERY CHARTER SCHOOL—PICKETT CAMPUS, INC.**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 35 South 4th Street, Philadelphia, PA 19106. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the School Reform Commission (“SRC”) was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, the founding coalition of the Charter School submitted to the SRC an Application to operate the Charter School (“the Application”); and

RESOLUTION

Re: Mastery Charter School Harrity Elementary; Renewal of Charter

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) granted a charter (“Charter”) to the Board of Trustees of to MASTERY CHARTER SCHOOL HARRITY ELEMENTARY (“Charter School”) to operate Harrity Elementary School as a Renaissance charter school for a term of five (5) years commencing in 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the Charter Schools Office of the School District of Philadelphia (“School District”) setting forth the agreed terms and conditions of renewal; and

WHEREAS, the Charter Schools Office staff have recommended to the SRC that the SRC renew the Charter School’s Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2015 and ending on June 30, 2020, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply certain conditions for renewal (the “Conditions for Renewal”) as set forth below. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of

Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.

2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year for grades K-8 or between school years for grades 1-8, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall submit to the Charter Schools Office by August 31, 2015 a plan for ESL programing which complies with 22 Pa. Code Chapter 4 standards.
4. The Board of Trustees shall ensure that the Charter School maintain a compliant Individualized Education Program (“IEP”) for every student with special needs.
5. The Board of Trustees shall comply with the Charter School’s Bylaws regarding term limits for Board members. If the Board of Trustees decides to amend Bylaws, updated Bylaws shall be sent to the Charter Schools Office by August 31, 2015.
6. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School’s Annual Report, or separately if not included in the Charter School’s Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
7. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School’s Annual Report, or separately if not included in the Charter School’s Annual Report, evidence that 100% of the Charter School’s teachers with primary responsibility for direct instruction in one or more of No Child Left Behind’s core academic subjects demonstrate that they satisfy the definition of a “Highly Qualified Teacher”.
8. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee’s personnel file, along with each employee’s complete timesheet records. The

Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.

9. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
10. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades K through 8 with a maximum of 850 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School shall only enroll students who reside in the Harrity School catchment area ("Attendance Zone"), as may be revised by the School District during the Term of the Charter. The Charter School may not enroll any students who live outside the Attendance Zone. Once a student has enrolled in the Charter School, such student may remain enrolled in the Charter School even if such student moves to a residence in the City of Philadelphia which is outside of the Attendance Zone; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's accountability performance system for charter schools:

- i. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile ("SPP") score of 70 or better, the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and the Average Growth Index ("AGI") growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to No Child Left Behind Act.
- ii. If the Charter School achieves a ranking in the bottom two levels on the School District's academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's accountability

performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

**CHARTER FOR
MASTERY CHARTER SCHOOL HARRITY ELEMENTARY**

This Charter (the “Charter”) is made and entered into as of July 1, 2010 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and **MASTERY CHARTER SCHOOL HARRITY ELEMENTARY**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 5601 Christian Street, Philadelphia, PA 19143.. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, by Resolution No. SRC-36, dated January 20, 2010, the SRC adopted the Renaissance Schools Initiative Policy (“Renaissance Schools Policy”), which authorized the SRC to grant Renaissance charters as part of the School District’s Renaissance Schools Initiative; and

RESOLUTION

Re: Mastery Charter School Mann Elementary; Renewal of Charter

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) granted a charter (“Charter”) to the Board of Trustees of MASTERY CHARTER SCHOOL MANN ELEMENTARY (“Charter School”) to operate Mann Elementary School as a Renaissance charter school for a term of five (5) years commencing in 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the Charter Schools Office of the School District of Philadelphia (“School District”) setting forth the agreed terms and conditions of renewal; and

WHEREAS, the Charter Schools Office staff have recommended to the SRC that the SRC renew the Charter School’s Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2015 and ending on June 30, 2020, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply certain conditions for renewal (the “Conditions for Renewal”) as set forth below. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of

Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.

2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year for grades K-6 or between school years for grades 1-6, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall submit to the Charter Schools Office by August 31, 2015 a plan for ESL programing which complies with 22 Pa. Code Chapter 4 standards.
4. The Board of Trustees shall comply with the Charter School's Bylaws regarding term limits for Board members. If the Board of Trustees decides to amend Bylaws, updated Bylaws shall be sent to the Charter Schools Office by August 31, 2015.
5. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
6. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
7. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file, along with each employee's complete timesheet records. The Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.

8. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades K through 6 with a maximum of 555 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School shall only enroll students who reside in the Mann School catchment area ("Attendance Zone"), as may be revised by the School District during the Term of the Charter. The Charter School may not enroll any students who live outside the Attendance Zone. Once a student has enrolled in the Charter School, such student may remain enrolled in the Charter School even if such student moves to a residence in the City of Philadelphia which is outside of the Attendance Zone; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's accountability performance system for charter schools:

- i. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile ("SPP") score of 70 or better, the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and the Average Growth Index ("AGI") growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to No Child Left Behind Act.
- ii. If the Charter School achieves a ranking in the bottom two levels on the School District's academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

CHARTER FOR
MASTERY CHARTER SCHOOL MANN ELEMENTARY

This Charter (the "Charter") is made and entered into as of July 1, 2010 (the "Effective Date"), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the "School District"), acting by and through the School Reform Commission (the "SRC"), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and **MASTERY CHARTER SCHOOL MANN ELEMENTARY**, a Pennsylvania nonprofit corporation (the "Charter School") acting through and by its Board of Trustees (the "Charter Board"), with its principal place of business at 5376 W. Berks St., Philadelphia, PA 19131. The School District and the Charter School together are referred to as "the Parties" or separately as a "Party".

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the "School Code"), the Secretary of Education of the Commonwealth of Pennsylvania (the "Secretary") issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 ("Act 83"); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the "Board of Education") of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the "Charter School Law") and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, by Resolution No. SRC-36, dated January 20, 2010, the SRC adopted the Renaissance Schools Initiative Policy ("Renaissance Schools Policy"), which authorized the SRC to grant Renaissance charters as part of the School District's Renaissance Schools Initiative; and

RESOLUTION

Re: Mastery Charter School Smedley Elementary; Renewal of Charter

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) granted a charter (“Charter”) to the Board of Trustees of MASTERY CHARTER SCHOOL SMEDLEY ELEMENTARY (“Charter School”) to operate Smedley Elementary School as a Renaissance charter school for a term of five (5) years commencing in 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the Charter Schools Office of the School District of Philadelphia (“School District”) setting forth the agreed terms and conditions of renewal; and

WHEREAS, the Charter Schools Office staff have recommended to the SRC that the SRC renew the Charter School’s Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2015 and ending on June 30, 2020, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply certain conditions for renewal (the “Conditions for Renewal”) as set forth below. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of

Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.

2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year for grades K-6 or between school years for grades 1-6, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall submit to the Charter Schools Office by August 31, 2015 a plan for ESL programing which complies with 22 Pa. Code Chapter 4 standards.
4. The Board of Trustees shall comply with the Charter School's Bylaws regarding term limits for Board members. If the Board of Trustees decides to amend Bylaws, updated Bylaws shall be sent to the Charter Schools Office by August 31, 2015.
5. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
6. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
7. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file, along with each employee's complete timesheet records. The Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.

8. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades K through 6 with a maximum of 730 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School shall only enroll students who reside in the Smedley School catchment area ("Attendance Zone"), as may be revised by the School District during the Term of the Charter. The Charter School may not enroll any students who live outside the Attendance Zone. Once a student has enrolled in the Charter School, such student may remain enrolled in the Charter School even if such student moves to a residence in the City of Philadelphia, which is outside the Attendance Zone; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's accountability performance system for charter schools:

- i. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile ("SPP") score of 70 or better, the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and the Average Growth Index ("AGI") growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to No Child Left Behind Act.
- ii. If the Charter School achieves a ranking in the bottom two levels on the School District's academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

Contract No. 67/F11

School Reform Commission
Resolution No. SRC-48
June 16, 2010

**CHARTER FOR
MASTERY CHARTER SCHOOL SMEDLEY ELEMENTARY**

This Charter (the "Charter") is made and entered into as of July 1, 2010 (the "Effective Date"), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the "School District"), acting by and through the School Reform Commission (the "SRC"), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and **MASTERY CHARTER SCHOOL SMEDLEY ELEMENTARY**, a Pennsylvania nonprofit corporation (the "Charter School") acting through and by its Board of Trustees (the "Charter Board"), with its principal place of business at 1790 Bridge St., Philadelphia, PA 19124. The School District and the Charter School together are referred to as "the Parties" or separately as a "Party".

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the "School Code"), the Secretary of Education of the Commonwealth of Pennsylvania (the "Secretary") issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. § 6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 ("Act 83"); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the "Board of Education") of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. § 17-1701-A, *et seq.* (the "Charter School Law") and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, by Resolution No. SRC-36, dated January 20, 2010, the SRC adopted the Renaissance Schools Initiative Policy ("Renaissance Schools Policy"), which authorized the SRC to grant Renaissance charters as part of the School District's Renaissance Schools Initiative; and

RESOLUTION

Renaissance Schools Initiative: Approval of Renaissance Charter School

WHEREAS, pursuant to the Renaissance Schools Initiative Policy adopted by the School Reform Commission ("SRC"), the School District of Philadelphia ("School District") conducted a two-stage solicitation process to qualify and select teams ("Turnaround Teams") to turnaround School District schools identified as Renaissance Schools; and

WHEREAS, pursuant to the Public School Code, the Charter School Law and the Renaissance Schools Initiative Policy, and after a review of the responses of Turnaround Teams to the Renaissance Schools Initiative Year II Request for Proposals No. 286 ("RFP 286") and the recommendations of Renaissance School Advisory Councils ("SACs"), the SRC approved the matching of certain Turnaround Teams with certain Renaissance Schools by Resolution No. SRC-26, dated March 16, 2011; and

WHEREAS, Mastery Charter High School, Inc. submitted a Renaissance Charter Schools Charter Application pursuant to RFP 286 for Mastery Charter School Clymer Elementary, Inc. to operate a charter school at George Clymer Elementary School; and

WHEREAS, the SRC, having reviewed the Renaissance Schools Charter Application and related materials, is now prepared to grant a charter for the Charter School; NOW BE IT

RESOLVED, That the School Reform Commission grants a charter to **Mastery Charter School Clymer Elementary** ("Charter School") to operate a public charter school at George Clymer Elementary School for a five-year period beginning July 1, 2011 and ending June 30, 2016, provided that during the term of the charter the Charter School has agreed in its response to RFP 286 and in the Renaissance Schools Charter Application to the following terms and conditions, which shall be incorporated in the charter agreement:

- A SAC for the school consisting of parents and community members shall exist during the term of the charter, and the Charter School shall engage the SAC in advising the charter school in decision-making at the school.
- The SAC shall report annually to the Superintendent of the School District on the performance of the Charter School.
- At the end of the fourth year of the charter, the SAC shall have the right to recommend to the SRC that the SRC non-renew the charter after the fifth year of the charter if the majority of the parents on the SAC decide that the school is ready to return to being a School District school.

- The Charter School shall be required to meet the following performance targets within the following stated time periods:
 - By 2013, the Charter School must have a School Performance Index (“SPI”) Charter-to-District ranking equal to or less than 8;
 - By 2014, the Charter School must have an SPI Charter-to-District ranking equal to or less than 7;
 - By 2015, the Charter School must have an SPI Charter-to-District ranking equal to or less than 5;

If the Charter School fails to meet the performance targets for two consecutive years, such failure shall be sufficient cause for revocation of the charter

- During the term of the charter, the Charter School shall meet annual School District School Report Card performance targets.
- During the term of the charter, the Charter School shall operate the school as a neighborhood school and meet student enrollment and retention targets, including: (i) percent of neighborhood students attending the school, (ii) percent of students retained from year to year; and (iii) percent of students who transfer out of the school. If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter.
- During the term of the charter, the Charter School shall meet certain operational measures and shall comply with regulations related to special education and English Language Learners, including: (i) decreasing rate of violent incidents, (ii) not being determined to be a Persistently Dangerous School by the Pennsylvania Department of Education, (iii) compliance with special education re-evaluations and IEP timelines, and (iv) the provision of appropriate services and supports for students with Limited English Proficiency. If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter; and be it

FURTHER RESOLVED, that the Charter School is approved for grades K-8 and a total maximum enrollment per the table below;

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Enrollment Level	440	520	546	546	546

and be it

FURTHER RESOLVED, that the charter approved by this Resolution shall issue forthwith on July 1, 2011. The charter awarded herein will not take effect, and the School District and School Reform Commission will not be bound by the terms of this Resolution, until the charter agreement has been signed by the School District and the President of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board of Trustees.

CHARTER FOR
MASTERY CHARTER SCHOOL CLYMER ELEMENTARY

This Charter (the “Charter”) is made and entered into as of July 1, 2011 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and **MASTERY CHARTER SCHOOL CLYMER ELEMENTARY**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 1201 W. Rush St., Philadelphia, PA 19133. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, by Resolution No. SRC-36, dated January 20, 2010, the SRC adopted the Renaissance Schools Initiative Policy (“Renaissance Schools Policy”), which authorized the SRC to grant Renaissance charters as part of the School District’s Renaissance Schools Initiative; and

WHEREAS, the School District designated certain chronically underperforming School District schools to be Renaissance Schools (“Renaissance Schools”); and

RESOLUTION

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the Board of Education of the School District of Philadelphia (“School District”) granted a charter (“Charter”) to the Board of Trustees of HARDY WILLIAMS ACADEMY CHARTER SCHOOL formerly Renaissance Advantage Charter School (“Charter School”) to operate a charter school in 1999; and

WHEREAS, the School Reform Commission (“SRC”) renewed the Charter School’s Charter for five-year terms in 2003 and in 2008; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the School District setting forth the agreed terms and conditions of renewal; and

WHEREAS, School District staff have recommended to the SRC that the SRC renew the Charter School’s Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter School has agreed to comply with the following statutory conditions:

1. The Board of Trustees shall ensure (i) that all trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act (“Ethics Act”) and the Pennsylvania Nonprofit Act (“Nonprofit Act”) and (ii) that the Charter School complies with the Ethics Act and the Nonprofit Act when contracting or engaging with the immediate relatives of the Charter School’s trustees, officers and administrators. The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Ethics Act and the Nonprofit Act. The Board of Trustees shall submit a copy of such Conflicts of Interest Policy and any amendments thereto to the School District by November 1st of each year of the Charter Term as evidence that the Charter School adheres to this requirement.

2. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report evidence that 75% of the Charter School's professional staff are certified in accordance with the Charter School Law.
3. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
4. The Board of Trustees shall ensure that all employees have required federal and state criminal and child abuse background checks during the term of the Charter. The Board of Trustees shall submit a signed affidavit to the School District by November 1st of each year of the term of the Charter as evidence that the Charter School has complied with this requirement.
5. The Board of Trustees shall submit to the School District signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law by June 1st of each year during the Term of the Charter.

and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with the following charter school-specific conditions:

1. The Board of Trustees shall develop and submit to the School District, for approval by August 31, 2013, a five-year performance plan with academic and non-academic school-specific goals using formative and summative assessments to identify students' strengths and weaknesses. The School District and the Charter School annually shall monitor and shall revise, if necessary, such five-year performance plan to ensure increased academic achievement for the Charter School's students over the Term of the Charter.
2. The Board of Trustees shall adopt and submit to the School District, for approval by August 31, 2013, an Admissions Policy and Process which complies with the Charter School Law and which includes provisions on application deadlines, recruitment communications, lottery dates, and results. The School District annually shall monitor such Admissions Policy and Process to ensure that all students have equitable access to the Charter School during the Term of the Charter.

and be it

FURTHER RESOLVED, that the Charter School has agreed that the Charter School will enroll students only in grades K through 12 with a maximum of 1,170 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein or enroll students in different grades without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's accountability performance framework:

4. The Charter School has achieved a ranking of 7 on the School District's 2010-11 SPI – Charter to School District ranking.
5. If the Charter School achieves a ranking of 8, 9, or 10 on the School District's current SPI – Charter to School District ranking, or an equivalent ranking on any subsequent School District accountability performance system, during any year of the Term of the Charter, the School District may require that the Charter School prepare and submit an academic accountability plan to address the Charter School's strategy to increase student performance, and the School District shall review such academic accountability plan at least annually. If the Charter School achieves a ranking of 8, 9, or 10 on the School District's SPI – Charter to School District ranking, or an equivalent ranking on any subsequent School District accountability performance system, for two consecutive years during the Term of the Charter, the SRC by resolution shall provide notice to the Charter School's Board of Trustees and to the public that the Charter School has failed to increase student performance in accordance with its academic accountability plan.
6. If the Charter School should fall four (4) rankings on the School District's 2010-11 SPI – Charter to School District ranking or an equivalent ranking on any subsequent School District accountability performance system, over two consecutive years during the Term of the Charter, the School District reserves the right to require that the Charter School prepare and submit an academic accountability plan which addresses the Charter School's strategy to increase student performance. The School District shall review such academic accountability plan at least annually;

and be it

FURTHER RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth above, for a five-year period commencing on July 1, 2013 and ending on June 30, 2018, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter Agreement shall not be executed, delivered or performed by the School District unless and until the Superintendent or Deputy Superintendent certifies in writing that the Charter School has submitted: (1) an Admissions Policy and

Admissions Procedures satisfactory to the School District, or (2) an Action Plan satisfactory to the School District to eliminate any identified barrier to enrollment and admission of students to the Charter School; and be it.

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

**CHARTER FOR
HARDY WILLIAMS ACADEMY CHARTER SCHOOL**

This Charter (the “Charter”) is made and entered into as of July 1, 2013 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and the **HARDY WILLIAMS ACADEMY CHARTER SCHOOL**, formerly Renaissance Advantage Charter School, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 1712 S. 56th Street, Philadelphia, Pennsylvania 19143. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, the founding coalition of the Charter School submitted to the SRC an application to operate the Charter School; and

RESOLUTION

Renaissance Schools Initiative: Approval of Renaissance Charter School

WHEREAS, pursuant to the Renaissance Schools Initiative Policy adopted by the School Reform Commission ("SRC"), the School District of Philadelphia ("School District") conducted a two-stage solicitation process to qualify and select teams ("Turnaround Teams") to turnaround School District schools identified as Renaissance Schools; and

WHEREAS, pursuant to the Public School Code, the Charter School Law and the Renaissance Schools Initiative Policy, and after a review of the responses of Turnaround Teams to the Renaissance Schools Initiative Year II Request for Proposals No. 286 ("RFP 286") and the recommendations of Renaissance School Advisory Councils ("SACs"), the SRC approved the matching of certain Turnaround Teams with certain Renaissance Schools by Resolution No. SRC-26, dated March 16, 2011; and

WHEREAS, Mastery Charter High School, Inc. submitted a Renaissance Charter Schools Charter Application pursuant to RFP 286 for Master Charter School Simon Gratz Campus, Inc. to operate a charter school at Simon Gratz High School; and

WHEREAS, the SRC, having reviewed the Renaissance Schools Charter Application and related materials, is now prepared to grant a charter for the Charter School; NOW BE IT

RESOLVED, That the School Reform Commission grants a charter to **Mastery Charter School Simon Gratz Campus** ("Charter School") to operate a public charter school at Simon Gratz High School for a five-year period beginning July 1, 2011 and ending June 30, 2016, provided that during the term of the charter the Charter School has agreed in its response to RFP 286 and in the Renaissance Schools Charter Application to the following terms and conditions, which shall be incorporated in the charter agreement:

- A SAC for the school consisting of parents and community members shall exist during the term of the charter, and the Charter School shall engage the SAC in advising the charter school in decision-making at the school.
- The SAC shall report annually to the Superintendent of the School District on the performance of the Charter School.
- At the end of the fourth year of the charter, the SAC shall have the right to recommend to the SRC that the SRC non-renew the charter after the fifth year of the charter if the majority of the parents on the SAC decide that the school is ready to return to being a School District school.

- The Charter School shall be required to meet the following performance targets within the following stated time periods:
 - By 2013, the Charter School must have a School Performance Index (“SPI”) Charter-to-District ranking equal to or less than 8;
 - By 2014, the Charter School must have an SPI Charter-to-District ranking equal to or less than 7;
 - By 2015, the Charter School must have an SPI Charter-to-District ranking equal to or less than 5;

If the Charter School fails to meet the performance targets for two consecutive years, such failure shall be sufficient cause for revocation of the charter

- During the term of the charter, the Charter School shall meet annual School District School Report Card performance targets.
- During the term of the charter, the Charter School shall operate the school as a neighborhood school and meet student enrollment and retention targets, including: (i) percent of neighborhood students attending the school, (ii) percent of students retained from year to year; and (iii) percent of students who transfer out of the school. If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter.
- During the term of the charter, the Charter School shall meet certain operational measures and shall comply with regulations related to special education and English Language Learners, including: (i) decreasing rate of violent incidents, (ii) not being determined to be a Persistently Dangerous School by the Pennsylvania Department of Education, (iii) compliance with special education re-evaluations and IEP timelines, and (iv) the provision of appropriate services and supports for students with Limited English Proficiency. If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter; and be it

FURTHER RESOLVED, that the Charter School is approved for grades 9-12 and a total maximum enrollment per the table below;

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Enrollment	1157	1171	1200	1200	1200

and be it

FURTHER RESOLVED, that the charter approved by this Resolution shall issue forthwith on July 1, 2011. The charter awarded herein will not take effect, and the School District and School Reform Commission will not be bound by the terms of this Resolution, until the charter agreement has been signed by the School District and the President of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board of Trustees.

Contract No. 856/F11

**School Reform Commission
Resolution No. SRC-46
dated April 27, 2011
and Resolution No. SRC-39
dated May 18, 2011**

CHARTER FOR

MASTERY CHARTER SCHOOL SIMON GRATZ CAMPUS

This Charter (the “Charter”) is made and entered into as of July 1, 2011 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and **MASTERY CHARTER SCHOOL SIMON GRATZ CAMPUS**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 1798 W. Hunting Park Ave., Philadelphia, PA 19140. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, by Resolution No. SRC-36, dated January 20, 2010, the SRC adopted the Renaissance Schools Initiative Policy (“Renaissance Schools Policy”), which authorized the SRC to grant Renaissance charters as part of the School District’s Renaissance Schools Initiative; and

RESOLUTION

WHEREAS, pursuant to the Renaissance Schools Initiative Policy adopted by the School Reform Commission (“SRC”), the School District of Philadelphia (“School District”) conducted a two-stage solicitation process to qualify and select teams (“Turnaround Teams”) to turnaround School District schools identified as Renaissance Schools; and

WHEREAS, pursuant to the Public School Code, the Charter School Law and the Renaissance Schools Initiative Policy, and after a review of the responses of Turnaround Teams to the Request for Proposals – Lead Applicants, RFP No. 317, Renaissance Schools Initiative Year III (“RFP 317) and the recommendations of Renaissance School Advisory Councils (“SAC’s”), the SRC approved the matching of certain Turnaround Teams with certain Renaissance Schools by Resolution No. SRC-7, dated April 19, 2012; and

WHEREAS, Mastery Charter Schools submitted a Renaissance Charter Schools Charter Application pursuant to RFP 317 for Mastery Charter School Cleveland Elementary (“Charter School”) to operate a charter school at Grover Cleveland Elementary School (“School”) and to use the School’s facilities and grounds under a license agreement; and

WHEREAS, the Charter School agreed to certain terms and conditions in its response to RFP 317 and in the Renaissance Schools Charter Application; and

WHEREAS, School District staff, having reviewed the Charter School’s Renaissance Charter Schools Charter Application and related materials, has recommended that the SRC grant a charter to the Charter School; and

WHEREAS, the SRC, having received the recommendation of School District staff on the Charter School, is now prepared to grant a charter for the Charter School; NOW BE IT

RESOLVED, that the School Reform Commission grants a charter to Mastery Charter School Cleveland Elementary (“Charter School”) to operate a public charter school at Grover Cleveland Elementary School for the five-year period beginning July 1, 2012 and ending June 30, 2017; and be it

FURTHER RESOLVED, that the Charter School has agreed in its response to RFP 317 and in the Renaissance Schools Charter Application to the following terms and conditions, which shall be incorporated in the charter:

- A SAC for the school consisting of parents and community members shall exist during the term of the charter, and the Charter School shall engage the SAC in advising the charter school in decision-making at the school.
- The SAC shall report annually to the Superintendent of the School District on the performance of the Charter School.
- At the end of the fourth year of the charter, the SAC shall have the right to recommend to the SRC that the SRC non-renew the charter after the fifth year of the charter if the majority of the parents on the SAC feel that the school is ready to return to being a School District school.
- The Charter School shall be required to achieve a rank of five (5) on the School District's School Performance Index ("SPI") by the end of the fourth year of the term of the charter, and annually during the term of the charter, the Charter School must improve its SPI rank to ensure that progress is being made.
- If the Charter School does not make progress on improving its SPI rank for two (2) consecutive years or if the required ranking is not achieved by the end of the term of the charter, the SRC may vote to revoke or non-renew the charter.
- During the term of the charter, the Charter School shall meet annual School District School Report Card performance targets.
- During the term of the charter, the Charter School shall operate the school as a neighborhood school and meet student enrollment and retention targets, including: (i) percent of neighborhood students attending the school, (ii) percent of students retained from year to year; and (iii) percent of students who transfer out of the school. If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter.
- During the term of the charter, the Charter School shall meet certain climate and operational metrics for per pupil rates of violent incidents and shall comply with regulations related to special education and English Language Learners, Including: (i) rate of violent incidents, (ii) not being determined to be a Persistently Dangerous School by the Pennsylvania Department of Education, (iii) compliance with special education re-evaluations and IEP timeline, and (iv) the provision of appropriate services and supports for students with Limited English Proficiency (as established by the School District). If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter; and be it

FURTHER RESOLVED, that the Charter School is approved for grades K-8 and a total maximum enrollment per the table below during the term of the charter and any renewals thereof, unless the parties agree in writing to other terms:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Annual Enrollment Growth	677	745	745	745	745

; and be it

FURTHER RESOLVED, that the Charter School shall use the Grover Cleveland Elementary School’s facilities and grounds pursuant to a license agreement, the terms of conditions of which, including without limitation, any license fees, shall be authorized by resolution by the SRC; and be it

FURTHER RESOLVED, that the charter approved by this Resolution shall issue forthwith on July 1, 2012. The charter awarded herein will not take effect until the charter agreement and the license agreement for the School’s facilities and grounds have been signed by the School District and the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board of Trustees.

LICENSE AGREEMENT

THIS LICENSE AGREEMENT (the "Agreement") is made as of the 1st day of July, 2012 (the "Effective Date"), by and between the **SCHOOL DISTRICT OF PHILADELPHIA** (the "Licensor" or "School District"), by and through the School Reform Commission (the "SRC") and the **MASTERY CHARTER SCHOOL CLEVELAND ELEMENTARY**, a Pennsylvania nonprofit corporation (the "Licensee" or "Charter School").

WITNESSETH:

WHEREAS, Licensor is the owner of a public school located at 3701 N. 19th St., Philadelphia, PA 19140 and known as the Grover Cleveland Elementary School (the "Building"); and

WHEREAS, Licensee desires to use part of the Building, consisting of approximately 81,841 square feet ("Licensed Premises") for the purposes of operating a charter school and for providing educational services (the "Permitted Use"), pursuant to the terms of that certain Charter, dated as of July 1, 2012, granted by Licensor to Licensee (the "Charter"). The Licensed Premises is shown on the plan attached hereto as Exhibit A and made a part hereof; and

WHEREAS, the SRC approved the use of the Licensed Premises by Licensee pursuant to certain terms and conditions as set forth in Resolution No. SRC-1, dated July 9, 2012 (the "SRC Resolution"), attached hereto at Exhibit B and made a part hereof; and

WHEREAS, subject to such conditions as Licensor may determine and subject to the terms and conditions of this Agreement, Licensor is willing to give Licensee the right to use the Licensed Premises; and

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth in this Agreement, and for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, intending to be legally bound, agree as follows:

1. **Grant of License.**

1.1. Subject to the terms and conditions of this Agreement and of the Charter, Licensor hereby grants Licensee, its employees, its students, the parents of such students, its contractors, its subcontractors, and its invitees an exclusive, revocable and non-transferable license to enter and use the Licensed Premises only for the Permitted Use.

CONFIDENTIAL ATTORNEY WORK PRODUCT
DRAFT PROPOSED RESOLUTION
THIS DOCUMENT IS NOT A PUBLIC RECORD

SRC-6
July 26, 2013

RESOLUTION

To: Members of the School Reform Commission

From: Dr. William R. Hite, Jr., Superintendent

Re: Renaissance Schools Initiative: Approval of Renaissance Charter School;
Francis D. Pastorius Mastery Charter School

WHEREAS, pursuant to the Renaissance Schools Initiative Policy adopted by the School Reform Commission ("SRC"), the School District of Philadelphia ("School District") conducted a competitive solicitation process to qualify and select teams ("Turnaround Teams") to turn around certain School District schools identified as Renaissance Schools; and

WHEREAS, this selection process included a review of the responses of Turnaround Teams to the Request for Proposals, RFP No. 365, Renaissance Schools Initiative Year IV ("RFP 365") and the solicitation and consideration of recommendations from the School Advisory Councils ("SAC") at each Renaissance School; and

WHEREAS, pursuant to the Public School Code, the Charter School Law, and the Renaissance Schools Initiative Policy, the SRC approved the matching of Mastery Charter Schools with Pastorius Elementary School by Resolution No. SRC-28, approved May 15, 2013 ("SRC-28"); and

WHEREAS, after the SRC approved SRC-28, Mastery Charter Schools ("Mastery") submitted a Renaissance Charter Schools Charter Application pursuant to RFP 365 for the Francis D. Pastorius Mastery Charter School to operate a charter school at Pastorius Elementary School ("School") and to use the School's facilities and grounds under a license agreement; and

WHEREAS, Mastery agreed to certain terms and conditions in its response to RFP 365 and in the Renaissance Schools Charter Application and has submitted to the School District a charter agreement signed by Francis D. Pastorius Mastery Charter School ("Charter Agreement") setting forth the agreed terms and conditions for operation of a charter school at the School; and
WHEREAS, School District staff, having reviewed the Charter School's Renaissance Charter Schools Charter Application, the Charter Agreement and related materials, have recommended that the SRC grant a charter to Francis D. Pastorius Mastery Charter School; now be it

RESOLVED, that the School Reform Commission grants a charter to Francis D. Pastorius Mastery Charter School ("Charter School") to operate a public charter school at Pastorius Elementary School for the five-year period beginning July 23, 2013 and ending June 30, 2018; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following terms and conditions in its response to RFP 365, in its Renaissance Schools Charter Application, and in the Charter Agreement:

- A SAC for the school consisting of parents and community members shall exist during the term of the charter, and the Charter School shall engage the SAC in advising the charter school in decision-making at the school.
- The SAC shall report bi-annually to the Superintendent of the School District on the performance of the Charter School.
- At the end of the fourth year of the charter, the SAC shall have the right to recommend to the SRC that the SRC non-renew the charter after the fifth year of the charter if the majority of the parents on the SAC are not satisfied with the performance of the Charter School or want the school to return to School District management.
- The Charter School shall be required to achieve a rank of five (5) on the School District's School Performance Index ("SPI") – or an equivalent ranking on any subsequent School District accountability performance system – by the end of the fourth year of the term of the charter, and annually during the term of the charter, the Charter School must improve its SPI rank, or its ranking on any subsequent School District accountability performance system, to ensure that progress is being made.
- If the Charter School does not make progress on improving its SPI rank – or its ranking on any subsequent School District accountability performance system – for two (2) consecutive years or if the required ranking is not achieved by the end of the term of the charter, the SRC may vote to revoke or non-renew the charter.
- During the term of the charter, the Charter School shall operate the school as a neighborhood school and meet student enrollment and retention targets, including: (i) percent of neighborhood students attending the school, (ii) percent of students retained from year-to-year; and (iii) percent of students who transfer out of the school. If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter.
- During the term of the charter, the Charter School shall meet certain climate and operational metrics for per pupil rates of violent incidents and shall comply with regulations related to special education and English Language Learners, including: (i) rate of violent incidents, (ii) not being determined to be a Persistently Dangerous School by the Pennsylvania Department of Education, (iii) compliance with special education re-evaluations and IEP timeline, and (iv) the provision of appropriate services and supports

for students with Limited English Proficiency (as established by the School District). If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter; and be it

FURTHER RESOLVED, that the Charter School is approved for grades K-8 and a total maximum enrollment per the table below during the term of the charter and any renewals thereof, unless the parties agree in writing to other terms:

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Maximum Annual Enrollment	521	536	556	576	596

; and be it

FURTHER RESOLVED, that the Charter School shall use Pastorius Elementary School's current facilities and grounds pursuant to a license agreement, the terms of conditions of which, including without limitation, any license fees, shall be authorized by resolution by the SRC; and be it

FURTHER RESOLVED, that the charter awarded herein will not take effect until both the Charter Agreement and a license agreement for the School's facilities and grounds have been executed by the School District and the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board of Trustees.

CHARTER FOR
FRANCIS D. PASTORIUS MASTERY CHARTER SCHOOL

This Charter (the “Charter”) is made and entered into as of July 1, 2013 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and **THE FRANCIS D. PASTORIUS MASTERY CHARTER SCHOOL**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 5650 Sprague Street, Philadelphia, PA 19138. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, by Resolution No. SRC-36, dated January 20, 2010, the SRC adopted the Renaissance Schools Initiative Policy (“Renaissance Schools Policy”), which authorized the SRC to grant Renaissance charters as part of the School District’s Renaissance Schools Initiative; and

**RENAISSANCE SCHOOL PROJECT
OPERATION AND MANAGEMENT AGREEMENT
BETWEEN
CAMDEN CITY SCHOOL DISTRICT
&
MASTERY SCHOOLS OF CAMDEN, INC.**

This renaissance school project operation and management agreement (“Agreement”) is made as of July 17, 2014 (“Effective Date”), by and between the **Camden City School District** (the “District”), a public body corporate with a location of 201 North Front Street, Camden, New Jersey 08102, and the **Mastery Schools of Camden, Inc.** (the “RENAISSANCE SCHOOL”), a New Jersey non-profit corporation.

WITNESSETH

WHEREAS, the Urban Hope Act (“UHA”), P.L. 2011, Chapter 176 (*N.J.S.A.* 18A:36C-1, *et seq.*) and implementing regulations permits the District to partner with private entities to construct renaissance school projects in the District; and

WHEREAS, the District issued a Commissioner-approved request for proposals for a renaissance school project under *N.J.A.C.* 6A:31-2.1; and

WHEREAS, on February 25, 2014, the District selected RENAISSANCE SCHOOL to partner with the District for a renaissance school project; and

WHEREAS, the UHA requires the District and RENAISSANCE SCHOOL to enter into a contract setting forth the terms and conditions for the renaissance school project, including but not limited to, the operation, management, and funding of the renaissance school project; and

WHEREAS, the UHA directs that the renaissance school project shall be “controlled, operated and managed by a non-profit entity and not the local board of education” (*N.J.S.A.* 18A:36C-7(a)); and

WHEREAS, on July 7, 2014, the Commissioner approved the RENAISSANCE SCHOOL’S project application pursuant to *N.J.A.C.* 6A:31-3.1(f) to commence operations in the 2014-2015 school year.

NOW, THEREFORE, the District and RENAISSANCE SCHOOL (collectively the “Parties”) hereby acknowledge and agree to the following:

I. DEFINITIONS

The following terms shall have the following definitions:

“NJDOE” means the New Jersey Department of Education.

“District” means the Camden City School District.

“Newly-constructed school” means either a new school facility or a significant refurbishment of an existing facility, such that most or all of the building has been reconstructed to build the renaissance school. *N.J.A.C. 6A:31-1.2.*

“Renaissance school project” means a newly-constructed school, or group of schools in a common campus setting, that provides an educational program for students enrolled in grades K through 12 or in a grade range less than K through 12, that is agreed to by the school district, and is operated and managed by a nonprofit entity in a renaissance school district. *N.J.S.A. 18A:36C-3.*

“School leader” means the principal or other administrative leadership of a renaissance school project

II. PERFORMANCE EXPECTATIONS

RENAISSANCE SCHOOL shall make reasonable efforts to participate in the Performance Management System the District is currently developing for all public schools in Camden. The Performance Management System will be broadly aligned with the NJDOE system. It is anticipated that the Performance Management System will define the performance expectations for each District School and provide comparative information relative to the RENAISSANCE SCHOOL'S performance.

The performance of RENAISSANCE SCHOOL will be measured in the following three ways:

A. School-Level Report Cards. A school-level report card (“Report Card”) is a public document shared annually that measures the academic performance and growth of students in the school, and reports on school demographic characteristics and other performance data. The Report Cards will be published annually each fall and will provide the public with critical information about how RENAISSANCE SCHOOL is performing relative to other schools in the City. The District will oversee the development of the report cards, though many of the measures will be sourced directly from existing data produced for NJDOE. The Parties must agree to the measures in the Report Cards. The following types of measures, when applicable, will be included in the report card:

- i. Student growth on NJDOE Language Arts Literacy (“LAL”) test (*e.g.*, Student Growth Percentiles)
- ii. Student growth on NJDOE Math test
- iii. Student performance on NJDOE LAL test (*e.g.*, Scale Scores)
- iv. Student performance on NJDOE Math test
- v. High school graduation rates
- vi. Student enrollment data
- vii. Student demographic data (*e.g.*, Free and Reduced Lunch, Special Education, Limited English Proficiency)
- viii. Student mobility and attrition

For K-8 schools, student growth and student performance on NJDOE LAL and Math tests, indexed to performance among a “peer group” of schools from New Jersey, will be used to create a summative performance score for RENAISSANCE SCHOOL. The Parties must agree on the appropriate peer group.

High schools will use graduation rates, test scores, and/or other measures that can be compared across schools in New Jersey, pending the availability of growth measures in the high school grades.

RENAISSANCE SCHOOL shall administer assessments for (a) early grades literacy and (b) college and/or career readiness, where applicable based on the grade levels served by each school. RENAISSANCE SCHOOL will collaborate with District to agree upon which assessments shall be used to comply with this paragraph. Results on these assessments must be shared with the District, though the data may not be included in a summative performance score.

Other measures may be included on the Report Card as deemed appropriate, subject to agreement between the District and RENAISSANCE SCHOOL.

RENAISSANCE SCHOOL will be expected to provide data for the report cards where necessary by October 1st of each year or within two weeks of receiving data from the State (whichever comes first for the relevant data category). This will allow the District to release annual report cards in November.

B. Climate Survey. The performance of a RENAISSANCE SCHOOL will also be measured based on stakeholder feedback through an annual climate survey (“Climate Survey”) that seeks school feedback from parents and students. The Climate Survey will be developed by the District and subject to final approval by RENAISSANCE SCHOOL. The Climate Survey will be administered annually in the spring for all schools in the District.

C. Quality Review. The performance of a RENAISSANCE SCHOOL will be measured by leading indicator data captured through an annual Quality Review of RENAISSANCE SCHOOL. The Quality Review will be developed by the District and subject to final approval by RENAISSANCE SCHOOL. Once RENAISSANCE SCHOOL has the requisite student growth data, it can move to an every other year review if the school is performing in one of the top two performance tiers. In a given year, the Quality Review will serve to fulfill the school’s legal requirement for a one-day school visit from the NJDOE.

The precise instruments (e.g., stakeholder surveys and quality review rubric) will be finalized with input from all schools in the District and upon agreement between the Parties.. After the instruments have been established, any future amendments to those instruments must be by written agreement between the District and RENAISSANCE SCHOOL before it takes effect.

The Performance Management System will be applied at the individual school level. If RENAISSANCE SCHOOL has multiple schools, *i.e.*, defined at the level of having multiple school leaders, each school will participate separately in the performance management system.

For purposes of relevant report card data from the State, if NJDOE does not capture RENAISSANCE SCHOOL data at the individual school-level, RENAISSANCE SCHOOL will be responsible for making its data available to the District in such a way that the District can create school-specific measures. RENAISSANCE SCHOOL must provide the District with the school names and grades served for each individual school as part of the annual report, if it changes from the initial application.

III. STUDENT ENROLLMENT

RENAISSANCE SCHOOL must adhere to the following provisions regarding student enrollment:

- A.** At no time shall RENAISSANCE SCHOOL discriminate in its enrollment practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special education status, proficiency in the English language, or any other basis that would be illegal if used by a school district. RENAISSANCE SCHOOL will follow the enrollment guidelines outlined in *N.J.S.A. 18A:36C-8* of the UHA.
- B.** For schools located on SDA land, pursuant to *N.J.S.A. 18A:36C-8(a)* and *N.J.A.C. 6A:31-4.1(a)* and (b), the attendance area for RENAISSANCE SCHOOL shall be the attendance area depicted in the map attached hereto as Exhibit A (the “attendance area”). Students of the appropriate grade who reside in the attendance area shall be automatically entitled to enrollment at RENAISSANCE SCHOOL, though the student will also be eligible for enrollment in another school in the Camden school district. For schools that are not located on SDA land, RENAISSANCE SCHOOL shall grant an enrollment preference to grade-eligible students who reside in the attendance area of RENAISSANCE SCHOOL.
- C.** For schools located on SDA land, each year, the District shall send to all parents/guardians of students residing in RENAISSANCE SCHOOL’S attendance area a letter notifying them of the automatic enrollment entitlement of their child in RENAISSANCE SCHOOL and of their right to elect that their child not attend RENAISSANCE SCHOOL. The District and RENAISSANCE SCHOOL will collaborate to develop a process for ascertaining the enrollment preferences of each student’s parent or guardian. The process shall also include guidelines and timelines to enroll and register these students in either RENAISSANCE SCHOOL or the appropriate District school.
- D.** For schools not located on SDA land, the District shall send to all parents/guardians of students residing in the RENAISSANCE SCHOOL’s attendance area a letter notifying them of their option to attend RENAISSANCE SCHOOL. The District and RENAISSANCE SCHOOL will collaborate to develop a process for ascertaining the enrollment preferences of each student’s parent or guardian. The process shall also include guidelines and timelines to enroll and register these students in either RENAISSANCE SCHOOL or the appropriate District school.
- E.** If RENAISSANCE SCHOOL has more than one location planned as part of its long term facilities plan, then it shall designate one of the locations as the “home campus” and the

enrollment policies and practices of the home campus will apply to all of the schools within the renaissance school project. The home campus shall be the first newly constructed facility of the renaissance school project.

- F.** For schools located on SDA and non-SDA land, if the number of students residing within the respective attendance areas who seek to enroll and register in RENAISSANCE SCHOOL exceed the enrollment maximums set annually under Section IV.B. of this contract, then RENAISSANCE SCHOOL will hold a lottery within a timeline that is agreed upon by the District, in accordance with law and regulation.
- G.** If grade-eligible student within the Attendance Area has had the opportunity to register in RENAISSANCE SCHOOL, any remaining spaces in RENAISSANCE SCHOOL shall be made available to other grade-eligible students who are domiciled in Camden City, entitled to attend a public school in the Camden City School District, and who seek admission to RENAISSANCE SCHOOL. If, by the application deadline, there are more applicants for these remaining spaces than there is availability for the grade level, admission will be determined by lottery. The lottery(ies) shall be coordinated and administered by RENAISSANCE SCHOOL and RENAISSANCE SCHOOL shall be responsible for communicating admission outcomes to applicants until such time as there may be a common enrollment system in Camden. Preference in any lottery held will be given to students who are siblings of current or former RENAISSANCE SCHOOL students, or who share the same custodial guardian of a current or former RENAISSANCE SCHOOL student.
- H.** RENAISSANCE SCHOOL will not enroll students who are not Camden residents. However, a student who enrolls in a RENAISSANCE SCHOOL when that student is a Camden resident, and who thereafter attends RENAISSANCE SCHOOL for a minimum of two academic years while continuing to reside in Camden, will be permitted to remain enrolled as a RENAISSANCE SCHOOL student at no cost to the District if they move out of district. The local resident district shall make payments to RENAISSANCE SCHOOL at the same rate as the District if the student resided in the District. For these students, RENAISSANCE SCHOOL shall immediately notify, in writing, the District's School Business Administrator and Deputy Superintendent of Finance & Operations that the student is residing outside of the District. For students who are not entitled to a free public education in the District, the funding obligations of District and RENAISSANCE SCHOOL, including the return of funds by RENAISSANCE SCHOOL to the District, shall be governed by applicable statutes and regulations.
- I.** As provided by the UHA, RENAISSANCE SCHOOL may "limit admission to a particular grade level or levels consistent with its organizational document" (*N.J.S.A. 18A:36C-8*). RENAISSANCE SCHOOL will make every reasonable efforts to serve all students who reside in the Attendance Area and meet the targeted student enrollment numbers
- J.** Under *N.J.A.C. 6A:31-4.3*, RENAISSANCE SCHOOL shall maintain waiting lists for admission of grade-eligible students from the attendance area, as well as students from Camden but who reside outside the attendance area. RENAISSANCE SCHOOL shall

maintain these waiting lists from year to year. Waiting list policy will be reviewed by RENAISSANCE SCHOOL in collaboration with the District on an annual basis, in accordance with law and regulation.

- K. For students who enroll in the RENAISSANCE SCHOOL and were previously enrolled in another Camden district school, the District will be responsible for transferring the student records to the Renaissance School.
- L. During the term of this Agreement, should the District adopt a common enrollment system (the "Enrollment System") governing the process by which parents select preferred public schools, RENAISSANCE SCHOOL will cooperate and make reasonable efforts to participate in the design and implementation of the Enrollment System, to the extent allowed by law. As a participant in the Enrollment System, RENAISSANCE SCHOOL will provide enrollment targets for each grade to the District's Enrollment System Administrator.

IV. DATA SHARING

RENAISSANCE SCHOOL will provide the necessary data to the District to complete the enrollment and performance management processes. By August 30th of each year, the District will provide the school with a calendar of data requests. The data will include but is not limited to the following:

- A. Enrollment numbers in accordance with *N.J.S.A. 18A:7F-33*.
- B. Enrollment targets
- C. Performance data including interim measures and early childhood data not included in the annual report
- D. Climate survey results

All student data provided by the District pursuant to this Section shall be subject to the Family Educational Rights Privacy Act (FERPA), 20 U.S.C. §1232g., et seq.; New Jersey student records access laws found at *N.J.S.A. 18A:36-19*; *N.J.A.C. 6A:14-1.3*; *N.J.A.C. 6A:14-2.9*; and *N.J.A.C. 6A:32-7.1*, et seq., and any other federal or state laws pertaining to student records.

V. FACILITIES

RENAISSANCE SCHOOL shall include the following as appendices to the contract:

- A. **Short Term Facilities Plan:** Outline of facilities plans for the first year of operation.
- B. **Facilities Contingency Plan:** Contingency plan for opening if the short term plan is not completed.

C. Long Range Facilities Plan: Summary of the facilities plan and key dates by which the school will meet milestones on facilities construction or acquisition and dates by which the district will inform them of available facilities.

Changes to the facilities plans will be included in the annual report. Any changes that are time-sensitive will be submitted in writing to the District.

If RENAISSANCE SCHOOL is in need of temporary space as part of a Facilities Contingency Plan, the District may provide the school with available space to lease. This may include co-location with another District school.

RENAISSANCE SCHOOL may, at the District's discretion and in accordance with law, lease or purchase a District building or land that is no longer part of the District's long range facilities plan. The District shall make its best effort to notify the RENAISSANCE SCHOOL of available buildings for purchase by March 1 of each year. RENAISSANCE SCHOOL may assign the right of first refusal to a third party, so long as it is part of a plan for the RENAISSANCE SCHOOL to occupy the building or land and it is so occupied. In connection with leases which are part of a short term, contingency and long range facilities plan, to the extent allowed by law, RENAISSANCE SCHOOL shall have discretion to negotiate terms and conditions to advance such plan without restrictions applicable to charter schools.

VI. FINANCES

A. RENAISSANCE SCHOOL shall maintain financial solvency. The financial reports submitted with the annual reports will provide evidence of the financial position..

B. RENAISSANCE SCHOOL or an entity organized to facilitate the financing and construction, renovation and/or refurbishment of the school facility shall proceed to secure preliminary commitments from lenders to provide acquisition, construction, and permanent financing for RENAISSANCE SCHOOL. RENAISSANCE SCHOOL shall obtain additional funding as needed to timely complete construction of RENAISSANCE SCHOOL. RENAISSANCE SCHOOL shall be permitted to assume long term debt and/or long term guarantees irrespective of whether said debt or guarantees are secured, in whole or in part, by assets of the RENAISSANCE SCHOOL. The District shall not be liable for any unsecured debt procured by RENAISSANCE SCHOOL or its assignees. All obligations to assume the debt of the RENAISSANCE SCHOOL or assignee shall be limited to, and in accordance with, what is set forth in the Urban Hope Act.

C. RENAISSANCE SCHOOL shall implement sound financial practices that include, but are not limited to, maintaining a financial management system that provides timely, accurate, current, and complete disclosure of all financial activities related to RENAISSANCE SCHOOL, in accordance with the Generally Accepted Accounting Principles.

D. The District has financial obligations to RENAISSANCE SCHOOL:

- i. RENAISSANCE SCHOOL shall receive from the State of New Jersey in 12 monthly installments an amount per pupil equal to 95% of the district's per pupil expenditure for each child enrolled. The 12 monthly installments shall include the security categorical aid attributable to the student, a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the RENAISSANCE SCHOOLS, and if applicable 100% of preschool education aid.
 - ii. RENAISSANCE SCHOOL shall be responsible for filing its own applications and may receive directly 100% of any federal funds attributable to its students through programs including, but not limited to, No Child Left Behind ("NCLB"), Individuals with Disabilities Education Act ("IDEA") Part B, the USDA free and reduced meals programs, and the Schools and Libraries Program of the Universal Service Fund ("E-Rate"). RENAISSANCE SCHOOL shall also submit for and may receive directly 100% of its share of Federal Insurance Contribution Act ("FICA") reimbursements from the State of New Jersey attributable to its staff members who are enrolled in the Teachers' Pension Annuity Fund ("TPAF"), as well as 100% of Special Education Extraordinary Aid ("Ex-Aid") attributable to its students. To the extent that, through separate agreement, the District or vendor of the District is operating USDA's free and reduced meals programs, or other federal programs, within the RENAISSANCE SCHOOL, then the District retains sole entitlement to receipt of the federal funds.
 - iii. Funding adjustments to account for differences in the RENAISSANCE SCHOOL's reported October 15 enrollment and enrollment at the end of the school year shall be done in accordance with such adjustments in charter school funding.
 - iv. RENAISSANCE SCHOOL shall be solely and fully responsible for its students' costs, of any and all out of district placements and/or alternate education placements in the case of student discipline and/or special education. RENAISSANCE SCHOOL shall be the local educational agency for its disabled and special education students.
- E. RENAISSANCE SCHOOL shall be authorized to retain any business entity, however formed, whose primary purpose is the staffing, operation, and management of elementary schools, middle schools, or high schools in the United States, except as it relates to instructional services, per *N.J.S.A. 18A:36C-7(a)*.

VII. REPORTING AND MONITORING

A. Reporting

RENAISSANCE SCHOOL will submit to the District the documents or reports submitted to the State.

No later than August 1st of each year, RENAISSANCE SCHOOL shall submit to the Commissioner of Education and the District an annual report on forms supplied by the Commissioner as defined by State law. The report will include at minimum:

- i. The achievement of the school's mission, goals, and objectives from its application to the State;
- ii. Curriculum that is compliant with the New Jersey Core Curriculum Content Standards;
- iii. Statewide assessment program results and local assessment results of students;
- iv. Parental and community involvement in the school;
- v. A calendar for the upcoming school year;
- vi. Documentation of the RENAISSANCE SCHOOL'S lead persons, teachers, and professional support staff that identifies any change(s) in organizational structure, governing District, or personnel;
- vii. Annual budget;
- viii. Any change in the financing of the school facility; and
- ix. Documentation sharing any significant structural change(s) to facilities before the upcoming school year and a timeline for implementing the changes.

B. Monitoring

RENAISSANCE SCHOOL will also be subject to periodic monitoring from the State.

The Commissioner with the input of the District shall periodically assess whether RENAISSANCE SCHOOL is meeting its goals and improving student achievement. The Commissioner shall have ongoing access to the records and facilities of RENAISSANCE SCHOOL to ensure that it is in compliance with its organizational document and with State laws and regulations.

The Renaissance School acknowledges that it is required to maintain financial solvency and meet the same testing and academic performance standards established by law and regulation for public school students. The Commissioner shall oversee the Renaissance School to ensure that it is in compliance with its organization document and with State laws and regulations, and have authority under law and regulation to take appropriate remedial action if needed.

VIII. POINT OF CONTACT

The District's Point of Contact shall be the District's Superintendent or his/her designees.

RENAISSANCE SCHOOL shall appoint a Point of Contact with the District who shall have the following responsibilities:

- A. Serve as the principal Point of Contact with the District. This individual will be easily reachable by the District's representative and will establish a reasonable protocol for periodic communication and for immediate contact should an emergency arise. If the individual designated as the principal Point of Contact will be on vacation or otherwise unavailable to the Renaissance school project for an extended period of time, the individual will assign temporary responsibility to another RENAISSANCE SCHOOL agent and so notify the District.
- B. Be reasonably familiar with the operations of the renaissance school project. The Point of Contact shall develop and maintain reasonable familiarity with the operations of the RENAISSANCE SCHOOL and (as noted above) establish a reasonable protocol for periodic communication through which to receive updates on the Renaissance SCHOOL'S operations.
- C. Arrange for visits to the renaissance school project schools. The Point of Contact shall, upon request from the District, arrange for physical visits to the renaissance school project schools prior to their initial opening and thereafter, up to twice each year, once before the academic year begins (to review the past year's activities and observe the Renaissance school project's readiness for the forthcoming year) and once during the academic year (to review the current year's activities).
- D. Accept complaints of a non-legal nature regarding the Renaissance School. The Point of Contact shall accept complaints regarding the Renaissance SCHOOL, investigating those complaints as may be determined reasonably necessary. The Point of Contact shall: (1) respond to the complaints directly, (2) refer the complaints to the RENAISSANCE SCHOOL administration and governing board, (3) consult with counsel as needed.
- E. Maintain records that are complete and readily accessible by the District and/or NJDOE upon request. RENAISSANCE SCHOOL shall maintain records that are complete and that can be promptly accessed and reviewed by the Point of Contact. Records include, but are not limited to, significant financial transactions; audits and responses to audits; student application, selection, enrollment, and attendance information; faculty and staff qualifications and clearances; insurance policies; facility operation permits and certificates. and formal complaints filed by faculty, staff, parents (guardians), students, vendors, community members, and other parties having dealings with the renaissance school project which are not otherwise confidential and non-public information.

IX. EMPLOYEES

The RENAISSANCE SCHOOL shall have control over its school budgets and personnel in accordance with New Jersey law. RENAISSANCE SCHOOL administration shall have the authority to hire and fire staff in accordance with New Jersey law and authority granted by the RENAISSANCE SCHOOL's Board of Trustees. In accordance with *N.J.S.A.18A:36C-9(b)*, RENAISSANCE SCHOOL shall be subject to the provisions of the New Jersey

Employer-Employee Relations Act. Employees of the RENAISSANCE SCHOOL shall not be deemed to be members of any bargaining unit of the District, per N.J.S.A. 18A:36C-9(a).

X. PRE-KINDERGARTEN

During the Term, if the RENAISSANCE SCHOOL includes pre-kindergarten or wishes to add pre-kindergarten as part of its academic offering, the following terms shall apply:

- A.** RENAISSANCE SCHOOL shall provide, or will contract with another qualified pre-school operator to provide, pre-kindergarten programming for children residing in the Attendance Area. Such pre-kindergarten programming shall be aligned with RENAISSANCE SCHOOL'S academic program set forth in this Agreement.
- B.** If RENAISSANCE SCHOOL contracts with another pre-school operator, all federal, state, and local funding for pre-kindergarten programming on behalf of the children served by RENAISSANCE SCHOOL shall be paid directly to the provider. To the extent that any such funding is initially directed to the District, upon receipt of such funding, the District shall tender such funds to the provider. Nothing in this paragraph shall be construed as to limit RENAISSANCE SCHOOL'S discretion to negotiate price and other terms in a pre-school operator contract.
- C.** All obligations and performance under this section shall be subject to the approval of the NJDOE Office of Early Childhood Education.

XI. DAILY OPERATIONS

The RENAISSANCE SCHOOL shall be responsible for day-to-day operational and academic functions at its schools or as otherwise duly contracted for with a management company.. Unless otherwise provided in the UHA, RENAISSANCE SCHOOL shall operate in accordance with this contract "and the laws and regulations that govern charter schools which are not inconsistent with this act". S2264 (June 23, 2014), cf: P.L.2011, c.176, s.7.

XII. ACADEMIC PROGRAM

- A.** RENAISSANCE SCHOOL shall provide the curriculum and assessments outlined in the Renaissance application. Any changes to the curriculum and assessments shall be outlined in the annual report.
- B.** RENAISSANCE SCHOOL shall be required to meet the same testing and academic performance standards required by law and regulation for public school students and shall meet any additional testing and academic performance standards established by RENAISSANCE SCHOOL and approved by the Commissioner of Education.
- C.** RENAISSANCE SCHOOL shall provide the social and emotional supports, and health services, to adequately meet the needs of its students. Annually, on a mutually agreed upon date, RENAISSANCE SCHOOL shall produce to District an outline of the categories, types,

and description of the social and emotional supports, and health services, provided to the students. Such information may be contained in the RENAISSANCE SCHOOL'S Annual Report to the Commissioner.

XIII. REVIEW AND ACCOUNTABILITY FOR RENAISSANCE SCHOOL PROJECT

The Renaissance school project shall be subject to review by the Commissioner of Education in accordance with *N.J.A.C. 6A:31-5.1(a)*. No later than August 1st of each year, RENAISSANCE SCHOOL shall submit to the Commissioner of Education and the District an annual report on forms supplied by the Commissioner.

XIV. INSURANCE

RENAISSANCE SCHOOL shall maintain, at its expense, during the term of this agreement, comprehensive general liability insurance for the school building in a combined coverage for bodily injury and property damage in an amount not less than One Million Dollars (\$1,000,000) Combined Single Limit. District shall name RENAISSANCE SCHOOL, and any mortgagee of which RENAISSANCE SCHOOL has advised the District, as additional insured under such policy. RENAISSANCE SCHOOL shall add District as additional insured.

XV. TERM OF AGREEMENT

The Term of this Agreement shall be for ten (10) years starting on the Effective Date. Unless this Agreement is terminated, it may be automatically renewed for an additional five year period in accordance with *N.J.S.A. 18A:36C-10(a)*. Thereafter any renewals are subject to the Commissioner's review and approval.

XVI. AMENDMENTS

Any amendments to this Agreement, including any contingency plans, must first be approved by the Commissioner of Education. If either party requests an amendment to this Agreement at any time during the contract term, such request shall be submitted first to the other party for review and approval, and then shall be submitted to the Commissioner of Education for approval. Contract amendments shall not become effective without approval by the Commissioner of Education. Once approval is obtained from the Commissioner of Education, the amendments must be memorialized in writing via an Amendment Agreement upon mutual approval of the Parties.

Should an amendment to this Agreement fail to follow the conditions outlined above, the existing agreement shall stand.

XVII. TERMINATION

The District and RENAISSANCE SCHOOL may terminate this Agreement by mutual agreement in writing, subject to Commissioner approval. Either party may also seek to terminate this Agreement based upon a failure of the other party to cure a material breach

of any terms or conditions herein after reasonable notice, subject to Commissioner approval.

XVIII. NOTICES

Any notices required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been given to the party whom intended if (a) delivered by registered and certified mail, return receipt requested or (b) delivered by hand. Until changed by notice in the manner specified above, the addresses of the Parties to this Agreement shall be:

For the District:

John Chris Oberg
Business Administrator/Board Secretary
Camden City School District
201 North Front Street
8th Floor
Camden, New Jersey 08102

With a copy to General Counsel:

Bryant Lawrence Horsley, Jr., Esquire
General Counsel
Camden City School District
201 North Front Street
7th Floor
Camden, New Jersey 08102

For RENAISSANCE SCHOOL:

Scott Gordon, CEO
Mastery Charter Schools
5700 Wayne Avenue
Philadelphia, PA 19144

With a Copy to Counsel:

Thomas O. Johnston, Esq.
Porzio, Bromberg & Newman, PC
100 Southgate Parkway
Morristown, NJ 07962

XIX. MISCELLANEOUS

A. Incorporation of Application Terms

In accordance with N.J.A.C. 6A:31-3.1(g), all of the terms of the approved applications to the Commissioner of Education by the District and RENAISSANCE SCHOOL for the Renaissance school project are incorporated in this Agreement by reference.

B. Applicable Law

The Parties agree that this Agreement shall be construed and enforced under the laws of the State of New Jersey.

C. Entire Agreement

This Agreement, together with all exhibits referred to herein, constitutes the entire Agreement between the Parties and supersedes all oral and written Agreements, if any between the Parties.

D. Headings

Section headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation of this Agreement.

E. Severability

If any provisions of this Agreement are determined to be invalid, any such invalidity shall not affect or impair the validity of the other provisions, which shall be considered severable and shall remain in full force and effect. This Agreement is subject to the Urban Hope Act, *N.J.S.A.* 18A:36C-1, *et seq.*, and its amendments and implementing regulations.

F. Waiver

No term or provision hereof shall be deemed waived and no breach excused by the Parties unless such waiver or consent shall be approved by the Commissioner of Education, in writing, and signed by the appropriate officers of the Parties.

[SIGNATURES ON NEXT PAGE]

IN WITNESS HEREOF, the Parties have executed this Agreement as of the Effective Date set forth above.

Camden City School District

By: 
Paymon Rouhanifard
State District Superintendent

Dated: July 17, 2014

Mastery Schools of Camden, Inc.

By: 
Name: Joseph I Ferguson III
Title: Board Secretary

Dated: July 17, 2014



Renaissance School Project (Operation and Management Agreement)

Short-Term Facilities Plan: Outline of facilities plans for the first year of operation.

Recognizing that new construction will not be completed in time for Fall 2014 opening, Mastery Charter Schools of Camden plans to open in the Pyne Poynt Middle School in North Camden (800 Erie Street, Camden, NJ 08102) and the former Washington Elementary (1033 Cambridge Avenue, Camden, NJ 08105) in Fall 2014. Opening in these locations will allow Camden students access to a high quality education during construction of the new facility. Both buildings would be leased from the Camden City School District.

Contingency Facilities Plan: Contingency plan for opening if the short term plan is not completed.

Mastery does not anticipate any obstacles to opening in Pyne Poynt and Washington at this time. If Mastery Schools of Camden's short-term facility plan is not substantially completed by August 15, 2014, Mastery is prepared to work with the Camden City School District, the City of Camden, and private individuals to identify an alternative site. The alternative site would be located in the North Camden, Cramer Hill, or East Camden sections of the city.

Long-Term Facilities Plan: Summary of the facilities plan and key dates by which the school will meet milestones on facilities construction or acquisition and dates by which the district will inform them of available facilities.

Mastery Schools of Camden proposes a multi-phased project to create and operate a PreK-12 network of schools located in or near the North Camden, Cramer Hill and East Camden communities.

Phase 1 of the project will be to construct a new elementary facility – Mastery Schools of Camden – Cramer Hill Elementary, which will serve up to 525 students in K through 6 grades. MSC – Cramer Hill will be located in the Cramer Hill section of Camden on Block 814 at 24th and Harrison Avenue, Camden, New Jersey 08105 and will open in the 2016-17 school year. Situated between North 24th and 25th Streets, the building site is bounded on the east by Harrison Avenue and on the west by Farragut Avenue. The property is a vacant lot adjacent to the Salvation Army Kroc Center, and is owned by the City of Camden.

Mastery is developing a District contingency plan in accordance with N.J.S.A. 6A:31-1.2 as it relates to new construction. If significant progress against the new construction schedule has not been made (e.g., land acquisition, pre-construction, and site preparation) by March 1, 2015 or as of a date determined through the preparedness assessment process, then Mastery is prepared to work with the Camden City School District, the City of Camden, and private

Individuals to identify and execute on an alternative site. The alternative site would be located in the North Camden, Cramer Hill, or East Camden sections of the city.

Phase 2 of the project will include up to five additional schools, bringing the total to 4654 students. Mastery will work with the Camden City School District (CCSD) to mutually agree on the appropriate size, grade configuration, and location for each school. For planning purposes, Mastery will assume a growth strategy for the remaining schools of one or more schools per year for the 2015-16, 2016-17, and 2017-18 school years, respectively.

The remainder of this appendix contains information regarding Mastery's project timeline and other relevant facilities information. These documents were submitted to the New Jersey Department of Education as part of the Part II of the Renaissance School project application.

General Facility Considerations

The following considerations will be reviewed by the appropriate Department of Education facilities personnel and are subject to change.

- Ceiling heights
 - Classroom or other instructional spaces 9’6”
 - Gymnasium 22’

- Egress Widths
 - Minimum clear widths for egress corridors serving more than 100 students elementary schools (kindergarten through fourth grade) shall be between 7’ and 9’6” with consideration for lockers or wardrobes
 - Minimum clear widths at any point in middle school, grades fifth through 8, shall be between 7’6” and 10’ with consideration for lockers.
 - Doors from all spaces used by students and school staff, excluding lavatories, storage rooms, janitors’ closets, instructional spaces under 300 gross square feet, and locker rooms, shall swing into the corridor and shall have a safety vision panel of 1/4 inch glazing which is not less than 100 square inches.

- Light Levels will comply with NJ state educational and facility standards

- Electrical power and communication requirements
 - Instructional spaces will be provided with sufficient electrical power, communication and data outlets to satisfy the Mastery Schools of Camden program and equipment needs.
 - Large group areas such as gym and cafeteria spaces will be provided with electrical power, communication and data outlets at appropriate locations

- A communication system will be installed in each classroom to allow for emergency communication to local authorities. Such communication system may be in the form of a telephone system capable of placing 9-1-1 calls.

- Occupancy Requirements for Educational Use
 - The capacity for each room type is defined using the following minimum required floor area, in net square foot per occupant:

Classrooms, including SCSE, SGI and Music	20 SF
Art Room, Computer Lab	20 SF
Conference Room	15 SF
Cafeteria, Food Service	12 SF
Gymnasium, physical education	100 SF
Offices	60 SF

ID	Task Mode	Task Name	Duration	Early Start	Early Finish	May '14	Jun
0		Mastery-Camden Preliminary Construction Schedule - 6.9.2014	555 days	Mon 6/16/14	Mon 8/1/16	-1	
1		Land Acquisition	60 days	Mon 6/16/14	Fri 9/5/14		
2		Pre-Construction	110 days	Mon 7/14/14	Fri 12/12/14		
3		Drawings and Approvals	110 days	Mon 7/14/14	Fri 12/12/14		
8		Bidding and Awarding	45 days	Mon 10/6/14	Fri 12/5/14		
12		Permits	45 days	Mon 10/6/14	Fri 12/5/14		
13		Construction	335 days	Mon 10/13/14	Fri 1/22/16		
14		Mobilization	10 days	Mon 10/13/14	Fri 10/24/14		
15		Start Construction	0 days	Mon 10/27/14	Mon 10/27/14		
16		Site Prep	15 days	Mon 10/27/14	Fri 11/14/14		
17		Foundation Work (e.g., Walls)	60 days	Mon 11/17/14	Fri 2/6/15		
18		Structural Steel Erection	80 days	Mon 2/2/15	Fri 5/22/15		
19		Slab Installation	10 days	Mon 5/25/15	Fri 6/5/15		
20		Wall Erection (Exterior Wall Panels)	40 days	Mon 6/8/15	Fri 7/31/15		
21		Concrete Decks	10 days	Mon 6/15/15	Fri 6/26/15		
22		MEP Rough-in Installation	40 days	Mon 6/15/15	Fri 8/7/15		
23		Wall Erection (Interior)	60 days	Mon 6/15/15	Fri 9/4/15		
24		Temporary Power Installation	25 days	Mon 6/29/15	Fri 7/31/15		
25		HVAC Equipment Installation	35 days	Mon 7/6/15	Fri 8/21/15		
26		Roofing Installation	20 days	Mon 7/13/15	Fri 8/7/15		
27		Windows and Curtain Wall Installation	50 days	Mon 7/13/15	Fri 9/18/15		
28		Ceiling-work Installation (Ductwork, Sprinkler Piping, MEP Rough-in)	80 days	Mon 8/3/15	Fri 11/20/15		
29		MEP, Lighting, and Device Work	60 days	Mon 8/3/15	Fri 10/23/15		
30		Interior Finishes - Flooring	60 days	Mon 8/17/15	Fri 11/6/15		
31		Interior Finishes - Painting	60 days	Mon 8/17/15	Fri 11/6/15		

Project: Mastery-Camden Preliminary
Date: Wed 6/11/14

Task Legend:

- Task: [Solid Bar]
- Split: [Dotted Bar]
- Milestone: [Diamond]
- Summary: [Thick Bar]
- Project Summary: [Thin Bar]
- External Tasks: [Thin Bar]
- External Milestone: [Dotted Bar]
- Inactive Task: [Dotted Bar]
- Inactive Milestone: [Diamond]
- Inactive Summary: [Thin Bar]
- Manual Task: [Thin Bar]
- Duration only: [Thin Bar]
- Manual Summary Rollup: [Thin Bar]
- Manual Summary: [Thin Bar]
- Start-only: [Thin Bar]
- Finish-only: [Thin Bar]
- Deadline: [Thin Bar]
- Progress: [Thin Bar]

ID	Task Mode	Task Name	Duration	Early Start	Early Finish	May '14	Jun
32		Electrical Work (Distribution Systems, Electrical Service)	60 days	Mon 8/17/15	Fri 11/6/15	-	
33		Permanent Power	0 days	Mon 10/26/15	Mon 10/26/15		
34		Elevator Installation	60 days	Mon 10/26/15	Fri 1/15/16		
35		Systems Installations	60 days	Mon 11/2/15	Fri 1/22/16		
36		AV Equipment	60 days	Mon 11/2/15	Fri 1/22/16		
37		Telecomm Systems	60 days	Mon 11/2/15	Fri 1/22/16		
38		Security Systems	60 days	Mon 11/2/15	Fri 1/22/16		
39		Kitchen Equipment	60 days	Mon 11/2/15	Fri 1/22/16		
40		Interior Installations	60 days	Mon 11/2/15	Fri 1/22/16		
41		Lockers and Special Cabinetry	50 days	Mon 11/2/15	Fri 1/8/16		
42		Partition Drywall	15 days	Mon 11/2/15	Fri 11/20/15		
43		Casework	30 days	Mon 11/2/15	Fri 12/11/15		
44		Ceiling Tile	30 days	Mon 11/2/15	Fri 12/11/15		
45		Doors and Hardware	45 days	Mon 11/9/15	Fri 1/8/16		
46		Exterior Installations and Related Work	45 days	Mon 11/9/15	Fri 1/8/16		
47		Sidewalk Installation	50 days	Mon 11/16/15	Fri 1/22/16		
48		Fencing and Signage	25 days	Mon 11/16/15	Fri 12/18/15		
49		Playground Equipment, Benches	10 days	Mon 11/23/15	Fri 12/4/15		
50		Power Cleaning	15 days	Mon 11/23/15	Fri 12/11/15		
51		Final Paving and Street Markings	10 days	Mon 1/4/16	Fri 1/15/16		
52		Inspections	5 days	Mon 1/18/16	Fri 1/22/16		
53		Punch list Items	30 days	Mon 1/25/16	Fri 3/4/16		
54		Substantial Completion	30 days	Mon 3/7/16	Fri 4/15/16		
55		Post Construction	0 days	Fri 4/15/16	Fri 4/15/16		
56		Certificate of Occupancy	20 days	Mon 4/18/16	Fri 5/13/16		
57		Manuals Delivery	20 days	Mon 4/18/16	Fri 5/13/16		
			0 days	Fri 5/13/16	Fri 5/13/16		

Task
 Split
 Milestone
 Summary
 Project Summary
 External Tasks
 External Milestone
 Inactive Task
 Inactive Milestone
 Inactive Summary
 Manual Task
 Duration-only
 Manual Summary Rollup
 Manual Summary
 Start-only
 Finish-only
 Deadline
 Progress

Project: Mastery-Camden Prelimin
Date: Wed 6/11/14

RESOLUTION

To: Members of the School Reform Commission
From: Charter Schools Office
Re: Mastery Charter School – Gillespie Campus; Grant of Charter

WHEREAS, on or before November 15, 2014, the applicant for Mastery Charter School – Gillespie Campus ("Mastery Gillespie" or "Charter School") submitted an application to the Charter Schools Office of The School District of Philadelphia ("School District") to start a charter school; and

WHEREAS, the School Reform Commission ("SRC") reviewed the representations, statements and materials contained in the charter school application submitted by Mastery Gillespie and made during the public hearings by representatives for Mastery Gillespie; and

WHEREAS, on February 18, 2015, the School Reform Commission ("SRC") adopted SRC-24 ("SRC-24"), which authorized the grant of this Charter for the Charter School upon meeting the conditions set forth in SRC-24; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the granting of the Charter and has submitted a charter agreement signed by the Charter School ("Charter Agreement") to the Charter Schools Office setting forth agreed terms and conditions; now be it

RESOLVED, that, the School Reform Commission hereby grants a Charter to "Mastery Charter School – Gillespie Campus" to operate a public charter school for a three-year period commencing on July 1, 2016 and ending on June 30, 2019 ("Term"), effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or by another member of the Board or the Chief Executive Officer duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed that on or before July 1, 2016, the Charter School shall provide the following documentation ("Required Documentation") to the Charter Schools Office, in form and substance acceptable to the Charter Schools Office:

1. A certified copy of the Articles of Incorporation of the Charter School, and any amendments thereto, certified by the Secretary of State of the Commonwealth of Pennsylvania.

2. A good standing certificate for the Charter School issued by the Secretary of State of the Commonwealth of Pennsylvania.
3. A duly approved Charter Board Resolution, certified by the Secretary of the Charter Board (i) authorizing the execution and delivery of the Charter and the performance of the transactions contemplated hereby, (ii) stating that no members of the Charter Board or their immediate family will have business dealings with the Charter School, and that the Charter Board will comply with the Pennsylvania Public Official and Employee Ethics Act; and (iii) providing the names and addresses (including email addresses) of the officers of the Charter Board and stating that such persons are authorized to execute and request payments under the Charter.
4. A true, correct and complete dated copy of the Charter School's Internal Revenue Service ("IRS") Form 1023 application for recognition under Section 501(c)(3) of the Internal Revenue Code with a representation as to the date on which the IRS Form 1023 was submitted to the Internal Revenue Service or a copy of the determination letter issued by the IRS stating that the Charter School is a federally tax exempt entity as described in Section 501(c)(3) of the Internal Revenue Code.
5. An affidavit signed by the chair of the Board of Trustees, indicating that a sufficient staff, with complete and appropriate criminal and child abuse records checks, and all necessary certifications as required by this Charter and Applicable Laws (as hereinafter defined), have been hired to serve the actual enrollment of the Charter School.
6. A copy of the Charter School's Student Records Policy for the collection, maintenance, and dissemination of student records as required by 22 Pa. Code Chapter 12.
7. A copy of the signed lease or recorded deed for each facility the Charter School shall utilize during the Term of the Charter.
8. A valid Certificate of Occupancy or memorandum that a new Certificate of Occupancy is not required for use as a school, issued by the City of Philadelphia Office of Licenses and Inspections for each facility the Charter School shall utilize during the Term of the Charter.
9. A Certificate of Insurance evidencing all required insurance coverages, satisfactory to the School District's Office of Risk Management.
10. The Statement of Assurances, and all Application appendices and attachments referred to therein.
11. Any contracts for the provision of management, consulting or similar services to the Charter School.

12. A locally developed curriculum establishing alignment with Pennsylvania standards for all grade levels to be served. Such curriculum shall include specific provisions for English as Second Language students.
13. A plan for ESL programming which complies with 22 Pa. Code Chapter 4 standards.
14. Budget documents which demonstrate that the Charter School has performed adequate financial planning for the opening and operation of the Charter School.
15. Plan documents for any 403(b) deferred compensation retirement plan for the Charter School, outlining the terms, conditions and benefits of the plan, including an employer contribution;

and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain conditions (“Conditions”) as set forth below. Failure to comply with the Conditions may be a basis for revocation or nonrenewal of the Charter School’s Charter:

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.
2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year for grades K-6 or between school years for grades 1-6, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall adopt Bylaws and shall provide a copy of the Bylaws and a list of names and addresses of the Board of Trustees of the Charter School to the Charter Schools Office no later than July 1, 2016. The Bylaws and the Board list shall demonstrate that none of the Board members of the Charter

School serve on the Board of Trustees of Mastery Charter High School, the management company.

4. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
5. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.
6. The contract between the Charter School and the Charter School's management company, Mastery Charter High School, that accurately reflects all of the duties, services, obligations and liabilities of each party to the other with respect to the operation of the Charter School or services to be provided to the Charter School, including specific provisions on management fees, which shall be approved by the respective governing boards of each entity, in a form that is acceptable to the Charter Schools Office.
7. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 75% of the Charter School's professional staff are certified in accordance with the Charter School Law.
8. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
9. The Board of Trustees shall ensure that all employees have required federal and state criminal and child abuse background checks during the term of the Charter. The Board of Trustees shall submit a signed affidavit to the School District annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement; and be it

FURTHER RESOLVED, that the School District and the Charter School acknowledge and agree that the Charter School will enroll students only in grades K-6 with a maximum enrollment of 503 students in school year 2016-1017, 532 students in the 2017-2018 school year and 588 students in the 2018-2019 school year and during any renewal term of the charter, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request

payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School has agreed that the Charter School shall have an admission preference for all students living in the Simon Gratz High School ("Gratz") catchment area. The Charter School first may fill open enrollment slots with students having sibling or founder preferences, as applicable. If enrollment slots are still available after admitting (i) students having sibling or founder preferences; and (ii) all applicants attending the schools in the Gratz catchment area, the Charter School shall fill the remaining slots on a random basis in accordance with Section 17-1723-A; and be it

FURTHER RESOLVED, that the Charter School has agreed that:

1. The Charter School shall participate in the School District's charter school performance framework and monitoring system as set forth in the School District charter school policies and procedures and any amendments thereto. The charter school performance framework will include annual assessments of the Charter School's academic, financial, and organizational performance. The Charter School agrees to submit to the School District all student level academic information required for assessment of academic performance as part of the charter school performance framework and monitoring system.
2. For each year during the term of the Charter, the Charter School shall seek to achieve (i) a School Performance Profile ("SPP") score of 70 or better, (ii) the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and (iii) the Average Growth Index ("AGI") growth measure, consistent with the Pennsylvania Department of Education's Accountability System pursuant to NCLB.
3. If the Charter School achieves a ranking in the bottom two levels on the School District's charter school performance framework and monitoring system during any year of the term of the Charter, the School District shall require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's charter school performance framework and monitoring system for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School; and be it

FURTHER RESOLVED, that the Charter granted herein will not take effect until the written Charter has been issued and signed by the Chair of the SRC and the Chair of the Charter School's Board of Trustees, or another member of the Board or the Chief Executive Officer duly designated by the Board.

SCHOOL REFORM COMMISSION
PUBLIC MEETING
PROPOSED RESOLUTIONS

MAY 21, 2015

I. SCHOOL REFORM COMMISSION

SRC-1 (Updated 5.8.15)

Proposed Student Expulsion – S. B.

RESOLVED, that Student S. B. *shall not* be expelled from the School District of Philadelphia; and be it

FURTHER RESOLVED, that Student S. B. *shall not* be returned to the school where the incident took place, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student S. B.'s permanent record; and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law on file with the School and the minutes of the School Reform Commission be adopted.

SRC-2 (Updated 5.8.15)

Proposed Student Expulsion – Y. D.

RESOLVED, that Student Y.D. shall be *temporarily expelled* from the School District of Philadelphia effective March 26, 2015 through the second report period of the 2015-2016 School Year, and be it

FURTHER RESOLVED, that Student Y.D. *shall not* be permitted to return to the school where the incident took place after the period of expulsion, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student Y.D.'s permanent record, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law on file with the School and the minutes of the School Reform Commission be adopted.

SRC-3 (Updated 5.8.15)

Proposed Student Expulsion – A. P.

RESOLVED, that Student A.P. shall be *temporarily expelled* from the School District of Philadelphia effective April 16, 2015 through the end of the second report period of the 2015-2016 School Year, and be it

FURTHER RESOLVED, that Student A.P. *shall not* be permitted to return to the school where the incident took place after the period of expulsion, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student A.P.'s permanent record, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law on file with the School and the minutes of the School Reform Commission be adopted.

SRC-4 (Updated 5.8.15)

Proposed Student Expulsion – K. W.

RESOLVED, that Student K.W. shall be *temporarily expelled* from the School District of Philadelphia effective March 26, 2015 through the end of the second report period of the 2015-2016 School Year, and

be it

FURTHER RESOLVED, that Student K.W. *shall not* be permitted to return to the school where the incident took place after the period of expulsion; and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student K.W.'s permanent record; and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law on file with the School and the minutes of the School Reform Commission be adopted.

SRC-5

Amendment to Academic Calendar 2015-2016

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to amend the 2015-2016 Academic Calendar, originally authorized by Resolution No. SRC-8, approved by the School Reform Commission on March 19, 2015, to change July 4, 2015, Holiday/Non-working Day for Administrative Staff from Saturday, July 4, 2015, to Friday, July 3, 2015, to change October 28, 2015, from a full day instructional day to a Professional Development Day (Half-Day) 3-Hour Early Dismissal, to change October 29, 2015, from a Professional Development Day (Half-Day) 3-Hour Early Dismissal, to a full day instructional day, to change April 26, 2016, from an instructional day to a Professional Development Day (Staff Only), and to change May 31, 2016, from a Professional Development Day (Staff Only) to an instructional day, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to amend the 2015-2016 Academic Calendar, originally authorized by Resolution No. SRC-8, approved by the School Reform Commission on March 19, 2015, to add the following PSAT Test Dates to the Academic Calendar: October 14, 2015, and October 28, 2015 (alternate test date), and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to amend the 2015-2016 Academic Calendar, originally authorized by Resolution No. SRC-8, approved by the School Reform Commission on March 19, 2015, to change the ACCESS Testing closing date from March 18, 2016, to March 4, 2016.

Description: This amended resolution is being submitted to request the following revisions to the 2015-2016 Academic Calendar, originally authorized by Resolution No SRC-8, approved by the School Reform Commission on March 19, 2015:

1. Change July 4, 2015, which was originally noted as an Administrative Holiday/Non-working Day for Administrative Staff, to July 3, 2015. The date of July 4, 2015, is a Saturday; and the actual Holiday/Non-working day for Administrative Staff is Friday, July 3, 2015.
2. Add October 14, 2015, and October 28, 2015, as PSAT Exam Dates.
3. Change October 28, 2015, which is currently an instructional day, to a Professional Development Day (Half Day) 3-Hour Early Dismissal. The purpose of this revision to the academic calendar is to support high schools during the last day of the PSATs, whereby a half day on this date would provide more flexibility for high school roster scheduling during the administration of the exam.
4. Change October 29, 2015, which is currently a Professional Development Day (Half-Day) 3-Hour Early Dismissal, to a full day instructional day. This date is in exchange for #3 above.
5. Change April 26, 2016, which is currently a full day instructional day, to a Full Day Professional Development Day (Staff Only). Pennsylvania Primaries are held on this date.

6. Change May 31, 2016, which is currently a Full Day Professional Development Day (Staff Only), to a full day instructional day. This date is in exchange for #5 above.

7. Change the ACCESS Testing closing date from March 18, 2016, to March 4, 2016.

Due to the above-noted exchange in #s 5 and 6, the total student attendance days in April 2016 will change from twenty one (21) to twenty (20) days; and the total student attendance days in May 2016 will change from twenty (20) to twenty-one (21) days. There is no impact to teacher attendance days.

SRC-6

Operating Budget: \$2,000 Contract Amendment with Arena Strategies, LLC; \$110,500 Contract with Arena Strategies, LLC – General Government Relations Consulting, Lobbying

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Chair of the School Reform Commission, to execute, deliver and perform an amendment of Contract No. 1079/F14, originally entered into with Arena Strategies, LLC, pursuant to Resolution SRC-4, approved by the School Reform Commission on November 20, 2014, and amended pursuant to Resolution SRC-9, approved by the School Reform Commission on January 15, 2015, by increasing the amount of the contract by an additional \$2,000, from the \$63,000 approved by Resolutions SRC-4 and SRC-9, to an amount not to exceed \$65,000; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Chair of the School Reform Commission, to execute, deliver and perform a contract with Arena Strategies, LLC, to provide consulting services to support the School District's governmental relations with public officials and to perform general lobbying activities, for an amount not to exceed \$110,500, including expenses, for the period commencing June 2, 2015 through June 2, 2016, with two one-year options to extend the contract, for a total amount not to exceed \$331,500, for the period June 2, 2016 through June 1, 2018.

SRC-7 (Added 5.19.15)

Ratification of Collective Bargaining Agreement with UNITE HERE Local 634

RESOLVED, that the School Reform Commission hereby ratifies the Collective Bargaining Agreement between The School District of Philadelphia and UNITE HERE Local 634, for the period commencing October 1, 2013 through September 30, 2017, and authorizes the Chair and Secretary of the School Reform Commission to execute, deliver and perform the Agreement on behalf of The School District of Philadelphia. A copy of the Agreement will be filed with the minutes of the School Reform Commission.

SRC-8 (Added 5.19.15)

Proposed Renewal of Charter – Young Scholars Frederick Douglass Charter School

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission ("SRC") granted a charter ("Charter") to the Board of Trustees of YOUNG SCHOLARS FREDERICK DOUGLASS CHARTER SCHOOL ("Charter School") to operate Frederick Douglass Elementary School as a Renaissance charter school for a term of five (5) years commencing in 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School ("Charter Agreement") to the Charter Schools Office of the School District of Philadelphia ("School District") setting forth the agreed terms and conditions of renewal; and

WHEREAS, the Charter Schools Office staff have recommended to the SRC that the SRC renew the Charter School's Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2015 and ending on June 30, 2020, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply certain conditions for renewal (the "Conditions for Renewal") as set forth below. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School's Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.
2. The current Board of Trustees of the Charter School agrees to elect to the Board of Trustees at least three (3) but not more than eleven (11) new Board members by July 1, 2015. Upon election of at least three (3) new Board members, the current Board of Trustees shall resign from the Board by July 1, 2015. Resumes for new Board members shall be submitted to the Charter Schools Office by July 1, 2015.
3. The Board of Trustees agrees to enter into a management agreement with Mastery Charter High School by July 1, 2015. A copy of the approved and executed management agreement shall be provided to the Charter Schools Office by July 15, 2015.
4. The Board of Trustees agrees to submit to the Charter Schools Office by July 1, 2015 an amendment to the Renaissance Charter Application prepared by Mastery Charter Schools ("Amendment") to reflect any changes to the curriculum, structure or operations of the Charter School. Such Amendment shall be incorporated into the Charter and made a part thereof.
5. The Board of Trustees shall adopt Bylaws and provide a list of names of the Board of Trustees no later than July 1, 2015. Such list shall demonstrate that none of the voting board members of the Charter School serve as voting members on the Board of Trustees of Mastery Charter High School, the management company.
6. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year for grades K-8 or between school years for grades 1-8, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time

during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.

7. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
8. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
9. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file, along with each employee's complete timesheet records. The Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.
10. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
11. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades K through 8 with a maximum of 775 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School shall only enroll students who reside in the Douglass School catchment area ("Attendance Zone"), as may be revised by the School District during the Term of the Charter. The Charter School may not enroll any students who live outside the Attendance Zone. Once a student has enrolled in the Charter School, such student may remain enrolled in the Charter School even if such student moves to a residence in the City of Philadelphia, which is outside the Attendance Zone; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's accountability performance system for charter schools:

- i. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile (“SPP”) score of 70 or better, the Pennsylvania Value-Added Assessment System (“PVAAS”) growth measure, and the Average Growth Index (“AGI”) growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to No Child Left Behind Act.
- ii. If the Charter School achieves a ranking in the bottom two levels on the School District’s academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District’s accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

SRC-9 (Added 5.20.15)

Proposed Action on KIPP West Charter Revised Application

WHEREAS, on or before November 15, 2014, the applicant for KIPP West Philadelphia Charter School ("KWPCS " or "Charter School") submitted an Application to the Charter Schools Office of The School District of Philadelphia ("School District") to start a charter school; and

WHEREAS, the School Reform Commission ("SRC") denied the Application by Resolution SRC-20, dated February 18, 2015, and adopted an adjudication supporting the denial; and

WHEREAS, KWPCS submitted a Revised Application on April 3, 2015, a day on which the School District's offices were closed, thus, the official date of resubmission was determined to be April 6, 2015, which was the next day that the School District’s offices were open; now be it

RESOLVED, that, pursuant to the representations, statements and materials contained in the charter school Application and the Revised Application submitted by KWPCS and made during the public hearings by representatives for KWPCS, the School Reform Commission hereby grants a Charter to "KIPP West Philadelphia Charter School" to operate a public charter school with grades K-4 for a three-year period commencing on July 1, 2016 and ending on June 30, 2019, provided that KWPCS submits the following documentation (“Required Documentation”) to the Charter Schools Office no later than September 30, 2015:

1. The executed lease or sublease or executed intent to lease or sublease related to the Charter School's use of the facilities at 5070 Parkside Avenue, Philadelphia, PA 19131, in a form acceptable to the Charter Schools Office;
2. The contract between the Charter School and the Charter School's management company that accurately reflects all of the duties, services, obligations and liabilities of each party to the other with respect to the operation of the Charter School or services to be provided to the Charter School, including specific provisions on management fees, which shall be approved by the respective governing boards of each entity, in a form that is acceptable to the Charter Schools Office;
3. An Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications,



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

JON S. CORZINE
Governor

LUCILLE E. DAVY
Commissioner

January 11, 2010

Mr. Scott Gordon
Excellence Charter School
5700 Wayne Avenue
Philadelphia, PA 19144

Dear Mr. Gordon:

It is my honor to inform you that the application for Excellence Charter School, serving the students of Camden, is approved under the fast track application process. The fast track process enabled the founders to apply under an expedited timeline for approval. This process allowed for a full period of review by the district of residence. The district provided comments which were taken into consideration by the department.

The charter school's final approval is contingent upon receipt of outstanding documentation not included in your application, successful participation in the preparedness process and compliance with applicable state and federal regulations. Once the preparedness process is successfully completed and all documentation is approved, your charter will be granted in accordance with proposed *N.J.A.C. 6A:11-2.1(i - l)*.

I want to stress the following strengths, all of which contributed to the approval of your application:

Implementation Plan:

- A mission statement which indicates that all students will learn the academic and personal skills they need to succeed in higher education, to compete in a global economy and to pursue their dreams;
- A standards based and skills focused curriculum; and
- An extended school day and year.

Financial Plan:

- Program is supported by the financial statements;
- Budget narrative supports the budget summary; and
- Cash flow tied to the budget summary providing an adequate fiscal plan.

www.nj.gov/education

New Jersey Is An Equal Opportunity Employer • Printed on Recycled and Recyclable Paper

Mr. Scott Gordon

Page 2

January 11, 2010

The charter schools initiative in New Jersey represents an exciting opportunity for parents, teachers and others to use their collective creativity in designing new and innovative ways of helping children to reach high levels of academic achievement. I commend you for your interest and commitment to this important movement, and look forward to working with you as you serve the public school students in the state.

If you have any questions, please contact Kenneth Figgs, manager, Office of Charter Schools, at [REDACTED]

Sincerely,

[REDACTED]
Lucille E. Davy
Commissioner

LED/WS/KF/DB/s:2009expeditedapplicationprocess/excellence-masteryapproval12-09

c: Governor Jon Corzine
Senior Staff
Department Directors
Peggy Nicolosi
Bessie LeFra Young

Mr. Scott Gordon
Page 2
January 11, 2010

The charter schools initiative in New Jersey represents an exciting opportunity for parents, teachers and others to use their collective creativity in designing new and innovative ways of helping children to reach high levels of academic achievement. I commend you for your interest and commitment to this important movement, and look forward to working with you as you serve the public school students in the state.

If you have any questions, please contact Kenneth Figgs, manager, Office of Charter Schools, at [REDACTED].

Sincerely,

[REDACTED]

Lucille E. Davy
Commissioner

LED/WS/KF/DB/s:2009expeditedapplicationprocess/excellence-masteryapproval12-09

c: Governor Jon Corzine
Senior Staff
Department Directors
Peggy Nicolosi
Bessie LeFra Young



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

BRET SCHUNDLER
Commissioner

April 30, 2010

Scott Gordon, Lead Organizer
Excellence Charter School
c/o Mastery Charter Schools
5700 Wayne Avenue
Philadelphia, PA 19144

Dear Mr. Gordon:

I receive your correspondence which was addressed to Commissioner Bret Schundler regarding your request for a one year planning period for the Excellence Charter School. This one year planning period would allow the school to open in the fall of 2011 providing all requirements are satisfactorily completed by June 30, 2012.

Please be advised that your request is approved. Please contact Colleen Eskow or Donna Best from my office if you need assistance and to update them on your progress during this planning period.

If you have any further questions, please contact me at 609-292-5850.

Sincerely,



Kenneth A. Figgs, Manager
Office of Charter Schools

KF/DB/S:\Referrals 2010\mastery-gordon referral4-10.doc

www.nj.gov/education

New Jersey Is An Equal Opportunity Employer • Printed on Recycled and Recyclable Paper

PR/Award # U282M150038

Page e298

153

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Francis D. Pastorius Mastery Charter School located at 5650 Sprague Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2013 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

- (iii) Leadership Development and Support. Innovative, cross-functional training on educational strategies for teachers and administrators including coaching, observations;
 - (iv) Extra-Curricular and Co-Curricular Programs. Extra-curricular and co-curricular activities and programs only as agreed to by the Parties and
 - (v) Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the Charter School as agreed to between Manager and the Charter School.
- (b) The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the Charter School (the "Educational Program") as adopted by the Board of Directors of the Charter School (the "Board") and as provided for in the Charter.
 - (c) Subject to this Agreement, the Charter, and the Code, Manager may modify the Educational Services, provided that any substantial modification of the Educational Services will be subject to the prior approval of the Board and of any other person as may be specifically required by the Charter.
 - (d) Manager will be responsible and accountable to the Board for the provision of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the Charter School Budget established pursuant to Section 1.02(a)(vi) below, and Manager will not be required to expend funds on such services in excess of the amounts set forth in such Charter School Budget.

1.02 Administrative Services.

- (a) Subject to the requirements of the Code, and the Charter for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School the following administrative services (the "Administrative Services"):
 - (i) Personnel Management. Recruitment and management of all personnel providing Educational Services and Administrative Services in accordance with ARTICLE IV below;
 - (ii) Facility Operation and Maintenance. Operation and maintenance of the Charter School's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;
 - (iii) Technology. Technology infrastructure, maintenance and support. This includes, but is not limited to, desktop and laptop support, hardware and software management, and network management.
 - (iv) Business Administration. Administration of all business aspects of the Charter School. This includes, but is not limited to, insurance coverages including medical, workers compensation, and other necessary insurance coverage as

determined by the Manager. Medical insurance can include a self-funded medical plan managed by the Manager for the Charter School.

- (v) Public Relations. Any and all advertising and public relations with the community and the media, subject to the approval of the Board;
- (vi) Budgeting and Financial Reporting.
 - (A) Annual budgets will be prepared by Manager and will be subject to the approval of the Board, which approval will not be unreasonably withheld. The projected annual budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement and will govern the implementation of Manager-provided services.
 - (B) Detailed statements of all revenues received, from whatever source, with respect to the Charter School, and detailed statements of all direct expenditures for services rendered to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
 - (C) Annual audits or other financial statements as required by and in compliance with the Code and other applicable laws and regulations.
 - (D) Reports on the finances of the Charter School as requested by the Pennsylvania Department of Education, or the School District of Philadelphia, but not less frequently than is required by the Charter, the Code or other applicable laws and regulations (and no more often than monthly). Monthly financial reports shall be provided to the Board.
 - (E) Other information on a periodic basis reasonably necessary to enable the Board to monitor Manager's performance under this and related agreements including the effectiveness and efficiency of its operations at the Charter School.
- (vii) Maintenance of Financial and Student Records.
 - (A) Manager will maintain accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by Manager and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All the Charter School financial records retained by Manager pertaining to the Charter School will be available to the Charter School and to all appropriate regulatory authorities for inspection and copying upon reasonable request in compliance with the Pennsylvania Open Records Act.
 - (B) Manager will maintain accurate student records pertaining to the students enrolled at the Charter School as is required and in the manner provided by the Charter, the Code and applicable laws and regulations, together with all

additional Charter School student records prepared by or in the possession of Manager, and retain such records permanently on behalf of the Charter School (it being understood that such student records are the property of the Charter School) or until this Agreement or its successor (if any) is terminated, at which time such records will be retained by and become the sole responsibility of the Charter School. Manager and the Charter School will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter;

- (viii) Admissions. Manager will participate and advise on the implementation of the Charter School's admission policy;
 - (ix) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code, the procedures established by the Board, and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the Charter School's duties and obligations under the Code and other applicable laws and regulations;
 - (x) Semester Reports. Manager will provide to the Board on a semester basis (or more often if necessary for the Board to satisfy its obligations under the Charter, the Code and other applicable laws and regulations) a report detailing the Charter School's students' academic performance;
 - (xi) Rules and Procedures. Manager will enforce the rules, regulations and procedures adopted by the Charter School not in direct conflict with this Agreement, the Charter, the Code and other applicable laws and regulations. Manager will recommend rules, regulations and procedures applicable to the Charter School and its students; and
 - (xii) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the Charter School.
- (b) Subject to this Agreement, the Charter, the Code, and other applicable laws and regulations, Manager may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that Manager supplies the Board with written notice of such modifications.
 - (c) Manager will be responsible and accountable to the Board for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the Charter School Budget established in Section 1.02(a)(vi) above, and Manager will not be required to expend funds on such services in excess of the amounts set forth in such Charter School Budget.
- 1.03 Authority. By this Agreement, the Charter School provides Manager all authority and power necessary and proper for Manager to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code and other applicable laws and regulations.

**ARTICLE II.
TERM**

- 2.01 Term. Subject to ARTICLE VII below and Section 2.02 below, this Agreement will become effective as of the date hereof and end on the termination date.
- 2.02 Renewal. Upon the expiration of the term defined in Section 2.01 above or a Renewal Term defined in this Section 2.02, this Agreement will automatically renew for a period of five years, each renewal term to run from July 1 to June 30 of the fifth succeeding year (a "Renewal Term") unless (i) written notice of an intent to terminate or renegotiate is given by either party not less than 180 days prior to the Termination Date or the end of a Renewal Term, or (ii) this Agreement is terminated pursuant to ARTICLE V below.

**ARTICLE III.
CONSIDERATION**

3.01 Compensation for Services.

- (a) For the term of this Agreement, including each and every Renewal Term, the Board will pay Manager an annual fee of (i) 8.5% of the state and local school funds (the "State Aid") that the Charter School receives (the "Management Fee"). Such consideration will not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or other agreements between the parties.
- (b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. Manager's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus from the operation of the Charter School.

3.02 Payment of Costs. In addition to the Management Fee described in Section 3.01 above, the Charter School will reimburse Manager for all costs incurred and paid by Manager in providing the Educational Services and Administrative Services and all costs incurred or advanced by Manager in connection with the establishment and start up of the Charter School. Such costs include, but are not limited to, rent and/or lease payments (including costs pursuant to any Equipment Lease or Facility Lease that the parties may enter into, costs related to curriculum, instructional materials, textbooks, library books, computers, software, supplies, food service, transportation, special education, psychological services and medical services. Except as may be provided in any Equipment Lease or Facility Lease, in charging for such costs to the Charter School and paying for such costs, Manager will not charge an added fee unless such fee is approved in advance by the Board.

3.03 Time and Priority of Payments.

- (a) Manager will receive its Management Fee in the same number of installments and in the same proportion that the Charter School receives its revenues. Each installment

of the Management Fee will be due and payable within thirty (30) days of receipt by the Charter School of the revenues related thereto.

- (b) Manager will notify the Charter School of payments due and owing to Manager pursuant to Section 3.02 above as soon as possible after the end of each month and the Charter School will make such payments to Manager within five (5) days thereafter.
- (c) The Charter School will satisfy its payment obligations under this Article to Manager in the following order of priority: (i) payments due and owing pursuant to Section 3.02 above with the oldest amounts due first; and (ii) payments due and owing pursuant to Section 3.01 above with the oldest amounts due first.

3.04 Other Revenue Sources.

- (a) The Charter School and Manager may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and Charter of the Charter School, in the name of either Manager or the Charter School; provided, however, that any solicitation of such grants by Manager in the name of the Charter School or which identifies the Charter School shall be subject to the prior approval of the Charter School.
- (b) Nothing in this Section 3.04 will be construed to prohibit Manager from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.

ARTICLE IV. PERSONNEL AND TRAINING

4.01 Personnel Responsibility.

- (a) Subject to the specific provisions of this ARTICLE IV the Charter, the Code and other applicable laws and regulations, Manager will cooperate with the Board determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, and all other services provided under this Agreement.
- (b) Except as specified in this Agreement or as required by the Code or the Charter, the teachers and support staff recommended by Manager pursuant to this Agreement will be employees of the Charter School. Manager will be responsible for conducting criminal background checks, a child abuse clearance, and unprofessional conduct checks on its employees to the extent required under the Code and other applicable laws and regulations. Upon request, Manager will provide the Charter School documentation of such background checks.

4.02 Principal. The Principal will be the academic and administrative head of the Charter School, shall have full responsibility for its operation and shall be required to implement

Manager's Educational Program. The Board will have the authority, consistent with the Code and other applicable laws and regulations, to supervise the Principal and to hold him or her accountable for the success of the Charter School. The Principal shall have the duty to coordinate and cooperate with MCHS.

- 4.03 Teachers. Manager will recommend to the Charter School such teachers as are required to provide the Educational Services, Administrative Services and Supplementary Programs (if any). Manager will determine the number and assignments of such teachers. Such teachers may work at the Charter School on a full or part time basis. Each teacher assigned to the Charter School will be qualified in his or her grade levels and subjects, and, to the extent required under the Code and other applicable laws and regulations, hold a valid teaching certificate and have undergone a criminal background check, a child abuse clearance, and unprofessional conduct check. Upon request, Manager will provide the Charter School with documentary evidence of its compliance with this Section 4.03. The teachers will be employees of the Charter School, but Manager shall have the right to evaluate the teachers and to make recommendations to the Principal and the Board with respect to promotions, salaries, discharge and other factors relating to their employment
- 4.04 Support Staff. The Charter School may hire such support staff as required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the Principal, bookkeepers and maintenance personnel. Such support staff may work at the Charter School on a full or part time basis.
- 4.05 Training. Manager will provide such training to personnel as is reasonable, necessary, as agreed upon between Manager and the Board.

ARTICLE V. TERMINATION OF AGREEMENT

5.01 Termination.

- (a) By Manager. Manager may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that the Charter School fails to remedy a material breach within 30 days after written notice from Manager. A material breach includes, but is not limited to (i) Manager's failure to receive any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by the Charter School of an Educational Program in substantial variance from the material recommendations of Manager, or (iii) an act or omission of gross negligence that causes Manager to be unable to perform its material obligations under this Agreement. Termination by Manager will not relieve the Charter School of any obligations for payments outstanding to Manager as of the date of termination nor for any damages suffered by Manager as a result of the breach by the Charter School.
- (b) By Charter School. The Charter School may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that Manager fails to remedy a material breach within 30 days after written notice from the Board. A material breach

by Manager includes, but is not limited to: (i) failure to account for its expenditures, (ii) failure to substantially follow the policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of or conflict with the Charter, this Agreement, the Code, and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Charter, (iv) the employment of teachers in violation of the Code or this Agreement, or (v) any act or omission of gross negligence that causes the Charter School to breach the Charter in a material way. Termination by the Charter School will not relieve the Charter School of any obligations for payments outstanding to Manager as of the date of the termination.

- (c) Termination of the Contract. This Agreement will terminate upon the Charter School's ceasing to be a party to a valid and binding charter, provided, however, that this Agreement will continue to remain in effect until the Termination Date or the end of a Renewal Term (as applicable).

5.02 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and will include the use of a third party arbitrator for alternative dispute resolution pursuant to ARTICLE X below. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a school year, whichever is earlier.

5.03 Future Advances/Out-of-Pocket Expenses. Upon the delivery of any notice of termination in accordance with Section 5.01(a) or 5.01(b) above, or upon the termination or expiration of this Agreement for any other reason, all advances or out-of-pocket expenses relating to services under this Agreement paid by Manager with Manager's own funds, will be immediately repaid by the Charter School unless otherwise agreed in writing by Manager.

ARTICLE VI. PROPRIETARY INFORMATION AND OWNERSHIP

6.01 Ownership. Curriculum or other educational materials provided by Manager pursuant to this Agreement will be the property of the Manager.

ARTICLE VII. INDEMNIFICATION

7.01 Indemnification of Manager. The Charter School shall indemnify and save and hold Manager and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the Charter School with any agreements, covenants, warranties or undertakings of the Charter School contained in or made

pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Charter School contained in or made pursuant to this Agreement. In addition, the Charter School will reimburse Manager for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 7.01 may be met by the purchase of insurance pursuant to ARTICLE VIII below.

7.02 Indemnification of the Charter School. Manager shall indemnify and save and hold the Charter School and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by Manager with any agreements, covenants, warranties or undertakings of Manager contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the Manager contained in or made pursuant to this Agreement. In addition, Manager will reimburse the Charter School for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 7.02 may be met by the purchase of insurance pursuant to ARTICLE VIII below.

7.03 Limitations of Liabilities. The Parties will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of each other. Notwithstanding this ARTICLE VIII, to the fullest extent permitted by law, the Charter School will waive the defense of governmental immunity in any dispute between the parties.

ARTICLE VIII. INSURANCE

8.01 Insurance Coverage. The Charter School will maintain general liability insurance and umbrella insurance coverage in the amounts required by the Charter. The Charter School will comply with any information or reporting requirements applicable to the Charter School with its insurer(s).

8.02 Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering its respective employees.

8.03 Cooperation. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this ARTICLE VIII. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

ARTICLE IX. WARRANTIES AND REPRESENTATIONS

9.01 Representations and Warranties of Manager. Manager hereby represents and warrants to the Charter School:

- (a) To the best of its knowledge, Manager has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.
- (b) Manager's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

9.02 Representations and Warranties of the Charter School. The Charter School hereby represents and warrants to Manager:

- (a) The Charter to be received by the Charter School (i) authorizes the Charter School to operate and receive the State, Federal and Local education funds, as well as other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the Charter School with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.
- (b) The Charter School has the authority under the Code and other applicable laws and regulations to contract with another entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.
- (c) The Charter School's actions and those of the Board have been duly and validly authorized, and the Charter School and Board will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the Charter School and the Charter School has sufficient funds in the Budget to pay for such expenditures.
- (d) The Charter School has provided and will provide Manager all authority and power necessary and proper for Manager to undertake its responsibilities, duties, and obligations provided for in this Agreement.
- (e) The Charter School is not in breach of the terms of the Charter and will not breach the Charter once fully issued.
- (f) The Charter School is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the Charter School's required performance under this Agreement.

9.03 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

**ARTICLE X.
ALTERNATIVE DISPUTE RESOLUTION PROCEDURE**

10.01 Alternative Dispute Resolution Procedure. The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them, whether as to the interpretation, performance or operation of this Agreement or any rights or obligations hereunder. If they are unable to do so, any such controversy, disagreement or claim will be submitted, for final resolution without appeal, to binding arbitration, by either party giving written notice to the other of the existence of a dispute which it desires to have arbitrated. The place of arbitration will be in Pennsylvania. The arbitration will be conducted by a panel of three (3) arbitrators and will be held in accordance with the rules of the American Arbitration Association ("AAA"). Of the three (3) arbitrators, one will be selected by Manager, one will be selected by the Charter School, and the third will be selected by the two (2) arbitrators so selected. Each party will give notice to the other party of the arbitrator selected by it within thirty (30) days of such selection. In the event that the arbitrators selected by Manager and the Charter School are unable to agree on the third arbitrator, the third arbitrator will be selected by the President of the AAA. The decision and award (if any) of the arbitrators will be final and binding, *i.e.*, not subject to appeal, and the parties hereby mutually agree that any such determination will have the same effect as an arbitration pursuant to Pennsylvania law, and a judgment upon the award may be entered in any court having jurisdiction thereof, or application may be made to such court for a judicial acceptance of the award and an order of enforcement, as the case may be. The expenses of arbitration will be borne in accordance with the determination of the arbitrators with respect thereto. Pending the decision by the arbitrators with respect to the dispute or difference undergoing arbitration, all other obligations of the parties hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due. The arbitrators will make their decision in accordance with the laws of the Commonwealth of Pennsylvania and the United States.

**ARTICLE XI.
MISCELLANEOUS**

- 11.01 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and Manager.
- 11.02 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.
- 11.03 Governing Law. The laws of the Commonwealth of Pennsylvania will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.
- 11.04 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

11.05 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

11.06 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are:

To:

With a copy to:

To:

With a copy to:

Mastery Charter High School
5700 Wayne Avenue
Philadelphia, PA 19144

Robert W. O'Donnell, Esq.
1515 Market Street, Suite 1800
Philadelphia, PA 19102

11.07 Assignment. This Agreement will not be assigned by Manager without the prior consent in writing of the Charter School (which consent will not be unreasonably withheld) or by the Charter School without the prior consent in writing of Manager (which consent will not be unreasonably withheld), provided that Manager may assign this Agreement to a wholly owned or majority owned subsidiary of Manager, and may without the consent of the Charter School, delegate the performance of but not responsibility for any duties and obligations of Manager hereunder to any independent contractors, experts or professional advisors.

11.08 Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by both the President or other authorized officer of the Charter School and an authorized officer of Manager.

11.09 Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

11.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by Manager are found

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

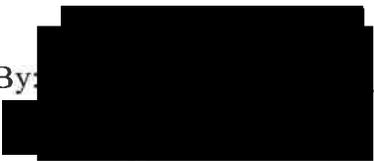
11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By: 
Its: Board Chair

FRANCIS D. PASTORIUS MASTERY CHARTER SCHOOL

By: 
Its: 

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the 1st day of July 2014 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, PA 19144 ("Manager") and Mastery Schools of Camden, Inc. ("School"). Both parties are public schools established pursuant to the Pennsylvania School Law and the New Jersey Urban Hope Act, respectively.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for public school students.

Manager has created an administrative and educational expertise and now desires to expand the application of that expertise.

Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available.

Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.

- B. The School is duly approved by the Commissioner of Education to operate effective July 1, 2014 as a public school as part of a Renaissance Project under the New Jersey Urban Hope Act, N.J.S.A. 18A:36C-1 *et seq.*

THEREFORE, the parties mutually agree as follows:

ARTICLE I. EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of New Jersey law, for the Term (as defined in ARTICLE II below), Manager will provide the School and its students the following educational services (the "Educational Services"):
- (i) Instruction. Instructional services and personnel, including the School Leader and support staff in accordance with ARTICLE V below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education;
 - (iii) Extra-Curricular and Co-Curricular Programs. Extra-curricular and co-curricular activities and programs only as agreed to by the Parties (but not Supplemental Programs as defined in ARTICLE IV below); and

- (iv) Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the School as agreed to between Manager and the School.
- (b) The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the School (the "Educational Program") as adopted by the Board of Trustees of the School (the "Board") and as provided for in its Urban Hope Act Application. The educational goals for the 2014-2015 school year is attached hereto as Exhibit A.
- (c) Subject to this Agreement, and New Jersey law, Manager may modify the Educational Services, provided that any substantial modification of the Educational Services will be subject to the prior approval of the Board.
- (d) Manager will be responsible and accountable to the Board for the provision of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the School Budget established pursuant to Section 1.02(a)(vi) ~~below~~1.02(a)(v) below, and Manager will not be required to expend funds on such services in excess of the amounts set forth in such School Budget.

1.02 Administrative Services.

- (a) Subject to the requirements of New Jersey law, Manager will provide to the School the following administrative services (the "Administrative Services"):
 - (i) Personnel Management. Management of all personnel providing Educational Services and Administrative Services in accordance with ARTICLE V below;
 - (ii) Facility Operation and Maintenance. Operation, maintenance and planning of the School's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;
 - (iii) Technology. Technology infrastructure, maintenance and support.
 - (iv) Business Administration. Administration of all business aspects of the School;
 - (v) Public Relations. Any and all advertising and public relations with the community and the media;
 - (vi) Budgeting and Financial Reporting.
 - (A) Annual budgets will be prepared by Manager and will be subject to the approval of the Board, which approval will not be unreasonably withheld. The projected annual budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement and will govern the implementation of Manager-provided services.

- (B) Detailed statements of all revenues received, from whatever source, with respect to the School, and detailed statements of all direct expenditures for services rendered to or on behalf of the School, whether incurred on-site or off-site, upon request.
 - (C) Annual audits or other financial statements as required by and in compliance with the Code and other applicable laws and regulations.
 - (D) Reports on the finances of the School as requested by the New Jersey Department of Education, or the School District of Camden, but not less frequently than is required by New Jersey law (and no more often than monthly). Monthly financial reports shall be provided to the Board.
 - (E) Other information on a periodic basis reasonably necessary to enable the Board to monitor Manager's performance under this and related agreements including the effectiveness and efficiency of its operations at the School.
- (vii) Maintenance of Financial and Student Records.
- (A) Manager will maintain accurate financial records pertaining to its operation of the School, together with all School financial records prepared by Manager and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All the School financial records retained by Manager pertaining to the School will be available to the School and to all appropriate regulatory authorities for inspection and copying upon reasonable request in compliance with the New Jersey Open Records Act.
 - (B) Manager will maintain accurate student records pertaining to the students enrolled at the School as is required and in the manner provided by New Jersey law and other applicable laws and regulations, together with all additional School student records prepared by or in the possession of Manager, and retain such records permanently on behalf of the School (it being understood that such student records are the property of the School) or until this Agreement or its successor (if any) is terminated, at which time such records will be retained by and become the sole responsibility of the School. Manager and the School will maintain the proper confidentiality of personnel, students and other records as required by law;
- (viii) Admissions. Manager will participate in and advise on the implementation of the School's admission policy;
- (ix) Student Hearings. Administration and enforcement of student disciplinary in conformity with the procedures established by the Board, and other applicable laws and regulations (including, but not limited to, requirements involving due

process and confidentiality) to the extent consistent with the School's duties and obligations under New Jersey law and other applicable laws and regulations;

- (x) Semester Reports. Manager will provide to the Board on a semester basis a report detailing the School's students' academic performance;
 - (xi) Rules and Procedures. Manager will enforce the rules, regulations and procedures adopted by the School not in direct conflict with this Agreement, New Jersey law and other applicable laws and regulations. Manager will recommend rules, regulations and procedures applicable to the School and its students; and
 - (xii) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the School.
- (b) Subject to this Agreement and all applicable laws and regulations, Manager may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that Manager supplies the Board with written notice of such modifications.
 - (c) Manager will be responsible and accountable to the Board for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the School Budget established in Section ~~1.02(a)(vi) above~~ 1.02(a)(v) above, and Manager will not be required to expend funds on such services in excess of the amounts set forth in such School Budget.

1.03 Authority. By this Agreement, the School provides Manager all authority and power necessary and proper for Manager to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by applicable laws and regulations.

ARTICLE II. TERM

2.01 Term. Subject to ARTICLE VIII below and Section 2.02 below, this Agreement will become effective as of the date hereof and end on the expiration of the initial term, June 30, 2019 ("Initial Term"), subject to termination rights in Article VI.

2.02 Renewal. Upon the expiration of the term defined in Section 2.01 above or a Renewal Term defined in this Section 2.02, this Agreement will automatically renew for a period of five years, to run from July 1, 2019 through June 30, 2024 (a "Renewal Term") unless (i) written notice of an intent to terminate or renegotiate is given by either party not less than 180 days prior to the Termination Date or the end of a Renewal Term, or (ii) this Agreement is terminated pursuant to ARTICLE VI below. Subject to the foregoing, this Agreement shall automatically renew upon the renewal by the New Jersey Department of Education of the School's authority to operate as a Renaissance School per the New Jersey Urban Hope Act.

**ARTICLE III.
CONSIDERATION**

3.01 Compensation for Services.

- (a) For the term of this Agreement, including each and every Renewal Term, the Board will pay Manager an annual fee of (i) 8.5% of the state and local school funds that the School receives, directly or indirectly for the particular students enrolled in the School ("State Allocation") plus (ii) subject to federal law and regulations, 8.5% of the funds (the "Federal Funds") that the School receives, directly or indirectly, from the federal government (the "Federal Allocation") (the Federal Allocation together with the State Allocation, the "Management Fee"). Such consideration will not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or other agreements between the parties.
- (b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. Manager's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus from the operation of the School.

3.02 Payment of Costs. In addition to the Management Fee described in Section 3.01 above, the School will reimburse Manager for all costs incurred and paid by Manager in providing the Educational Services and Administrative Services and all costs incurred or advanced by Manager in connection with the establishment and start up of the School. Such costs include, but are not limited to, rent and/or lease payments (including costs pursuant to any Equipment Lease or Facility Lease that the parties may enter into, costs related to curriculum, instructional materials, textbooks, library books, computers, software, supplies, food service, transportation, special education, psychological services and medical services. Except as may be provided in any Equipment Lease or Facility Lease, in charging for such costs to the School and paying for such costs, Manager will not charge an added fee unless such fee is approved in advance by the Board.

3.03 Time and Priority of Payments.

- (a) Manager will receive its Management Fee in the same number of installments and in the same proportion that the School receives its federal, state and local revenues. Each installment of the Management Fee will be due and payable within three (3) business days of receipt by the School of the revenues related thereto.
- (b) Manager will notify the School of payments due and owing to Manager pursuant to Section 3.02 above as soon as possible after the end of each month and the School will make such payments to Manager within five (5) days thereafter.
- (c) The School will satisfy its payment obligations under this Article to Manager in the following order of priority: (i) payments due and owing pursuant to Section 3.02

above with the oldest amounts due first; and (ii) payments due and owing pursuant to Section 3.01 above with the oldest amounts due first.

3.04 Other Revenue Sources.

- (a) The School and Manager may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and Charter of the School, in the name of either Manager or the School; provided, however, that any solicitation of such grants by Manager in the name of the School or which identifies the School shall be subject to the prior approval of the School.
- (b) Nothing in this Section 3.04 will be construed to prohibit Manager from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.

ARTICLE IV.SUPPLEMENTAL PROGRAMS

4.01 Supplemental Programs Provided by School. The School and the Board may provide or contract for services, including, but not limited to, pre-kindergarten, summer school, academic camps, before and after school programs, vocational training, community and latch-key programs to students and non-students of the School (the "School Programs"). The School will be responsible for the full cost of providing such School Programs, and all profits (gross revenues less direct costs of such Supplemental Programs) received by the School from such programs shall be deemed Other Revenue Sources as defined in Section 3.04 above, and Manager shall receive a management fee equal to 8.5% of any such funds.

**ARTICLE V.
PERSONNEL AND TRAINING**

5.01 Personnel Responsibility.

- (a) Subject to the specific provisions of this ARTICLE V, and applicable laws and regulations, Manager shall recommend to the Board staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement.
- (b) Except as specified in this Agreement or as required by law, the teachers and support staff recommended by Manager pursuant to this Agreement will be employees of the School. Manager will be responsible for conducting criminal background checks its employees to the extent required under laws and regulations.

5.02 School Leader. The School Leader will be the academic and administrative head of the School, shall have full responsibility for its operation and shall be required to implement Manager's Educational Program. The Board will have the authority, consistent with the

applicable laws and regulations, to supervise the School Leader and to hold him or her accountable for the success of the School. The School Leader shall have the duty to coordinate and cooperate with Manager.

- 5.03 Teachers. Manager will recommend to the School such teachers as are required to implement the Educational Services, Administrative Services and Supplementary Programs (if any). Manager will determine the number and assignments of such teachers. Such teachers may work at the School on a full or part time basis. Each teacher assigned to the School will be qualified in his or her grade levels and subjects, and, to the extent required under the applicable laws and regulations, hold a valid teaching certificate and have undergone a criminal background check and unprofessional conduct check. Upon request, Manager will provide the School with documentary evidence of its compliance with this Section 5.03. The teachers will be employees of the School, but Manager shall have the right to evaluate the teachers and to make recommendations to the School Leader and the Board with respect to promotions, salaries, discharge and other factors relating to their employment. The Board cannot appoint, promote, set salary or discharge employees except upon recommendation by Manager.
- 5.04 Support Staff. The School may hire such support staff as required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the School Leader, bookkeepers and maintenance personnel. Such support staff may work at the School on a full or part time basis.
- 5.05 Training. Manager will provide such training to personnel as is reasonable, necessary, as agreed upon between Manager and the Board.

ARTICLE VI. TERMINATION OF AGREEMENT

6.01 Termination.

- (a) By Manager. Manager may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that the School fails to remedy a material breach within 60 days after written notice from Manager. A material breach includes, but is not limited to (i) Manager's failure to receive any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by the School of an Educational Program in substantial variance from the material recommendations of Manager, or (iii) an act or omission of gross negligence that causes Manager to be unable to perform its material obligations under this Agreement. Termination by Manager will not relieve the School of any obligations for payments outstanding to Manager as of the date of termination nor for any damages suffered by Manager as a result of the breach by the School.
- (b) By School. The School may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that Manager fails to remedy a material breach

within 60 days after written notice from the Board. A material breach by Manager includes, but is not limited to: (i) failure to account for its expenditures, (ii) failure to substantially follow the policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of or conflict with this Agreement and applicable laws and regulations, (iii) the employment of teachers in violation of this Agreement, or (iv) any act or omission of gross negligence that causes the School to breach the Charter in a material way. Termination by the School will not relieve the School of any obligations for payments outstanding to Manager as of the date of the termination.

(c) Termination of the Contract. This Agreement will terminate upon the School's ceasing to be a public school.

6.02 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and will include the use of a third party arbitrator for alternative dispute resolution pursuant to ARTICLE XI below. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a school year, whichever is earlier.

6.03 Future Advances/Out-of-Pocket Expenses. Upon the delivery of any notice of termination in accordance with Section 6.01(a) or 6.01(b) above, or upon the termination or expiration of this Agreement for any other reason, all advances or out-of-pocket expenses relating to services under this Agreement paid by Manager with Manager's own funds, will be immediately repaid by the School unless otherwise agreed in writing by Manager.

ARTICLE VII. PROPRIETARY INFORMATION AND OWNERSHIP

7.01 Ownership. Curriculum or other educational materials provided by Manager pursuant to this Agreement will be the property of the Manager.

ARTICLE VIII. INDEMNIFICATION

8.01 Indemnification of Manager. The School shall indemnify and save and hold Manager and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the School with any agreements, covenants, warranties or undertakings of the School contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the School contained in or made pursuant to this Agreement. In addition, the School will reimburse

Manager for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.01 may be met by the purchase of insurance pursuant to ARTICLE IX below.

8.02 Indemnification of the School. Manager shall indemnify and save and hold the School and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by Manager with any agreements, covenants, warranties or undertakings of Manager contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the Manager contained in or made pursuant to this Agreement. In addition, Manager will reimburse the School for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.02 may be met by the purchase of insurance pursuant to ARTICLE IX below.

8.03 Limitations of Liabilities. The Parties will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of each other. Notwithstanding this ARTICLE VIII, to the fullest extent permitted by law, the School will waive the defense of governmental immunity in any dispute between the parties.

ARTICLE IX. INSURANCE

9.01 School Insurance

The School shall maintain insurance consistent with applicable law with carriers rated at least A- or higher by A.M. Best, including

- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- Non-owned automobile liability insurance of one million dollars (\$1,000,000);
- Insurance to cover employee dishonesty with limits of one hundred thousand dollars (\$100,000);
- Educators legal liability insurance (which shall include coverage of trustees and officers of the school) with limits of one million dollars (\$1,000,000) each claim;
- Excess liability insurance with limits of no less than five million dollars (\$5,000,000));
- Insurance to cover abuse and molestation with limits of one million dollars (\$1,000,000);

- Property insurance sufficient to protect owned or leased buildings and personal property; and
- Workers Compensation insurance as required by the laws of the State of New Jersey.

Manager will be shown as an additional insured on all of the above insurance policies with the exception of Workers Compensation.

9.02 Manager Insurance

Manager shall maintain insurance consistent with applicable law, all with carriers rated at least A- or higher by A.M. Best, including

- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- Professional Liability insurance with limits of one million dollars (\$1,000,000);
- Workers Compensation insurance for Manager employees as required by the laws of the State of New Jersey; and
- Excess liability insurance with limits of five million dollars (\$5,000,000) (applicable to all of the coverages described above except professional liability).

The School will be shown as an additional insured on all of the above insurance policies with the exception of Professional Liability and Workers Compensation.

9.03 Coordination of Risk Management

The parties shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims, and complying with any defense and reimbursement provisions of State governmental immunity laws and applicable insurance policies. Neither party shall compromise, settle, negotiate, nor otherwise affect any disposition of any claim or potential claims asserted against it to the extent such claims are insured by or through the other party without the approval of the other party.

ARTICLE X. WARRANTIES AND REPRESENTATIONS

10.01 Representations and Warranties of Manager. Manager hereby represents and warrants to the School:

- (a) To the best of its knowledge, Manager has the authority under applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.
- (b) Manager's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

10.02 Representations and Warranties of the School. The School hereby represents and warrants to Manager:

- (a) The approval received by the New Jersey Commissioner of Education (i) authorizes the School to operate and receive the State, Federal and Local education funds, as well as other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the School with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.
- (b) The School has the authority under applicable laws and regulations to contract with another entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.
- (c) The School's actions and those of the Board have been duly and validly authorized, and the School and Board will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the School and the School has sufficient funds in the Budget to pay for such expenditures.
- (d) The School has provided and will provide Manager all authority and power necessary and proper for Manager to undertake its responsibilities, duties, and obligations provided for in this Agreement.
- (e) The School is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the School's required performance under this Agreement.

10.03 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI.
ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

11.01 Alternative Dispute Resolution Procedure. The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them, whether as to the interpretation, performance or operation of this Agreement or any rights or obligations hereunder. If they are unable to do so, any such controversy, disagreement or claim will be submitted, for final resolution without appeal, to binding arbitration, by either party giving written notice to the other of the existence of a dispute which it desires to have arbitrated. The place of arbitration will be in Pennsylvania. The arbitration will be conducted by a panel of three (3) arbitrators and will be held in accordance with the rules of the American Arbitration Association ("AAA"). Of the three (3) arbitrators, one will be selected by Manager, one will be selected by the School, and the third will be selected by the two (2) arbitrators so selected. Each party will give notice to the other party of the arbitrator selected by it within thirty (30) days of such selection. In the event that the arbitrators selected by Manager and the School are unable to agree on the third arbitrator, the third arbitrator will be selected by the President of the AAA. The decision and award (if any) of the arbitrators will be final and binding, *i.e.*, not subject to appeal, and the parties hereby mutually agree that any such determination will have the same effect as an arbitration pursuant to New Jersey law, and a judgment upon the award may be entered in the Superior Court of New Jersey, or application may be made to such court for a judicial acceptance of the award and an order of enforcement, as the case may be. The expenses of arbitration will be borne in accordance with the determination of the arbitrators with respect thereto. Pending the decision by the arbitrators with respect to the dispute or difference undergoing arbitration, all other obligations of the parties hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due. The arbitrators will make their decision in accordance with the laws of the State of New Jersey and the United States.

ARTICLE XII.
MISCELLANEOUS

12.01 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the School and Manager.

12.02 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.

12.03 Governing Law. The laws of the State of New Jersey will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.

12.04 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

12.05 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

12.06 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are:

To:

**Judith Tschirgi, Board Chair
Mastery Schools of Camden, Inc.
c/o North Camden Elementary
800 Erie Street
Camden, NJ 08102**

With a copy to:

**Thomas O. Johnston, Esq.
Porzio, Bromberg & Newman, PC
100 Southgate Parkway
Morristown, NJ 07962**

To:

**Scott Gordon
c/o Mastery Charter High School
5700 Wayne Ave
Philadelphia, PA 19144**

With a copy to:

**Robert W. O'Donnell, Esq.
1601 Market St., Suite 2310
Philadelphia, PA 19103**

12.07 Assignment. This Agreement will not be assigned by Manager without the prior consent in writing of the School (which consent will not be unreasonably withheld) or by the School without the prior consent in writing of Manager (which consent will not be unreasonably withheld), provided that Manager may assign this Agreement to a wholly owned or majority owned subsidiary of Manager, and may without the consent of the School, delegate the performance of but not responsibility for any duties and obligations of Manager hereunder to any independent contractors, experts or professional advisors.

12.08 Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by both the President or other authorized officer of the School and an authorized officer of Manager.

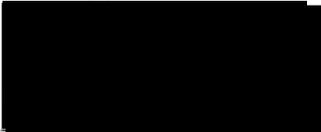
- 12.09 Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.
- 12.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by Manager are found to be overbroad or an invalid delegation of authority by the School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.
- 12.11 Successors and Assigns. Except as limited by Section 12.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.
- 12.12 No Third Party Rights. This Agreement is made for the sole benefit of the School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
- 12.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

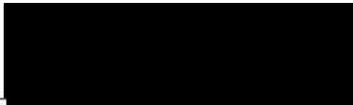
By: 
Scott Gordon

Its: CEO

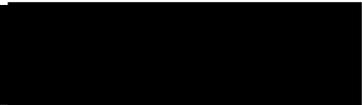
By: 
Robert Victor

Its: Board Chair

MASTERY SCHOOLS OF CAMDEN, INC.

By: 
Judith Tschirgi

Its: Board Chair

By: 
Reuel Robinson

Its: Board Member, Qualifying Founder

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School - Lenfest located at 35 South 4th Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2001 for the purpose of preparing urban youth for success in higher education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling middle school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

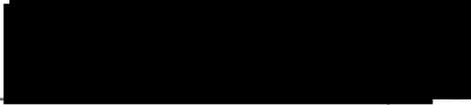
11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

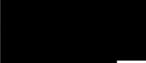
11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By:  _____

By:  _____

Its:  Board Chair _____

Its: CEO _____

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School - Thomas located at 927 Johnston Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2005 for the purpose of preparing urban youth for success in higher education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling middle school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By:  _____
Its: Board Chair

MASTERY CHARTER SCHOOL - THOMAS

By:  _____
Its: CEO

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School - Shoemaker located at 5301 Media Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2006 for the purpose of preparing urban youth for success in higher education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling middle school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By:  _____
Its: Board Chair

MASTERY CHARTER SCHOOL - SHOEMAKER

By:  _____
Its: 

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School - Pickett located at 5700 Wayne Avenue, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2007 for the purpose of preparing urban youth for success in higher education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling middle school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

MASTERY CHARTER SCHOOL - PICKETT

By:  _____

By:  _____

Its: Board Chair _____

Its: CEO _____

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School - Mann Elementary located at 5376 W. Berks Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2010 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By: 
Its: Board Chair

**MASTERY CHARTER SCHOOL –
MANN ELEMENTARY**

By: 
Its: CFO

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School – Harrity Elementary located at 5601 Christian Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2010 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

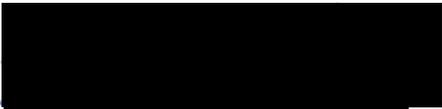
11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By: 
Its: Board chair

**MASTERY CHARTER SCHOOL –
HARRITY ELEMENTARY**

By: 
Its: 

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School – Smedley Elementary located at 1790 Bridge Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2010 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

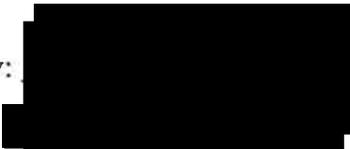
11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By: 
Its: Board Chair

**MASTERY CHARTER SCHOOL –
SMEDLEY ELEMENTARY**

By: 
Its: CEO

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School – Clymer Elementary located at 1201 West Rush Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2011 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

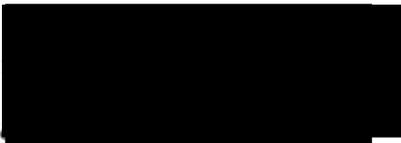
11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By: 
Its: Board Chair

**MASTERY CHARTER SCHOOL –
CLYMER ELEMENTARY**

By: 
Its: CFO

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Hardy Williams Academy Charter School located at 1712 S. 56th Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2011 for the purpose of preparing urban youth for success in higher education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By:  _____
Its: Board Chair

**HARDY WILLIAMS ACADEMY
CHARTER SCHOOL**

By:  _____
Its: 

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School – Gratz Campus located at 1798 West Hunting Park Avenue, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2011 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

- 11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.
- 11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
- 11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

**MASTERY CHARTER SCHOOL –
GRATZ CAMPUS**

By:  _____
Its: Board Chair

By:  _____
Its: CFC

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Grover Cleveland Mastery Charter School located at 3701 N. 19th Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2012 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By:  _____
Its: Board Chair

GROVER CLEVELAND MASTERY CHARTER SCHOOL

By:  _____
Its: CEO



July 15, 2015

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Ave., S.W.
Washington D. C. 20202

RE: CFDA 84.282 M

Dear Secretary Duncan:

This office represents the Mastery Charter Schools. These schools are a network of thirteen non-profit corporations, all in good standing; twelve of which are incorporated in Pennsylvania and one of which is incorporated in New Jersey. Each of the schools is individually chartered by its authorizer and is an individual LEA under federal law. The documentation of the authorization for each entity is provided with this letter.

Each Mastery Charter School has its own physical facility, staff and student body. Day to day operations are carried out by the administration of each school reporting to its board of directors

Mastery Charter High School ("MCHS"), (Pennsylvania Dept. of Education AUN 126510002) is serving as the lead LEA in the grant application, referenced above, submitted under the Charter Schools Program for Replication and Expansion. MCHS has rendered a management agreement with the other Mastery Charter Schools to provide administrative support, pooled purchasing and other support services.

If your office has any questions concerning the legal structure or status of the Mastery Charter Schools please feel free to contact me directly.

Thank you for your consideration.

Respectfully submitted,

Robert W. O'Donnell, Esq.

APPENDIX F: STUDENT ACADEMIC ACHIEVEMENT

I.	Mastery Charter Schools Demographic Snapshot	Page 2
II.	Achievement Gap Closing Data (PSSA Performance Trends)	Page 3
III.	Comparison Charts of Selected Data Points in Reading & Math	Page 18
IV.	3 Year Grade Level Trends by Campus	Page 34
V.	State Assessment Data by Grade & Subgroup	Page 35
VI.	State Assessment Data by Campus & Subgroup	Page 89
VII.	Graduation Data	Page 106
VIII.	College Enrollment and Persistence Data	Page 107
IX.	Attendance Data by Campus & Subgroup	Page 108
X.	Retention Data by Building & Subgroup	Page 115
XI.	Expulsion & Out of School Suspension Data	Page 122

School Name	Year Founded	Grade Levels	# Students	% Eco. Disadv.	% Afr. Amer.	% ELL	% Spec. Educ.	% Hispanic	2013-2014 Attendance Rate	Student Retention Rates		
										2011-2012	2012-2013	2013-2014
Mastery Charter Lenfest Campus	2001	7-12	544	77%	89%	3%	23%	7%	94.4%	98.0%	96.0%	96.0%
Mastery Charter School Thomas Campus	2005	K-12	1311	86%	47%	11%	17%	10%	94.6%	97.0%	97.0%	97.0%
Mastery Charter Shoemaker Campus	2006	7-12	733	77%	97%	1%	22%	1%	95.1%	98.0%	97.0%	97.0%
Mastery Charter Pickett Campus	2007	6-12	828	82%	99%	0%	24%	1%	92.5%	95.0%	95.0%	93.0%
Mastery Charter Harrity Elementary	2010	K-8	848	88%	97%	2%	17%	2%	92.6%	97.0%	98.0%	97.0%
Mastery Charter School Mann Elementary	2010	K-6	547	87%	88%	2%	15%	6%	92.8%	98.0%	98.0%	97.0%
Mastery Charter School Smedley Elementary	2010	K-6	728	91%	67%	5%	21%	18%	93.4%	95.0%	96.0%	95.0%
Mastery Charter School Clymer Elementary	2011	K-8	543	93%	89%	3%	26%	10%	92.6%	96.0%	95.0%	95.0%
Hardy Williams Academy Mastery Charter School	2011	K-11	1109	90%	98%	0%	18%	1%	93.6%	99.0%	99.0%	97.0%
Simon Gratz High School Mastery Charter	2011	6-12	1333	87%	95%	1%	28%	2%	82.6%	85.0%	88.0%	84.0%
Grover Cleveland Mastery Charter School	2012	K-8	757	96%	93%	1%	17%	3%	94.5%	N/A	96.0%	94.0%
Francis D. Pastorius Mastery Charter School	2013	K-8	541	93%	93%	0%	1600%	4%	92.1%	N/A	N/A	96.0%
Mastery Schools of Camden--North Camden	2014	K-5	319	97%	50%	8%	18%	49%	N/A	N/A	N/A	N/A
Mastery Schools of Camden--Cramer Hill	2014	K-2	84	99%	30%	19%	11%	69%	N/A	N/A	N/A	N/A

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Cleveland Elementary	Math	ALL	ALL SUBGROUPS	2012		34%	63%	74%			66%	62%	62%	
Cleveland Elementary	Math	ALL	Asian	2012			0%				93%	88%		
Cleveland Elementary	Math	ALL	Black	2012		49%	97%	114%			80%	78%	77%	
Cleveland Elementary	Math	ALL	Econ Disadv	2012		42%	80%	91%			76%	73%	72%	
Cleveland Elementary	Math	ALL	ELL	2012				123%			89%		80%	
Cleveland Elementary	Math	ALL	Female	2012		33%	66%	72%			68%	64%	63%	
Cleveland Elementary	Math	ALL	Hispanic	2012			42%	44%			78%	75%	75%	
Cleveland Elementary	Math	ALL	Hist Under	2012				91%					72%	
Cleveland Elementary	Math	ALL	IEP	2012		18%	23%	50%			38%	35%	30%	
Cleveland Elementary	Math	ALL	Male	2012		35%	60%	75%			65%	62%	61%	
Cleveland Elementary	Math	ALL	Multi-ethnic	2012			51%	150%			95%	83%	77%	
Cleveland Elementary	Math	ALL	NonIEP	2012		35%	65%	78%			69%	64%	64%	
Cleveland Elementary	Math	ALL	White	2012			124%	121%			84%	78%	83%	
Cleveland Elementary	Reading	ALL	ALL SUBGROUPS	2012		35%	53%	63%			63%	61%	62%	
Cleveland Elementary	Reading	ALL	Asian	2012			0%				85%	80%		
Cleveland Elementary	Reading	ALL	Black	2012		53%	84%	98%			80%	81%	80%	
Cleveland Elementary	Reading	ALL	Econ Disadv	2012		45%	69%	77%			75%	74%	73%	
Cleveland Elementary	Reading	ALL	ELL	2012				392%			83%		65%	
Cleveland Elementary	Reading	ALL	Female	2012		39%	58%	64%			67%	65%	65%	
Cleveland Elementary	Reading	ALL	Hispanic	2012			33%	46%			76%	77%	76%	
Cleveland Elementary	Reading	ALL	Hist Under	2012				78%					74%	
Cleveland Elementary	Reading	ALL	IEP	2012		32%	35%	48%			33%	32%	29%	
Cleveland Elementary	Reading	ALL	Male	2012		31%	48%	61%			58%	57%	58%	
Cleveland Elementary	Reading	ALL	Multi-Ethnic	2012			104%	84%			89%	84%	75%	
Cleveland Elementary	Reading	ALL	NonIEP	2012		36%	54%	66%			65%	62%	63%	
Cleveland Elementary	Reading	ALL	White	2012			139%	127%			80%	76%	82%	
Clymer Elementary	Math	ALL	ALL SUBGROUPS	2011	41%	55%	68%	71%			77%	66%	63%	62%
Clymer Elementary	Math	ALL	Black	2011	57%	79%	106%	115%			93%	80%	78%	77%
Clymer Elementary	Math	ALL	Econ Disadv	2011	48%	67%	85%	92%			87%	76%	73%	72%
Clymer Elementary	Math	ALL	ELL	2011		174%	0%	140%			115%	96%	79%	82%
Clymer Elementary	Math	ALL	Female	2011	41%	54%	74%	73%			79%	68%	65%	64%
Clymer Elementary	Math	ALL	Hispanic	2011	14%	68%	81%	63%			88%	76%	74%	73%
Clymer Elementary	Math	ALL	Hist Under	2011				88%					73%	
Clymer Elementary	Math	ALL	IEP	2011	16%	26%	40%	79%			60%	38%	35%	31%
Clymer Elementary	Math	ALL	Male	2011	40%	56%	64%	69%			75%	64%	61%	61%
Clymer Elementary	Math	ALL	Multi-ethnic	2011				145%			96%		71%	
Clymer Elementary	Math	ALL	NonIEP	2011	44%	64%	77%	77%			79%	69%	64%	64%
Clymer Elementary	Math	ALL	White	2011				0%			92%		80%	
Clymer Elementary	Reading	ALL	ALL SUBGROUPS	2011	37%	50%	58%	54%			72%	62%	61%	62%
Clymer Elementary	Reading	ALL	Black	2011	51%	74%	91%	91%			91%	81%	81%	81%
Clymer Elementary	Reading	ALL	Econ Disadv	2011	47%	64%	77%	71%			85%	74%	74%	73%
Clymer Elementary	Reading	ALL	ELL	2011		309%	0%	153%			119%	98%	56%	70%
Clymer Elementary	Reading	ALL	Female	2011	39%	50%	58%	50%			75%	67%	66%	66%
Clymer Elementary	Reading	ALL	Hispanic	2011	65%	93%	87%	35%			87%	74%	74%	72%
Clymer Elementary	Reading	ALL	Hist Under	2011				71%					75%	
Clymer Elementary	Reading	ALL	IEP	2011	14%	26%	42%	88%			50%	31%	31%	30%
Clymer Elementary	Reading	ALL	Male	2011	36%	49%	58%	58%			68%	58%	57%	57%
Clymer Elementary	Reading	ALL	Multi-ethnic	2011				0%			96%		72%	
Clymer Elementary	Reading	ALL	NonIEP	2011	40%	58%	64%	55%			74%	65%	62%	62%
Clymer Elementary	Reading	ALL	White	2011				0%			90%		80%	
Francis D. Pastorius	Math	ALL	All Subgroups	2013			29%	66%				63%	62%	
Francis D. Pastorius	Math	ALL	Black	2013			44%	103%					77%	
Francis D. Pastorius	Math	ALL	Econ Disadv	2013			35%	83%					72%	
Francis D. Pastorius	Math	ALL	ELL	2013				0%					96%	
Francis D. Pastorius	Math	ALL	Female	2013			29%	73%					63%	
Francis D. Pastorius	Math	ALL	Hispanic	2013				88%					73%	
Francis D. Pastorius	Math	ALL	Hist Under	2013			37%	83%					73%	

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)				TREND	PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014		D_2011	D_2012	D_2013	D_2014	D_TREND
Francis D. Pastorius	Math	ALL	IEP	2013			23%	44%					31%	
Francis D. Pastorius	Math	ALL	Male	2013			28%	60%					61%	
Francis D. Pastorius	Math	ALL	Multi-ethnic	2013				65%					75%	
Francis D. Pastorius	Math	ALL	NonIEP	2013				71%					63%	
Francis D. Pastorius	Reading	ALL	ALL SUBGROUPS	2013			30%	48%			62%		62%	
Francis D. Pastorius	Reading	ALL	Black	2013			49%	73%					81%	
Francis D. Pastorius	Reading	ALL	Econ Disadv	2013			40%	65%					73%	
Francis D. Pastorius	Reading	ALL	ELL	2013				0%					80%	
Francis D. Pastorius	Reading	ALL	Female	2013			39%	56%					65%	
Francis D. Pastorius	Reading	ALL	Hispanic	2013				30%					71%	
Francis D. Pastorius	Reading	ALL	Hist Under	2013			42%	66%					75%	
Francis D. Pastorius	Reading	ALL	IEP	2013			16%	30%					31%	
Francis D. Pastorius	Reading	ALL	Male	2013			22%	38%					58%	
Francis D. Pastorius	Reading	ALL	Multi-ethnic	2013				113%					74%	
Francis D. Pastorius	Reading	ALL	NonIEP	2013				52%					63%	
Gratz Upper School	Math	11	ALL SUBGROUPS	2011	15%	35%	14%	31%						
Gratz Upper School	Math	ALL	ALL SUBGROUPS	2011	15%	35%	14%	31%		63%	63%	63%	59%	
Gratz Upper School	Math	11	Asian	2011										
Gratz Upper School	Math	11	Black	2011	27%	61%	25%	58%						
Gratz Upper School	Math	ALL	Black	2011	27%	61%	25%	58%		89%	88%	89%	89%	
Gratz Upper School	Math	11	Econ Disadv	2011	21%	53%	25%	44%						
Gratz Upper School	Math	ALL	Econ Disadv	2011	21%	53%	25%	44%		83%	82%	73%	73%	
Gratz Upper School	Math	11	ELL	2011										
Gratz Upper School	Math	ALL	ELL	2011						149%				
Gratz Upper School	Math	11	Female	2011	14%	27%	14%	34%						
Gratz Upper School	Math	ALL	Female	2011	14%	27%	14%	34%		66%	64%	66%	63%	
Gratz Upper School	Math	11	Hispanic	2011		185%	37%	43%						
Gratz Upper School	Math	ALL	Hispanic	2011		185%	37%	43%		88%	72%	74%	67%	
Gratz Upper School	Math	11	Hist Under	2011			26%	43%						
Gratz Upper School	Math	ALL	Hist Under	2011			26%	43%			78%		76%	
Gratz Upper School	Math	11	IEP	2011	0%	52%	0%	45%						
Gratz Upper School	Math	ALL	IEP	2011	0%	52%	0%	45%		45%	36%	26%	26%	
Gratz Upper School	Math	11	Male	2011	15%	42%	14%	29%						
Gratz Upper School	Math	ALL	Male	2011	15%	42%	14%	29%		61%	61%	57%	57%	
Gratz Upper School	Math	11	Multi-ethnic	2011			0%	0%						
Gratz Upper School	Math	ALL	Multi-ethnic	2011			0%	0%		79%		88%	88%	
Gratz Upper School	Math	11	NonIEP	2011	16%	37%	15%	29%						
Gratz Upper School	Math	ALL	NonIEP	2011	16%	37%	15%	29%		63%	62%	63%		
Gratz Upper School	Math	11	White	2011				0%						
Gratz Upper School	Math	ALL	White	2011				0%		87%			79%	
Gratz Upper School	Reading	11	ALL SUBGROUPS	2011	16%	30%	32%	46%						
Gratz Upper School	Reading	ALL	ALL SUBGROUPS	2011	16%	30%	32%	46%		64%	64%	71%	69%	
Gratz Upper School	Reading	11	Asian	2011										
Gratz Upper School	Reading	11	Black	2011	24%	48%	46%	67%						
Gratz Upper School	Reading	ALL	Black	2011	24%	48%	46%	67%		86%	90%	93%	92%	
Gratz Upper School	Reading	11	Econ Disadv	2011	20%	42%	38%	58%						
Gratz Upper School	Reading	ALL	Econ Disadv	2011	20%	42%	38%	58%		77%	78%	79%	79%	
Gratz Upper School	Reading	11	ELL	2011										
Gratz Upper School	Reading	ALL	ELL	2011						141%				
Gratz Upper School	Reading	11	Female	2011	19%	21%	38%	57%						
Gratz Upper School	Reading	ALL	Female	2011	19%	21%	38%	57%		66%	67%	74%	74%	
Gratz Upper School	Reading	11	Hispanic	2011			27%	94%						
Gratz Upper School	Reading	ALL	Hispanic	2011		0%	27%	94%		83%	71%	82%	74%	
Gratz Upper School	Reading	11	Hist Under	2011			39%	60%						
Gratz Upper School	Reading	ALL	Hist Under	2011			39%	60%			82%		83%	
Gratz Upper School	Reading	11	IEP	2011	0%	39%	13%	31%						
Gratz Upper School	Reading	ALL	IEP	2011	0%	39%	13%	31%		34%	32%	33%	38%	

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					TREND	PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)			
					2011	2012	2013	2014	D_2011		D_2012	D_2013	D_2014	D_TREND
Gratz Upper School	Reading	11	Male	2011	13%	39%	21%	36%						
Gratz Upper School	Reading	ALL	Male	2011	13%	39%	21%	36%		62%	60%	66%	64%	
Gratz Upper School	Reading	11	Multi-ethnic	2011			149%	0%						
Gratz Upper School	Reading	ALL	Multi-ethnic	2011			149%	0%		62%		85%	84%	
Gratz Upper School	Reading	11	NonIEP	2011	17%	32%	33%	44%						
Gratz Upper School	Reading	ALL	NonIEP	2011	17%	32%	33%	44%		65%	64%	72%		
Gratz Upper School	Reading	11	White	2011				0%						
Gratz Upper School	Reading	ALL	White	2011				0%		92%			84%	
Hardy Williams Academy	Math	ALL	ALL SUBGROUPS	2011	71%	90%	92%	92%		77%	66%	63%	62%	
Hardy Williams Academy	Math	ALL	Asian	2011	82%	111%	115%	111%		94%	91%	89%	92%	
Hardy Williams Academy	Math	ALL	Black	2011	92%	128%	140%	141%		93%	80%	78%	77%	
Hardy Williams Academy	Math	ALL	Econ Disadv	2011	83%	109%	117%	114%		87%	75%	73%	72%	
Hardy Williams Academy	Math	ALL	Female	2011	68%	93%	97%	98%		79%	68%	65%	64%	
Hardy Williams Academy	Math	ALL	Hispanic	2011	163%	178%	189%	121%		88%	78%	76%	78%	
Hardy Williams Academy	Math	ALL	Hist Under	2011				115%					72%	
Hardy Williams Academy	Math	ALL	IEP	2011	85%	86%	84%	80%		61%	39%	34%	29%	
Hardy Williams Academy	Math	ALL	Male	2011	74%	86%	88%	84%		76%	64%	61%	60%	
Hardy Williams Academy	Math	ALL	Multi-ethnic	2011	124%	94%	69%	117%		96%	83%	79%	69%	
Hardy Williams Academy	Math	ALL	NonIEP	2011	69%	90%	92%	94%		79%	68%	64%	64%	
Hardy Williams Academy	Math	ALL	White	2011				121%					80%	
Hardy Williams Academy	Reading	ALL	ALL SUBGROUPS	2011	66%	75%	79%	71%		72%	62%	61%	61%	
Hardy Williams Academy	Reading	ALL	Asian	2011	59%	83%	128%	119%		86%	80%	85%	88%	
Hardy Williams Academy	Reading	ALL	Black	2011	92%	112%	124%	111%		91%	80%	80%	80%	
Hardy Williams Academy	Reading	ALL	Econ Disadv	2011	83%	96%	105%	90%		85%	74%	74%	72%	
Hardy Williams Academy	Reading	ALL	Female	2011	70%	81%	84%	74%		75%	66%	66%	65%	
Hardy Williams Academy	Reading	ALL	Hispanic	2011	180%	96%	0%			91%	79%	81%	81%	
Hardy Williams Academy	Reading	ALL	Hist Under	2011				92%					74%	
Hardy Williams Academy	Reading	ALL	IEP	2011	53%	77%	63%	39%		52%	34%	31%	27%	
Hardy Williams Academy	Reading	ALL	Male	2011	60%	66%	71%	65%		68%	58%	57%	57%	
Hardy Williams Academy	Reading	ALL	Multi-ethnic	2011	151%	154%	167%	83%		98%	77%	72%	65%	
Hardy Williams Academy	Reading	ALL	NonIEP	2011	66%	74%	80%	74%		73%	64%	62%	63%	
Hardy Williams Academy	Reading	ALL	White	2011				127%					79%	
Hardy Williams Elementary	Math	3	ALL SUBGROUPS	2011	69%	64%	66%	88%						
Hardy Williams Elementary	Math	4	ALL SUBGROUPS	2011	82%	81%	77%	61%						
Hardy Williams Elementary	Math	5	ALL SUBGROUPS	2011	52%	118%	91%	75%						
Hardy Williams Elementary	Math	6	ALL SUBGROUPS	2011	89%	111%	111%	102%						
Hardy Williams Elementary	Math	ALL	ALL SUBGROUPS	2011	74%	89%	85%	80%		78%	64%	61%	59%	
Hardy Williams Elementary	Math	3	Asian	2011	107%									
Hardy Williams Elementary	Math	4	Asian	2011	107%	109%								
Hardy Williams Elementary	Math	5	Asian	2011	0%	114%								
Hardy Williams Elementary	Math	6	Asian	2011		111%	115%							
Hardy Williams Elementary	Math	ALL	Asian	2011	72%	111%	115%			93%	91%	89%		
Hardy Williams Elementary	Math	3	Black	2011	86%	93%	98%	134%						
Hardy Williams Elementary	Math	4	Black	2011	102%	110%	115%	93%						
Hardy Williams Elementary	Math	5	Black	2011	74%	181%	157%	131%						
Hardy Williams Elementary	Math	6	Black	2011	118%	159%	169%	153%						
Hardy Williams Elementary	Math	ALL	Black	2011	96%	128%	130%	127%		93%	78%	76%	74%	
Hardy Williams Elementary	Math	3	Econ Disadv	2011	78%	74%	84%	109%						
Hardy Williams Elementary	Math	4	Econ Disadv	2011	93%	94%	94%	76%						
Hardy Williams Elementary	Math	5	Econ Disadv	2011	63%	156%	120%	103%						
Hardy Williams Elementary	Math	6	Econ Disadv	2011	107%	139%	139%	131%						
Hardy Williams Elementary	Math	ALL	Econ Disadv	2011	86%	109%	106%	103%		88%	74%	71%	70%	
Hardy Williams Elementary	Math	3	ELL	2011										
Hardy Williams Elementary	Math	4	ELL	2011										
Hardy Williams Elementary	Math	5	ELL	2011										
Hardy Williams Elementary	Math	6	ELL	2011										
Hardy Williams Elementary	Math	3	Female	2011	65%	69%	69%	104%						

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)					
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND	
Hardy Williams Elementary Math			4 Female	2011	76%	84%	82%	67%							
Hardy Williams Elementary Math			5 Female	2011	56%	113%	90%	85%							
Hardy Williams Elementary Math			6 Female	2011	86%	122%	113%	104%							
Hardy Williams Elementary Math		ALL	Female	2011	72%	93%	88%	89%			80%	66%	63%	60%	
Hardy Williams Elementary Math			3 Hispanic	2011											
Hardy Williams Elementary Math			4 Hispanic	2011											
Hardy Williams Elementary Math			5 Hispanic	2011		184%									
Hardy Williams Elementary Math			6 Hispanic	2011			189%	189%							
Hardy Williams Elementary Math		ALL	Hispanic	2011		184%	189%	189%			77%	76%	76%		
Hardy Williams Elementary Math			3 Hist Under	2011				107%							
Hardy Williams Elementary Math			4 Hist Under	2011				75%							
Hardy Williams Elementary Math			5 Hist Under	2011				102%							
Hardy Williams Elementary Math			6 Hist Under	2011				134%							
Hardy Williams Elementary Math		ALL	Hist Under	2011				102%					69%		
Hardy Williams Elementary Math			3 IEP	2011	31%	52%	40%	109%							
Hardy Williams Elementary Math			4 IEP	2011	78%	55%	50%	29%							
Hardy Williams Elementary Math			5 IEP	2011	0%	113%	101%	32%							
Hardy Williams Elementary Math			6 IEP	2011	164%	114%	98%	171%							
Hardy Williams Elementary Math		ALL	IEP	2011	83%	65%	61%	80%			64%	35%	31%	27%	
Hardy Williams Elementary Math			3 Male	2011	73%	60%	64%	77%							
Hardy Williams Elementary Math			4 Male	2011	89%	77%	73%	55%							
Hardy Williams Elementary Math			5 Male	2011	49%	123%	94%	64%							
Hardy Williams Elementary Math			6 Male	2011	92%	93%	108%	95%							
Hardy Williams Elementary Math		ALL	Male	2011	77%	84%	82%	71%			77%	63%	60%	58%	
Hardy Williams Elementary Math			3 Multi-ethnic	2011		67%		101%							
Hardy Williams Elementary Math			4 Multi-ethnic	2011	124%		69%								
Hardy Williams Elementary Math			5 Multi-ethnic	2011		155%		170%							
Hardy Williams Elementary Math			6 Multi-ethnic	2011											
Hardy Williams Elementary Math		ALL	Multi-ethnic	2011	124%	94%	69%	117%			96%	83%	79%	69%	
Hardy Williams Elementary Math			3 NonIEP	2011	71%	64%	73%	89%							
Hardy Williams Elementary Math			4 NonIEP	2011	81%	84%	78%	71%							
Hardy Williams Elementary Math			5 NonIEP	2011	51%	114%	92%	78%							
Hardy Williams Elementary Math			6 NonIEP	2011	83%	105%	107%	98%							
Hardy Williams Elementary Math		ALL	NonIEP	2011	72%	89%	87%	83%			80%	67%	62%	60%	
Hardy Williams Elementary Math			3 White	2011				121%							
Hardy Williams Elementary Math			4 White	2011											
Hardy Williams Elementary Math			5 White	2011											
Hardy Williams Elementary Math			6 White	2011											
Hardy Williams Elementary Math		ALL	White	2011				121%					80%		
Hardy Williams Elementary Reading			3 ALL SUBGROUPS	2011	63%	60%	58%	63%							
Hardy Williams Elementary Reading			4 ALL SUBGROUPS	2011	63%	71%	74%	64%							
Hardy Williams Elementary Reading			5 ALL SUBGROUPS	2011	59%	78%	63%	56%							
Hardy Williams Elementary Reading			6 ALL SUBGROUPS	2011	68%	106%	95%	68%							
Hardy Williams Elementary Reading		ALL	ALL SUBGROUPS	2011	63%	75%	73%	62%			70%	58%	58%	56%	
Hardy Williams Elementary Reading			3 Asian	2011	0%										
Hardy Williams Elementary Reading			4 Asian	2011	117%	120%									
Hardy Williams Elementary Reading			5 Asian	2011	0%	129%									
Hardy Williams Elementary Reading			6 Asian	2011	0%	0%	128%								
Hardy Williams Elementary Reading		ALL	Asian	2011	40%	83%	128%				85%	80%	85%		
Hardy Williams Elementary Reading			3 Black	2011	85%	88%	87%	99%							
Hardy Williams Elementary Reading			4 Black	2011	88%	112%	121%	101%							
Hardy Williams Elementary Reading			5 Black	2011	88%	132%	117%	107%							
Hardy Williams Elementary Reading			6 Black	2011	103%	170%	151%	116%							
Hardy Williams Elementary Reading		ALL	Black	2011	90%	118%	118%	105%			90%	77%	77%	76%	
Hardy Williams Elementary Reading			3 Econ Disadv	2011	75%	72%	74%	78%							
Hardy Williams Elementary Reading			4 Econ Disadv	2011	79%	91%	82%	83%							
Hardy Williams Elementary Reading			5 Econ Disadv	2011	78%	117%	87%	81%							

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)				TREND	PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014		D_2011	D_2012	D_2013	D_2014	D_TREND
Hardy Williams Elementary	Reading		6 Econ Disadv	2011	90%	150%	133%	93%						
Hardy Williams Elementary	Reading	ALL	Econ Disadv	2011	80%	101%	98%	83%		84%	71%	71%	67%	
Hardy Williams Elementary	Reading		3 ELL	2011										
Hardy Williams Elementary	Reading		4 ELL	2011										
Hardy Williams Elementary	Reading		5 ELL	2011										
Hardy Williams Elementary	Reading		6 ELL	2011										
Hardy Williams Elementary	Reading		3 Female	2011	62%	76%	62%	63%						
Hardy Williams Elementary	Reading		4 Female	2011	67%	77%	89%	61%						
Hardy Williams Elementary	Reading		5 Female	2011	63%	76%	62%	67%						
Hardy Williams Elementary	Reading		6 Female	2011	75%	110%	98%	66%						
Hardy Williams Elementary	Reading	ALL	Female	2011	67%	84%	80%	64%		74%	63%	62%	59%	
Hardy Williams Elementary	Reading		3 Hispanic	2011										
Hardy Williams Elementary	Reading		4 Hispanic	2011										
Hardy Williams Elementary	Reading		5 Hispanic	2011		0%								
Hardy Williams Elementary	Reading		6 Hispanic	2011			0%	0%						
Hardy Williams Elementary	Reading	ALL	Hispanic	2011		0%	0%	0%			72%	81%	74%	
Hardy Williams Elementary	Reading		3 Hist Under	2011										
Hardy Williams Elementary	Reading		4 Hist Under	2011										
Hardy Williams Elementary	Reading		5 Hist Under	2011										
Hardy Williams Elementary	Reading		6 Hist Under	2011										
Hardy Williams Elementary	Reading	ALL	Hist Under	2011									68%	
Hardy Williams Elementary	Reading		3 IEP	2011	0%	17%	24%	73%						
Hardy Williams Elementary	Reading		4 IEP	2011	114%	139%	37%	27%						
Hardy Williams Elementary	Reading		5 IEP	2011	0%	212%	87%	0%						
Hardy Williams Elementary	Reading		6 IEP	2011	26%	0%	145%	52%						
Hardy Williams Elementary	Reading	ALL	IEP	2011	38%	90%	52%	44%		52%	29%	28%	25%	
Hardy Williams Elementary	Reading		3 Male	2011	63%	38%	53%	64%						
Hardy Williams Elementary	Reading		4 Male	2011	57%	63%	56%	66%						
Hardy Williams Elementary	Reading		5 Male	2011	54%	80%	64%	41%						
Hardy Williams Elementary	Reading		6 Male	2011	56%	95%	88%	67%						
Hardy Williams Elementary	Reading	ALL	Male	2011	58%	63%	64%	58%		67%	54%	54%	52%	
Hardy Williams Elementary	Reading		3 Multi-ethnic	2011		145%		53%						
Hardy Williams Elementary	Reading		4 Multi-ethnic	2011	151%		167%							
Hardy Williams Elementary	Reading		5 Multi-ethnic	2011		178%		189%						
Hardy Williams Elementary	Reading		6 Multi-ethnic	2011										
Hardy Williams Elementary	Reading	ALL	Multi-ethnic	2011	151%	154%	167%	83%		98%	77%	72%	65%	
Hardy Williams Elementary	Reading		3 NonIEP	2011	67%	61%	66%	66%						
Hardy Williams Elementary	Reading		4 NonIEP	2011	59%	65%	75%	74%						
Hardy Williams Elementary	Reading		5 NonIEP	2011	57%	71%	64%	59%						
Hardy Williams Elementary	Reading		6 NonIEP	2011	73%	100%	89%	72%						
Hardy Williams Elementary	Reading	ALL	NonIEP	2011	63%	72%	75%	67%		72%	60%	58%	56%	
Hardy Williams Elementary	Reading		3 White	2011				127%						
Hardy Williams Elementary	Reading		4 White	2011										
Hardy Williams Elementary	Reading		5 White	2011										
Hardy Williams Elementary	Reading		6 White	2011										
Hardy Williams Elementary	Reading	ALL	White	2011									79%	
Hardy Williams Secondary	Math		7 ALL SUBGROUPS	2011	53%	101%	101%	106%						
Hardy Williams Secondary	Math		8 ALL SUBGROUPS	2011	73%	84%	124%	125%						
Hardy Williams Secondary	Math	ALL	ALL SUBGROUPS	2011	60%	92%	112%	114%		75%	69%	67%	68%	
Hardy Williams Secondary	Math		7 Asian	2011				111%						
Hardy Williams Secondary	Math		8 Asian	2011	111%									
Hardy Williams Secondary	Math	ALL	Asian	2011	111%			111%		94%			92%	
Hardy Williams Secondary	Math		7 Black	2011	70%	137%	147%	157%						
Hardy Williams Secondary	Math		8 Black	2011	99%	118%	184%	183%						
Hardy Williams Secondary	Math	ALL	Black	2011	81%	128%	164%	168%		92%	83%	83%	82%	
Hardy Williams Secondary	Math		7 Econ Disadv	2011	65%	114%	142%	127%						
Hardy Williams Secondary	Math		8 Econ Disadv	2011	92%	99%	157%	162%						

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Hardy Williams Secondary	Math	ALL	Econ Disadv	2011	75%	109%	146%	141%		85%	79%	78%	76%	
Hardy Williams Secondary	Math		7 ELL	2011										
Hardy Williams Secondary	Math		8 ELL	2011										
Hardy Williams Secondary	Math		7 Female	2011	57%	96%	107%	106%						
Hardy Williams Secondary	Math		8 Female	2011	58%	92%	127%	123%						
Hardy Williams Secondary	Math	ALL	Female	2011	57%	94%	116%	114%		77%	72%	69%	70%	
Hardy Williams Secondary	Math		7 Hispanic	2011	163%			89%						
Hardy Williams Secondary	Math		8 Hispanic	2011		172%								
Hardy Williams Secondary	Math	ALL	Hispanic	2011	163%	172%		89%		88%	80%		79%	
Hardy Williams Secondary	Math		7 Hist Under	2011				130%						
Hardy Williams Secondary	Math		8 Hist Under	2011				162%						
Hardy Williams Secondary	Math	ALL	Hist Under	2011				143%					79%	
Hardy Williams Secondary	Math		7 IEP	2011	67%	158%	54%	69%						
Hardy Williams Secondary	Math		8 IEP	2011	141%	71%	223%	121%						
Hardy Williams Secondary	Math	ALL	IEP	2011	91%	117%	174%	84%		56%	44%	45%	35%	
Hardy Williams Secondary	Math		7 Male	2011	48%	107%	93%	104%						
Hardy Williams Secondary	Math		8 Male	2011	88%	74%	121%	126%						
Hardy Williams Secondary	Math	ALL	Male	2011	64%	90%	106%	113%		72%	67%	65%	65%	
Hardy Williams Secondary	Math		7 Multi-ethnic	2011										
Hardy Williams Secondary	Math		8 Multi-ethnic	2011										
Hardy Williams Secondary	Math		7 NonIEP	2011	54%	98%	97%	105%						
Hardy Williams Secondary	Math		8 NonIEP	2011	68%	89%	118%	118%						
Hardy Williams Secondary	Math	ALL	NonIEP	2011	59%	93%	106%	111%		77%	73%	69%	70%	
Hardy Williams Secondary	Math		7 White	2011										
Hardy Williams Secondary	Math		8 White	2011										
Hardy Williams Secondary	Reading		7 ALL SUBGROUPS	2011	65%	69%	89%	77%						
Hardy Williams Secondary	Reading		8 ALL SUBGROUPS	2011	88%	80%	98%	98%						
Hardy Williams Secondary	Reading	ALL	ALL SUBGROUPS	2011	74%	75%	94%	86%		75%	70%	68%	72%	
Hardy Williams Secondary	Reading		7 Asian	2011				119%						
Hardy Williams Secondary	Reading		8 Asian	2011	112%									
Hardy Williams Secondary	Reading	ALL	Asian	2011	112%			119%		90%			88%	
Hardy Williams Secondary	Reading		7 Black	2011	87%	96%	137%	112%						
Hardy Williams Secondary	Reading		8 Black	2011	111%	103%	133%	129%						
Hardy Williams Secondary	Reading	ALL	Black	2011	97%	100%	135%	120%		92%	85%	86%	87%	
Hardy Williams Secondary	Reading		7 Econ Disadv	2011	80%	83%	126%	93%						
Hardy Williams Secondary	Reading		8 Econ Disadv	2011	105%	88%	117%	118%						
Hardy Williams Secondary	Reading	ALL	Econ Disadv	2011	90%	86%	121%	105%		86%	81%	81%	83%	
Hardy Williams Secondary	Reading		7 ELL	2011										
Hardy Williams Secondary	Reading		8 ELL	2011										
Hardy Williams Secondary	Reading		7 Female	2011	73%	65%	86%	83%						
Hardy Williams Secondary	Reading		8 Female	2011	90%	85%	101%	99%						
Hardy Williams Secondary	Reading	ALL	Female	2011	79%	75%	93%	90%		79%	75%	73%	76%	
Hardy Williams Secondary	Reading		7 Hispanic	2011	180%			0%						
Hardy Williams Secondary	Reading		8 Hispanic	2011		165%								
Hardy Williams Secondary	Reading	ALL	Hispanic	2011	180%	165%		0%		91%	83%		84%	
Hardy Williams Secondary	Reading		7 Hist Under	2011				96%						
Hardy Williams Secondary	Reading		8 Hist Under	2011				118%						
Hardy Williams Secondary	Reading	ALL	Hist Under	2011				106%					85%	
Hardy Williams Secondary	Reading		7 IEP	2011	63%	57%	0%	29%						
Hardy Williams Secondary	Reading		8 IEP	2011	95%	65%	122%	0%						
Hardy Williams Secondary	Reading	ALL	IEP	2011	76%	61%	95%	19%		54%	41%	43%	36%	
Hardy Williams Secondary	Reading		7 Male	2011	53%	72%	93%	66%						
Hardy Williams Secondary	Reading		8 Male	2011	86%	74%	90%	92%						
Hardy Williams Secondary	Reading	ALL	Male	2011	66%	73%	91%	78%		71%	66%	65%	67%	
Hardy Williams Secondary	Reading		7 Multi-ethnic	2011										
Hardy Williams Secondary	Reading		8 Multi-ethnic	2011										
Hardy Williams Secondary	Reading		7 NonIEP	2011	67%									

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Hardy Williams Secondary	Reading		8 NonIEP	2011	89%	86%	98%	95%						
Hardy Williams Secondary	Reading	ALL	NonIEP	2011	76%	80%	92%	85%		78%	74%	70%	74%	
Hardy Williams Secondary	Reading		7 White	2011										
Hardy Williams Secondary	Reading		8 White	2011										
Harrity Elementary	Math	ALL	ALL SUBGROUPS	2010	68%	83%	74%	75%		77%	66%	63%	62%	
Harrity Elementary	Math	ALL	Black	2010	89%	118%	113%	116%		93%	80%	78%	77%	
Harrity Elementary	Math	ALL	Econ Disadv	2010	79%	99%	94%	92%		87%	76%	73%	72%	
Harrity Elementary	Math	ALL	ELL	2010	0%	0%		193%		108%	98%		78%	
Harrity Elementary	Math	ALL	Female	2010	64%	83%	79%	74%		79%	68%	65%	63%	
Harrity Elementary	Math	ALL	Hispanic	2010		0%	0%	84%			76%	76%	74%	
Harrity Elementary	Math	ALL	Hist Under	2010				92%					72%	
Harrity Elementary	Math	ALL	IEP	2010	75%	71%	47%	42%		60%	38%	35%	31%	
Harrity Elementary	Math	ALL	Male	2010	71%	82%	71%	76%		75%	64%	61%	61%	
Harrity Elementary	Math	ALL	NonIEP	2010	66%	83%	76%	79%		79%	68%	64%	64%	
Harrity Elementary	Math	ALL	White	2010				121%					80%	
Harrity Elementary	Reading	ALL	ALL SUBGROUPS	2010	49%	65%	61%	67%		71%	62%	61%	62%	
Harrity Elementary	Reading	ALL	Black	2010	69%	98%	96%	104%		91%	80%	80%	80%	
Harrity Elementary	Reading	ALL	Econ Disadv	2010	62%	82%	80%	85%		85%	74%	74%	72%	
Harrity Elementary	Reading	ALL	ELL	2010	0%	0%		298%		111%	98%		61%	
Harrity Elementary	Reading	ALL	Female	2010	48%	66%	68%	71%		74%	67%	66%	64%	
Harrity Elementary	Reading	ALL	Hispanic	2010		0%	0%	94%			73%	81%	74%	
Harrity Elementary	Reading	ALL	Hist Under	2010				86%					74%	
Harrity Elementary	Reading	ALL	IEP	2010	57%	53%	47%	33%		50%	31%	31%	29%	
Harrity Elementary	Reading	ALL	Male	2010	51%	64%	55%	63%		68%	57%	57%	58%	
Harrity Elementary	Reading	ALL	NonIEP	2010	48%	65%	61%	70%		73%	64%	62%	62%	
Harrity Elementary	Reading	ALL	White	2010				127%					79%	
Lenfest Campus	Math	ALL	ALL SUBGROUPS		91%	108%	100%	85%		72%	68%	66%	66%	
Lenfest Campus	Math	ALL	Asian				127%					86%		
Lenfest Campus	Math	ALL	Black		130%	158%	158%	133%		92%	84%	84%	84%	
Lenfest Campus	Math	ALL	Econ Disadv		110%	136%	119%	99%		85%	80%	77%	76%	
Lenfest Campus	Math	ALL	ELL			166%	284%	58%			107%	100%	93%	
Lenfest Campus	Math	ALL	Female		90%	106%	109%	93%		74%	70%	69%	68%	
Lenfest Campus	Math	ALL	Hispanic		122%	139%	100%	108%		87%	80%	77%	74%	
Lenfest Campus	Math	ALL	Hist Under				161%	102%				78%	79%	
Lenfest Campus	Math	ALL	IEP		116%	162%	82%	49%		54%	41%	41%	34%	
Lenfest Campus	Math	ALL	Male		91%	110%	93%	77%		70%	66%	63%	63%	
Lenfest Campus	Math	ALL	Multi-ethnic		152%	0%	143%	112%		93%	110%	86%	92%	
Lenfest Campus	Math	ALL	NonIEP		93%	106%	103%	90%		74%	70%	67%	49%	
Lenfest Campus	Math	ALL	White		85%	101%	77%	21%		88%	85%	84%	85%	
Lenfest Campus	Reading	ALL	ALL SUBGROUPS		89%	94%	87%	73%		72%	69%	69%	71%	
Lenfest Campus	Reading	ALL	Asian				128%					83%		
Lenfest Campus	Reading	ALL	Black		119%	130%	126%	105%		91%	87%	88%	89%	
Lenfest Campus	Reading	ALL	Econ Disadv		105%	111%	98%	85%		84%	81%	80%	82%	
Lenfest Campus	Reading	ALL	ELL			0%	259%	86%			106%	92%	82%	
Lenfest Campus	Reading	ALL	Female		89%	93%	92%	83%		75%	73%	73%	76%	
Lenfest Campus	Reading	ALL	Hispanic		142%	127%	90%	70%		87%	80%	83%	80%	
Lenfest Campus	Reading	ALL	Hist Under				120%	86%				82%	85%	
Lenfest Campus	Reading	ALL	IEP		105%	127%	73%	34%		49%	40%	38%	37%	
Lenfest Campus	Reading	ALL	Male		88%	94%	81%	64%		69%	64%	65%	66%	
Lenfest Campus	Reading	ALL	Multi-ethnic		142%	0%	159%	111%		88%	86%	83%	93%	
Lenfest Campus	Reading	ALL	NonIEP		92%	94%	88%	79%		75%	71%	71%	52%	
Lenfest Campus	Reading	ALL	White		84%	126%	76%	21%		88%	85%	85%	86%	
Mann Elementary	Math	ALL	ALL SUBGROUPS	2010	72%	101%	106%	105%		78%	65%	60%	60%	
Mann Elementary	Math	ALL	Asian	2010	109%	110%	77%	115%		94%	93%	86%	84%	
Mann Elementary	Math	ALL	Black	2010	94%	144%	166%	163%		92%	79%	76%	74%	
Mann Elementary	Math	ALL	Econ Disadv	2010	82%	126%	128%	132%		88%	74%	71%	70%	
Mann Elementary	Math	ALL	ELL	2010	135%	231%	177%	137%		99%	85%	78%	80%	

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Mann Elementary	Math	ALL	Female	2010	70%	104%	112%	115%		80%	66%	63%	60%	
Mann Elementary	Math	ALL	Hispanic	2010	53%	151%	136%	164%		88%	78%	73%	70%	
Mann Elementary	Math	ALL	Hist Under	2010				130%					69%	
Mann Elementary	Math	ALL	IEP	2010	25%	70%	69%	79%		61%	37%	31%	28%	
Mann Elementary	Math	ALL	Male	2010	72%	98%	103%	96%		77%	64%	60%	59%	
Mann Elementary	Math	ALL	Multi-ethnic	2010	43%	137%	108%	87%		91%	86%	84%	72%	
Mann Elementary	Math	ALL	NonIEP	2010	74%	103%	109%	108%		80%	67%	62%	61%	
Mann Elementary	Math	ALL	White	2010			130%	127%				78%	79%	
Mann Elementary	Reading	ALL	ALL SUBGROUPS	2010	60%	82%	83%	81%		72%	58%	58%	56%	
Mann Elementary	Reading	ALL	Asian	2010	121%	122%	43%	127%		85%	82%	78%	76%	
Mann Elementary	Reading	ALL	Black	2010	84%	129%	135%	135%		91%	77%	77%	76%	
Mann Elementary	Reading	ALL	Econ Disadv	2010	76%	105%	108%	105%		85%	71%	71%	68%	
Mann Elementary	Reading	ALL	ELL	2010	188%	478%	243%	127%		98%	78%	71%	67%	
Mann Elementary	Reading	ALL	Female	2010	60%	86%	92%	87%		75%	62%	62%	60%	
Mann Elementary	Reading	ALL	Hispanic	2010	65%	126%	113%	90%		83%	72%	69%	64%	
Mann Elementary	Reading	ALL	Hist Under	2010				106%					69%	
Mann Elementary	Reading	ALL	IEP	2010	23%	78%	48%	57%		49%	28%	28%	26%	
Mann Elementary	Reading	ALL	Male	2010	61%	79%	75%	73%		68%	54%	53%	53%	
Mann Elementary	Reading	ALL	Multi-ethnic	2010	50%	94%	119%	71%		90%	77%	82%	69%	
Mann Elementary	Reading	ALL	NonIEP	2010	61%	82%	85%	83%		73%	60%	58%	57%	
Mann Elementary	Reading	ALL	White	2010			145%	139%				74%	75%	
Mastery Prep MS Gratz	Math		7 ALL SUBGROUPS	2011				56%						
Mastery Prep MS Gratz	Math		8 ALL SUBGROUPS	2011				61%						
Mastery Prep MS Gratz	Math	ALL	ALL SUBGROUPS	2011				59%					68%	
Mastery Prep MS Gratz	Math		7 Asian	2011				0%						
Mastery Prep MS Gratz	Math		8 Asian	2011										
Mastery Prep MS Gratz	Math	ALL	Asian	2011									92%	
Mastery Prep MS Gratz	Math		7 Black	2011				90%						
Mastery Prep MS Gratz	Math		8 Black	2011				89%						
Mastery Prep MS Gratz	Math	ALL	Black	2011				90%					82%	
Mastery Prep MS Gratz	Math		7 Econ Disadv	2011				64%						
Mastery Prep MS Gratz	Math		8 Econ Disadv	2011				75%						
Mastery Prep MS Gratz	Math	ALL	Econ Disadv	2011				70%					77%	
Mastery Prep MS Gratz	Math		7 ELL	2011				357%						
Mastery Prep MS Gratz	Math		8 ELL	2011				333%						
Mastery Prep MS Gratz	Math	ALL	ELL	2011				345%					93%	
Mastery Prep MS Gratz	Math		7 Female	2011				53%						
Mastery Prep MS Gratz	Math		8 Female	2011				60%						
Mastery Prep MS Gratz	Math	ALL	Female	2011				56%					70%	
Mastery Prep MS Gratz	Math		7 Hispanic	2011				89%						
Mastery Prep MS Gratz	Math		8 Hispanic	2011				123%						
Mastery Prep MS Gratz	Math	ALL	Hispanic	2011				110%					77%	
Mastery Prep MS Gratz	Math		7 Hist Under	2011				62%						
Mastery Prep MS Gratz	Math		8 Hist Under	2011				77%						
Mastery Prep MS Gratz	Math	ALL	Hist Under	2011				70%					79%	
Mastery Prep MS Gratz	Math		7 IEP	2011				69%						
Mastery Prep MS Gratz	Math		8 IEP	2011				48%						
Mastery Prep MS Gratz	Math	ALL	IEP	2011				58%					36%	
Mastery Prep MS Gratz	Math		7 Male	2011				58%						
Mastery Prep MS Gratz	Math		8 Male	2011				63%						
Mastery Prep MS Gratz	Math	ALL	Male	2011				61%					65%	
Mastery Prep MS Gratz	Math		7 Multi-ethnic	2011				0%						
Mastery Prep MS Gratz	Math		8 Multi-ethnic	2011				51%						
Mastery Prep MS Gratz	Math	ALL	Multi-ethnic	2011				38%					88%	
Mastery Prep MS Gratz	Math		7 NonIEP	2011				59%						
Mastery Prep MS Gratz	Math		8 NonIEP	2011				31%						
Mastery Prep MS Gratz	Math	ALL	NonIEP	2011				65%					70%	

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)				PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)					
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Mastery Prep MS Gratz	Math		7 White	2011				0%						
Mastery Prep MS Gratz	Math		8 White	2011				0%						
Mastery Prep MS Gratz	Math	ALL	White	2011									85%	
Mastery Prep MS Gratz	Reading		7 ALL SUBGROUPS	2011				50%						
Mastery Prep MS Gratz	Reading		8 ALL SUBGROUPS	2011				58%						
Mastery Prep MS Gratz	Reading	ALL	ALL SUBGROUPS	2011				55%					72%	
Mastery Prep MS Gratz	Reading		7 Asian	2011				0%						
Mastery Prep MS Gratz	Reading		8 Asian	2011										
Mastery Prep MS Gratz	Reading	ALL	Asian	2011				0%					88%	
Mastery Prep MS Gratz	Reading		7 Black	2011				71%						
Mastery Prep MS Gratz	Reading		8 Black	2011				72%						
Mastery Prep MS Gratz	Reading	ALL	Black	2011				71%					87%	
Mastery Prep MS Gratz	Reading		7 Econ Disadv	2011				62%						
Mastery Prep MS Gratz	Reading		8 Econ Disadv	2011				69%						
Mastery Prep MS Gratz	Reading	ALL	Econ Disadv	2011				66%					83%	
Mastery Prep MS Gratz	Reading		7 ELL	2011				0%						
Mastery Prep MS Gratz	Reading		8 ELL	2011				417%						
Mastery Prep MS Gratz	Reading	ALL	ELL	2011				256%					82%	
Mastery Prep MS Gratz	Reading		7 Female	2011				62%						
Mastery Prep MS Gratz	Reading		8 Female	2011				64%						
Mastery Prep MS Gratz	Reading	ALL	Female	2011				63%					76%	
Mastery Prep MS Gratz	Reading		7 Hispanic	2011				98%						
Mastery Prep MS Gratz	Reading		8 Hispanic	2011				107%						
Mastery Prep MS Gratz	Reading	ALL	Hispanic	2011				104%					83%	
Mastery Prep MS Gratz	Reading		7 Hist Under	2011				64%						
Mastery Prep MS Gratz	Reading		8 Hist Under	2011				73%						
Mastery Prep MS Gratz	Reading	ALL	Hist Under	2011				69%					86%	
Mastery Prep MS Gratz	Reading		7 IEP	2011				87%						
Mastery Prep MS Gratz	Reading		8 IEP	2011				81%						
Mastery Prep MS Gratz	Reading	ALL	IEP	2011				83%					37%	
Mastery Prep MS Gratz	Reading		7 Male	2011				38%						
Mastery Prep MS Gratz	Reading		8 Male	2011				56%						
Mastery Prep MS Gratz	Reading	ALL	Male	2011				49%					68%	
Mastery Prep MS Gratz	Reading		7 Multi-ethnic	2011				154%						
Mastery Prep MS Gratz	Reading		8 Multi-ethnic	2011				88%						
Mastery Prep MS Gratz	Reading	ALL	Multi-ethnic	2011				102%					88%	
Mastery Prep MS Gratz	Reading		7 NonIEP	2011				51%						
Mastery Prep MS Gratz	Reading		8 NonIEP	2011				61%						
Mastery Prep MS Gratz	Reading	ALL	NonIEP	2011				57%					75%	
Mastery Prep MS Gratz	Reading		7 White	2011				42%						
Mastery Prep MS Gratz	Reading		8 White	2011				118%						
Mastery Prep MS Gratz	Reading	ALL	White	2011				62%					86%	
Pickett Campus	Math	ALL	ALL SUBGROUPS	2007	91%	80%	88%	97%		72%	68%	66%	65%	
Pickett Campus	Math	ALL	Asian	2007	0%	109%		111%		94%	95%		92%	
Pickett Campus	Math	ALL	Black	2007	130%	116%	134%	150%		92%	84%	84%	82%	
Pickett Campus	Math	ALL	Econ Disadv	2007	113%	103%	114%	125%		85%	80%	77%	75%	
Pickett Campus	Math	ALL	ELL	2007	286%	332%		366%		117%	107%		94%	
Pickett Campus	Math	ALL	Female	2007	91%	85%	93%	102%		75%	70%	68%	67%	
Pickett Campus	Math	ALL	Hispanic	2007	111%	135%	136%	137%		87%	80%	78%	73%	
Pickett Campus	Math	ALL	Hist Under	2007			106%	127%				78%	77%	
Pickett Campus	Math	ALL	IEP	2007	82%	48%	80%	123%		55%	42%	42%	33%	
Pickett Campus	Math	ALL	Male	2007	90%	76%	84%	92%		70%	66%	63%	62%	
Pickett Campus	Math	ALL	Multi-ethnic	2007	138%	144%		0%		95%	92%		84%	
Pickett Campus	Math	ALL	NonIEP	2007	100%	94%	92%	96%		75%	70%	67%	52%	
Pickett Campus	Math	ALL	White	2007										
Pickett Campus	Reading	ALL	ALL SUBGROUPS	2007	73%	57%	58%	55%		73%	69%	69%	69%	
Pickett Campus	Reading	ALL	Asian	2007	0%	57%		119%		87%	88%		88%	

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Pickett Campus	Reading	ALL	Black	2007	99%	101%	114%	123%		91%	87%	88%	88%	
Pickett Campus	Reading	ALL	Econ Disadv	2007	90%	90%	100%	108%		85%	81%	80%	79%	
Pickett Campus	Reading	ALL	ELL	2007	356%	0%		769%		122%	106%		79%	
Pickett Campus	Reading	ALL	Female	2007	78%	80%	84%	88%		77%	73%	73%	73%	
Pickett Campus	Reading	ALL	Hispanic	2007	116%	102%	94%	128%		89%	82%	84%	77%	
Pickett Campus	Reading	ALL	Hist Under	2007			105%	110%				82%	82%	
Pickett Campus	Reading	ALL	IEP	2007	57%	49%	60%	94%		51%	39%	38%	36%	
Pickett Campus	Reading	ALL	Male	2007	67%	66%	75%	83%		69%	64%	65%	64%	
Pickett Campus	Reading	ALL	Multi-ethnic	2007	71%	131%		0%		93%	91%		78%	
Pickett Campus	Reading	ALL	NonIEP	2007	82%	85%	84%	86%		75%	71%	71%	52%	
Pickett Campus	Reading	ALL	White	2007										
Shoemaker Campus	Math	ALL	ALL SUBGROUPS	2006	103%	108%	97%	90%		72%	68%	66%	65%	
Shoemaker Campus	Math	ALL	Asian	2006	0%	124%	111%	111%		94%	94%	93%	93%	
Shoemaker Campus	Math	ALL	Black	2006	149%	159%	149%	139%		92%	84%	84%	84%	
Shoemaker Campus	Math	ALL	Econ Disadv	2006	130%	140%	127%	113%		85%	80%	76%	76%	
Shoemaker Campus	Math	ALL	ELL	2006	246%	237%				120%	113%			
Shoemaker Campus	Math	ALL	Female	2006	105%	110%	98%	94%		74%	70%	68%	68%	
Shoemaker Campus	Math	ALL	Hispanic	2006	193%	163%	0%	119%		87%	81%	81%	79%	
Shoemaker Campus	Math	ALL	Hist Under	2006			138%	117%				78%	79%	
Shoemaker Campus	Math	ALL	IEP	2006	155%	120%	91%	83%		55%	42%	40%	34%	
Shoemaker Campus	Math	ALL	Male	2006	99%	108%	96%	85%		70%	66%	63%	63%	
Shoemaker Campus	Math	ALL	Multi-ethnic	2006	138%	143%	143%	101%		95%	86%	86%	89%	
Shoemaker Campus	Math	ALL	NonIEP	2006	100%	111%	100%	93%		73%	70%	67%	50%	
Shoemaker Campus	Math	ALL	White	2006		151%					83%			
Shoemaker Campus	Reading	ALL	ALL SUBGROUPS	2006	82%	86%	84%	84%		72%	68%	69%	71%	
Shoemaker Campus	Reading	ALL	Asian	2006	0%	134%	122%	112%		85%	83%	89%	92%	
Shoemaker Campus	Reading	ALL	Black	2006	114%	120%	119%	117%		91%	87%	88%	89%	
Shoemaker Campus	Reading	ALL	Econ Disadv	2006	99%	111%	108%	103%		83%	81%	81%	82%	
Shoemaker Campus	Reading	ALL	ELL	2006	108%	305%				122%	102%			
Shoemaker Campus	Reading	ALL	Female	2006	87%	88%	82%	86%		75%	73%	73%	75%	
Shoemaker Campus	Reading	ALL	Hispanic	2006	123%	90%	0%	65%		87%	80%	86%	84%	
Shoemaker Campus	Reading	ALL	Hist Under	2006			120%	105%				82%	85%	
Shoemaker Campus	Reading	ALL	IEP	2006	99%	78%	56%	58%		50%	40%	37%	37%	
Shoemaker Campus	Reading	ALL	Male	2006	74%	83%	85%	78%		68%	64%	65%	66%	
Shoemaker Campus	Reading	ALL	Multi-ethnic	2006	0%		79%	92%		93%	83%	83%	89%	
Shoemaker Campus	Reading	ALL	NonIEP	2006	82%	89%	89%	88%		74%	71%	71%	52%	
Shoemaker Campus	Reading	ALL	White	2006		135%					85%			
Smedley Elementary	Math	ALL	ALL SUBGROUPS	2010	52%	66%	73%	70%		78%	65%	60%	59%	
Smedley Elementary	Math	ALL	Asian	2010	54%	82%	117%	114%		93%	90%	86%	89%	
Smedley Elementary	Math	ALL	Black	2010	64%	95%	105%	102%		92%	78%	76%	74%	
Smedley Elementary	Math	ALL	Econ Disadv	2010	62%	80%	93%	89%		88%	74%	71%	70%	
Smedley Elementary	Math	ALL	ELL	2010	25%	129%	226%	193%		98%	83%	77%	77%	
Smedley Elementary	Math	ALL	Female	2010	55%	69%	75%	75%		80%	66%	62%	60%	
Smedley Elementary	Math	ALL	Hispanic	2010	67%	84%	117%	93%		90%	77%	73%	72%	
Smedley Elementary	Math	ALL	Hist Under	2010				88%				69%	69%	
Smedley Elementary	Math	ALL	IEP	2010	24%	51%	64%	69%		60%	36%	31%	28%	
Smedley Elementary	Math	ALL	Male	2010	50%	64%	72%	67%		77%	64%	60%	59%	
Smedley Elementary	Math	ALL	Multi-ethnic	2010	94%	99%	109%	121%		90%	84%	78%	69%	
Smedley Elementary	Math	ALL	NonIEP	2010	61%	75%	81%	76%		80%	67%	61%	61%	
Smedley Elementary	Math	ALL	White	2010	46%	40%	77%	79%		92%	82%	80%	81%	
Smedley Elementary	Reading	ALL	ALL SUBGROUPS	2010	44%	52%	61%	63%		72%	58%	57%	56%	
Smedley Elementary	Reading	ALL	Asian	2010	29%	92%	127%	124%		86%	80%	78%	81%	
Smedley Elementary	Reading	ALL	Black	2010	61%	76%	92%	98%		91%	77%	77%	76%	
Smedley Elementary	Reading	ALL	Econ Disadv	2010	57%	69%	83%	84%		85%	71%	71%	67%	
Smedley Elementary	Reading	ALL	ELL	2010	0%	220%	295%	257%		99%	75%	72%	62%	
Smedley Elementary	Reading	ALL	Female	2010	47%	83%	83%	84%		75%	62%	62%	59%	
Smedley Elementary	Reading	ALL	Hispanic	2010	57%	76%	90%	98%		86%	73%	70%	67%	

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)				TREND	PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014		D_2011	D_2012	D_2013	D_2014	D_TREND
Smedley Elementary	Reading	ALL	Hist Under	2010				84%					68%	
Smedley Elementary	Reading	ALL	IEP	2010	34%	52%	52%	52%		47%	28%	27%	24%	
Smedley Elementary	Reading	ALL	Male	2010	42%	55%	57%	62%		68%	54%	53%	52%	
Smedley Elementary	Reading	ALL	Multi-ethnic	2010	107%	110%	113%	95%		90%	77%	76%	67%	
Smedley Elementary	Reading	ALL	NonIEP	2010	49%	58%	69%	70%		73%	60%	58%	57%	
Smedley Elementary	Reading	ALL	White	2010	38%	51%	70%	74%		87%	76%	78%	77%	
Thomas Elementary	Math		3 ALL SUBGROUPS	2005				109%						
Thomas Elementary	Math		4 ALL SUBGROUPS	2005				73%						
Thomas Elementary	Math		5 ALL SUBGROUPS	2005				82%						
Thomas Elementary	Math		6 ALL SUBGROUPS	2005				82%						
Thomas Elementary	Math	ALL	ALL SUBGROUPS	2005				87%					59%	
Thomas Elementary	Math		3 Asian	2005				114%						
Thomas Elementary	Math		4 Asian	2005				81%						
Thomas Elementary	Math		5 Asian	2005				95%						
Thomas Elementary	Math		6 Asian	2005				76%						
Thomas Elementary	Math	ALL	Asian	2005				96%					85%	
Thomas Elementary	Math		3 Black	2005				136%						
Thomas Elementary	Math		4 Black	2005				92%						
Thomas Elementary	Math		5 Black	2005				120%						
Thomas Elementary	Math		6 Black	2005				106%						
Thomas Elementary	Math	ALL	Black	2005				111%					74%	
Thomas Elementary	Math		3 Econ Disadv	2005				139%						
Thomas Elementary	Math		4 Econ Disadv	2005				84%						
Thomas Elementary	Math		5 Econ Disadv	2005				102%						
Thomas Elementary	Math		6 Econ Disadv	2005				110%						
Thomas Elementary	Math	ALL	Econ Disadv	2005				109%					70%	
Thomas Elementary	Math		3 ELL	2005				244%						
Thomas Elementary	Math		4 ELL	2005				195%						
Thomas Elementary	Math		5 ELL	2005				395%						
Thomas Elementary	Math		6 ELL	2005				337%						
Thomas Elementary	Math	ALL	ELL	2005				291%					79%	
Thomas Elementary	Math		3 Female	2005				103%						
Thomas Elementary	Math		4 Female	2005				81%						
Thomas Elementary	Math		5 Female	2005				87%						
Thomas Elementary	Math		6 Female	2005				85%						
Thomas Elementary	Math	ALL	Female	2005				89%					60%	
Thomas Elementary	Math		3 Hispanic	2005				149%						
Thomas Elementary	Math		4 Hispanic	2005				146%						
Thomas Elementary	Math		5 Hispanic	2005				111%						
Thomas Elementary	Math		6 Hispanic	2005				189%						
Thomas Elementary	Math	ALL	Hispanic	2005				150%					72%	
Thomas Elementary	Math		3 Hist Under	2005				137%						
Thomas Elementary	Math		4 Hist Under	2005				84%						
Thomas Elementary	Math		5 Hist Under	2005				106%						
Thomas Elementary	Math		6 Hist Under	2005				109%						
Thomas Elementary	Math	ALL	Hist Under	2005				109%					70%	
Thomas Elementary	Math		3 IEP	2005				145%						
Thomas Elementary	Math		4 IEP	2005				25%						
Thomas Elementary	Math		5 IEP	2005				81%						
Thomas Elementary	Math		6 IEP	2005				43%						
Thomas Elementary	Math	ALL	IEP	2005				69%					28%	
Thomas Elementary	Math		3 Male	2005				115%						
Thomas Elementary	Math		4 Male	2005				66%						
Thomas Elementary	Math		5 Male	2005				77%						
Thomas Elementary	Math		6 Male	2005				79%						
Thomas Elementary	Math	ALL	Male	2005				85%					59%	
Thomas Elementary	Math		3 Multi-ethnic	2005				152%						

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)				PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)					
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Thomas Elementary	Math		4 Multi-ethnic	2005				29%						
Thomas Elementary	Math		5 Multi-ethnic	2005				56%						
Thomas Elementary	Math		6 Multi-ethnic	2005				52%						
Thomas Elementary	Math	ALL	Multi-ethnic	2005				59%					75%	
Thomas Elementary	Math		3 NonIEP	2005				104%						
Thomas Elementary	Math		4 NonIEP	2005				79%						
Thomas Elementary	Math		5 NonIEP	2005				81%						
Thomas Elementary	Math		6 NonIEP	2005				84%						
Thomas Elementary	Math	ALL	NonIEP	2005				88%					61%	
Thomas Elementary	Math		3 White	2005				100%						
Thomas Elementary	Math		4 White	2005				85%						
Thomas Elementary	Math		5 White	2005				59%						
Thomas Elementary	Math		6 White	2005				84%						
Thomas Elementary	Math	ALL	White	2005				87%					80%	
Thomas Elementary	Reading		3 ALL SUBGROUPS	2005				69%						
Thomas Elementary	Reading		4 ALL SUBGROUPS	2005				63%						
Thomas Elementary	Reading		5 ALL SUBGROUPS	2005				46%						
Thomas Elementary	Reading		6 ALL SUBGROUPS	2005				94%						
Thomas Elementary	Reading	ALL	ALL SUBGROUPS	2005				68%					56%	
Thomas Elementary	Reading		3 Asian	2005				63%						
Thomas Elementary	Reading		4 Asian	2005				69%						
Thomas Elementary	Reading		5 Asian	2005				61%						
Thomas Elementary	Reading		6 Asian	2005				85%						
Thomas Elementary	Reading	ALL	Asian	2005				65%					77%	
Thomas Elementary	Reading		3 Black	2005				101%						
Thomas Elementary	Reading		4 Black	2005				97%						
Thomas Elementary	Reading		5 Black	2005				58%						
Thomas Elementary	Reading		6 Black	2005				149%						
Thomas Elementary	Reading	ALL	Black	2005				107%					77%	
Thomas Elementary	Reading		3 Econ Disadv	2005				82%						
Thomas Elementary	Reading		4 Econ Disadv	2005				81%						
Thomas Elementary	Reading		5 Econ Disadv	2005				55%						
Thomas Elementary	Reading		6 Econ Disadv	2005				126%						
Thomas Elementary	Reading	ALL	Econ Disadv	2005				86%					67%	
Thomas Elementary	Reading		3 ELL	2005				128%						
Thomas Elementary	Reading		4 ELL	2005				278%						
Thomas Elementary	Reading		5 ELL	2005				557%						
Thomas Elementary	Reading		6 ELL	2005				833%						
Thomas Elementary	Reading	ALL	ELL	2005				354%					61%	
Thomas Elementary	Reading		3 Female	2005				60%						
Thomas Elementary	Reading		4 Female	2005				65%						
Thomas Elementary	Reading		5 Female	2005				56%						
Thomas Elementary	Reading		6 Female	2005				110%						
Thomas Elementary	Reading	ALL	Female	2005				71%					59%	
Thomas Elementary	Reading		3 Hispanic	2005				68%						
Thomas Elementary	Reading		4 Hispanic	2005				136%						
Thomas Elementary	Reading		5 Hispanic	2005				88%						
Thomas Elementary	Reading		6 Hispanic	2005				198%						
Thomas Elementary	Reading	ALL	Hispanic	2005				122%					66%	
Thomas Elementary	Reading		3 Hist Under	2005				86%						
Thomas Elementary	Reading		4 Hist Under	2005				83%						
Thomas Elementary	Reading		5 Hist Under	2005				63%						
Thomas Elementary	Reading		6 Hist Under	2005				126%						
Thomas Elementary	Reading	ALL	Hist Under	2005				89%					68%	
Thomas Elementary	Reading		3 IEP	2005				135%						
Thomas Elementary	Reading		4 IEP	2005				100%						
Thomas Elementary	Reading		5 IEP	2005				0%						

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)				TREND	PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				D_TREND
					2011	2012	2013	2014		D_2011	D_2012	D_2013	D_2014	
Thomas Elementary	Reading		6 IEP	2005				60%						
Thomas Elementary	Reading	ALL	IEP	2005				46%						25%
Thomas Elementary	Reading		3 Male	2005				78%						
Thomas Elementary	Reading		4 Male	2005				61%						
Thomas Elementary	Reading		5 Male	2005				33%						
Thomas Elementary	Reading		6 Male	2005				80%						
Thomas Elementary	Reading	ALL	Male	2005				64%						52%
Thomas Elementary	Reading		3 Multi-ethnic	2005				0%						
Thomas Elementary	Reading		4 Multi-ethnic	2005				33%						
Thomas Elementary	Reading		5 Multi-ethnic	2005				0%						
Thomas Elementary	Reading		6 Multi-ethnic	2005				115%						
Thomas Elementary	Reading	ALL	Multi-ethnic	2005				39%						71%
Thomas Elementary	Reading		3 NonIEP	2005				63%						
Thomas Elementary	Reading		4 NonIEP	2005				70%						
Thomas Elementary	Reading		5 NonIEP	2005				48%						
Thomas Elementary	Reading		6 NonIEP	2005				96%						
Thomas Elementary	Reading	ALL	NonIEP	2005				68%						57%
Thomas Elementary	Reading		3 White	2005				77%						
Thomas Elementary	Reading		4 White	2005				38%						
Thomas Elementary	Reading		5 White	2005				32%						
Thomas Elementary	Reading		6 White	2005				69%						
Thomas Elementary	Reading	ALL	White	2005				60%						77%
Thomas High School	Math		7 ALL SUBGROUPS	2005	115%	112%	117%	117%						
Thomas High School	Math		8 ALL SUBGROUPS	2005	98%	114%	112%	106%						
Thomas High School	Math		11 ALL SUBGROUPS	2005	99%	111%	71%	86%						
Thomas High School	Math	ALL	ALL SUBGROUPS	2005	105%	113%	103%	104%	72%	68%	66%	65%		
Thomas High School	Math		7 Asian	2005	109%	101%	107%	100%						
Thomas High School	Math		8 Asian	2005	101%	103%	107%	111%						
Thomas High School	Math		11 Asian	2005	81%	83%	116%	117%						
Thomas High School	Math	ALL	Asian	2005	101%	99%	109%	110%	94%	94%	92%	92%		
Thomas High School	Math		7 Black	2005	153%	152%	169%	166%						
Thomas High School	Math		8 Black	2005	127%	156%	164%	149%						
Thomas High School	Math		11 Black	2005	175%	200%	107%	110%						
Thomas High School	Math	ALL	Black	2005	151%	162%	153%	146%	91%	84%	84%	84%		
Thomas High School	Math		7 Econ Disadv	2005	138%	134%	147%	142%						
Thomas High School	Math		8 Econ Disadv	2005	126%	142%	138%	136%						
Thomas High School	Math		11 Econ Disadv	2005	137%	179%	114%	122%						
Thomas High School	Math	ALL	Econ Disadv	2005	133%	146%	137%	134%	85%	80%	77%	76%		
Thomas High School	Math		7 ELL	2005	246%	283%	231%	227%						
Thomas High School	Math		8 ELL	2005	238%	332%	370%	267%						
Thomas High School	Math		11 ELL	2005		465%	0%	0%						
Thomas High School	Math	ALL	ELL	2005	242%	311%	233%	227%	116%	104%	92%	96%		
Thomas High School	Math		7 Female	2005	117%	114%	119%	116%						
Thomas High School	Math		8 Female	2005	106%	115%	118%	114%						
Thomas High School	Math		11 Female	2005	102%	115%	77%	83%						
Thomas High School	Math	ALL	Female	2005	109%	114%	109%	104%	74%	70%	69%	68%		
Thomas High School	Math		7 Hispanic	2005	136%	163%	140%	153%						
Thomas High School	Math		8 Hispanic	2005	108%	172%	189%	93%						
Thomas High School	Math		11 Hispanic	2005	0%	185%	146%	256%						
Thomas High School	Math	ALL	Hispanic	2005	107%	171%	156%	152%	87%	79%	77%	77%		
Thomas High School	Math		7 Hist Under	2005				147%						
Thomas High School	Math		8 Hist Under	2005				138%						
Thomas High School	Math		11 Hist Under	2005			118%	127%						
Thomas High School	Math	ALL	Hist Under	2005			118%	139%			78%	78%		
Thomas High School	Math		7 IEP	2005	117%	135%	193%	193%						
Thomas High School	Math		8 IEP	2005	123%	184%	150%	185%						
Thomas High School	Math		11 IEP	2005	154%	179%	62%	122%						

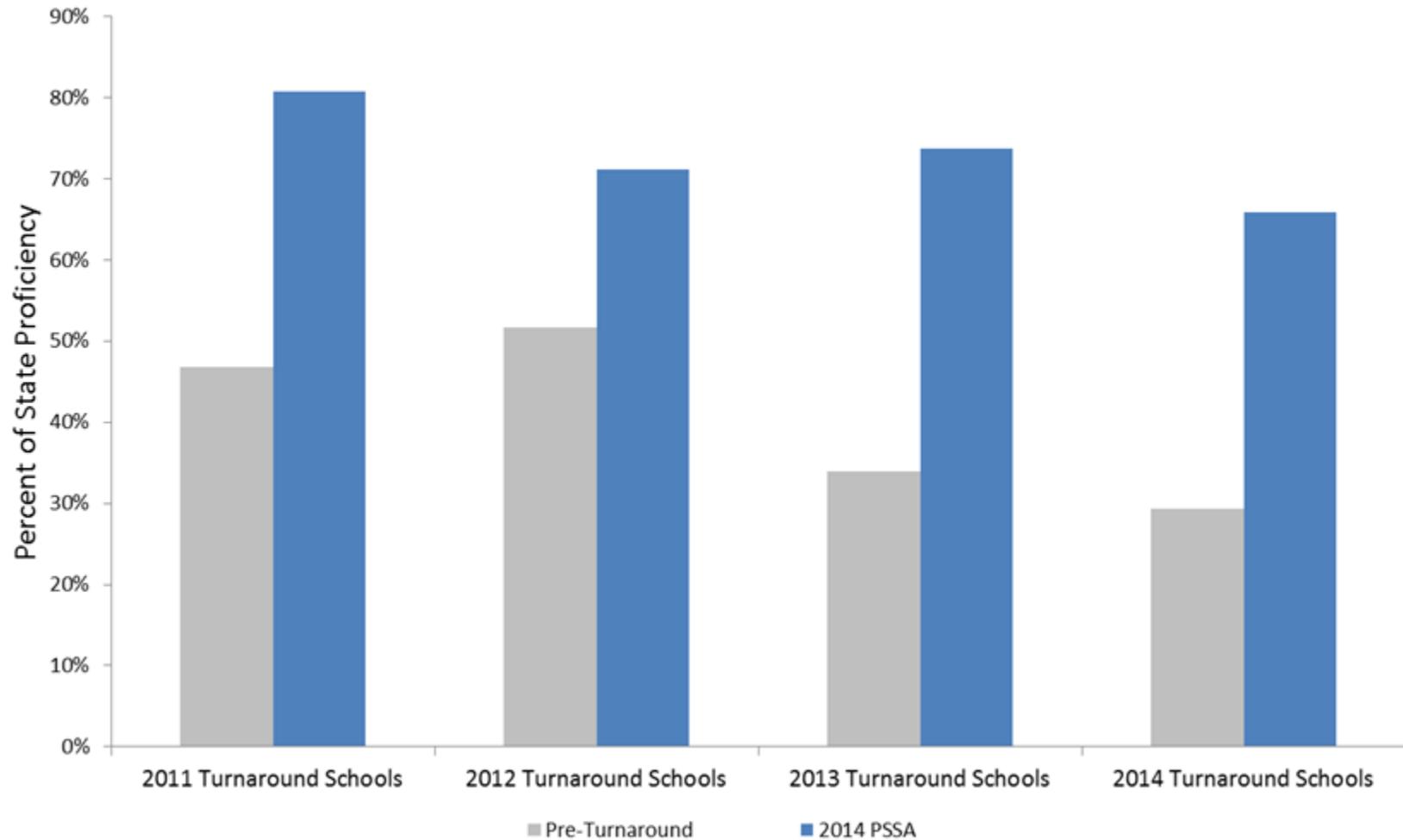
Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					TREND	PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)			
					2011	2012	2013	2014	D_2011		D_2012	D_2013	D_2014	D_TREND
Thomas High School	Math	ALL	IEP	2005	130%	141%	142%	153%		53%	43%	41%	35%	
Thomas High School	Math		7 Male	2005	113%	112%	114%	117%						
Thomas High School	Math		8 Male	2005	89%	111%	107%	97%						
Thomas High School	Math		11 Male	2005	95%	107%	67%	93%						
Thomas High School	Math	ALL	Male	2005	100%	111%	98%	104%		69%	66%	63%	63%	
Thomas High School	Math		7 Multi-ethnic	2005		137%	125%	149%						
Thomas High School	Math		8 Multi-ethnic	2005	144%	144%	76%	114%						
Thomas High School	Math		11 Multi-ethnic	2005				60%						
Thomas High School	Math	ALL	Multi-ethnic	2005	144%	140%	116%	114%		100%	92%	88%	89%	
Thomas High School	Math		7 NonIEP	2005	114%	115%	112%	110%						
Thomas High School	Math		8 NonIEP	2005	97%	112%	116%	105%						
Thomas High School	Math		11 NonIEP	2005	103%	115%	74%	73%						
Thomas High School	Math	ALL	NonIEP	2005	105%	114%	103%	96%		74%	71%	67%	47%	
Thomas High School	Math		7 White	2005	109%	98%	96%	115%						
Thomas High School	Math		8 White	2005	92%	101%	96%	63%						
Thomas High School	Math		11 White	2005	101%	76%	41%	63%						
Thomas High School	Math	ALL	White	2005	100%	97%	77%	83%		88%	87%	84%	83%	
Thomas High School	Reading		7 ALL SUBGROUPS	2005	108%	89%	90%	106%						
Thomas High School	Reading		8 ALL SUBGROUPS	2005	93%	108%	103%	101%						
Thomas High School	Reading		11 ALL SUBGROUPS	2005	86%	75%	79%	101%						
Thomas High School	Reading	ALL	ALL SUBGROUPS	2005	97%	93%	92%	103%		72%	69%	69%	71%	
Thomas High School	Reading		7 Asian	2005	115%	100%	93%	107%						
Thomas High School	Reading		8 Asian	2005	98%	106%	108%	104%						
Thomas High School	Reading		11 Asian	2005	87%	89%	107%	114%						
Thomas High School	Reading	ALL	Asian	2005	102%	101%	100%	108%		88%	87%	88%	88%	
Thomas High School	Reading		7 Black	2005	144%	117%	129%	148%						
Thomas High School	Reading		8 Black	2005	115%	141%	144%	124%						
Thomas High School	Reading		11 Black	2005	130%	118%	102%	128%						
Thomas High School	Reading	ALL	Black	2005	130%	127%	128%	134%		90%	86%	88%	89%	
Thomas High School	Reading		7 Econ Disadv	2005	133%	113%	119%	137%						
Thomas High School	Reading		8 Econ Disadv	2005	111%	130%	122%	123%						
Thomas High School	Reading		11 Econ Disadv	2005	109%	99%	108%	131%						
Thomas High School	Reading	ALL	Econ Disadv	2005	119%	119%	117%	130%		84%	81%	81%	82%	
Thomas High School	Reading		7 ELL	2005	356%	453%	110%	424%						
Thomas High School	Reading		8 ELL	2005	296%	347%	238%	167%						
Thomas High School	Reading		11 ELL	2005		0%	0%	0%						
Thomas High School	Reading	ALL	ELL	2005	323%	391%	127%	299%		121%	100%	93%	82%	
Thomas High School	Reading		7 Female	2005	105%	92%	90%	107%						
Thomas High School	Reading		8 Female	2005	96%	102%	100%	102%						
Thomas High School	Reading		11 Female	2005	86%	64%	76%	102%						
Thomas High School	Reading	ALL	Female	2005	96%	90%	90%	104%		76%	73%	73%	75%	
Thomas High School	Reading		7 Hispanic	2005	120%	179%	83%	140%						
Thomas High School	Reading		8 Hispanic	2005	103%	132%	172%	121%						
Thomas High School	Reading		11 Hispanic	2005	146%	152%	159%	189%						
Thomas High School	Reading	ALL	Hispanic	2005	115%	152%	141%	143%		88%	80%	83%	82%	
Thomas High School	Reading		7 Hist Under	2005				141%						
Thomas High School	Reading		8 Hist Under	2005				124%						
Thomas High School	Reading		11 Hist Under	2005			114%	135%						
Thomas High School	Reading	ALL	Hist Under	2005			114%	133%			82%	85%		
Thomas High School	Reading		7 IEP	2005	113%	93%	68%	159%						
Thomas High School	Reading		8 IEP	2005	86%	87%	119%	128%						
Thomas High School	Reading		11 IEP	2005	95%	27%	78%	106%						
Thomas High School	Reading	ALL	IEP	2005	97%	78%	93%	131%		47%	39%	38%	37%	
Thomas High School	Reading		7 Male	2005	113%	85%	90%	105%						
Thomas High School	Reading		8 Male	2005	88%	114%	108%	100%						
Thomas High School	Reading		11 Male	2005	85%	97%	138%	98%						
Thomas High School	Reading	ALL	Male	2005	96%	97%	95%	101%		68%	64%	66%	66%	

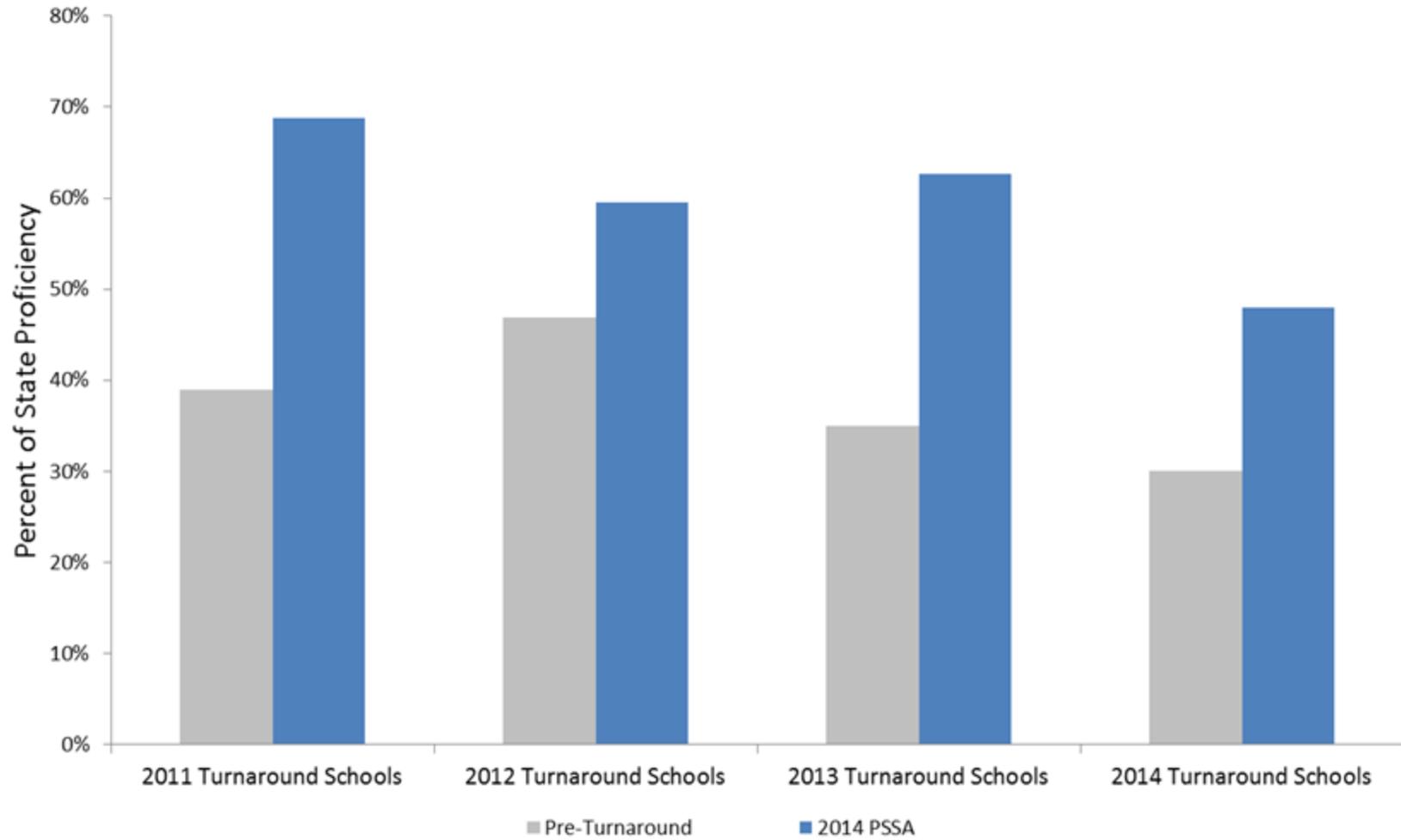
Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Thomas High School	Reading	7	Multi-ethnic	2005		0%	139%	154%						
Thomas High School	Reading	8	Multi-ethnic	2005	126%	131%	69%	115%						
Thomas High School	Reading	11	Multi-ethnic	2005				147%						
Thomas High School	Reading	ALL	Multi-ethnic	2005	126%	68%	123%	131%		98%	93%	85%	88%	
Thomas High School	Reading	7	NonIEP	2005	107%	93%	95%	101%						
Thomas High School	Reading	8	NonIEP	2005	94%	109%	107%	100%						
Thomas High School	Reading	11	NonIEP	2005	92%	85%	81%	89%						
Thomas High School	Reading	ALL	NonIEP	2005	98%	98%	95%	96%		74%	72%	71%	48%	
Thomas High School	Reading	7	White	2005	102%	75%	61%	84%						
Thomas High School	Reading	8	White	2005	86%	78%	69%	84%						
Thomas High School	Reading	11	White	2005	89%	34%	58%	90%						
Thomas High School	Reading	ALL	White	2005	92%	71%	62%	86%		89%	86%	86%	85%	

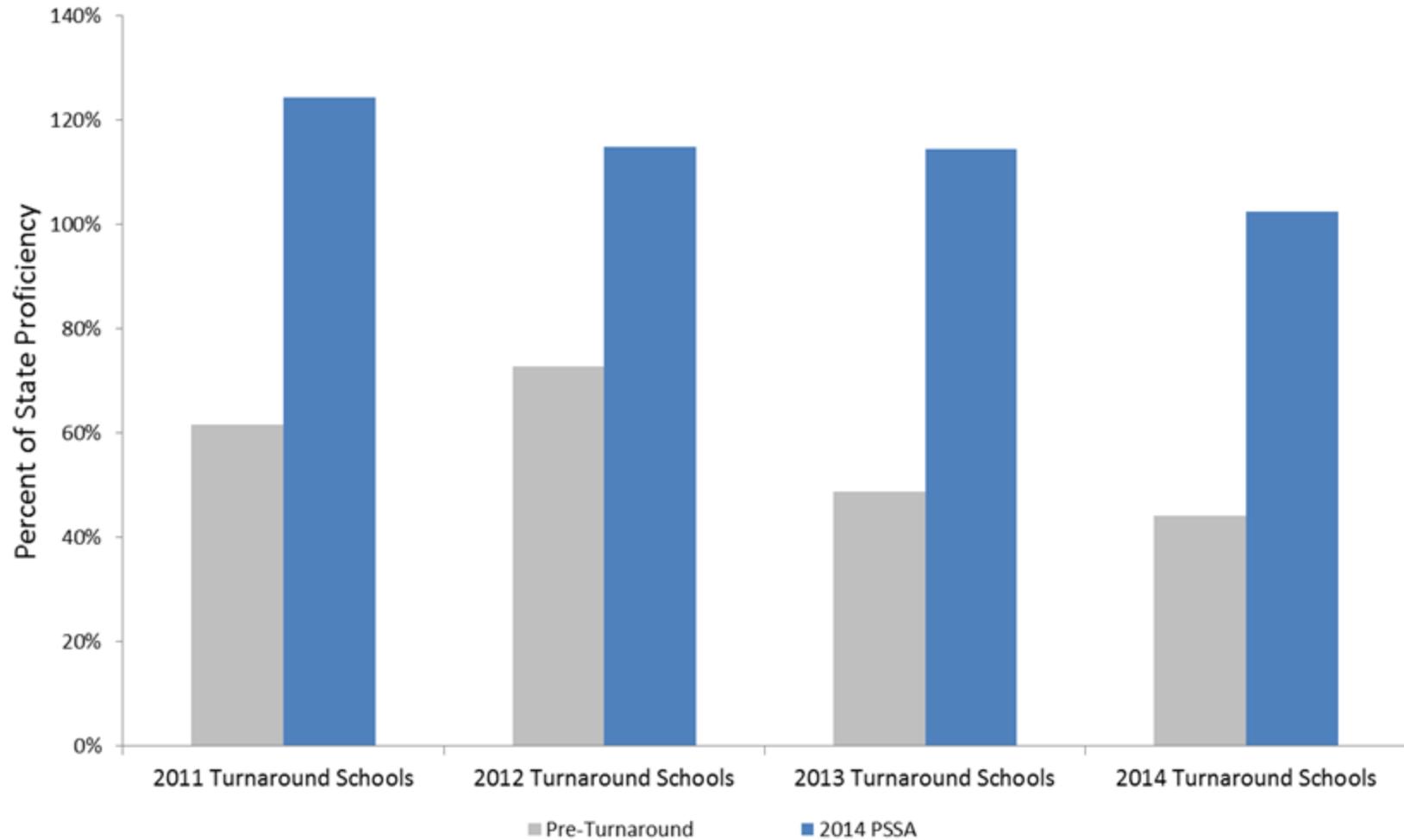
2014 PSSA vs. Pre-Turnaround - Math - Grade ALL - ALL SUBGROUPS



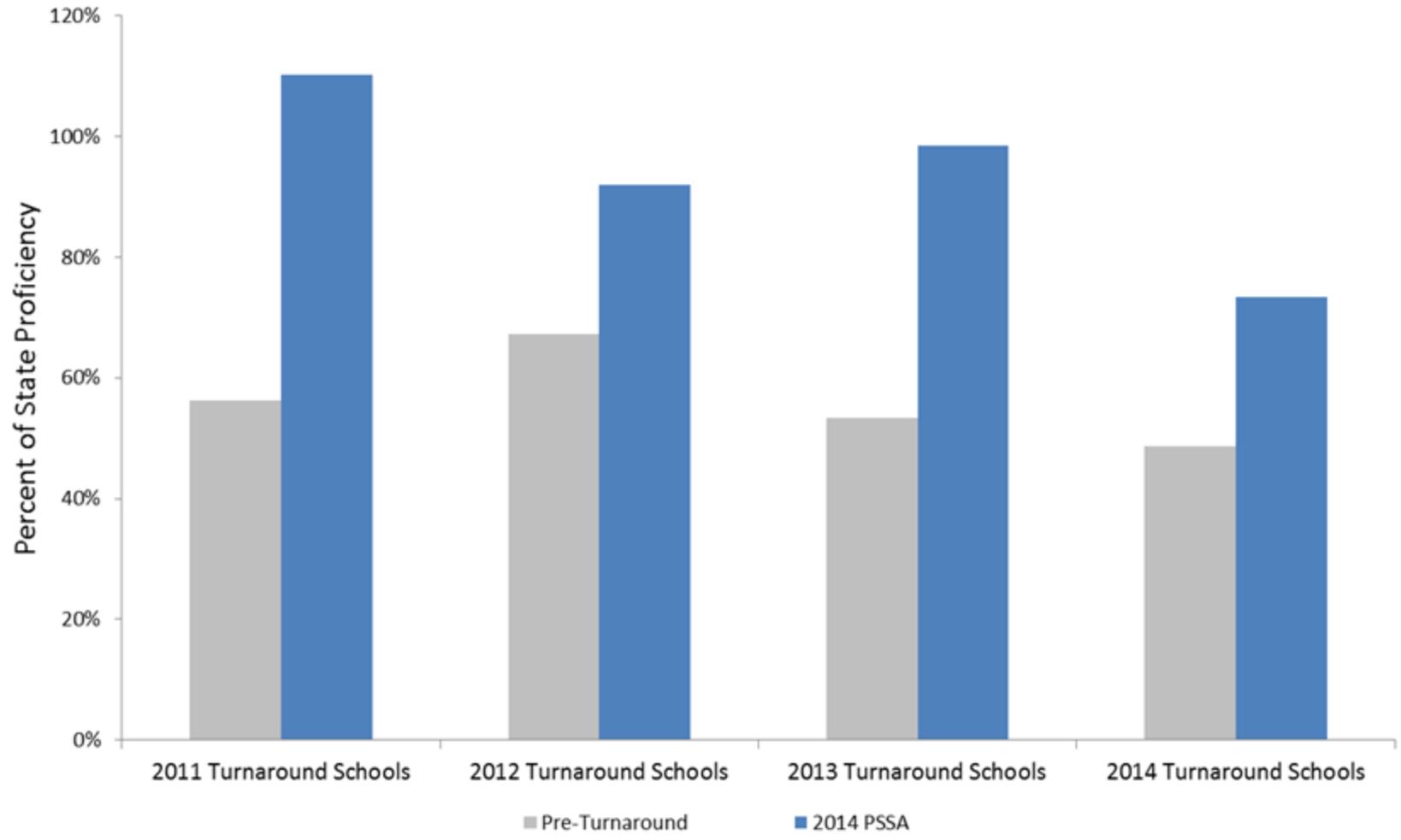
2014 PSSA vs. Pre-Turnaround - Reading - Grade ALL - ALL SUBGROUPS



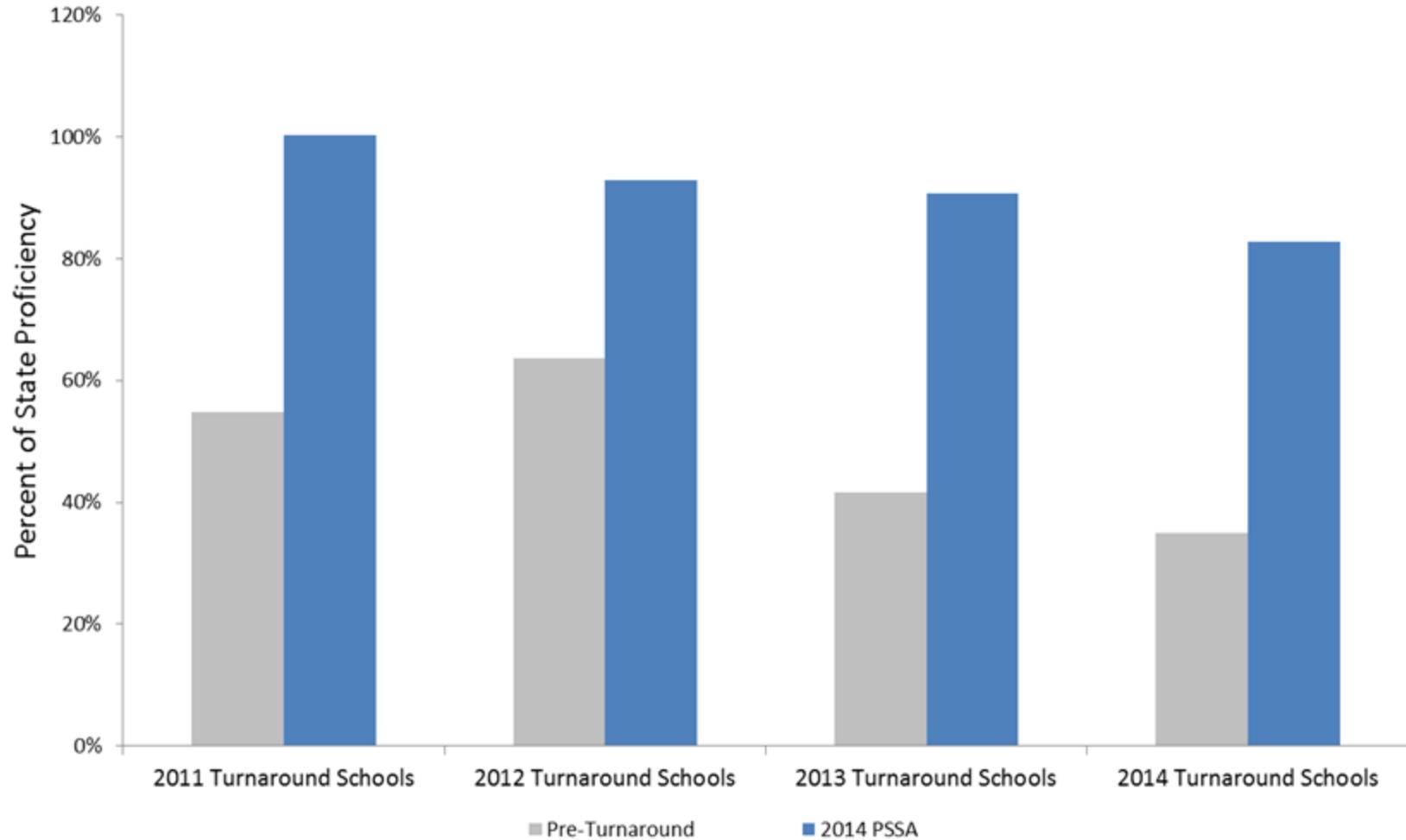
2014 PSSA vs. Pre-Turnaround - Math - Grade ALL - Black



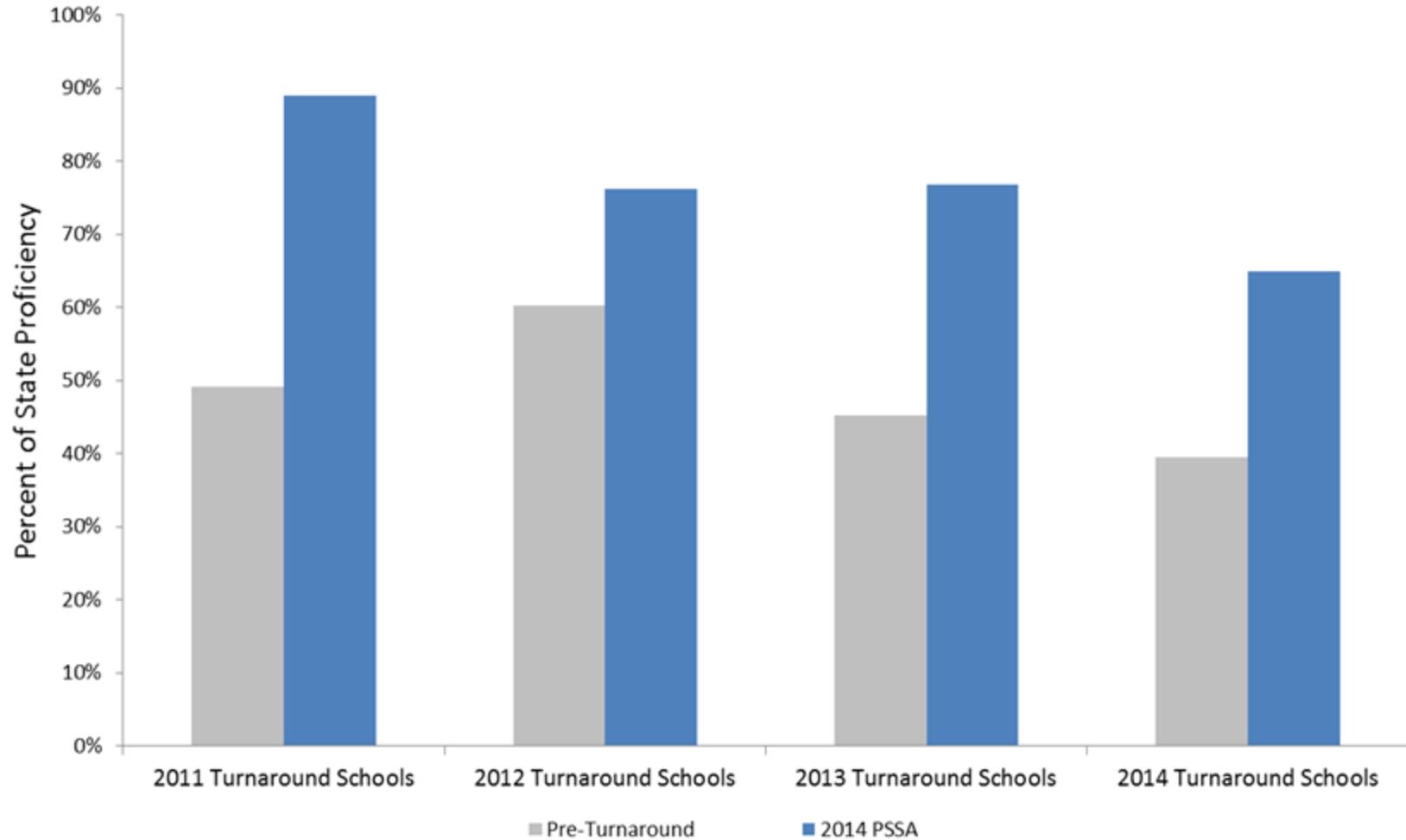
2014 PSSA vs. Pre-Turnaround - Reading - Grade ALL - Black



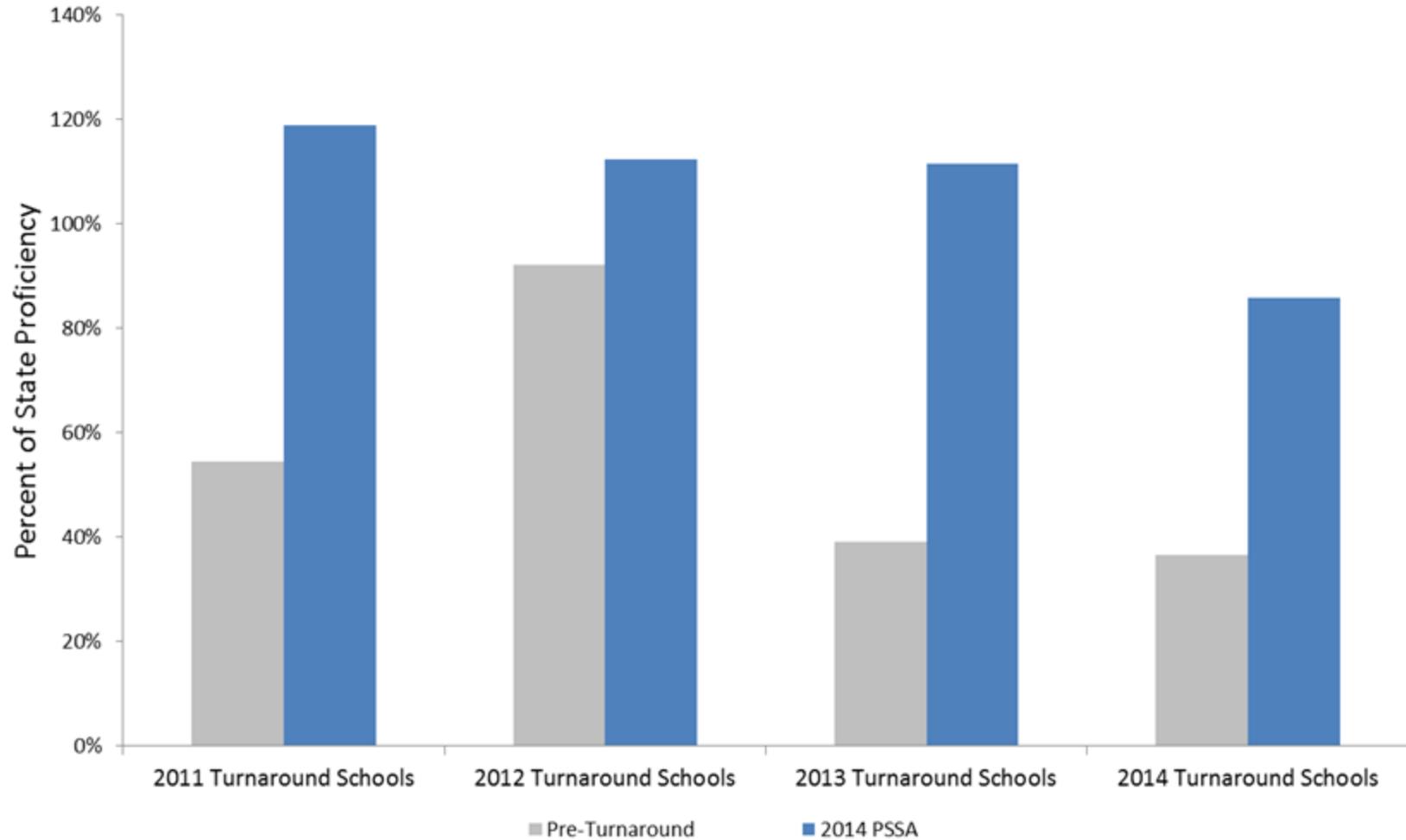
2014 PSSA vs. Pre-Turnaround - Math - Grade ALL - Econ Disadv



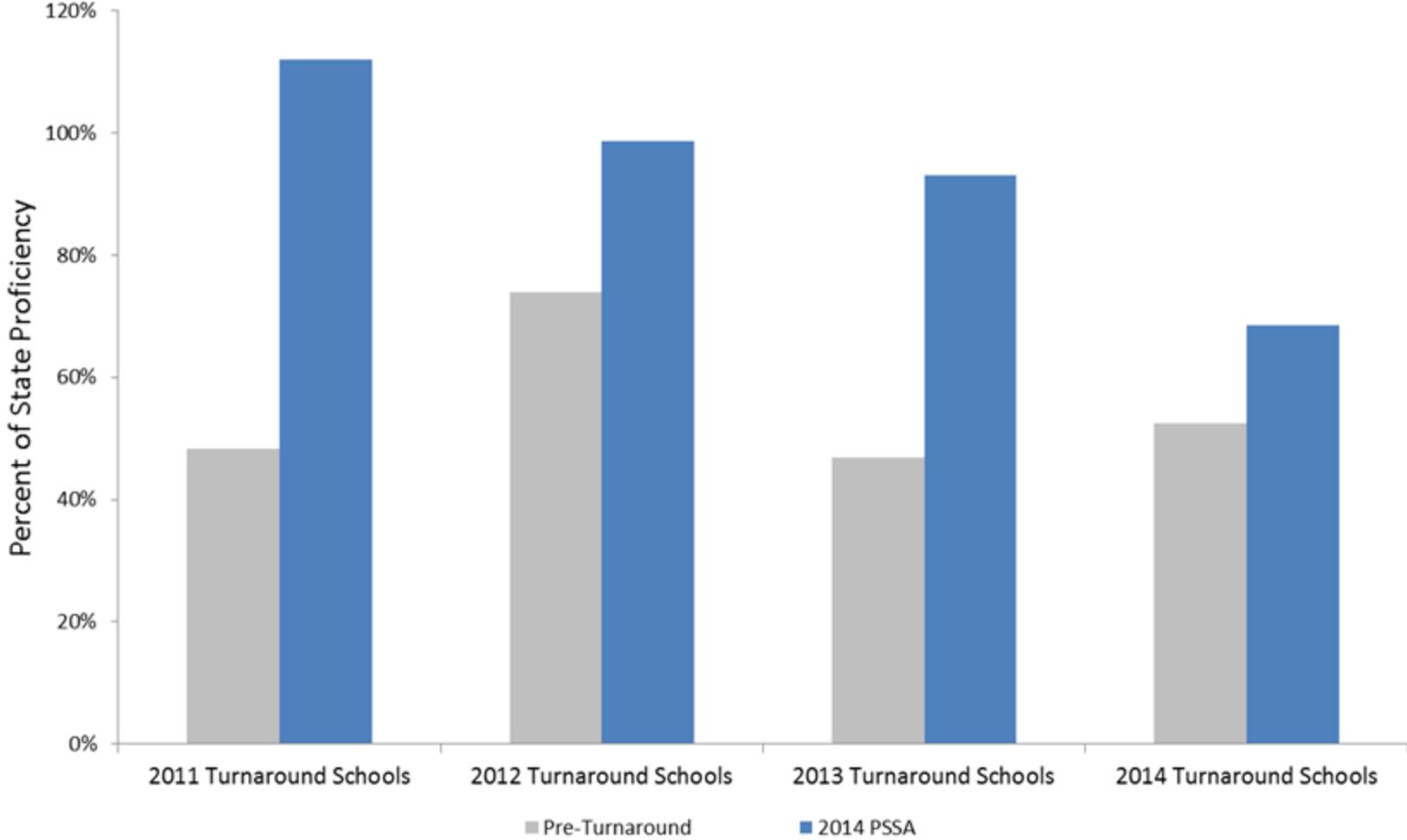
2014 PSSA vs. Pre-Turnaround - Reading - Grade ALL - Econ Disadv



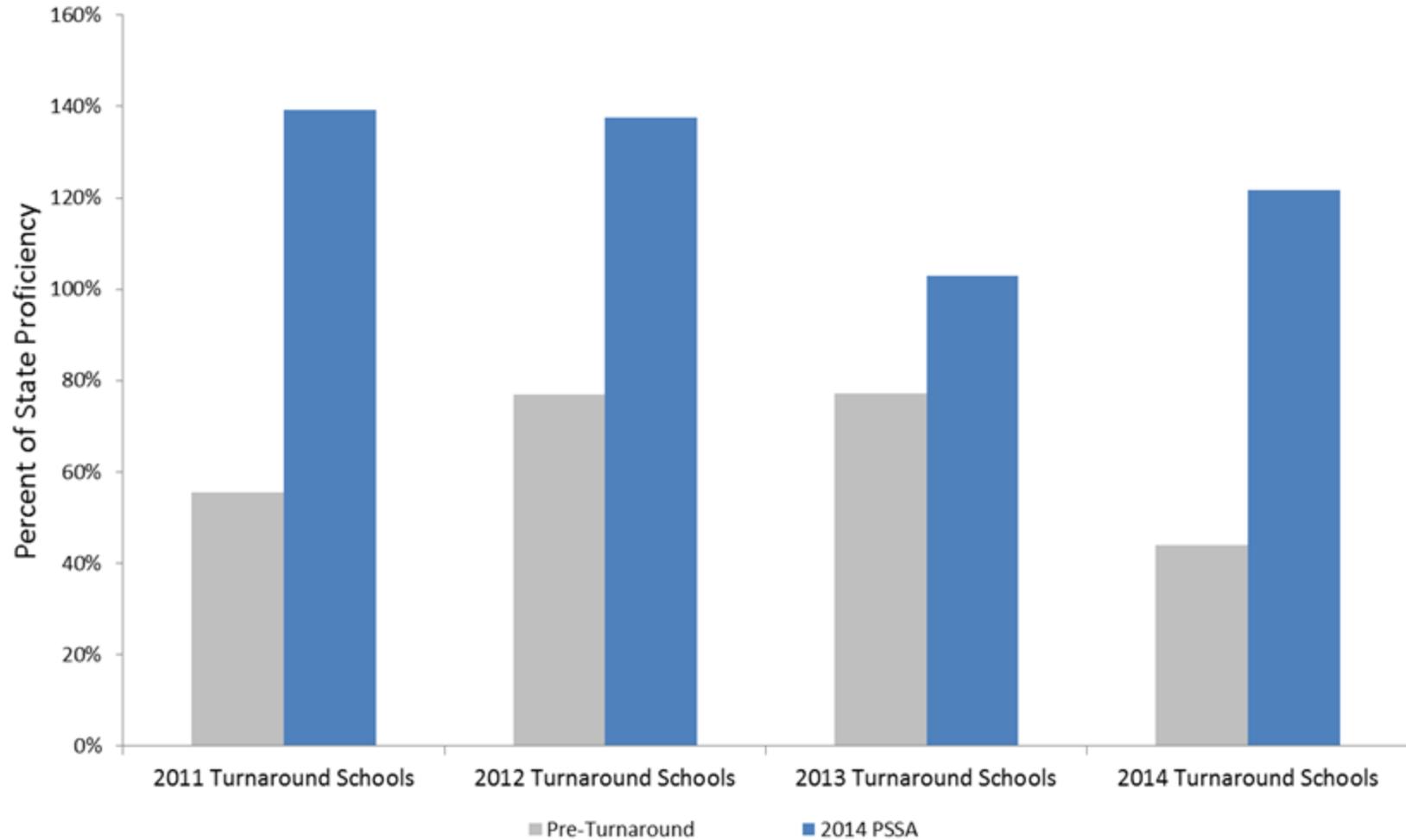
2014 PSSA vs. Pre-Turnaround - Math - Grade 4 - Black



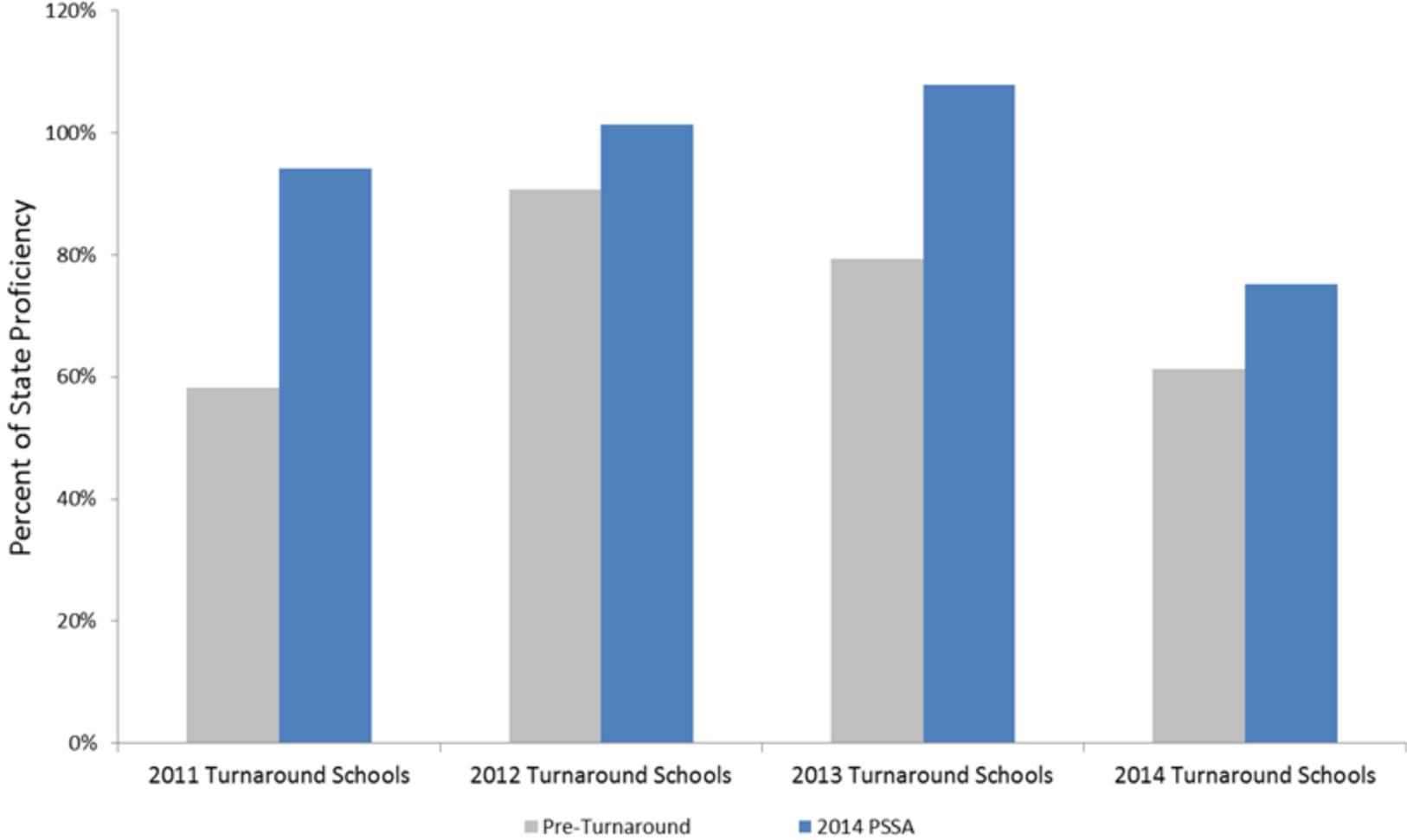
2014 PSSA vs. Pre-Turnaround - Reading - Grade 4 - Black



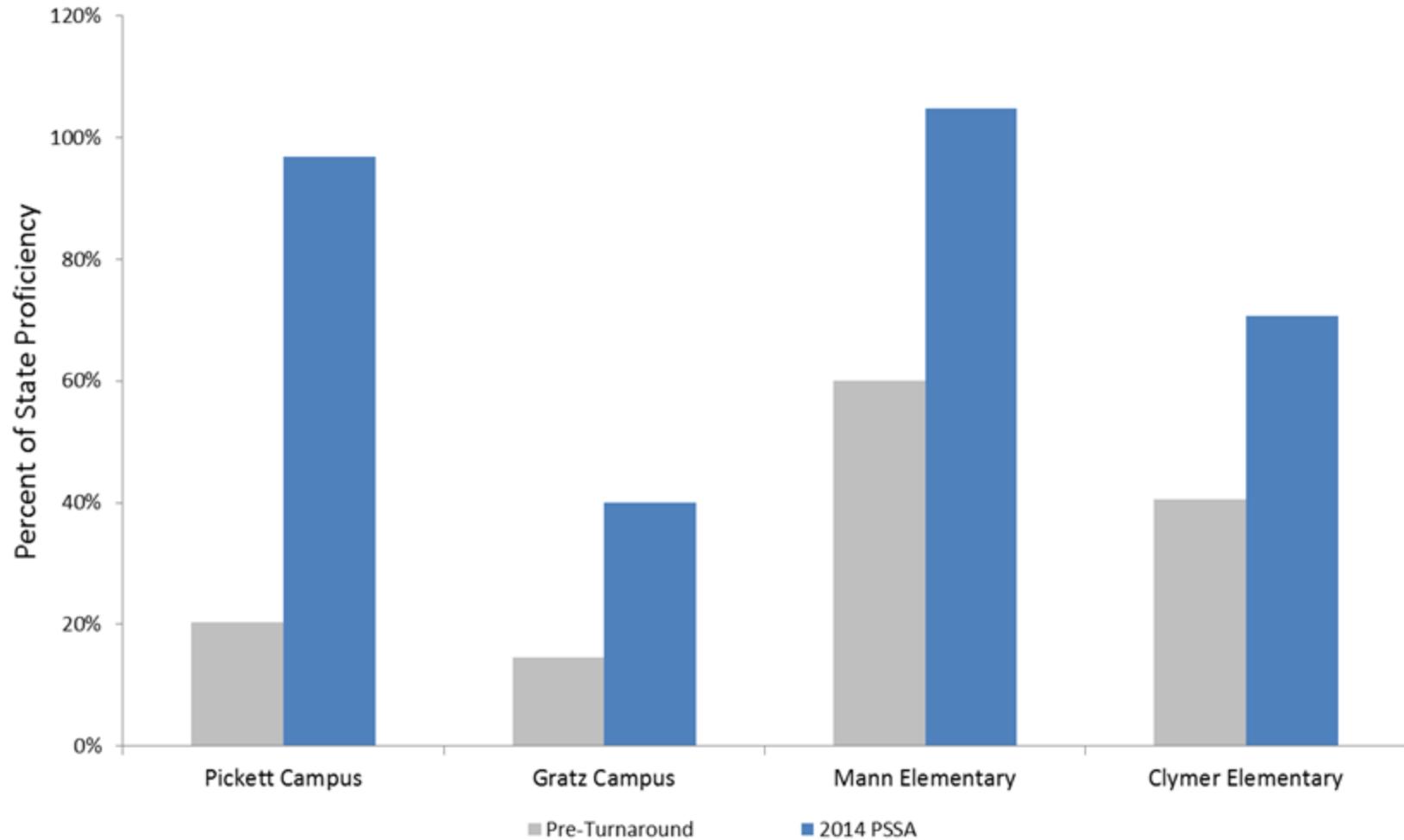
2014 PSSA vs. Pre-Turnaround - Math - Grade 8 - Black



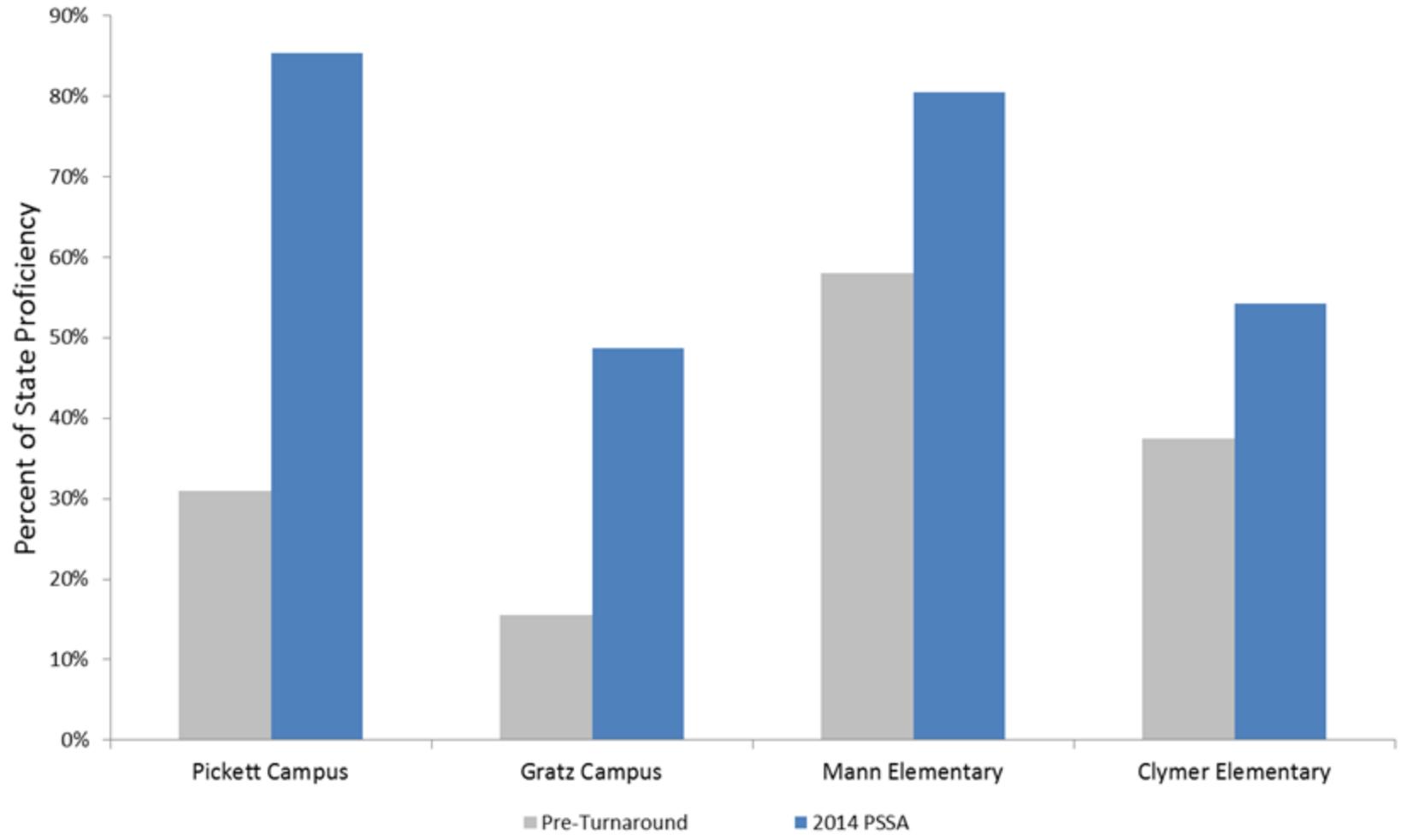
2014 PSSA vs. Pre-Turnaround - Reading - Grade 8 - Black



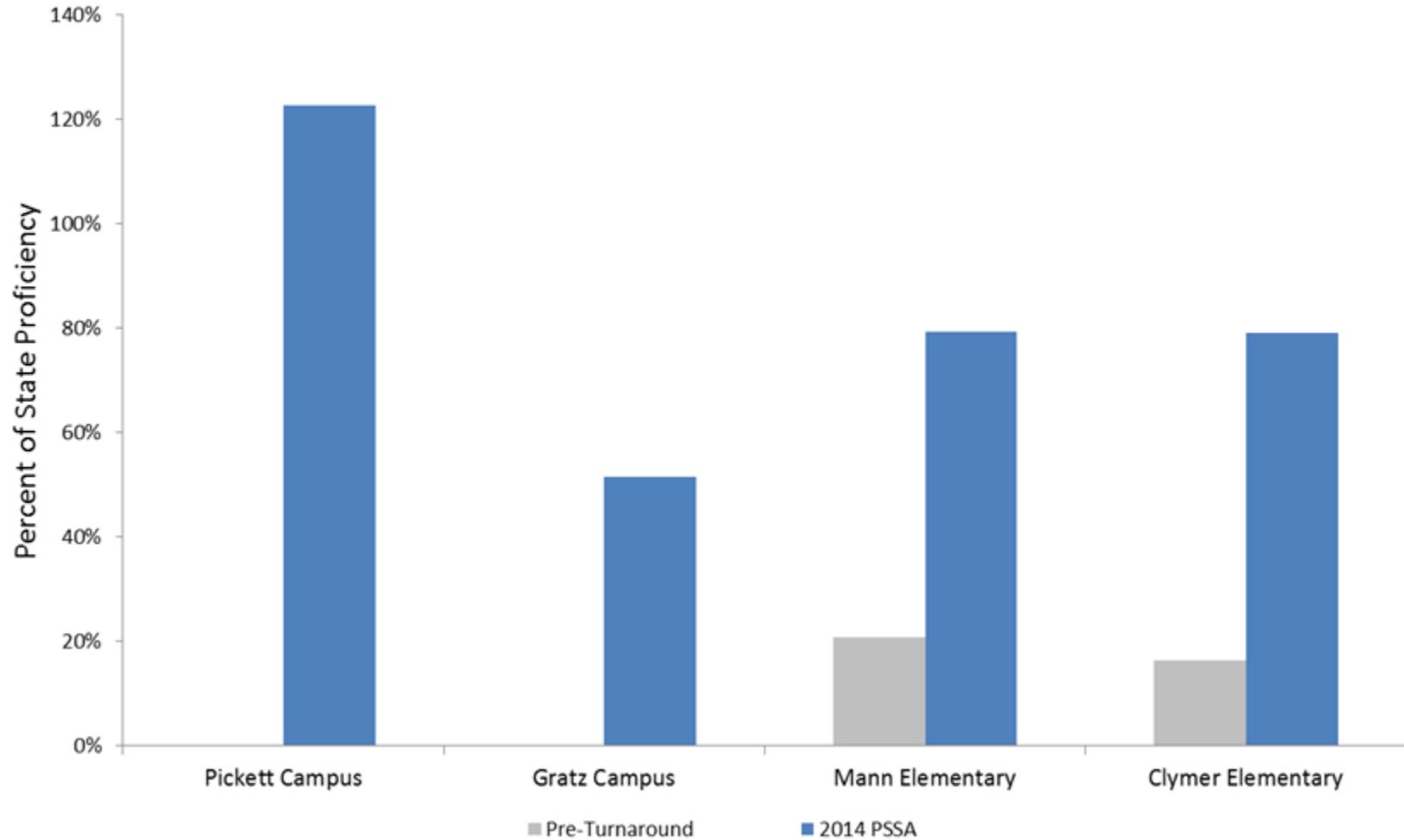
2014 PSSA vs. Pre-Turnaround - Math - Grade ALL - ALL SUBGROUPS



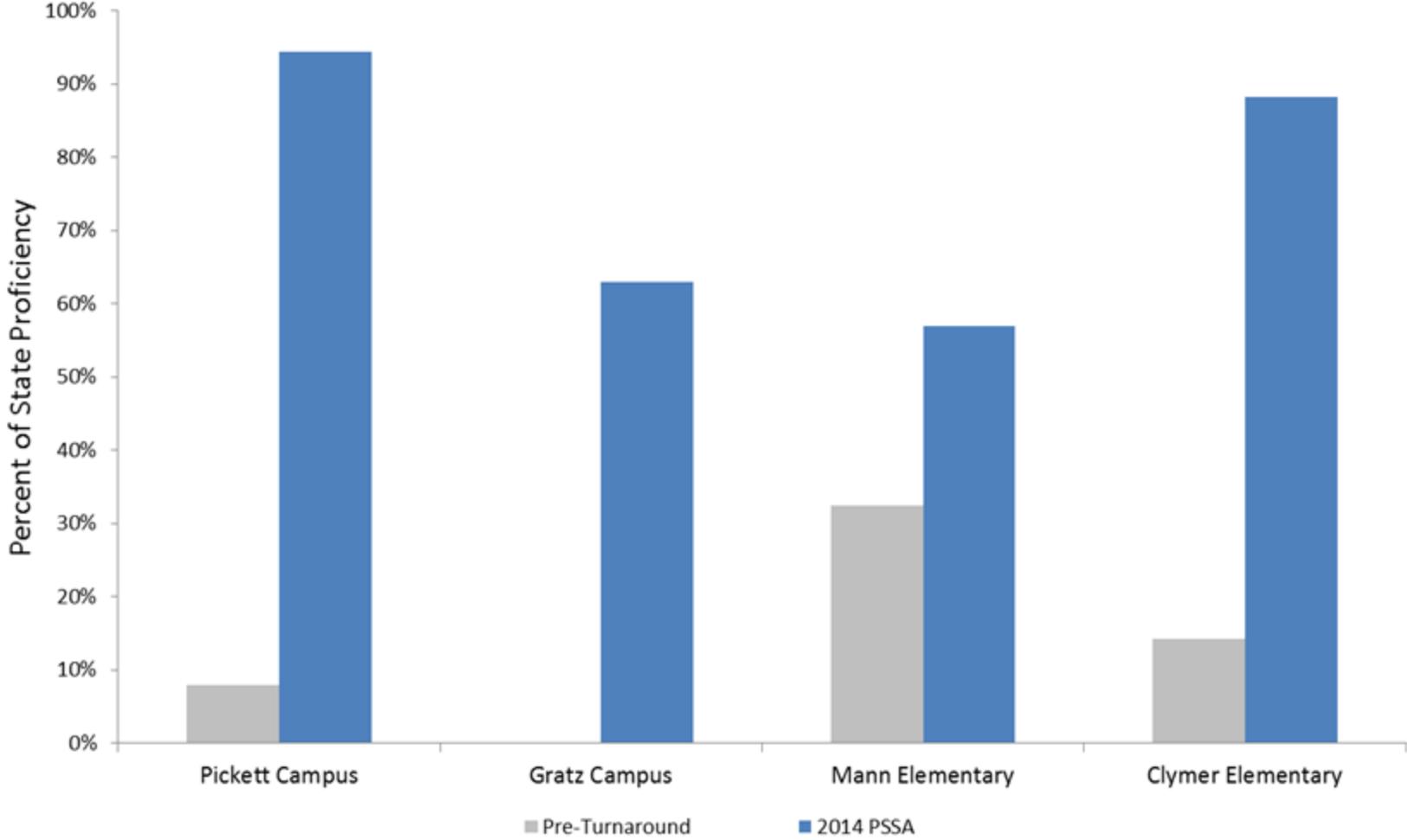
2014 PSSA vs. Pre-Turnaround - Reading - Grade ALL - ALL SUBGROUPS



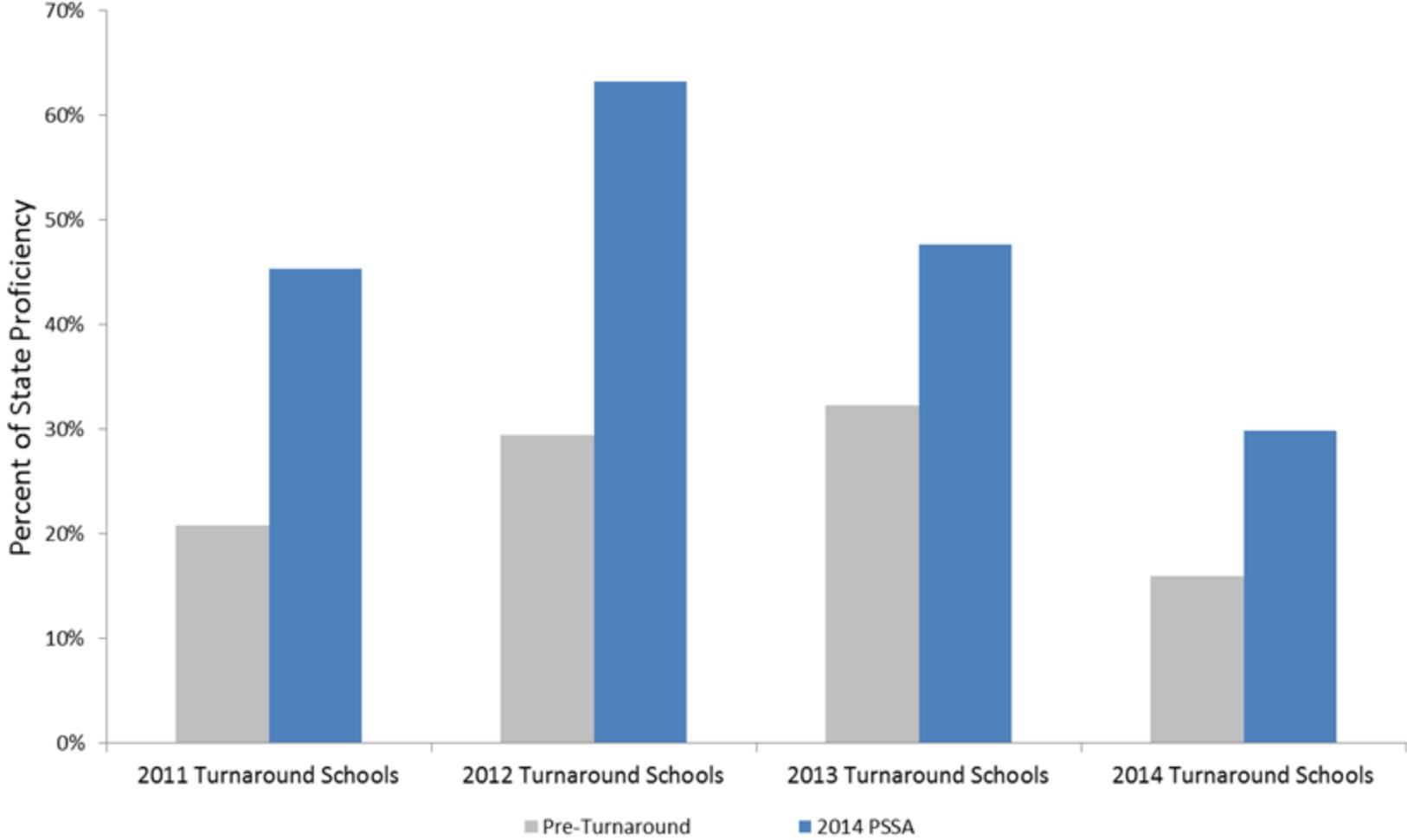
2014 PSSA vs. Pre-Turnaround - Math - Grade ALL - IEP



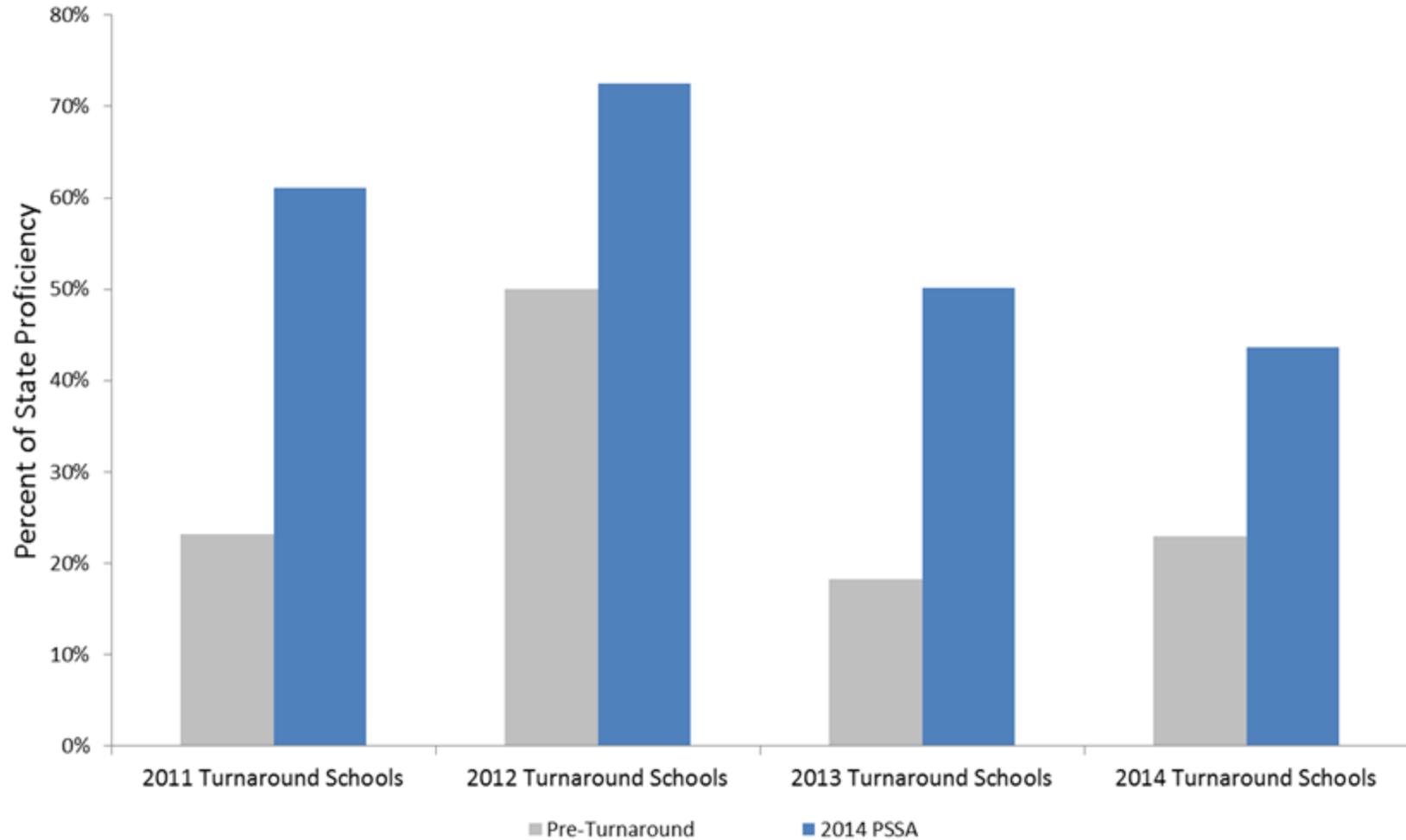
2014 PSSA vs. Pre-Turnaround - Reading - Grade ALL - IEP



2014 PSSA vs. Pre-Turnaround - Reading - Grade ALL - IEP



2014 PSSA vs. Pre-Turnaround - Math - Grade ALL - IEP



Mastery Charter Schools
Campus/Grade Levels

Building	School Year	Grades
Lenfest Campus	2012	07, 08, 09, 10, 11, 12
Lenfest Campus	2013	07, 08, 09, 10, 11, 12
Lenfest Campus	2014	07, 08, 09, 10, 11, 12
Thomas Campus	2012	07, 08, 09, 10, 11, 12
Thomas Campus	2013	07, 08, 09, 10, 11, 12
Thomas Campus	2014	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
Shoemaker Campus	2012	07, 08, 09, 10, 11, 12
Shoemaker Campus	2013	07, 08, 09, 10, 11, 12
Shoemaker Campus	2014	07, 08, 09, 10, 11, 12
Pickett Campus	2012	07, 08, 09, 10, 11, 12
Pickett Campus	2013	07, 08, 09, 10, 11, 12
Pickett Campus	2014	06, 07, 08, 09, 10, 11, 12
Mann Elementary	2012	K, 01, 02, 03, 04, 05, 06
Mann Elementary	2013	K, 01, 02, 03, 04, 05, 06
Mann Elementary	2014	K, 01, 02, 03, 04, 05, 06
Smedley Elementary	2012	K, 01, 02, 03, 04, 05, 06
Smedley Elementary	2013	K, 01, 02, 03, 04, 05, 06
Smedley Elementary	2014	K, 01, 02, 03, 04, 05, 06
Harrity Elementary	2012	K, 01, 02, 03, 04, 05, 06, 07, 08
Harrity Elementary	2013	K, 01, 02, 03, 04, 05, 06, 07, 08
Harrity Elementary	2014	K, 01, 02, 03, 04, 05, 06, 07, 08
Clymer Elementary	2012	K, 01, 02, 03, 04, 05, 06, 07, 08
Clymer Elementary	2013	K, 01, 02, 03, 04, 05, 06, 07, 08
Clymer Elementary	2014	K, 01, 02, 03, 04, 05, 06, 07, 08
Hardy Williams Academy	2012	K, 01, 02, 03, 04, 05, 06, 07, 08
Hardy Williams Academy	2013	K, 01, 02, 03, 04, 05, 06, 07, 08, 09
Hardy Williams Academy	2014	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10
Gratz Campus	2012	09, 10, 11, 12
Gratz Campus	2013	09, 10, 11, 12
Gratz Campus	2014	07, 08, 09, 10, 11, 12
Cleveland Elementary	2013	K, 01, 02, 03, 04, 05, 06, 07, 08, 09
Cleveland Elementary	2014	K, 01, 02, 03, 04, 05, 06, 07, 08
Francis D. Pastorius	2014	K, 01, 02, 03, 04, 05, 06, 07, 08

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Lenfest Campus	07	All Subgroups	2012	Math	83.7%	16.3%	
Lenfest Campus	07	Econ Disadv	2012	Math	73.7%	26.4%	
Lenfest Campus	07	IEP	2012	Math	54.5%	45.5%	
Lenfest Campus	07	Hispanic	2012	Math	83.4%	16.7%	
Lenfest Campus	07	Black	2012	Math	83.7%	16.3%	
Lenfest Campus	07	All Subgroups	2012	Reading	69.4%	30.6%	
Lenfest Campus	07	Econ Disadv	2012	Reading	60.5%	39.5%	
Lenfest Campus	07	IEP	2012	Reading	36.4%	63.7%	
Lenfest Campus	07	Black	2012	Reading	68.4%	31.5%	
Lenfest Campus	07	Hispanic	2012	Reading	83.3%	16.7%	
Lenfest Campus	08	All Subgroups	2012	Math	81.5%	18.4%	
Lenfest Campus	08	Econ Disadv	2012	Math	88.4%	11.6%	
Lenfest Campus	08	IEP	2012	Math	66.6%	33.4%	
Lenfest Campus	08	ELL	2012	Math	50.0%	50.0%	
Lenfest Campus	08	Native American	2012	Math	100.0%	0.0%	
Lenfest Campus	08	Hispanic	2012	Math	66.6%	33.3%	
Lenfest Campus	08	Black	2012	Math	81.9%	18.1%	
Lenfest Campus	08	White	2012	Math	100.0%	0.0%	
Lenfest Campus	08	All Subgroups	2012	Reading	71.8%	28.2%	
Lenfest Campus	08	Econ Disadv	2012	Reading	71.1%	28.8%	
Lenfest Campus	08	IEP	2012	Reading	58.4%	41.6%	
Lenfest Campus	08	ELL	2012	Reading	0.0%	100.0%	
Lenfest Campus	08	Hispanic	2012	Reading	50.0%	50.0%	
Lenfest Campus	08	Native American	2012	Reading	100.0%	0.0%	
Lenfest Campus	08	White	2012	Reading	100.0%	0.0%	
Lenfest Campus	08	Black	2012	Reading	72.4%	27.7%	
Lenfest Campus	11	All Subgroups	2012	Math	69.2%	30.8%	
Lenfest Campus	11	Econ Disadv	2012	Math	67.8%	32.2%	
Lenfest Campus	11	IEP	2012	Math	40.0%	60.0%	
Lenfest Campus	11	Black	2012	Math	69.9%	30.1%	
Lenfest Campus	11	Multi-Ethnic	2012	Math	0.0%	100.0%	
Lenfest Campus	11	White	2012	Math	50.0%	50.0%	
Lenfest Campus	11	Hispanic	2012	Math	100.0%	0.0%	
Lenfest Campus	11	All Subgroups	2012	Reading	70.5%	29.5%	
Lenfest Campus	11	Econ Disadv	2012	Reading	64.3%	35.7%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Lenfest Campus	11	IEP	2012	Reading	30.0%	70.0%	
Lenfest Campus	11	Multi-Ethnic	2012	Reading	0.0%	100.0%	
Lenfest Campus	11	Black	2012	Reading	69.8%	30.1%	
Lenfest Campus	11	Hispanic	2012	Reading	100.0%	0.0%	
Lenfest Campus	11	White	2012	Reading	100.0%	0.0%	
Lenfest Campus	07	All Subgroups	2013	Math	67.6%	32.4%	
Lenfest Campus	07	Econ Disadv	2013	Math	61.9%	38.1%	
Lenfest Campus	07	IEP	2013	Math	21.7%	78.3%	
Lenfest Campus	07	ELL	2013	Math	0.0%	100.0%	
Lenfest Campus	07	White	2013	Math	33.3%	66.7%	
Lenfest Campus	07	Hispanic	2013	Math	22.2%	77.8%	
Lenfest Campus	07	Multi-Ethnic	2013	Math	100.0%	0.0%	
Lenfest Campus	07	Black	2013	Math	73.7%	26.4%	
Lenfest Campus	07	All Subgroups	2013	Reading	45.2%	54.8%	
Lenfest Campus	07	Econ Disadv	2013	Reading	39.3%	60.7%	
Lenfest Campus	07	IEP	2013	Reading	8.7%	91.3%	
Lenfest Campus	07	ELL	2013	Reading	0.0%	100.0%	
Lenfest Campus	07	Hispanic	2013	Reading	22.2%	77.8%	
Lenfest Campus	07	Black	2013	Reading	47.8%	52.3%	
Lenfest Campus	07	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Lenfest Campus	07	White	2013	Reading	33.3%	66.7%	
Lenfest Campus	08	All Subgroups	2013	Math	78.5%	21.5%	
Lenfest Campus	08	Econ Disadv	2013	Math	71.7%	28.3%	
Lenfest Campus	08	IEP	2013	Math	33.3%	66.7%	
Lenfest Campus	08	ELL	2013	Math	100.0%	0.0%	
Lenfest Campus	08	Hispanic	2013	Math	85.7%	14.3%	
Lenfest Campus	08	Black	2013	Math	77.9%	22.1%	
Lenfest Campus	08	All Subgroups	2013	Reading	76.4%	23.6%	
Lenfest Campus	08	Econ Disadv	2013	Reading	69.8%	30.2%	
Lenfest Campus	08	IEP	2013	Reading	40.0%	60.0%	
Lenfest Campus	08	ELL	2013	Reading	50.0%	50.0%	
Lenfest Campus	08	Hispanic	2013	Reading	71.4%	28.6%	
Lenfest Campus	08	Black	2013	Reading	76.8%	23.2%	
Lenfest Campus	11	All Subgroups	2013	Math	72.4%	27.7%	
Lenfest Campus	11	Econ Disadv	2013	Math	71.5%	28.6%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Lenfest Campus	11	IEP	2013	Math	28.6%	71.5%	
Lenfest Campus	11	ELL	2013	Math	75.0%	25.0%	
Lenfest Campus	11	Black	2013	Math	71.0%	28.9%	
Lenfest Campus	11	Native American	2013	Math	100.0%	0.0%	
Lenfest Campus	11	Hispanic	2013	Math	66.7%	33.3%	
Lenfest Campus	11	Asian	2013	Math	100.0%	0.0%	
Lenfest Campus	11	White	2013	Math	100.0%	0.0%	
Lenfest Campus	11	All Subgroups	2013	Reading	75.0%	25.0%	
Lenfest Campus	11	Econ Disadv	2013	Reading	71.5%	28.6%	
Lenfest Campus	11	IEP	2013	Reading	28.6%	71.5%	
Lenfest Campus	11	ELL	2013	Reading	50.0%	50.0%	
Lenfest Campus	11	Hispanic	2013	Reading	66.7%	33.3%	
Lenfest Campus	11	White	2013	Reading	100.0%	0.0%	
Lenfest Campus	11	Native American	2013	Reading	100.0%	0.0%	
Lenfest Campus	11	Asian	2013	Reading	100.0%	0.0%	
Lenfest Campus	11	Black	2013	Reading	73.9%	26.0%	
Lenfest Campus	07	All Subgroups	2014	Math	58.3%	41.8%	
Lenfest Campus	07	Econ Disadv	2014	Math	55.0%	45.1%	
Lenfest Campus	07	IEP	2014	Math	9.7%	90.3%	
Lenfest Campus	07	ELL	2014	Math	0.0%	100.0%	
Lenfest Campus	07	Hispanic	2014	Math	33.3%	66.7%	
Lenfest Campus	07	White	2014	Math	25.0%	75.0%	
Lenfest Campus	07	Multi-Ethnic	2014	Math	66.7%	33.3%	
Lenfest Campus	07	Black	2014	Math	60.3%	39.8%	
Lenfest Campus	07	All Subgroups	2014	Reading	42.7%	57.3%	
Lenfest Campus	07	Econ Disadv	2014	Reading	40.7%	59.4%	
Lenfest Campus	07	IEP	2014	Reading	9.7%	90.3%	
Lenfest Campus	07	ELL	2014	Reading	0.0%	100.0%	
Lenfest Campus	07	Hispanic	2014	Reading	0.0%	100.0%	
Lenfest Campus	07	Black	2014	Reading	44.1%	55.9%	
Lenfest Campus	07	Multi-Ethnic	2014	Reading	66.7%	33.3%	
Lenfest Campus	07	White	2014	Reading	25.0%	75.0%	
Lenfest Campus	08	All Subgroups	2014	Math	67.6%	32.3%	
Lenfest Campus	08	Econ Disadv	2014	Math	62.7%	37.4%	
Lenfest Campus	08	IEP	2014	Math	15.8%	84.2%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Lenfest Campus	08	ELL	2014	Math	33.3%	66.7%	
Lenfest Campus	08	White	2014	Math	0.0%	100.0%	
Lenfest Campus	08	Hispanic	2014	Math	42.9%	57.2%	
Lenfest Campus	08	Black	2014	Math	70.5%	29.4%	
Lenfest Campus	08	Multi-Ethnic	2014	Math	100.0%	0.0%	
Lenfest Campus	08	All Subgroups	2014	Reading	56.8%	43.2%	
Lenfest Campus	08	Econ Disadv	2014	Reading	51.8%	48.2%	
Lenfest Campus	08	IEP	2014	Reading	5.3%	94.7%	
Lenfest Campus	08	ELL	2014	Reading	33.3%	66.7%	
Lenfest Campus	08	Black	2014	Reading	59.6%	40.5%	
Lenfest Campus	08	Hispanic	2014	Reading	28.6%	71.4%	
Lenfest Campus	08	White	2014	Reading	0.0%	100.0%	
Lenfest Campus	08	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Lenfest Campus	11	All Subgroups	2014	Math	53.1%	46.9%	
Lenfest Campus	11	Econ Disadv	2014	Math	43.9%	56.2%	
Lenfest Campus	11	IEP	2014	Math	26.7%	73.4%	
Lenfest Campus	11	Hispanic	2014	Math	80.0%	20.0%	
Lenfest Campus	11	Black	2014	Math	51.4%	48.7%	
Lenfest Campus	11	All Subgroups	2014	Reading	68.3%	31.6%	
Lenfest Campus	11	Econ Disadv	2014	Reading	64.9%	35.1%	
Lenfest Campus	11	IEP	2014	Reading	20.0%	80.0%	
Lenfest Campus	11	Hispanic	2014	Reading	80.0%	20.0%	
Lenfest Campus	11	Black	2014	Reading	67.6%	32.5%	
Thomas Campus	07	All Subgroups	2012	Math	90.0%	10.0%	
Thomas Campus	07	Econ Disadv	2012	Math	88.7%	11.3%	
Thomas Campus	07	IEP	2012	Math	60.9%	39.1%	
Thomas Campus	07	ELL	2012	Math	100.0%	0.0%	
Thomas Campus	07	White	2012	Math	84.6%	15.4%	
Thomas Campus	07	Black	2012	Math	89.6%	10.4%	
Thomas Campus	07	Multi-Ethnic	2012	Math	100.0%	0.0%	
Thomas Campus	07	Asian	2012	Math	93.3%	6.7%	
Thomas Campus	07	Hispanic	2012	Math	100.0%	0.0%	
Thomas Campus	07	All Subgroups	2012	Reading	67.3%	32.7%	
Thomas Campus	07	Econ Disadv	2012	Reading	68.2%	31.9%	
Thomas Campus	07	IEP	2012	Reading	34.7%	65.2%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Thomas Campus	07	ELL	2012	Reading	83.3%	16.7%	
Thomas Campus	07	Asian	2012	Reading	86.6%	13.3%	
Thomas Campus	07	Hispanic	2012	Reading	100.0%	0.0%	
Thomas Campus	07	White	2012	Reading	61.6%	38.5%	
Thomas Campus	07	Multi-Ethnic	2012	Reading	0.0%	100.0%	
Thomas Campus	07	Black	2012	Reading	63.7%	36.4%	
Thomas Campus	08	All Subgroups	2012	Math	86.7%	13.4%	
Thomas Campus	08	Econ Disadv	2012	Math	87.2%	12.8%	
Thomas Campus	08	IEP	2012	Math	50.0%	50.0%	
Thomas Campus	08	ELL	2012	Math	100.0%	0.0%	
Thomas Campus	08	White	2012	Math	83.4%	16.7%	
Thomas Campus	08	Multi-Ethnic	2012	Math	100.0%	0.0%	
Thomas Campus	08	Asian	2012	Math	93.8%	6.3%	
Thomas Campus	08	Hispanic	2012	Math	100.0%	0.0%	
Thomas Campus	08	Black	2012	Math	84.6%	15.4%	
Thomas Campus	08	All Subgroups	2012	Reading	85.8%	14.3%	
Thomas Campus	08	Econ Disadv	2012	Reading	84.9%	15.1%	
Thomas Campus	08	IEP	2012	Reading	35.7%	64.3%	
Thomas Campus	08	ELL	2012	Reading	75.0%	25.0%	
Thomas Campus	08	Black	2012	Reading	87.1%	12.8%	
Thomas Campus	08	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Thomas Campus	08	White	2012	Reading	66.7%	33.3%	
Thomas Campus	08	Hispanic	2012	Reading	80.0%	20.0%	
Thomas Campus	08	Asian	2012	Reading	93.8%	6.3%	
Thomas Campus	11	All Subgroups	2012	Math	66.6%	33.3%	
Thomas Campus	11	Econ Disadv	2012	Math	71.8%	28.2%	
Thomas Campus	11	IEP	2012	Math	35.7%	64.3%	
Thomas Campus	11	ELL	2012	Math	100.0%	0.0%	
Thomas Campus	11	Black	2012	Math	67.3%	32.7%	
Thomas Campus	11	Hispanic	2012	Math	66.6%	33.3%	
Thomas Campus	11	Native American	2012	Math	100.0%	0.0%	
Thomas Campus	11	Asian	2012	Math	66.7%	33.3%	
Thomas Campus	11	White	2012	Math	50.0%	50.0%	
Thomas Campus	11	All Subgroups	2012	Reading	50.7%	49.2%	
Thomas Campus	11	Econ Disadv	2012	Reading	47.8%	52.2%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Thomas Campus	11	IEP	2012	Reading	7.1%	92.9%	
Thomas Campus	11	ELL	2012	Reading	0.0%	100.0%	
Thomas Campus	11	Native American	2012	Reading	0.0%	100.0%	
Thomas Campus	11	White	2012	Reading	25.0%	75.0%	
Thomas Campus	11	Asian	2012	Reading	66.7%	33.3%	
Thomas Campus	11	Black	2012	Reading	50.9%	49.1%	
Thomas Campus	11	Hispanic	2012	Reading	66.6%	33.3%	
Thomas Campus	07	All Subgroups	2013	Math	89.6%	10.4%	
Thomas Campus	07	Econ Disadv	2013	Math	91.3%	8.7%	
Thomas Campus	07	IEP	2013	Math	71.5%	28.6%	
Thomas Campus	07	ELL	2013	Math	71.5%	28.6%	
Thomas Campus	07	White	2013	Math	80.0%	20.0%	
Thomas Campus	07	Multi-Ethnic	2013	Math	87.5%	12.5%	
Thomas Campus	07	Asian	2013	Math	96.5%	3.4%	
Thomas Campus	07	Black	2013	Math	89.8%	10.2%	
Thomas Campus	07	Hispanic	2013	Math	80.0%	20.0%	
Thomas Campus	07	All Subgroups	2013	Reading	63.2%	36.8%	
Thomas Campus	07	Econ Disadv	2013	Reading	63.0%	36.9%	
Thomas Campus	07	IEP	2013	Reading	19.0%	80.9%	
Thomas Campus	07	ELL	2013	Reading	14.3%	85.7%	
Thomas Campus	07	Hispanic	2013	Reading	40.0%	60.0%	
Thomas Campus	07	White	2013	Reading	46.7%	53.3%	
Thomas Campus	07	Black	2013	Reading	59.2%	40.8%	
Thomas Campus	07	Multi-Ethnic	2013	Reading	87.5%	12.5%	
Thomas Campus	07	Asian	2013	Reading	75.9%	24.1%	
Thomas Campus	08	All Subgroups	2013	Math	82.7%	17.3%	
Thomas Campus	08	Econ Disadv	2013	Math	80.2%	19.8%	
Thomas Campus	08	IEP	2013	Math	39.1%	60.9%	
Thomas Campus	08	ELL	2013	Math	100.0%	0.0%	
Thomas Campus	08	Asian	2013	Math	92.9%	7.1%	
Thomas Campus	08	White	2013	Math	76.9%	23.1%	
Thomas Campus	08	Multi-Ethnic	2013	Math	50.0%	50.0%	
Thomas Campus	08	Black	2013	Math	81.9%	18.2%	
Thomas Campus	08	Hispanic	2013	Math	100.0%	0.0%	
Thomas Campus	08	All Subgroups	2013	Reading	80.1%	19.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Thomas Campus	08	Econ Disadv	2013	Reading	77.0%	23.0%	
Thomas Campus	08	IEP	2013	Reading	41.6%	58.3%	
Thomas Campus	08	ELL	2013	Reading	50.0%	50.0%	
Thomas Campus	08	White	2013	Reading	57.1%	42.9%	
Thomas Campus	08	Asian	2013	Reading	92.9%	7.1%	
Thomas Campus	08	Multi-Ethnic	2013	Reading	50.0%	50.0%	
Thomas Campus	08	Black	2013	Reading	81.9%	18.2%	
Thomas Campus	08	Hispanic	2013	Reading	100.0%	0.0%	
Thomas Campus	11	All Subgroups	2013	Math	45.4%	54.5%	
Thomas Campus	11	Econ Disadv	2013	Math	50.0%	50.0%	
Thomas Campus	11	IEP	2013	Math	11.8%	88.2%	
Thomas Campus	11	ELL	2013	Math	0.0%	100.0%	
Thomas Campus	11	Asian	2013	Math	91.6%	8.3%	
Thomas Campus	11	White	2013	Math	29.4%	70.6%	
Thomas Campus	11	Hispanic	2013	Math	57.1%	42.9%	
Thomas Campus	11	Black	2013	Math	38.4%	61.5%	
Thomas Campus	11	All Subgroups	2013	Reading	59.0%	40.9%	
Thomas Campus	11	Econ Disadv	2013	Reading	62.9%	37.1%	
Thomas Campus	11	IEP	2013	Reading	23.5%	76.4%	
Thomas Campus	11	ELL	2013	Reading	0.0%	100.0%	
Thomas Campus	11	Asian	2013	Reading	83.4%	16.7%	
Thomas Campus	11	Black	2013	Reading	53.8%	46.1%	
Thomas Campus	11	White	2013	Reading	47.1%	52.9%	
Thomas Campus	11	Hispanic	2013	Reading	85.7%	14.3%	
Thomas Campus	03	All Subgroups	2014	Math	81.5%	18.5%	
Thomas Campus	03	Econ Disadv	2014	Math	83.4%	16.6%	
Thomas Campus	03	IEP	2014	Math	66.7%	33.4%	
Thomas Campus	03	ELL	2014	Math	100.0%	0.0%	
Thomas Campus	03	Asian	2014	Math	100.0%	0.0%	
Thomas Campus	03	White	2014	Math	83.3%	16.7%	
Thomas Campus	03	Hispanic	2014	Math	83.4%	16.7%	
Thomas Campus	03	Multi-Ethnic	2014	Math	100.0%	0.0%	
Thomas Campus	03	Black	2014	Math	66.7%	33.4%	
Thomas Campus	03	All Subgroups	2014	Reading	48.1%	51.9%	
Thomas Campus	03	Econ Disadv	2014	Reading	45.2%	54.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Thomas Campus	03	IEP	2014	Reading	50.0%	50.0%	
Thomas Campus	03	ELL	2014	Reading	33.3%	66.6%	
Thomas Campus	03	Hispanic	2014	Reading	33.4%	66.6%	
Thomas Campus	03	Asian	2014	Reading	50.0%	50.0%	
Thomas Campus	03	White	2014	Reading	61.1%	38.9%	
Thomas Campus	03	Black	2014	Reading	44.5%	55.6%	
Thomas Campus	03	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Thomas Campus	04	All Subgroups	2014	Math	55.1%	44.9%	
Thomas Campus	04	Econ Disadv	2014	Math	51.2%	48.8%	
Thomas Campus	04	IEP	2014	Math	11.1%	88.9%	
Thomas Campus	04	ELL	2014	Math	62.5%	37.5%	
Thomas Campus	04	White	2014	Math	71.5%	28.6%	
Thomas Campus	04	Multi-Ethnic	2014	Math	20.0%	80.0%	
Thomas Campus	04	Black	2014	Math	45.9%	54.2%	
Thomas Campus	04	Asian	2014	Math	71.4%	28.6%	
Thomas Campus	04	Hispanic	2014	Math	83.3%	16.7%	
Thomas Campus	04	All Subgroups	2014	Reading	42.9%	57.2%	
Thomas Campus	04	Econ Disadv	2014	Reading	41.9%	58.1%	
Thomas Campus	04	IEP	2014	Reading	0.0%	100.0%	
Thomas Campus	04	ELL	2014	Reading	50.0%	50.0%	
Thomas Campus	04	Hispanic	2014	Reading	66.6%	33.4%	
Thomas Campus	04	White	2014	Reading	28.6%	71.5%	
Thomas Campus	04	Multi-Ethnic	2014	Reading	20.0%	80.0%	
Thomas Campus	04	Black	2014	Reading	41.7%	58.3%	
Thomas Campus	04	Asian	2014	Reading	57.2%	42.9%	
Thomas Campus	05	All Subgroups	2014	Math	54.6%	45.4%	
Thomas Campus	05	Econ Disadv	2014	Math	50.1%	50.0%	
Thomas Campus	05	IEP	2014	Math	25.0%	75.0%	
Thomas Campus	05	ELL	2014	Math	75.0%	25.0%	
Thomas Campus	05	Black	2014	Math	45.5%	54.5%	
Thomas Campus	05	White	2014	Math	44.4%	55.5%	
Thomas Campus	05	Multi-Ethnic	2014	Math	33.3%	66.6%	
Thomas Campus	05	Asian	2014	Math	80.0%	20.0%	
Thomas Campus	05	Hispanic	2014	Math	50.0%	50.0%	
Thomas Campus	05	All Subgroups	2014	Reading	27.3%	72.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Thomas Campus	05	Econ Disadv	2014	Reading	22.9%	77.1%	
Thomas Campus	05	IEP	2014	Reading	0.0%	100.0%	
Thomas Campus	05	ELL	2014	Reading	50.1%	50.1%	
Thomas Campus	05	White	2014	Reading	22.2%	77.8%	
Thomas Campus	05	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Thomas Campus	05	Asian	2014	Reading	46.7%	53.4%	
Thomas Campus	05	Black	2014	Reading	18.1%	81.8%	
Thomas Campus	05	Hispanic	2014	Reading	33.4%	66.7%	
Thomas Campus	06	All Subgroups	2014	Math	58.3%	41.7%	
Thomas Campus	06	Econ Disadv	2014	Math	61.4%	38.6%	
Thomas Campus	06	IEP	2014	Math	14.3%	85.7%	
Thomas Campus	06	ELL	2014	Math	87.5%	12.5%	
Thomas Campus	06	Multi-Ethnic	2014	Math	33.3%	66.6%	
Thomas Campus	06	Black	2014	Math	50.0%	50.0%	
Thomas Campus	06	Hispanic	2014	Math	100.0%	0.0%	
Thomas Campus	06	Asian	2014	Math	66.7%	33.3%	
Thomas Campus	06	White	2014	Math	66.6%	33.4%	
Thomas Campus	06	All Subgroups	2014	Reading	60.4%	39.6%	
Thomas Campus	06	Econ Disadv	2014	Reading	59.1%	40.9%	
Thomas Campus	06	IEP	2014	Reading	14.3%	85.8%	
Thomas Campus	06	ELL	2014	Reading	75.0%	25.0%	
Thomas Campus	06	White	2014	Reading	50.0%	50.0%	
Thomas Campus	06	Multi-Ethnic	2014	Reading	66.7%	33.3%	
Thomas Campus	06	Black	2014	Reading	56.7%	43.3%	
Thomas Campus	06	Asian	2014	Reading	66.6%	33.3%	
Thomas Campus	06	Hispanic	2014	Reading	83.3%	16.7%	
Thomas Campus	07	All Subgroups	2014	Math	87.7%	12.3%	
Thomas Campus	07	Econ Disadv	2014	Math	86.4%	13.7%	
Thomas Campus	07	IEP	2014	Math	69.3%	30.8%	
Thomas Campus	07	ELL	2014	Math	63.6%	36.4%	
Thomas Campus	07	Black	2014	Math	84.4%	15.5%	
Thomas Campus	07	Asian	2014	Math	90.0%	10.0%	
Thomas Campus	07	Hispanic	2014	Math	85.7%	14.2%	
Thomas Campus	07	White	2014	Math	94.4%	5.6%	
Thomas Campus	07	Multi-Ethnic	2014	Math	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Thomas Campus	07	All Subgroups	2014	Reading	76.4%	23.7%	
Thomas Campus	07	Econ Disadv	2014	Reading	76.9%	23.2%	
Thomas Campus	07	IEP	2014	Reading	46.2%	53.9%	
Thomas Campus	07	ELL	2014	Reading	63.6%	36.4%	
Thomas Campus	07	Black	2014	Reading	74.2%	25.8%	
Thomas Campus	07	Hispanic	2014	Reading	71.5%	28.5%	
Thomas Campus	07	Asian	2014	Reading	90.0%	10.0%	
Thomas Campus	07	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Thomas Campus	07	White	2014	Reading	66.7%	33.4%	
Thomas Campus	08	All Subgroups	2014	Math	77.1%	22.8%	
Thomas Campus	08	Econ Disadv	2014	Math	78.7%	21.4%	
Thomas Campus	08	IEP	2014	Math	44.5%	55.6%	
Thomas Campus	08	ELL	2014	Math	80.0%	20.0%	
Thomas Campus	08	Hispanic	2014	Math	50.0%	50.0%	
Thomas Campus	08	White	2014	Math	50.0%	50.0%	
Thomas Campus	08	Asian	2014	Math	100.0%	0.0%	
Thomas Campus	08	Black	2014	Math	74.5%	25.5%	
Thomas Campus	08	Multi-Ethnic	2014	Math	75.0%	25.0%	
Thomas Campus	08	All Subgroups	2014	Reading	80.0%	20.0%	
Thomas Campus	08	Econ Disadv	2014	Reading	80.9%	19.1%	
Thomas Campus	08	IEP	2014	Reading	50.0%	50.0%	
Thomas Campus	08	ELL	2014	Reading	40.0%	60.0%	
Thomas Campus	08	Multi-Ethnic	2014	Reading	87.5%	12.5%	
Thomas Campus	08	Asian	2014	Reading	92.9%	7.2%	
Thomas Campus	08	Black	2014	Reading	74.5%	25.4%	
Thomas Campus	08	White	2014	Reading	71.4%	28.5%	
Thomas Campus	08	Hispanic	2014	Reading	75.0%	25.0%	
Thomas Campus	11	All Subgroups	2014	Math	55.3%	44.7%	
Thomas Campus	11	Econ Disadv	2014	Math	53.5%	46.5%	
Thomas Campus	11	IEP	2014	Math	23.1%	77.0%	
Thomas Campus	11	ELL	2014	Math	0.0%	100.0%	
Thomas Campus	11	Multi-Ethnic	2014	Math	33.3%	66.7%	
Thomas Campus	11	White	2014	Math	44.4%	55.6%	
Thomas Campus	11	Asian	2014	Math	92.3%	7.6%	
Thomas Campus	11	Black	2014	Math	38.5%	61.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Thomas Campus	11	Hispanic	2014	Math	100.0%	0.0%	
Thomas Campus	11	Native American	2014	Math	100.0%	0.0%	
Thomas Campus	11	All Subgroups	2014	Reading	74.8%	25.2%	
Thomas Campus	11	Econ Disadv	2014	Reading	74.4%	25.6%	
Thomas Campus	11	IEP	2014	Reading	30.8%	69.3%	
Thomas Campus	11	ELL	2014	Reading	0.0%	100.0%	
Thomas Campus	11	Asian	2014	Reading	88.5%	11.5%	
Thomas Campus	11	Native American	2014	Reading	100.0%	0.0%	
Thomas Campus	11	White	2014	Reading	72.2%	27.8%	
Thomas Campus	11	Black	2014	Reading	65.4%	34.6%	
Thomas Campus	11	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Thomas Campus	11	Hispanic	2014	Reading	100.0%	0.0%	
Shoemaker Campus	07	All Subgroups	2012	Math	76.5%	23.6%	
Shoemaker Campus	07	Econ Disadv	2012	Math	77.1%	22.9%	
Shoemaker Campus	07	IEP	2012	Math	50.0%	50.0%	
Shoemaker Campus	07	ELL	2012	Math	0.0%	100.0%	
Shoemaker Campus	07	Black	2012	Math	75.8%	24.2%	
Shoemaker Campus	07	Hispanic	2012	Math	100.0%	0.0%	
Shoemaker Campus	07	Native American	2012	Math	100.0%	0.0%	
Shoemaker Campus	07	All Subgroups	2012	Reading	51.2%	48.8%	
Shoemaker Campus	07	Econ Disadv	2012	Reading	52.1%	47.9%	
Shoemaker Campus	07	IEP	2012	Reading	20.0%	80.0%	
Shoemaker Campus	07	ELL	2012	Reading	0.0%	100.0%	
Shoemaker Campus	07	Native American	2012	Reading	100.0%	0.0%	
Shoemaker Campus	07	Hispanic	2012	Reading	50.0%	50.0%	
Shoemaker Campus	07	Black	2012	Reading	50.8%	49.2%	
Shoemaker Campus	08	All Subgroups	2012	Math	84.3%	15.7%	
Shoemaker Campus	08	Econ Disadv	2012	Math	82.4%	17.6%	
Shoemaker Campus	08	IEP	2012	Math	46.2%	53.8%	
Shoemaker Campus	08	ELL	2012	Math	100.0%	0.0%	
Shoemaker Campus	08	Native American	2012	Math	100.0%	0.0%	
Shoemaker Campus	08	Black	2012	Math	84.2%	15.8%	
Shoemaker Campus	08	All Subgroups	2012	Reading	76.0%	23.9%	
Shoemaker Campus	08	Econ Disadv	2012	Reading	75.5%	24.5%	
Shoemaker Campus	08	IEP	2012	Reading	38.4%	61.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Shoemaker Campus	08	ELL	2012	Reading	66.7%	33.3%	
Shoemaker Campus	08	Black	2012	Reading	75.8%	24.1%	
Shoemaker Campus	08	Native American	2012	Reading	100.0%	0.0%	
Shoemaker Campus	11	All Subgroups	2012	Math	74.8%	25.2%	
Shoemaker Campus	11	Econ Disadv	2012	Math	75.0%	25.0%	
Shoemaker Campus	11	IEP	2012	Math	28.5%	71.4%	
Shoemaker Campus	11	ELL	2012	Math	50.0%	50.0%	
Shoemaker Campus	11	Black	2012	Math	74.3%	25.6%	
Shoemaker Campus	11	White	2012	Math	100.0%	0.0%	
Shoemaker Campus	11	Asian	2012	Math	100.0%	0.0%	
Shoemaker Campus	11	All Subgroups	2012	Reading	65.2%	34.8%	
Shoemaker Campus	11	Econ Disadv	2012	Reading	64.5%	35.4%	
Shoemaker Campus	11	IEP	2012	Reading	21.4%	78.6%	
Shoemaker Campus	11	ELL	2012	Reading	50.0%	50.0%	
Shoemaker Campus	11	Asian	2012	Reading	100.0%	0.0%	
Shoemaker Campus	11	White	2012	Reading	100.0%	0.0%	
Shoemaker Campus	11	Black	2012	Reading	64.6%	35.3%	
Shoemaker Campus	07	All Subgroups	2013	Math	72.4%	27.6%	
Shoemaker Campus	07	Econ Disadv	2013	Math	71.0%	29.0%	
Shoemaker Campus	07	IEP	2013	Math	33.3%	66.6%	
Shoemaker Campus	07	Asian	2013	Math	100.0%	0.0%	
Shoemaker Campus	07	Native American	2013	Math	100.0%	0.0%	
Shoemaker Campus	07	Multi-Ethnic	2013	Math	100.0%	0.0%	
Shoemaker Campus	07	Black	2013	Math	71.5%	28.6%	
Shoemaker Campus	07	All Subgroups	2013	Reading	53.7%	46.4%	
Shoemaker Campus	07	Econ Disadv	2013	Reading	50.0%	50.0%	
Shoemaker Campus	07	IEP	2013	Reading	11.1%	88.9%	
Shoemaker Campus	07	Asian	2013	Reading	100.0%	0.0%	
Shoemaker Campus	07	Multi-Ethnic	2013	Reading	50.0%	50.0%	
Shoemaker Campus	07	Black	2013	Reading	52.9%	47.0%	
Shoemaker Campus	07	Native American	2013	Reading	100.0%	0.0%	
Shoemaker Campus	08	All Subgroups	2013	Math	78.7%	21.3%	
Shoemaker Campus	08	Econ Disadv	2013	Math	78.9%	21.1%	
Shoemaker Campus	08	IEP	2013	Math	33.4%	66.7%	
Shoemaker Campus	08	Black	2013	Math	79.2%	20.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Shoemaker Campus	08	Native American	2013	Math	100.0%	0.0%	
Shoemaker Campus	08	Hispanic	2013	Math	0.0%	100.0%	
Shoemaker Campus	08	All Subgroups	2013	Reading	68.5%	31.5%	
Shoemaker Campus	08	Econ Disadv	2013	Reading	69.2%	30.8%	
Shoemaker Campus	08	IEP	2013	Reading	28.5%	71.4%	
Shoemaker Campus	08	Native American	2013	Reading	100.0%	0.0%	
Shoemaker Campus	08	Hispanic	2013	Reading	0.0%	100.0%	
Shoemaker Campus	08	Black	2013	Reading	68.8%	31.2%	
Shoemaker Campus	11	All Subgroups	2013	Math	56.4%	43.6%	
Shoemaker Campus	11	Econ Disadv	2013	Math	58.1%	41.9%	
Shoemaker Campus	11	IEP	2013	Math	13.6%	86.3%	
Shoemaker Campus	11	Black	2013	Math	56.4%	43.6%	
Shoemaker Campus	11	All Subgroups	2013	Reading	64.1%	35.9%	
Shoemaker Campus	11	Econ Disadv	2013	Reading	69.9%	30.1%	
Shoemaker Campus	11	IEP	2013	Reading	13.6%	86.4%	
Shoemaker Campus	11	Black	2013	Reading	64.1%	35.9%	
Shoemaker Campus	07	All Subgroups	2014	Math	65.6%	34.4%	
Shoemaker Campus	07	Econ Disadv	2014	Math	66.2%	33.9%	
Shoemaker Campus	07	IEP	2014	Math	25.0%	75.0%	
Shoemaker Campus	07	Hispanic	2014	Math	66.6%	33.3%	
Shoemaker Campus	07	Multi-Ethnic	2014	Math	100.0%	0.0%	
Shoemaker Campus	07	Black	2014	Math	65.4%	34.6%	
Shoemaker Campus	07	All Subgroups	2014	Reading	58.6%	41.4%	
Shoemaker Campus	07	Econ Disadv	2014	Reading	57.7%	42.4%	
Shoemaker Campus	07	IEP	2014	Reading	17.9%	82.1%	
Shoemaker Campus	07	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Shoemaker Campus	07	Hispanic	2014	Reading	33.3%	66.6%	
Shoemaker Campus	07	Black	2014	Reading	58.9%	41.2%	
Shoemaker Campus	08	All Subgroups	2014	Math	72.4%	27.6%	
Shoemaker Campus	08	Econ Disadv	2014	Math	68.0%	32.0%	
Shoemaker Campus	08	IEP	2014	Math	25.9%	74.1%	
Shoemaker Campus	08	Multi-Ethnic	2014	Math	50.0%	50.0%	
Shoemaker Campus	08	Black	2014	Math	72.2%	27.7%	
Shoemaker Campus	08	Asian	2014	Math	100.0%	0.0%	
Shoemaker Campus	08	Native American	2014	Math	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Shoemaker Campus	08	All Subgroups	2014	Reading	68.5%	31.4%	
Shoemaker Campus	08	Econ Disadv	2014	Reading	66.3%	33.7%	
Shoemaker Campus	08	IEP	2014	Reading	22.2%	77.8%	
Shoemaker Campus	08	Native American	2014	Reading	100.0%	0.0%	
Shoemaker Campus	08	Asian	2014	Reading	100.0%	0.0%	
Shoemaker Campus	08	Black	2014	Reading	68.4%	31.6%	
Shoemaker Campus	08	Multi-Ethnic	2014	Reading	50.0%	50.0%	
Shoemaker Campus	11	All Subgroups	2014	Math	53.1%	46.9%	
Shoemaker Campus	11	Econ Disadv	2014	Math	51.3%	48.8%	
Shoemaker Campus	11	IEP	2014	Math	23.8%	76.2%	
Shoemaker Campus	11	Black	2014	Math	53.1%	46.9%	
Shoemaker Campus	11	All Subgroups	2014	Reading	61.5%	38.6%	
Shoemaker Campus	11	Econ Disadv	2014	Reading	60.2%	39.7%	
Shoemaker Campus	11	IEP	2014	Reading	15.8%	84.2%	
Shoemaker Campus	11	Black	2014	Reading	61.5%	38.6%	
Pickett Campus	07	All Subgroups	2012	Math	70.9%	29.0%	
Pickett Campus	07	Econ Disadv	2012	Math	71.8%	28.2%	
Pickett Campus	07	IEP	2012	Math	17.2%	82.7%	
Pickett Campus	07	Hispanic	2012	Math	100.0%	0.0%	
Pickett Campus	07	Asian	2012	Math	100.0%	0.0%	
Pickett Campus	07	Black	2012	Math	70.3%	29.7%	
Pickett Campus	07	All Subgroups	2012	Reading	54.4%	45.6%	
Pickett Campus	07	Econ Disadv	2012	Reading	53.3%	46.6%	
Pickett Campus	07	IEP	2012	Reading	16.6%	83.4%	
Pickett Campus	07	Black	2012	Reading	53.3%	46.7%	
Pickett Campus	07	Asian	2012	Reading	100.0%	0.0%	
Pickett Campus	07	Hispanic	2012	Reading	100.0%	0.0%	
Pickett Campus	08	All Subgroups	2012	Math	59.4%	40.6%	
Pickett Campus	08	Econ Disadv	2012	Math	61.2%	38.8%	
Pickett Campus	08	IEP	2012	Math	24.4%	75.6%	
Pickett Campus	08	ELL	2012	Math	100.0%	0.0%	
Pickett Campus	08	Multi-Ethnic	2012	Math	100.0%	0.0%	
Pickett Campus	08	Black	2012	Math	58.6%	41.4%	
Pickett Campus	08	Hispanic	2012	Math	66.7%	33.3%	
Pickett Campus	08	Asian	2012	Math	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Pickett Campus	08	All Subgroups	2012	Reading	54.9%	45.1%	
Pickett Campus	08	Econ Disadv	2012	Reading	55.1%	44.8%	
Pickett Campus	08	IEP	2012	Reading	24.4%	75.6%	
Pickett Campus	08	ELL	2012	Reading	0.0%	100.0%	
Pickett Campus	08	Hispanic	2012	Reading	33.3%	66.6%	
Pickett Campus	08	Asian	2012	Reading	0.0%	100.0%	
Pickett Campus	08	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Pickett Campus	08	Black	2012	Reading	55.5%	44.6%	
Pickett Campus	11	All Subgroups	2012	Math	41.3%	58.7%	
Pickett Campus	11	Econ Disadv	2012	Math	38.8%	61.2%	
Pickett Campus	11	IEP	2012	Math	4.3%	95.7%	
Pickett Campus	11	Black	2012	Math	41.3%	58.7%	
Pickett Campus	11	All Subgroups	2012	Reading	53.5%	46.5%	
Pickett Campus	11	Econ Disadv	2012	Reading	52.0%	48.0%	
Pickett Campus	11	IEP	2012	Reading	8.0%	92.0%	
Pickett Campus	11	Black	2012	Reading	53.5%	46.5%	
Pickett Campus	07	All Subgroups	2013	Math	66.4%	33.6%	
Pickett Campus	07	Econ Disadv	2013	Math	65.9%	34.1%	
Pickett Campus	07	IEP	2013	Math	25.9%	74.2%	
Pickett Campus	07	Hispanic	2013	Math	50.0%	50.0%	
Pickett Campus	07	Black	2013	Math	66.7%	33.3%	
Pickett Campus	07	All Subgroups	2013	Reading	46.7%	53.3%	
Pickett Campus	07	Econ Disadv	2013	Reading	45.5%	54.5%	
Pickett Campus	07	IEP	2013	Reading	19.3%	80.6%	
Pickett Campus	07	Black	2013	Reading	47.4%	52.6%	
Pickett Campus	07	Hispanic	2013	Reading	0.0%	100.0%	
Pickett Campus	08	All Subgroups	2013	Math	75.8%	24.2%	
Pickett Campus	08	Econ Disadv	2013	Math	75.0%	25.0%	
Pickett Campus	08	IEP	2013	Math	33.3%	66.6%	
Pickett Campus	08	Black	2013	Math	75.4%	24.6%	
Pickett Campus	08	Hispanic	2013	Math	100.0%	0.0%	
Pickett Campus	08	All Subgroups	2013	Reading	71.8%	28.2%	
Pickett Campus	08	Econ Disadv	2013	Reading	70.7%	29.3%	
Pickett Campus	08	IEP	2013	Reading	22.2%	77.8%	
Pickett Campus	08	Hispanic	2013	Reading	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Pickett Campus	08	Black	2013	Reading	71.3%	28.7%	
Pickett Campus	11	All Subgroups	2013	Math	44.3%	55.6%	
Pickett Campus	11	Econ Disadv	2013	Math	44.6%	55.4%	
Pickett Campus	11	IEP	2013	Math	7.7%	92.3%	
Pickett Campus	11	Black	2013	Math	44.3%	55.6%	
Pickett Campus	11	All Subgroups	2013	Reading	59.3%	40.7%	
Pickett Campus	11	Econ Disadv	2013	Reading	58.9%	41.1%	
Pickett Campus	11	IEP	2013	Reading	8.3%	91.7%	
Pickett Campus	11	Black	2013	Reading	59.3%	40.7%	
Pickett Campus	06	All Subgroups	2014	Math	71.9%	28.1%	
Pickett Campus	06	Econ Disadv	2014	Math	72.6%	27.3%	
Pickett Campus	06	IEP	2014	Math	52.3%	47.6%	
Pickett Campus	06	ELL	2014	Math	100.0%	0.0%	
Pickett Campus	06	Hispanic	2014	Math	0.0%	100.0%	
Pickett Campus	06	Multi-Ethnic	2014	Math	0.0%	100.0%	
Pickett Campus	06	Black	2014	Math	73.3%	26.7%	
Pickett Campus	06	All Subgroups	2014	Reading	42.8%	57.3%	
Pickett Campus	06	Econ Disadv	2014	Reading	43.1%	56.9%	
Pickett Campus	06	IEP	2014	Reading	42.9%	57.1%	
Pickett Campus	06	ELL	2014	Reading	100.0%	0.0%	
Pickett Campus	06	Hispanic	2014	Reading	0.0%	100.0%	
Pickett Campus	06	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Pickett Campus	06	Black	2014	Reading	43.6%	56.4%	
Pickett Campus	07	All Subgroups	2014	Math	68.8%	31.2%	
Pickett Campus	07	Econ Disadv	2014	Math	70.0%	30.0%	
Pickett Campus	07	IEP	2014	Math	43.4%	56.5%	
Pickett Campus	07	ELL	2014	Math	100.0%	0.0%	
Pickett Campus	07	Asian	2014	Math	100.0%	0.0%	
Pickett Campus	07	Black	2014	Math	68.5%	31.5%	
Pickett Campus	07	All Subgroups	2014	Reading	61.8%	38.2%	
Pickett Campus	07	Econ Disadv	2014	Reading	60.4%	39.6%	
Pickett Campus	07	IEP	2014	Reading	20.8%	79.1%	
Pickett Campus	07	ELL	2014	Reading	100.0%	0.0%	
Pickett Campus	07	Black	2014	Reading	61.5%	38.5%	
Pickett Campus	07	Asian	2014	Reading	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Pickett Campus	08	All Subgroups	2014	Math	73.6%	26.4%	
Pickett Campus	08	Econ Disadv	2014	Math	73.6%	26.4%	
Pickett Campus	08	IEP	2014	Math	42.3%	57.7%	
Pickett Campus	08	Black	2014	Math	73.4%	26.6%	
Pickett Campus	08	Hispanic	2014	Math	100.0%	0.0%	
Pickett Campus	08	All Subgroups	2014	Reading	69.6%	30.4%	
Pickett Campus	08	Econ Disadv	2014	Reading	69.8%	30.2%	
Pickett Campus	08	IEP	2014	Reading	38.5%	61.6%	
Pickett Campus	08	Black	2014	Reading	69.3%	30.6%	
Pickett Campus	08	Hispanic	2014	Reading	100.0%	0.0%	
Pickett Campus	11	All Subgroups	2014	Math	59.7%	40.4%	
Pickett Campus	11	Econ Disadv	2014	Math	58.1%	41.9%	
Pickett Campus	11	IEP	2014	Math	12.0%	88.0%	
Pickett Campus	11	Hispanic	2014	Math	100.0%	0.0%	
Pickett Campus	11	Black	2014	Math	59.3%	40.8%	
Pickett Campus	11	All Subgroups	2014	Reading	71.6%	28.4%	
Pickett Campus	11	Econ Disadv	2014	Reading	70.9%	29.0%	
Pickett Campus	11	IEP	2014	Reading	15.4%	84.6%	
Pickett Campus	11	Black	2014	Reading	71.3%	28.7%	
Pickett Campus	11	Hispanic	2014	Reading	100.0%	0.0%	
Mann Elementary	03	All Subgroups	2012	Math	82.0%	18.1%	
Mann Elementary	03	Econ Disadv	2012	Math	80.6%	19.4%	
Mann Elementary	03	IEP	2012	Math	42.9%	57.2%	
Mann Elementary	03	ELL	2012	Math	100.0%	0.0%	
Mann Elementary	03	Multi-Ethnic	2012	Math	100.0%	0.0%	
Mann Elementary	03	Hispanic	2012	Math	100.0%	0.0%	
Mann Elementary	03	Black	2012	Math	81.5%	18.6%	
Mann Elementary	03	All Subgroups	2012	Reading	68.6%	31.4%	
Mann Elementary	03	Econ Disadv	2012	Reading	65.0%	35.0%	
Mann Elementary	03	IEP	2012	Reading	66.7%	33.3%	
Mann Elementary	03	ELL	2012	Reading	100.0%	0.0%	
Mann Elementary	03	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Mann Elementary	03	Hispanic	2012	Reading	100.0%	0.0%	
Mann Elementary	03	Black	2012	Reading	67.7%	32.4%	
Mann Elementary	04	All Subgroups	2012	Math	72.2%	27.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Mann Elementary	04	Econ Disadv	2012	Math	69.7%	30.4%	
Mann Elementary	04	IEP	2012	Math	10.0%	90.0%	
Mann Elementary	04	ELL	2012	Math	83.3%	16.7%	
Mann Elementary	04	Asian	2012	Math	100.0%	0.0%	
Mann Elementary	04	Black	2012	Math	70.1%	29.8%	
Mann Elementary	04	Multi-Ethnic	2012	Math	100.0%	0.0%	
Mann Elementary	04	Hispanic	2012	Math	100.0%	0.0%	
Mann Elementary	04	All Subgroups	2012	Reading	54.1%	45.9%	
Mann Elementary	04	Econ Disadv	2012	Reading	53.5%	46.4%	
Mann Elementary	04	IEP	2012	Reading	20.0%	80.0%	
Mann Elementary	04	ELL	2012	Reading	66.7%	33.3%	
Mann Elementary	04	Asian	2012	Reading	100.0%	0.0%	
Mann Elementary	04	Hispanic	2012	Reading	50.0%	50.0%	
Mann Elementary	04	Black	2012	Reading	53.8%	46.3%	
Mann Elementary	04	Multi-Ethnic	2012	Reading	50.0%	50.0%	
Mann Elementary	05	All Subgroups	2012	Math	79.7%	20.3%	
Mann Elementary	05	Econ Disadv	2012	Math	77.2%	22.8%	
Mann Elementary	05	IEP	2012	Math	42.9%	57.2%	
Mann Elementary	05	ELL	2012	Math	100.0%	0.0%	
Mann Elementary	05	Black	2012	Math	79.3%	20.7%	
Mann Elementary	05	Multi-Ethnic	2012	Math	100.0%	0.0%	
Mann Elementary	05	All Subgroups	2012	Reading	46.9%	53.1%	
Mann Elementary	05	Econ Disadv	2012	Reading	43.8%	56.1%	
Mann Elementary	05	IEP	2012	Reading	0.0%	100.0%	
Mann Elementary	05	ELL	2012	Reading	100.0%	0.0%	
Mann Elementary	05	Black	2012	Reading	47.6%	52.4%	
Mann Elementary	05	Multi-Ethnic	2012	Reading	0.0%	100.0%	
Mann Elementary	06	All Subgroups	2012	Math	81.9%	18.2%	
Mann Elementary	06	Econ Disadv	2012	Math	81.6%	18.4%	
Mann Elementary	06	IEP	2012	Math	46.2%	53.9%	
Mann Elementary	06	ELL	2012	Math	100.0%	0.0%	
Mann Elementary	06	Asian	2012	Math	100.0%	0.0%	
Mann Elementary	06	Native American	2012	Math	100.0%	0.0%	
Mann Elementary	06	Black	2012	Math	80.9%	19.0%	
Mann Elementary	06	Multi-Ethnic	2012	Math	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Mann Elementary	06	All Subgroups	2012	Reading	59.1%	41.0%	
Mann Elementary	06	Econ Disadv	2012	Reading	60.0%	40.0%	
Mann Elementary	06	IEP	2012	Reading	30.8%	69.3%	
Mann Elementary	06	ELL	2012	Reading	100.0%	0.0%	
Mann Elementary	06	Native American	2012	Reading	100.0%	0.0%	
Mann Elementary	06	Asian	2012	Reading	100.0%	0.0%	
Mann Elementary	06	Black	2012	Reading	57.1%	42.9%	
Mann Elementary	06	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Mann Elementary	03	All Subgroups	2013	Math	81.3%	18.7%	
Mann Elementary	03	Econ Disadv	2013	Math	81.3%	18.7%	
Mann Elementary	03	IEP	2013	Math	46.2%	53.9%	
Mann Elementary	03	ELL	2013	Math	100.0%	0.0%	
Mann Elementary	03	Hispanic	2013	Math	100.0%	0.0%	
Mann Elementary	03	Black	2013	Math	81.9%	18.1%	
Mann Elementary	03	Multi-Ethnic	2013	Math	50.0%	50.0%	
Mann Elementary	03	All Subgroups	2013	Reading	57.4%	42.6%	
Mann Elementary	03	Econ Disadv	2013	Reading	57.4%	42.6%	
Mann Elementary	03	IEP	2013	Reading	30.8%	69.2%	
Mann Elementary	03	ELL	2013	Reading	100.0%	0.0%	
Mann Elementary	03	Multi-Ethnic	2013	Reading	50.0%	50.0%	
Mann Elementary	03	Black	2013	Reading	56.9%	43.1%	
Mann Elementary	03	Hispanic	2013	Reading	100.0%	0.0%	
Mann Elementary	04	All Subgroups	2013	Math	71.6%	28.4%	
Mann Elementary	04	Econ Disadv	2013	Math	70.3%	29.7%	
Mann Elementary	04	IEP	2013	Math	30.0%	70.0%	
Mann Elementary	04	ELL	2013	Math	0.0%	100.0%	
Mann Elementary	04	Hispanic	2013	Math	50.0%	50.0%	
Mann Elementary	04	Multi-Ethnic	2013	Math	100.0%	0.0%	
Mann Elementary	04	Black	2013	Math	73.2%	26.8%	
Mann Elementary	04	Asian	2013	Math	50.0%	50.0%	
Mann Elementary	04	All Subgroups	2013	Reading	46.6%	53.4%	
Mann Elementary	04	Econ Disadv	2013	Reading	47.6%	52.4%	
Mann Elementary	04	IEP	2013	Reading	10.0%	90.0%	
Mann Elementary	04	ELL	2013	Reading	0.0%	100.0%	
Mann Elementary	04	Hispanic	2013	Reading	50.0%	50.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Mann Elementary	04	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Mann Elementary	04	Black	2013	Reading	47.0%	53.1%	
Mann Elementary	04	Asian	2013	Reading	0.0%	100.0%	
Mann Elementary	05	All Subgroups	2013	Math	79.2%	20.8%	
Mann Elementary	05	Econ Disadv	2013	Math	75.9%	24.1%	
Mann Elementary	05	IEP	2013	Math	18.2%	81.8%	
Mann Elementary	05	ELL	2013	Math	66.6%	33.3%	
Mann Elementary	05	Hispanic	2013	Math	100.0%	0.0%	
Mann Elementary	05	Black	2013	Math	77.6%	22.4%	
Mann Elementary	05	Multi-Ethnic	2013	Math	100.0%	0.0%	
Mann Elementary	05	Asian	2013	Math	100.0%	0.0%	
Mann Elementary	05	White	2013	Math	100.0%	0.0%	
Mann Elementary	05	All Subgroups	2013	Reading	50.0%	50.0%	
Mann Elementary	05	Econ Disadv	2013	Reading	43.1%	56.9%	
Mann Elementary	05	IEP	2013	Reading	0.0%	100.0%	
Mann Elementary	05	ELL	2013	Reading	33.3%	66.6%	
Mann Elementary	05	Black	2013	Reading	47.7%	52.2%	
Mann Elementary	05	White	2013	Reading	100.0%	0.0%	
Mann Elementary	05	Asian	2013	Reading	100.0%	0.0%	
Mann Elementary	05	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Mann Elementary	05	Hispanic	2013	Reading	50.0%	50.0%	
Mann Elementary	06	All Subgroups	2013	Math	85.3%	14.7%	
Mann Elementary	06	Econ Disadv	2013	Math	85.2%	14.7%	
Mann Elementary	06	IEP	2013	Math	12.5%	87.5%	
Mann Elementary	06	Multi-Ethnic	2013	Math	66.7%	33.3%	
Mann Elementary	06	Hispanic	2013	Math	100.0%	0.0%	
Mann Elementary	06	Black	2013	Math	85.9%	14.1%	
Mann Elementary	06	All Subgroups	2013	Reading	67.7%	32.4%	
Mann Elementary	06	Econ Disadv	2013	Reading	67.2%	32.8%	
Mann Elementary	06	IEP	2013	Reading	12.5%	87.5%	
Mann Elementary	06	Black	2013	Reading	68.8%	31.2%	
Mann Elementary	06	Multi-Ethnic	2013	Reading	66.6%	33.3%	
Mann Elementary	06	Hispanic	2013	Reading	0.0%	100.0%	
Mann Elementary	03	All Subgroups	2014	Math	77.8%	22.2%	
Mann Elementary	03	Econ Disadv	2014	Math	77.7%	22.3%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Mann Elementary	03	IEP	2014	Math	27.3%	72.8%	
Mann Elementary	03	ELL	2014	Math	100.0%	0.0%	
Mann Elementary	03	Asian	2014	Math	100.0%	0.0%	
Mann Elementary	03	Hispanic	2014	Math	100.0%	0.0%	
Mann Elementary	03	Multi-Ethnic	2014	Math	66.6%	33.3%	
Mann Elementary	03	Black	2014	Math	76.1%	23.9%	
Mann Elementary	03	All Subgroups	2014	Reading	56.7%	43.2%	
Mann Elementary	03	Econ Disadv	2014	Reading	54.2%	45.8%	
Mann Elementary	03	IEP	2014	Reading	36.4%	63.7%	
Mann Elementary	03	ELL	2014	Reading	50.0%	50.0%	
Mann Elementary	03	Asian	2014	Reading	100.0%	0.0%	
Mann Elementary	03	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Mann Elementary	03	Hispanic	2014	Reading	20.0%	80.0%	
Mann Elementary	03	Black	2014	Reading	60.6%	39.4%	
Mann Elementary	04	All Subgroups	2014	Math	74.6%	25.3%	
Mann Elementary	04	Econ Disadv	2014	Math	71.9%	28.2%	
Mann Elementary	04	IEP	2014	Math	46.7%	53.4%	
Mann Elementary	04	Hispanic	2014	Math	66.6%	33.3%	
Mann Elementary	04	Black	2014	Math	77.2%	22.9%	
Mann Elementary	04	Multi-Ethnic	2014	Math	0.0%	100.0%	
Mann Elementary	04	All Subgroups	2014	Reading	54.6%	45.3%	
Mann Elementary	04	Econ Disadv	2014	Reading	53.1%	46.9%	
Mann Elementary	04	IEP	2014	Reading	20.0%	80.0%	
Mann Elementary	04	Black	2014	Reading	54.3%	45.7%	
Mann Elementary	04	Hispanic	2014	Reading	66.7%	33.3%	
Mann Elementary	04	Multi-Ethnic	2014	Reading	50.0%	50.0%	
Mann Elementary	05	All Subgroups	2014	Math	77.6%	22.4%	
Mann Elementary	05	Econ Disadv	2014	Math	77.7%	22.2%	
Mann Elementary	05	IEP	2014	Math	33.3%	66.6%	
Mann Elementary	05	ELL	2014	Math	0.0%	100.0%	
Mann Elementary	05	Multi-Ethnic	2014	Math	100.0%	0.0%	
Mann Elementary	05	Black	2014	Math	77.2%	22.8%	
Mann Elementary	05	Hispanic	2014	Math	75.0%	25.0%	
Mann Elementary	05	Asian	2014	Math	100.0%	0.0%	
Mann Elementary	05	All Subgroups	2014	Reading	49.2%	50.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Mann Elementary	05	Econ Disadv	2014	Reading	51.9%	48.1%	
Mann Elementary	05	IEP	2014	Reading	11.1%	88.9%	
Mann Elementary	05	ELL	2014	Reading	0.0%	100.0%	
Mann Elementary	05	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Mann Elementary	05	Hispanic	2014	Reading	37.5%	62.5%	
Mann Elementary	05	Asian	2014	Reading	100.0%	0.0%	
Mann Elementary	05	Black	2014	Reading	49.1%	50.9%	
Mann Elementary	06	All Subgroups	2014	Math	73.6%	26.4%	
Mann Elementary	06	Econ Disadv	2014	Math	71.6%	28.3%	
Mann Elementary	06	IEP	2014	Math	15.4%	84.6%	
Mann Elementary	06	ELL	2014	Math	0.0%	100.0%	
Mann Elementary	06	Hispanic	2014	Math	100.0%	0.0%	
Mann Elementary	06	White	2014	Math	100.0%	0.0%	
Mann Elementary	06	Black	2014	Math	72.1%	27.9%	
Mann Elementary	06	Multi-Ethnic	2014	Math	100.0%	0.0%	
Mann Elementary	06	All Subgroups	2014	Reading	50.0%	50.0%	
Mann Elementary	06	Econ Disadv	2014	Reading	48.4%	51.7%	
Mann Elementary	06	IEP	2014	Reading	0.0%	100.0%	
Mann Elementary	06	ELL	2014	Reading	0.0%	100.0%	
Mann Elementary	06	White	2014	Reading	100.0%	0.0%	
Mann Elementary	06	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Mann Elementary	06	Hispanic	2014	Reading	50.0%	50.0%	
Mann Elementary	06	Black	2014	Reading	48.5%	51.5%	
Smedley Elementary	03	All Subgroups	2012	Math	56.1%	43.9%	
Smedley Elementary	03	Econ Disadv	2012	Math	56.1%	43.9%	
Smedley Elementary	03	IEP	2012	Math	31.8%	68.2%	
Smedley Elementary	03	ELL	2012	Math	50.0%	50.0%	
Smedley Elementary	03	Black	2012	Math	54.9%	45.2%	
Smedley Elementary	03	Multi-Ethnic	2012	Math	66.7%	33.4%	
Smedley Elementary	03	Hispanic	2012	Math	62.5%	37.5%	
Smedley Elementary	03	White	2012	Math	50.0%	50.0%	
Smedley Elementary	03	All Subgroups	2012	Reading	48.0%	52.0%	
Smedley Elementary	03	Econ Disadv	2012	Reading	48.0%	52.0%	
Smedley Elementary	03	IEP	2012	Reading	31.8%	68.2%	
Smedley Elementary	03	ELL	2012	Reading	75.0%	25.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Smedley Elementary	03	Multi-Ethnic	2012	Reading	66.7%	33.4%	
Smedley Elementary	03	Black	2012	Reading	48.8%	51.2%	
Smedley Elementary	03	White	2012	Reading	50.0%	50.0%	
Smedley Elementary	03	Hispanic	2012	Reading	25.0%	75.0%	
Smedley Elementary	04	All Subgroups	2012	Math	53.3%	46.8%	
Smedley Elementary	04	Econ Disadv	2012	Math	54.0%	46.0%	
Smedley Elementary	04	IEP	2012	Math	47.6%	52.4%	
Smedley Elementary	04	ELL	2012	Math	100.0%	0.0%	
Smedley Elementary	04	Asian	2012	Math	100.0%	0.0%	
Smedley Elementary	04	White	2012	Math	33.3%	66.7%	
Smedley Elementary	04	Multi-Ethnic	2012	Math	100.0%	0.0%	
Smedley Elementary	04	Native American	2012	Math	100.0%	0.0%	
Smedley Elementary	04	Hispanic	2012	Math	53.3%	46.7%	
Smedley Elementary	04	Black	2012	Math	49.2%	50.8%	
Smedley Elementary	04	All Subgroups	2012	Reading	33.7%	66.3%	
Smedley Elementary	04	Econ Disadv	2012	Reading	34.9%	65.1%	
Smedley Elementary	04	IEP	2012	Reading	23.8%	76.2%	
Smedley Elementary	04	ELL	2012	Reading	33.3%	66.6%	
Smedley Elementary	04	Asian	2012	Reading	100.0%	0.0%	
Smedley Elementary	04	Hispanic	2012	Reading	40.0%	60.0%	
Smedley Elementary	04	White	2012	Reading	66.6%	33.3%	
Smedley Elementary	04	Native American	2012	Reading	100.0%	0.0%	
Smedley Elementary	04	Black	2012	Reading	23.9%	76.2%	
Smedley Elementary	04	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Smedley Elementary	05	All Subgroups	2012	Math	39.8%	60.2%	
Smedley Elementary	05	Econ Disadv	2012	Math	39.5%	60.4%	
Smedley Elementary	05	IEP	2012	Math	12.5%	87.5%	
Smedley Elementary	05	ELL	2012	Math	0.0%	100.0%	
Smedley Elementary	05	White	2012	Math	38.5%	61.6%	
Smedley Elementary	05	Hispanic	2012	Math	42.9%	57.2%	
Smedley Elementary	05	Multi-Ethnic	2012	Math	33.3%	66.6%	
Smedley Elementary	05	Black	2012	Math	40.7%	59.3%	
Smedley Elementary	05	Asian	2012	Math	0.0%	100.0%	
Smedley Elementary	05	All Subgroups	2012	Reading	29.5%	70.5%	
Smedley Elementary	05	Econ Disadv	2012	Reading	29.1%	70.9%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Smedley Elementary	05	IEP	2012	Reading	12.5%	87.5%	
Smedley Elementary	05	ELL	2012	Reading	0.0%	100.0%	
Smedley Elementary	05	Multi-Ethnic	2012	Reading	66.7%	33.3%	
Smedley Elementary	05	Black	2012	Reading	26.6%	73.4%	
Smedley Elementary	05	Asian	2012	Reading	0.0%	100.0%	
Smedley Elementary	05	White	2012	Reading	30.8%	69.3%	
Smedley Elementary	05	Hispanic	2012	Reading	42.9%	57.1%	
Smedley Elementary	06	All Subgroups	2012	Math	59.2%	40.8%	
Smedley Elementary	06	Econ Disadv	2012	Math	58.6%	41.4%	
Smedley Elementary	06	IEP	2012	Math	17.4%	82.6%	
Smedley Elementary	06	ELL	2012	Math	33.3%	66.6%	
Smedley Elementary	06	White	2012	Math	0.0%	100.0%	
Smedley Elementary	06	Hispanic	2012	Math	50.0%	50.0%	
Smedley Elementary	06	Black	2012	Math	62.3%	37.7%	
Smedley Elementary	06	Multi-Ethnic	2012	Math	100.0%	0.0%	
Smedley Elementary	06	All Subgroups	2012	Reading	32.9%	67.1%	
Smedley Elementary	06	Econ Disadv	2012	Reading	33.4%	66.6%	
Smedley Elementary	06	IEP	2012	Reading	8.7%	91.3%	
Smedley Elementary	06	ELL	2012	Reading	33.3%	66.6%	
Smedley Elementary	06	Hispanic	2012	Reading	40.0%	60.0%	
Smedley Elementary	06	Multi-Ethnic	2012	Reading	50.0%	50.0%	
Smedley Elementary	06	Black	2012	Reading	31.2%	68.9%	
Smedley Elementary	06	White	2012	Reading	33.3%	66.7%	
Smedley Elementary	03	All Subgroups	2013	Math	73.9%	26.1%	
Smedley Elementary	03	Econ Disadv	2013	Math	73.5%	26.4%	
Smedley Elementary	03	IEP	2013	Math	31.3%	68.8%	
Smedley Elementary	03	ELL	2013	Math	80.0%	20.0%	
Smedley Elementary	03	Asian	2013	Math	100.0%	0.0%	
Smedley Elementary	03	White	2013	Math	100.0%	0.0%	
Smedley Elementary	03	Multi-Ethnic	2013	Math	66.6%	33.4%	
Smedley Elementary	03	Hispanic	2013	Math	80.0%	20.0%	
Smedley Elementary	03	Black	2013	Math	69.9%	30.2%	
Smedley Elementary	03	All Subgroups	2013	Reading	58.7%	41.3%	
Smedley Elementary	03	Econ Disadv	2013	Reading	58.6%	41.4%	
Smedley Elementary	03	IEP	2013	Reading	18.8%	81.3%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Smedley Elementary	03	ELL	2013	Reading	60.0%	40.0%	
Smedley Elementary	03	Multi-Ethnic	2013	Reading	50.0%	50.0%	
Smedley Elementary	03	Black	2013	Reading	57.2%	42.8%	
Smedley Elementary	03	Asian	2013	Reading	100.0%	0.0%	
Smedley Elementary	03	Hispanic	2013	Reading	60.0%	40.0%	
Smedley Elementary	03	White	2013	Reading	71.5%	28.6%	
Smedley Elementary	04	All Subgroups	2013	Math	47.0%	53.0%	
Smedley Elementary	04	Econ Disadv	2013	Math	48.5%	51.5%	
Smedley Elementary	04	IEP	2013	Math	27.6%	72.4%	
Smedley Elementary	04	ELL	2013	Math	75.0%	25.0%	
Smedley Elementary	04	Hispanic	2013	Math	46.2%	53.9%	
Smedley Elementary	04	White	2013	Math	0.0%	100.0%	
Smedley Elementary	04	Black	2013	Math	46.8%	53.2%	
Smedley Elementary	04	Multi-Ethnic	2013	Math	66.6%	33.4%	
Smedley Elementary	04	All Subgroups	2013	Reading	38.0%	62.0%	
Smedley Elementary	04	Econ Disadv	2013	Reading	39.1%	60.8%	
Smedley Elementary	04	IEP	2013	Reading	13.8%	86.2%	
Smedley Elementary	04	ELL	2013	Reading	50.0%	50.0%	
Smedley Elementary	04	Hispanic	2013	Reading	30.8%	69.3%	
Smedley Elementary	04	Black	2013	Reading	36.7%	63.3%	
Smedley Elementary	04	Multi-Ethnic	2013	Reading	66.6%	33.4%	
Smedley Elementary	04	White	2013	Reading	50.0%	50.0%	
Smedley Elementary	05	All Subgroups	2013	Math	52.6%	47.4%	
Smedley Elementary	05	Econ Disadv	2013	Math	53.9%	46.0%	
Smedley Elementary	05	IEP	2013	Math	26.9%	73.0%	
Smedley Elementary	05	ELL	2013	Math	100.0%	0.0%	
Smedley Elementary	05	Multi-Ethnic	2013	Math	100.0%	0.0%	
Smedley Elementary	05	White	2013	Math	50.0%	50.0%	
Smedley Elementary	05	Hispanic	2013	Math	76.4%	23.5%	
Smedley Elementary	05	Black	2013	Math	44.4%	55.5%	
Smedley Elementary	05	Asian	2013	Math	100.0%	0.0%	
Smedley Elementary	05	Native American	2013	Math	100.0%	0.0%	
Smedley Elementary	05	All Subgroups	2013	Reading	30.2%	69.8%	
Smedley Elementary	05	Econ Disadv	2013	Reading	32.9%	67.0%	
Smedley Elementary	05	IEP	2013	Reading	11.5%	88.4%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Smedley Elementary	05	ELL	2013	Reading	100.0%	0.0%	
Smedley Elementary	05	Black	2013	Reading	23.9%	76.1%	
Smedley Elementary	05	Hispanic	2013	Reading	35.3%	64.7%	
Smedley Elementary	05	Native American	2013	Reading	100.0%	0.0%	
Smedley Elementary	05	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Smedley Elementary	05	Asian	2013	Reading	100.0%	0.0%	
Smedley Elementary	05	White	2013	Reading	50.0%	50.0%	
Smedley Elementary	06	All Subgroups	2013	Math	42.3%	57.7%	
Smedley Elementary	06	Econ Disadv	2013	Math	41.9%	58.1%	
Smedley Elementary	06	IEP	2013	Math	18.8%	81.3%	
Smedley Elementary	06	ELL	2013	Math	50.0%	50.0%	
Smedley Elementary	06	White	2013	Math	50.0%	50.0%	
Smedley Elementary	06	Hispanic	2013	Math	28.6%	71.5%	
Smedley Elementary	06	Black	2013	Math	41.3%	58.8%	
Smedley Elementary	06	Multi-Ethnic	2013	Math	100.0%	0.0%	
Smedley Elementary	06	All Subgroups	2013	Reading	34.2%	65.8%	
Smedley Elementary	06	Econ Disadv	2013	Reading	33.3%	66.7%	
Smedley Elementary	06	IEP	2013	Reading	15.6%	84.4%	
Smedley Elementary	06	ELL	2013	Reading	50.0%	50.0%	
Smedley Elementary	06	Black	2013	Reading	32.8%	67.2%	
Smedley Elementary	06	Hispanic	2013	Reading	28.6%	71.4%	
Smedley Elementary	06	White	2013	Reading	33.3%	66.6%	
Smedley Elementary	06	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Smedley Elementary	03	All Subgroups	2014	Math	64.8%	35.2%	
Smedley Elementary	03	Econ Disadv	2014	Math	65.3%	34.7%	
Smedley Elementary	03	IEP	2014	Math	46.1%	53.8%	
Smedley Elementary	03	ELL	2014	Math	75.0%	25.0%	
Smedley Elementary	03	White	2014	Math	100.0%	0.0%	
Smedley Elementary	03	Multi-Ethnic	2014	Math	85.7%	14.3%	
Smedley Elementary	03	Black	2014	Math	62.9%	37.1%	
Smedley Elementary	03	Hispanic	2014	Math	47.6%	52.4%	
Smedley Elementary	03	All Subgroups	2014	Reading	48.6%	51.4%	
Smedley Elementary	03	Econ Disadv	2014	Reading	47.9%	52.1%	
Smedley Elementary	03	IEP	2014	Reading	15.4%	84.6%	
Smedley Elementary	03	ELL	2014	Reading	50.0%	50.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Smedley Elementary	03	Multi-Ethnic	2014	Reading	52.3%	47.6%	
Smedley Elementary	03	Black	2014	Reading	46.7%	53.2%	
Smedley Elementary	03	White	2014	Reading	100.0%	0.0%	
Smedley Elementary	03	Hispanic	2014	Reading	47.6%	52.4%	
Smedley Elementary	04	All Subgroups	2014	Math	45.6%	54.5%	
Smedley Elementary	04	Econ Disadv	2014	Math	44.3%	55.7%	
Smedley Elementary	04	IEP	2014	Math	5.3%	94.7%	
Smedley Elementary	04	ELL	2014	Math	42.9%	57.2%	
Smedley Elementary	04	White	2014	Math	60.0%	40.0%	
Smedley Elementary	04	Asian	2014	Math	100.0%	0.0%	
Smedley Elementary	04	Multi-Ethnic	2014	Math	60.0%	40.0%	
Smedley Elementary	04	Black	2014	Math	39.7%	60.4%	
Smedley Elementary	04	Hispanic	2014	Math	56.3%	43.8%	
Smedley Elementary	04	All Subgroups	2014	Reading	45.0%	55.1%	
Smedley Elementary	04	Econ Disadv	2014	Reading	43.1%	57.0%	
Smedley Elementary	04	IEP	2014	Reading	11.1%	88.9%	
Smedley Elementary	04	ELL	2014	Reading	42.9%	57.1%	
Smedley Elementary	04	Hispanic	2014	Reading	43.8%	56.3%	
Smedley Elementary	04	Black	2014	Reading	43.5%	56.5%	
Smedley Elementary	04	Asian	2014	Reading	100.0%	0.0%	
Smedley Elementary	04	White	2014	Reading	40.0%	60.0%	
Smedley Elementary	04	Multi-Ethnic	2014	Reading	60.0%	40.0%	
Smedley Elementary	05	All Subgroups	2014	Math	32.4%	67.7%	
Smedley Elementary	05	Econ Disadv	2014	Math	31.2%	68.7%	
Smedley Elementary	05	IEP	2014	Math	17.6%	82.3%	
Smedley Elementary	05	ELL	2014	Math	60.0%	40.0%	
Smedley Elementary	05	Multi-Ethnic	2014	Math	60.0%	40.0%	
Smedley Elementary	05	Hispanic	2014	Math	33.4%	66.7%	
Smedley Elementary	05	White	2014	Math	50.0%	50.0%	
Smedley Elementary	05	Black	2014	Math	30.0%	70.1%	
Smedley Elementary	05	All Subgroups	2014	Reading	30.4%	69.6%	
Smedley Elementary	05	Econ Disadv	2014	Reading	30.2%	69.8%	
Smedley Elementary	05	IEP	2014	Reading	14.7%	85.3%	
Smedley Elementary	05	ELL	2014	Reading	40.0%	60.0%	
Smedley Elementary	05	Hispanic	2014	Reading	20.0%	80.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Smedley Elementary	05	Black	2014	Reading	30.0%	70.1%	
Smedley Elementary	05	Multi-Ethnic	2014	Reading	60.0%	40.0%	
Smedley Elementary	05	White	2014	Reading	50.0%	50.0%	
Smedley Elementary	06	All Subgroups	2014	Math	60.5%	39.6%	
Smedley Elementary	06	Econ Disadv	2014	Math	59.5%	40.4%	
Smedley Elementary	06	IEP	2014	Math	33.3%	66.6%	
Smedley Elementary	06	ELL	2014	Math	100.0%	0.0%	
Smedley Elementary	06	Hispanic	2014	Math	57.9%	42.2%	
Smedley Elementary	06	Native American	2014	Math	100.0%	0.0%	
Smedley Elementary	06	Asian	2014	Math	100.0%	0.0%	
Smedley Elementary	06	Multi-Ethnic	2014	Math	100.0%	0.0%	
Smedley Elementary	06	Black	2014	Math	58.4%	41.5%	
Smedley Elementary	06	White	2014	Math	66.6%	33.3%	
Smedley Elementary	06	All Subgroups	2014	Reading	41.8%	58.3%	
Smedley Elementary	06	Econ Disadv	2014	Reading	42.7%	57.3%	
Smedley Elementary	06	IEP	2014	Reading	16.6%	83.3%	
Smedley Elementary	06	ELL	2014	Reading	100.0%	0.0%	
Smedley Elementary	06	Native American	2014	Reading	100.0%	0.0%	
Smedley Elementary	06	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Smedley Elementary	06	White	2014	Reading	66.6%	33.3%	
Smedley Elementary	06	Hispanic	2014	Reading	57.9%	42.1%	
Smedley Elementary	06	Asian	2014	Reading	100.0%	0.0%	
Smedley Elementary	06	Black	2014	Reading	32.3%	67.7%	
Harrity Elementary	03	All Subgroups	2012	Math	59.6%	40.4%	
Harrity Elementary	03	Econ Disadv	2012	Math	58.5%	41.5%	
Harrity Elementary	03	IEP	2012	Math	16.7%	83.3%	
Harrity Elementary	03	Black	2012	Math	59.1%	40.9%	
Harrity Elementary	03	All Subgroups	2012	Reading	40.4%	59.6%	
Harrity Elementary	03	Econ Disadv	2012	Reading	40.4%	59.5%	
Harrity Elementary	03	IEP	2012	Reading	16.7%	83.4%	
Harrity Elementary	03	Black	2012	Reading	39.8%	60.2%	
Harrity Elementary	04	All Subgroups	2012	Math	55.6%	44.5%	
Harrity Elementary	04	Econ Disadv	2012	Math	53.5%	46.4%	
Harrity Elementary	04	IEP	2012	Math	0.0%	100.0%	
Harrity Elementary	04	Black	2012	Math	55.6%	44.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Harrity Elementary	04	All Subgroups	2012	Reading	40.7%	59.2%	
Harrity Elementary	04	Econ Disadv	2012	Reading	40.8%	59.2%	
Harrity Elementary	04	IEP	2012	Reading	0.0%	100.0%	
Harrity Elementary	04	Black	2012	Reading	40.7%	59.2%	
Harrity Elementary	05	All Subgroups	2012	Math	52.4%	47.7%	
Harrity Elementary	05	Econ Disadv	2012	Math	51.5%	48.5%	
Harrity Elementary	05	IEP	2012	Math	50.0%	50.0%	
Harrity Elementary	05	Hispanic	2012	Math	0.0%	100.0%	
Harrity Elementary	05	Black	2012	Math	52.9%	47.1%	
Harrity Elementary	05	All Subgroups	2012	Reading	36.2%	63.9%	
Harrity Elementary	05	Econ Disadv	2012	Reading	35.4%	64.6%	
Harrity Elementary	05	IEP	2012	Reading	33.3%	66.7%	
Harrity Elementary	05	Black	2012	Reading	36.5%	63.5%	
Harrity Elementary	05	Hispanic	2012	Reading	0.0%	100.0%	
Harrity Elementary	06	All Subgroups	2012	Math	61.5%	38.5%	
Harrity Elementary	06	Econ Disadv	2012	Math	61.1%	39.0%	
Harrity Elementary	06	IEP	2012	Math	8.3%	91.7%	
Harrity Elementary	06	ELL	2012	Math	0.0%	100.0%	
Harrity Elementary	06	Black	2012	Math	62.4%	37.7%	
Harrity Elementary	06	Hispanic	2012	Math	0.0%	100.0%	
Harrity Elementary	06	All Subgroups	2012	Reading	37.2%	62.8%	
Harrity Elementary	06	Econ Disadv	2012	Reading	36.4%	63.7%	
Harrity Elementary	06	IEP	2012	Reading	8.3%	91.6%	
Harrity Elementary	06	ELL	2012	Reading	0.0%	100.0%	
Harrity Elementary	06	Hispanic	2012	Reading	0.0%	100.0%	
Harrity Elementary	06	Black	2012	Reading	37.7%	62.4%	
Harrity Elementary	07	All Subgroups	2012	Math	79.0%	21.0%	
Harrity Elementary	07	Econ Disadv	2012	Math	77.4%	22.7%	
Harrity Elementary	07	IEP	2012	Math	37.5%	62.5%	
Harrity Elementary	07	Black	2012	Math	79.0%	21.0%	
Harrity Elementary	07	All Subgroups	2012	Reading	58.0%	42.0%	
Harrity Elementary	07	Econ Disadv	2012	Reading	57.3%	42.6%	
Harrity Elementary	07	IEP	2012	Reading	12.5%	87.5%	
Harrity Elementary	07	Black	2012	Reading	58.0%	42.0%	
Harrity Elementary	08	All Subgroups	2012	Math	85.5%	14.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Harrity Elementary	08	Econ Disadv	2012	Math	86.0%	14.1%	
Harrity Elementary	08	IEP	2012	Math	71.4%	28.6%	
Harrity Elementary	08	ELL	2012	Math	0.0%	100.0%	
Harrity Elementary	08	Black	2012	Math	85.5%	14.5%	
Harrity Elementary	08	All Subgroups	2012	Reading	76.8%	23.2%	
Harrity Elementary	08	Econ Disadv	2012	Reading	75.0%	25.0%	
Harrity Elementary	08	IEP	2012	Reading	28.6%	71.5%	
Harrity Elementary	08	ELL	2012	Reading	0.0%	100.0%	
Harrity Elementary	08	Black	2012	Reading	76.8%	23.2%	
Harrity Elementary	03	All Subgroups	2013	Math	51.0%	49.0%	
Harrity Elementary	03	Econ Disadv	2013	Math	52.9%	47.1%	
Harrity Elementary	03	IEP	2013	Math	10.0%	90.0%	
Harrity Elementary	03	Black	2013	Math	51.0%	49.0%	
Harrity Elementary	03	All Subgroups	2013	Reading	47.4%	52.6%	
Harrity Elementary	03	Econ Disadv	2013	Reading	47.7%	52.3%	
Harrity Elementary	03	IEP	2013	Reading	10.0%	90.0%	
Harrity Elementary	03	Black	2013	Reading	47.4%	52.6%	
Harrity Elementary	04	All Subgroups	2013	Math	49.5%	50.4%	
Harrity Elementary	04	Econ Disadv	2013	Math	49.5%	50.5%	
Harrity Elementary	04	IEP	2013	Math	8.3%	91.7%	
Harrity Elementary	04	Black	2013	Math	49.5%	50.4%	
Harrity Elementary	04	All Subgroups	2013	Reading	35.6%	64.4%	
Harrity Elementary	04	Econ Disadv	2013	Reading	34.8%	65.2%	
Harrity Elementary	04	IEP	2013	Reading	8.3%	91.6%	
Harrity Elementary	04	Black	2013	Reading	35.6%	64.4%	
Harrity Elementary	05	All Subgroups	2013	Math	45.7%	54.4%	
Harrity Elementary	05	Econ Disadv	2013	Math	42.0%	58.0%	
Harrity Elementary	05	IEP	2013	Math	0.0%	100.0%	
Harrity Elementary	05	Black	2013	Math	45.7%	54.4%	
Harrity Elementary	05	All Subgroups	2013	Reading	28.4%	71.6%	
Harrity Elementary	05	Econ Disadv	2013	Reading	26.0%	73.9%	
Harrity Elementary	05	IEP	2013	Reading	0.0%	100.0%	
Harrity Elementary	05	Black	2013	Reading	28.4%	71.6%	
Harrity Elementary	06	All Subgroups	2013	Math	55.0%	45.0%	
Harrity Elementary	06	Econ Disadv	2013	Math	55.4%	44.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Harrity Elementary	06	IEP	2013	Math	21.1%	79.0%	
Harrity Elementary	06	Black	2013	Math	56.1%	43.9%	
Harrity Elementary	06	Hispanic	2013	Math	0.0%	100.0%	
Harrity Elementary	06	All Subgroups	2013	Reading	42.0%	58.0%	
Harrity Elementary	06	Econ Disadv	2013	Reading	41.3%	58.7%	
Harrity Elementary	06	IEP	2013	Reading	15.8%	84.2%	
Harrity Elementary	06	Hispanic	2013	Reading	0.0%	100.0%	
Harrity Elementary	06	Black	2013	Reading	42.8%	57.1%	
Harrity Elementary	07	All Subgroups	2013	Math	70.7%	29.4%	
Harrity Elementary	07	Econ Disadv	2013	Math	70.5%	29.6%	
Harrity Elementary	07	IEP	2013	Math	21.4%	78.6%	
Harrity Elementary	07	Black	2013	Math	71.6%	28.4%	
Harrity Elementary	07	Hispanic	2013	Math	0.0%	100.0%	
Harrity Elementary	07	All Subgroups	2013	Reading	37.9%	62.2%	
Harrity Elementary	07	Econ Disadv	2013	Reading	38.6%	61.5%	
Harrity Elementary	07	IEP	2013	Reading	21.4%	78.5%	
Harrity Elementary	07	Black	2013	Reading	38.4%	61.7%	
Harrity Elementary	07	Hispanic	2013	Reading	0.0%	100.0%	
Harrity Elementary	08	All Subgroups	2013	Math	66.3%	33.8%	
Harrity Elementary	08	Econ Disadv	2013	Math	68.6%	31.4%	
Harrity Elementary	08	IEP	2013	Math	40.0%	60.0%	
Harrity Elementary	08	Black	2013	Math	66.3%	33.8%	
Harrity Elementary	08	All Subgroups	2013	Reading	61.1%	39.0%	
Harrity Elementary	08	Econ Disadv	2013	Reading	61.2%	38.8%	
Harrity Elementary	08	IEP	2013	Reading	20.0%	80.0%	
Harrity Elementary	08	Black	2013	Reading	61.1%	39.0%	
Harrity Elementary	03	All Subgroups	2014	Math	56.9%	43.2%	
Harrity Elementary	03	Econ Disadv	2014	Math	55.7%	44.3%	
Harrity Elementary	03	IEP	2014	Math	6.3%	93.8%	
Harrity Elementary	03	ELL	2014	Math	66.7%	33.3%	
Harrity Elementary	03	Black	2014	Math	56.1%	43.8%	
Harrity Elementary	03	White	2014	Math	100.0%	0.0%	
Harrity Elementary	03	Hispanic	2014	Math	66.7%	33.3%	
Harrity Elementary	03	All Subgroups	2014	Reading	53.5%	46.5%	
Harrity Elementary	03	Econ Disadv	2014	Reading	52.0%	47.9%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Harrity Elementary	03	IEP	2014	Reading	0.0%	100.0%	
Harrity Elementary	03	ELL	2014	Reading	0.0%	100.0%	
Harrity Elementary	03	Hispanic	2014	Reading	66.7%	33.3%	
Harrity Elementary	03	Black	2014	Reading	52.5%	47.5%	
Harrity Elementary	03	White	2014	Reading	100.0%	0.0%	
Harrity Elementary	04	All Subgroups	2014	Math	59.8%	40.2%	
Harrity Elementary	04	Econ Disadv	2014	Math	60.0%	40.0%	
Harrity Elementary	04	IEP	2014	Math	25.0%	75.0%	
Harrity Elementary	04	ELL	2014	Math	25.0%	75.0%	
Harrity Elementary	04	Black	2014	Math	59.5%	40.4%	
Harrity Elementary	04	Hispanic	2014	Math	66.6%	33.3%	
Harrity Elementary	04	All Subgroups	2014	Reading	47.3%	52.7%	
Harrity Elementary	04	Econ Disadv	2014	Reading	47.7%	52.3%	
Harrity Elementary	04	IEP	2014	Reading	16.7%	83.3%	
Harrity Elementary	04	ELL	2014	Reading	50.0%	50.0%	
Harrity Elementary	04	Hispanic	2014	Reading	66.7%	33.3%	
Harrity Elementary	04	Black	2014	Reading	46.6%	53.3%	
Harrity Elementary	05	All Subgroups	2014	Math	36.7%	63.2%	
Harrity Elementary	05	Econ Disadv	2014	Math	35.6%	64.3%	
Harrity Elementary	05	IEP	2014	Math	5.6%	94.4%	
Harrity Elementary	05	ELL	2014	Math	66.7%	33.3%	
Harrity Elementary	05	Black	2014	Math	37.1%	62.9%	
Harrity Elementary	05	Hispanic	2014	Math	0.0%	100.0%	
Harrity Elementary	05	All Subgroups	2014	Reading	28.3%	71.7%	
Harrity Elementary	05	Econ Disadv	2014	Reading	27.2%	72.8%	
Harrity Elementary	05	IEP	2014	Reading	0.0%	100.0%	
Harrity Elementary	05	ELL	2014	Reading	66.6%	33.3%	
Harrity Elementary	05	Black	2014	Reading	28.5%	71.4%	
Harrity Elementary	05	Hispanic	2014	Reading	0.0%	100.0%	
Harrity Elementary	06	All Subgroups	2014	Math	39.5%	60.6%	
Harrity Elementary	06	Econ Disadv	2014	Math	38.1%	61.9%	
Harrity Elementary	06	IEP	2014	Math	0.0%	100.0%	
Harrity Elementary	06	ELL	2014	Math	100.0%	0.0%	
Harrity Elementary	06	Black	2014	Math	40.0%	60.0%	
Harrity Elementary	06	Hispanic	2014	Math	0.0%	100.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Harrity Elementary	06	All Subgroups	2014	Reading	43.0%	56.9%	
Harrity Elementary	06	Econ Disadv	2014	Reading	42.2%	57.8%	
Harrity Elementary	06	IEP	2014	Reading	0.0%	100.0%	
Harrity Elementary	06	ELL	2014	Reading	100.0%	0.0%	
Harrity Elementary	06	Hispanic	2014	Reading	0.0%	100.0%	
Harrity Elementary	06	Black	2014	Reading	43.6%	56.3%	
Harrity Elementary	07	All Subgroups	2014	Math	66.7%	33.4%	
Harrity Elementary	07	Econ Disadv	2014	Math	61.3%	38.8%	
Harrity Elementary	07	IEP	2014	Math	36.9%	63.1%	
Harrity Elementary	07	ELL	2014	Math	100.0%	0.0%	
Harrity Elementary	07	Black	2014	Math	67.4%	32.7%	
Harrity Elementary	07	Hispanic	2014	Math	50.0%	50.0%	
Harrity Elementary	07	All Subgroups	2014	Reading	48.5%	51.5%	
Harrity Elementary	07	Econ Disadv	2014	Reading	44.4%	55.6%	
Harrity Elementary	07	IEP	2014	Reading	20.0%	80.0%	
Harrity Elementary	07	ELL	2014	Reading	100.0%	0.0%	
Harrity Elementary	07	Hispanic	2014	Reading	50.0%	50.0%	
Harrity Elementary	07	Black	2014	Reading	48.4%	51.6%	
Harrity Elementary	08	All Subgroups	2014	Math	68.6%	31.4%	
Harrity Elementary	08	Econ Disadv	2014	Math	67.8%	32.2%	
Harrity Elementary	08	IEP	2014	Math	15.4%	84.6%	
Harrity Elementary	08	Hispanic	2014	Math	0.0%	100.0%	
Harrity Elementary	08	Black	2014	Math	69.6%	30.4%	
Harrity Elementary	08	All Subgroups	2014	Reading	55.7%	44.3%	
Harrity Elementary	08	Econ Disadv	2014	Reading	55.9%	44.0%	
Harrity Elementary	08	IEP	2014	Reading	23.1%	76.9%	
Harrity Elementary	08	Hispanic	2014	Reading	0.0%	100.0%	
Harrity Elementary	08	Black	2014	Reading	56.5%	43.4%	
Clymer Elementary	03	All Subgroups	2012	Math	46.0%	54.0%	
Clymer Elementary	03	Econ Disadv	2012	Math	46.0%	54.0%	
Clymer Elementary	03	IEP	2012	Math	16.7%	83.3%	
Clymer Elementary	03	Hispanic	2012	Math	40.0%	60.0%	
Clymer Elementary	03	Black	2012	Math	46.7%	53.4%	
Clymer Elementary	03	All Subgroups	2012	Reading	40.0%	60.0%	
Clymer Elementary	03	Econ Disadv	2012	Reading	40.0%	60.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Clymer Elementary	03	IEP	2012	Reading	8.3%	91.7%	
Clymer Elementary	03	Hispanic	2012	Reading	60.0%	40.0%	
Clymer Elementary	03	Black	2012	Reading	37.7%	62.3%	
Clymer Elementary	04	All Subgroups	2012	Math	41.6%	58.3%	
Clymer Elementary	04	Econ Disadv	2012	Math	42.9%	57.1%	
Clymer Elementary	04	IEP	2012	Math	10.0%	90.0%	
Clymer Elementary	04	Black	2012	Math	41.1%	58.8%	
Clymer Elementary	04	Hispanic	2012	Math	100.0%	0.0%	
Clymer Elementary	04	Native American	2012	Math	0.0%	100.0%	
Clymer Elementary	04	All Subgroups	2012	Reading	41.6%	58.3%	
Clymer Elementary	04	Econ Disadv	2012	Reading	40.0%	60.0%	
Clymer Elementary	04	IEP	2012	Reading	10.0%	90.0%	
Clymer Elementary	04	Black	2012	Reading	41.2%	58.8%	
Clymer Elementary	04	Native American	2012	Reading	0.0%	100.0%	
Clymer Elementary	04	Hispanic	2012	Reading	100.0%	0.0%	
Clymer Elementary	05	All Subgroups	2012	Math	31.1%	68.9%	
Clymer Elementary	05	Econ Disadv	2012	Math	31.1%	68.9%	
Clymer Elementary	05	IEP	2012	Math	6.7%	93.3%	
Clymer Elementary	05	ELL	2012	Math	0.0%	100.0%	
Clymer Elementary	05	Black	2012	Math	35.9%	64.1%	
Clymer Elementary	05	Hispanic	2012	Math	0.0%	100.0%	
Clymer Elementary	05	All Subgroups	2012	Reading	17.8%	82.2%	
Clymer Elementary	05	Econ Disadv	2012	Reading	17.8%	82.2%	
Clymer Elementary	05	IEP	2012	Reading	6.7%	93.3%	
Clymer Elementary	05	ELL	2012	Reading	0.0%	100.0%	
Clymer Elementary	05	Hispanic	2012	Reading	16.7%	83.4%	
Clymer Elementary	05	Black	2012	Reading	18.0%	82.1%	
Clymer Elementary	06	All Subgroups	2012	Math	38.8%	61.2%	
Clymer Elementary	06	Econ Disadv	2012	Math	38.8%	61.2%	
Clymer Elementary	06	IEP	2012	Math	9.1%	91.0%	
Clymer Elementary	06	Black	2012	Math	37.6%	62.6%	
Clymer Elementary	06	Hispanic	2012	Math	100.0%	0.0%	
Clymer Elementary	06	All Subgroups	2012	Reading	34.7%	65.3%	
Clymer Elementary	06	Econ Disadv	2012	Reading	34.7%	65.3%	
Clymer Elementary	06	IEP	2012	Reading	9.1%	91.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Clymer Elementary	06	Black	2012	Reading	33.3%	66.7%	
Clymer Elementary	06	Hispanic	2012	Reading	100.0%	0.0%	
Clymer Elementary	07	All Subgroups	2012	Math	40.0%	60.0%	
Clymer Elementary	07	Econ Disadv	2012	Math	40.0%	60.0%	
Clymer Elementary	07	IEP	2012	Math	9.1%	91.0%	
Clymer Elementary	07	Black	2012	Math	40.0%	60.0%	
Clymer Elementary	07	All Subgroups	2012	Reading	32.5%	67.5%	
Clymer Elementary	07	Econ Disadv	2012	Reading	32.5%	67.5%	
Clymer Elementary	07	IEP	2012	Reading	9.1%	90.9%	
Clymer Elementary	07	Black	2012	Reading	32.5%	67.5%	
Clymer Elementary	08	All Subgroups	2012	Math	64.7%	35.3%	
Clymer Elementary	08	Econ Disadv	2012	Math	64.7%	35.3%	
Clymer Elementary	08	IEP	2012	Math	40.0%	60.0%	
Clymer Elementary	08	ELL	2012	Math	100.0%	0.0%	
Clymer Elementary	08	Native American	2012	Math	0.0%	100.0%	
Clymer Elementary	08	Hispanic	2012	Math	100.0%	0.0%	
Clymer Elementary	08	Black	2012	Math	64.5%	35.5%	
Clymer Elementary	08	All Subgroups	2012	Reading	53.0%	47.1%	
Clymer Elementary	08	Econ Disadv	2012	Reading	53.0%	47.1%	
Clymer Elementary	08	IEP	2012	Reading	20.0%	80.0%	
Clymer Elementary	08	ELL	2012	Reading	100.0%	0.0%	
Clymer Elementary	08	Native American	2012	Reading	0.0%	100.0%	
Clymer Elementary	08	Hispanic	2012	Reading	50.0%	50.0%	
Clymer Elementary	08	Black	2012	Reading	54.9%	45.2%	
Clymer Elementary	03	All Subgroups	2013	Math	81.3%	18.7%	
Clymer Elementary	03	Econ Disadv	2013	Math	81.3%	18.7%	
Clymer Elementary	03	IEP	2013	Math	62.5%	37.5%	
Clymer Elementary	03	Black	2013	Math	79.1%	20.9%	
Clymer Elementary	03	Hispanic	2013	Math	100.0%	0.0%	
Clymer Elementary	03	All Subgroups	2013	Reading	66.7%	33.3%	
Clymer Elementary	03	Econ Disadv	2013	Reading	66.7%	33.3%	
Clymer Elementary	03	IEP	2013	Reading	62.5%	37.5%	
Clymer Elementary	03	Black	2013	Reading	62.8%	37.3%	
Clymer Elementary	03	Hispanic	2013	Reading	100.0%	0.0%	
Clymer Elementary	04	All Subgroups	2013	Math	46.2%	53.9%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Clymer Elementary	04	Econ Disadv	2013	Math	46.2%	53.9%	
Clymer Elementary	04	IEP	2013	Math	0.0%	100.0%	
Clymer Elementary	04	Black	2013	Math	47.6%	52.4%	
Clymer Elementary	04	Hispanic	2013	Math	40.0%	60.0%	
Clymer Elementary	04	All Subgroups	2013	Reading	39.2%	60.8%	
Clymer Elementary	04	Econ Disadv	2013	Reading	39.2%	60.8%	
Clymer Elementary	04	IEP	2013	Reading	0.0%	100.0%	
Clymer Elementary	04	Black	2013	Reading	36.6%	63.4%	
Clymer Elementary	04	Hispanic	2013	Reading	50.0%	50.0%	
Clymer Elementary	05	All Subgroups	2013	Math	36.2%	63.8%	
Clymer Elementary	05	Econ Disadv	2013	Math	35.5%	64.4%	
Clymer Elementary	05	IEP	2013	Math	16.7%	83.3%	
Clymer Elementary	05	Black	2013	Math	37.3%	62.8%	
Clymer Elementary	05	Hispanic	2013	Math	25.0%	75.0%	
Clymer Elementary	05	All Subgroups	2013	Reading	25.6%	74.5%	
Clymer Elementary	05	Econ Disadv	2013	Reading	24.4%	75.5%	
Clymer Elementary	05	IEP	2013	Reading	0.0%	100.0%	
Clymer Elementary	05	Hispanic	2013	Reading	0.0%	100.0%	
Clymer Elementary	05	Black	2013	Reading	28.0%	72.1%	
Clymer Elementary	06	All Subgroups	2013	Math	42.5%	57.5%	
Clymer Elementary	06	Econ Disadv	2013	Math	41.0%	59.0%	
Clymer Elementary	06	IEP	2013	Math	0.0%	100.0%	
Clymer Elementary	06	ELL	2013	Math	0.0%	100.0%	
Clymer Elementary	06	Black	2013	Math	47.2%	52.7%	
Clymer Elementary	06	Hispanic	2013	Math	0.0%	100.0%	
Clymer Elementary	06	All Subgroups	2013	Reading	21.4%	78.6%	
Clymer Elementary	06	Econ Disadv	2013	Reading	21.9%	78.1%	
Clymer Elementary	06	IEP	2013	Reading	0.0%	100.0%	
Clymer Elementary	06	ELL	2013	Reading	0.0%	100.0%	
Clymer Elementary	06	Hispanic	2013	Reading	0.0%	100.0%	
Clymer Elementary	06	Black	2013	Reading	24.3%	75.6%	
Clymer Elementary	07	All Subgroups	2013	Math	52.0%	48.0%	
Clymer Elementary	07	Econ Disadv	2013	Math	52.0%	48.0%	
Clymer Elementary	07	IEP	2013	Math	23.1%	76.9%	
Clymer Elementary	07	Hispanic	2013	Math	60.0%	40.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Clymer Elementary	07	Black	2013	Math	51.1%	48.9%	
Clymer Elementary	07	All Subgroups	2013	Reading	40.0%	60.0%	
Clymer Elementary	07	Econ Disadv	2013	Reading	40.0%	60.0%	
Clymer Elementary	07	IEP	2013	Reading	7.7%	92.3%	
Clymer Elementary	07	Black	2013	Reading	40.0%	60.0%	
Clymer Elementary	07	Hispanic	2013	Reading	40.0%	60.0%	
Clymer Elementary	08	All Subgroups	2013	Math	46.1%	53.9%	
Clymer Elementary	08	Econ Disadv	2013	Math	46.1%	53.9%	
Clymer Elementary	08	IEP	2013	Math	0.0%	100.0%	
Clymer Elementary	08	Hispanic	2013	Math	33.3%	66.7%	
Clymer Elementary	08	Black	2013	Math	47.2%	52.8%	
Clymer Elementary	08	All Subgroups	2013	Reading	46.1%	53.8%	
Clymer Elementary	08	Econ Disadv	2013	Reading	46.1%	53.8%	
Clymer Elementary	08	IEP	2013	Reading	20.0%	80.0%	
Clymer Elementary	08	Hispanic	2013	Reading	33.3%	66.7%	
Clymer Elementary	08	Black	2013	Reading	47.3%	52.8%	
Clymer Elementary	03	All Subgroups	2014	Math	74.5%	25.5%	
Clymer Elementary	03	Econ Disadv	2014	Math	75.5%	24.5%	
Clymer Elementary	03	IEP	2014	Math	46.6%	53.3%	
Clymer Elementary	03	ELL	2014	Math	66.7%	33.3%	
Clymer Elementary	03	Black	2014	Math	75.6%	24.5%	
Clymer Elementary	03	White	2014	Math	0.0%	100.0%	
Clymer Elementary	03	Hispanic	2014	Math	80.0%	20.0%	
Clymer Elementary	03	All Subgroups	2014	Reading	58.2%	41.8%	
Clymer Elementary	03	Econ Disadv	2014	Reading	58.5%	41.5%	
Clymer Elementary	03	IEP	2014	Reading	40.0%	60.0%	
Clymer Elementary	03	ELL	2014	Reading	33.3%	66.6%	
Clymer Elementary	03	Black	2014	Reading	63.2%	36.7%	
Clymer Elementary	03	Hispanic	2014	Reading	20.0%	80.0%	
Clymer Elementary	03	White	2014	Reading	0.0%	100.0%	
Clymer Elementary	04	All Subgroups	2014	Math	71.5%	28.5%	
Clymer Elementary	04	Econ Disadv	2014	Math	71.1%	28.9%	
Clymer Elementary	04	IEP	2014	Math	45.5%	54.5%	
Clymer Elementary	04	ELL	2014	Math	66.6%	33.3%	
Clymer Elementary	04	Black	2014	Math	73.5%	26.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Clymer Elementary	04	Multi-Ethnic	2014	Math	100.0%	0.0%	
Clymer Elementary	04	Hispanic	2014	Math	50.0%	50.0%	
Clymer Elementary	04	All Subgroups	2014	Reading	39.3%	60.7%	
Clymer Elementary	04	Econ Disadv	2014	Reading	40.0%	60.0%	
Clymer Elementary	04	IEP	2014	Reading	36.4%	63.7%	
Clymer Elementary	04	ELL	2014	Reading	33.3%	66.6%	
Clymer Elementary	04	Hispanic	2014	Reading	33.3%	66.6%	
Clymer Elementary	04	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Clymer Elementary	04	Black	2014	Reading	40.8%	59.2%	
Clymer Elementary	05	All Subgroups	2014	Math	22.7%	77.4%	
Clymer Elementary	05	Econ Disadv	2014	Math	22.4%	77.5%	
Clymer Elementary	05	IEP	2014	Math	23.5%	76.5%	
Clymer Elementary	05	ELL	2014	Math	50.0%	50.0%	
Clymer Elementary	05	Black	2014	Math	25.0%	75.0%	
Clymer Elementary	05	Hispanic	2014	Math	12.5%	87.5%	
Clymer Elementary	05	White	2014	Math	0.0%	100.0%	
Clymer Elementary	05	All Subgroups	2014	Reading	13.0%	87.0%	
Clymer Elementary	05	Econ Disadv	2014	Reading	12.0%	88.0%	
Clymer Elementary	05	IEP	2014	Reading	17.6%	82.4%	
Clymer Elementary	05	ELL	2014	Reading	50.0%	50.0%	
Clymer Elementary	05	Hispanic	2014	Reading	0.0%	100.0%	
Clymer Elementary	05	White	2014	Reading	0.0%	100.0%	
Clymer Elementary	05	Black	2014	Reading	15.6%	84.5%	
Clymer Elementary	06	All Subgroups	2014	Math	37.1%	62.9%	
Clymer Elementary	06	Econ Disadv	2014	Math	39.6%	60.4%	
Clymer Elementary	06	IEP	2014	Math	29.4%	70.6%	
Clymer Elementary	06	ELL	2014	Math	0.0%	100.0%	
Clymer Elementary	06	Black	2014	Math	40.4%	59.6%	
Clymer Elementary	06	Native American	2014	Math	0.0%	100.0%	
Clymer Elementary	06	Hispanic	2014	Math	20.0%	80.0%	
Clymer Elementary	06	White	2014	Math	0.0%	100.0%	
Clymer Elementary	06	All Subgroups	2014	Reading	29.7%	70.3%	
Clymer Elementary	06	Econ Disadv	2014	Reading	27.9%	72.1%	
Clymer Elementary	06	IEP	2014	Reading	29.4%	70.6%	
Clymer Elementary	06	ELL	2014	Reading	0.0%	100.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Clymer Elementary	06	White	2014	Reading	0.0%	100.0%	
Clymer Elementary	06	Native American	2014	Reading	100.0%	0.0%	
Clymer Elementary	06	Hispanic	2014	Reading	20.0%	80.0%	
Clymer Elementary	06	Black	2014	Reading	29.8%	70.2%	
Clymer Elementary	07	All Subgroups	2014	Math	44.5%	55.5%	
Clymer Elementary	07	Econ Disadv	2014	Math	46.2%	53.9%	
Clymer Elementary	07	IEP	2014	Math	12.5%	87.5%	
Clymer Elementary	07	ELL	2014	Math	0.0%	100.0%	
Clymer Elementary	07	Hispanic	2014	Math	0.0%	100.0%	
Clymer Elementary	07	Black	2014	Math	50.0%	50.0%	
Clymer Elementary	07	All Subgroups	2014	Reading	33.3%	66.7%	
Clymer Elementary	07	Econ Disadv	2014	Reading	35.9%	64.1%	
Clymer Elementary	07	IEP	2014	Reading	18.8%	81.3%	
Clymer Elementary	07	ELL	2014	Reading	0.0%	100.0%	
Clymer Elementary	07	Black	2014	Reading	37.5%	62.5%	
Clymer Elementary	07	Hispanic	2014	Reading	0.0%	100.0%	
Clymer Elementary	08	All Subgroups	2014	Math	55.4%	44.6%	
Clymer Elementary	08	Econ Disadv	2014	Math	57.5%	42.6%	
Clymer Elementary	08	IEP	2014	Math	23.8%	76.2%	
Clymer Elementary	08	ELL	2014	Math	33.3%	66.6%	
Clymer Elementary	08	Hispanic	2014	Math	42.9%	57.2%	
Clymer Elementary	08	White	2014	Math	0.0%	100.0%	
Clymer Elementary	08	Black	2014	Math	58.3%	41.6%	
Clymer Elementary	08	All Subgroups	2014	Reading	49.1%	50.9%	
Clymer Elementary	08	Econ Disadv	2014	Reading	47.8%	52.2%	
Clymer Elementary	08	IEP	2014	Reading	25.0%	75.0%	
Clymer Elementary	08	ELL	2014	Reading	33.3%	66.7%	
Clymer Elementary	08	Hispanic	2014	Reading	28.6%	71.5%	
Clymer Elementary	08	Black	2014	Reading	53.2%	46.8%	
Clymer Elementary	08	White	2014	Reading	0.0%	100.0%	
Hardy Williams Academy	03	All Subgroups	2012	Math	51.5%	48.5%	
Hardy Williams Academy	03	Econ Disadv	2012	Math	49.5%	50.5%	
Hardy Williams Academy	03	IEP	2012	Math	28.5%	71.4%	
Hardy Williams Academy	03	Black	2012	Math	51.5%	48.5%	
Hardy Williams Academy	03	Multi-Ethnic	2012	Math	50.0%	50.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Hardy Williams Academy	03	All Subgroups	2012	Reading	44.1%	56.0%	
Hardy Williams Academy	03	Econ Disadv	2012	Reading	42.5%	57.6%	
Hardy Williams Academy	03	IEP	2012	Reading	7.1%	92.9%	
Hardy Williams Academy	03	Black	2012	Reading	43.2%	56.8%	
Hardy Williams Academy	03	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Hardy Williams Academy	04	All Subgroups	2012	Math	66.6%	33.3%	
Hardy Williams Academy	04	Econ Disadv	2012	Math	66.6%	33.4%	
Hardy Williams Academy	04	IEP	2012	Math	33.3%	66.6%	
Hardy Williams Academy	04	Asian	2012	Math	100.0%	0.0%	
Hardy Williams Academy	04	Black	2012	Math	66.2%	33.7%	
Hardy Williams Academy	04	All Subgroups	2012	Reading	51.1%	48.8%	
Hardy Williams Academy	04	Econ Disadv	2012	Reading	52.6%	47.4%	
Hardy Williams Academy	04	IEP	2012	Reading	58.3%	41.6%	
Hardy Williams Academy	04	Asian	2012	Reading	100.0%	0.0%	
Hardy Williams Academy	04	Black	2012	Reading	50.6%	49.4%	
Hardy Williams Academy	05	All Subgroups	2012	Math	86.2%	13.9%	
Hardy Williams Academy	05	Econ Disadv	2012	Math	89.7%	10.4%	
Hardy Williams Academy	05	IEP	2012	Math	50.0%	50.0%	
Hardy Williams Academy	05	Hispanic	2012	Math	100.0%	0.0%	
Hardy Williams Academy	05	Black	2012	Math	85.8%	14.3%	
Hardy Williams Academy	05	Multi-Ethnic	2012	Math	100.0%	0.0%	
Hardy Williams Academy	05	Asian	2012	Math	100.0%	0.0%	
Hardy Williams Academy	05	All Subgroups	2012	Reading	50.5%	49.5%	
Hardy Williams Academy	05	Econ Disadv	2012	Reading	55.1%	44.9%	
Hardy Williams Academy	05	IEP	2012	Reading	66.7%	33.4%	
Hardy Williams Academy	05	Hispanic	2012	Reading	0.0%	100.0%	
Hardy Williams Academy	05	Asian	2012	Reading	100.0%	0.0%	
Hardy Williams Academy	05	Black	2012	Reading	50.0%	50.0%	
Hardy Williams Academy	05	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Hardy Williams Academy	06	All Subgroups	2012	Math	85.5%	14.5%	
Hardy Williams Academy	06	Econ Disadv	2012	Math	87.3%	12.8%	
Hardy Williams Academy	06	IEP	2012	Math	50.0%	50.0%	
Hardy Williams Academy	06	Asian	2012	Math	100.0%	0.0%	
Hardy Williams Academy	06	Black	2012	Math	85.3%	14.6%	
Hardy Williams Academy	06	All Subgroups	2012	Reading	72.4%	27.7%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Hardy Williams Academy	06	Econ Disadv	2012	Reading	76.3%	23.6%	
Hardy Williams Academy	06	IEP	2012	Reading	0.0%	100.0%	
Hardy Williams Academy	06	Black	2012	Reading	73.4%	26.7%	
Hardy Williams Academy	06	Asian	2012	Reading	0.0%	100.0%	
Hardy Williams Academy	07	All Subgroups	2012	Math	80.8%	19.2%	
Hardy Williams Academy	07	Econ Disadv	2012	Math	79.1%	21.0%	
Hardy Williams Academy	07	IEP	2012	Math	71.4%	28.5%	
Hardy Williams Academy	07	Black	2012	Math	80.8%	19.2%	
Hardy Williams Academy	07	All Subgroups	2012	Reading	52.1%	47.9%	
Hardy Williams Academy	07	Econ Disadv	2012	Reading	50.0%	50.0%	
Hardy Williams Academy	07	IEP	2012	Reading	21.4%	78.6%	
Hardy Williams Academy	07	Black	2012	Reading	52.1%	47.9%	
Hardy Williams Academy	08	All Subgroups	2012	Math	64.1%	35.9%	
Hardy Williams Academy	08	Econ Disadv	2012	Math	60.6%	39.3%	
Hardy Williams Academy	08	IEP	2012	Math	26.7%	73.3%	
Hardy Williams Academy	08	Black	2012	Math	63.7%	36.4%	
Hardy Williams Academy	08	Hispanic	2012	Math	100.0%	0.0%	
Hardy Williams Academy	08	All Subgroups	2012	Reading	64.1%	35.9%	
Hardy Williams Academy	08	Econ Disadv	2012	Reading	57.4%	42.6%	
Hardy Williams Academy	08	IEP	2012	Reading	26.7%	73.3%	
Hardy Williams Academy	08	Hispanic	2012	Reading	100.0%	0.0%	
Hardy Williams Academy	08	Black	2012	Reading	63.7%	36.4%	
Hardy Williams Academy	03	All Subgroups	2013	Math	51.1%	48.9%	
Hardy Williams Academy	03	Econ Disadv	2013	Math	52.9%	47.1%	
Hardy Williams Academy	03	IEP	2013	Math	19.0%	81.0%	
Hardy Williams Academy	03	Black	2013	Math	51.1%	48.9%	
Hardy Williams Academy	03	All Subgroups	2013	Reading	42.6%	57.4%	
Hardy Williams Academy	03	Econ Disadv	2013	Reading	43.0%	57.0%	
Hardy Williams Academy	03	IEP	2013	Reading	9.5%	90.5%	
Hardy Williams Academy	03	Black	2013	Reading	42.6%	57.4%	
Hardy Williams Academy	04	All Subgroups	2013	Math	59.7%	40.3%	
Hardy Williams Academy	04	Econ Disadv	2013	Math	59.5%	40.5%	
Hardy Williams Academy	04	IEP	2013	Math	23.5%	76.5%	
Hardy Williams Academy	04	Black	2013	Math	59.9%	40.2%	
Hardy Williams Academy	04	Multi-Ethnic	2013	Math	50.0%	50.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Hardy Williams Academy	04	All Subgroups	2013	Reading	49.2%	50.7%	
Hardy Williams Academy	04	Econ Disadv	2013	Reading	48.8%	51.3%	
Hardy Williams Academy	04	IEP	2013	Reading	11.8%	88.3%	
Hardy Williams Academy	04	Black	2013	Reading	48.5%	51.5%	
Hardy Williams Academy	04	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Hardy Williams Academy	05	All Subgroups	2013	Math	62.7%	37.3%	
Hardy Williams Academy	05	Econ Disadv	2013	Math	62.5%	37.5%	
Hardy Williams Academy	05	IEP	2013	Math	33.3%	66.7%	
Hardy Williams Academy	05	Black	2013	Math	62.7%	37.3%	
Hardy Williams Academy	05	All Subgroups	2013	Reading	38.7%	61.4%	
Hardy Williams Academy	05	Econ Disadv	2013	Reading	37.5%	62.6%	
Hardy Williams Academy	05	IEP	2013	Reading	20.0%	80.0%	
Hardy Williams Academy	05	Black	2013	Reading	38.7%	61.4%	
Hardy Williams Academy	06	All Subgroups	2013	Math	81.7%	18.3%	
Hardy Williams Academy	06	Econ Disadv	2013	Math	80.4%	19.5%	
Hardy Williams Academy	06	IEP	2013	Math	33.3%	66.7%	
Hardy Williams Academy	06	Black	2013	Math	81.2%	18.8%	
Hardy Williams Academy	06	Asian	2013	Math	100.0%	0.0%	
Hardy Williams Academy	06	Hispanic	2013	Math	100.0%	0.0%	
Hardy Williams Academy	06	All Subgroups	2013	Reading	61.7%	38.4%	
Hardy Williams Academy	06	Econ Disadv	2013	Reading	63.8%	36.2%	
Hardy Williams Academy	06	IEP	2013	Reading	33.3%	66.7%	
Hardy Williams Academy	06	Asian	2013	Reading	100.0%	0.0%	
Hardy Williams Academy	06	Hispanic	2013	Reading	0.0%	100.0%	
Hardy Williams Academy	06	Black	2013	Reading	61.9%	38.1%	
Hardy Williams Academy	07	All Subgroups	2013	Math	77.8%	22.2%	
Hardy Williams Academy	07	Econ Disadv	2013	Math	83.3%	16.7%	
Hardy Williams Academy	07	IEP	2013	Math	20.0%	80.0%	
Hardy Williams Academy	07	Black	2013	Math	77.8%	22.2%	
Hardy Williams Academy	07	All Subgroups	2013	Reading	62.9%	37.0%	
Hardy Williams Academy	07	Econ Disadv	2013	Reading	66.7%	33.4%	
Hardy Williams Academy	07	IEP	2013	Reading	0.0%	100.0%	
Hardy Williams Academy	07	Black	2013	Reading	62.9%	37.0%	
Hardy Williams Academy	08	All Subgroups	2013	Math	91.8%	8.1%	
Hardy Williams Academy	08	Econ Disadv	2013	Math	91.1%	8.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Hardy Williams Academy	08	IEP	2013	Math	71.4%	28.6%	
Hardy Williams Academy	08	Black	2013	Math	91.8%	8.1%	
Hardy Williams Academy	08	All Subgroups	2013	Reading	75.6%	24.4%	
Hardy Williams Academy	08	Econ Disadv	2013	Reading	73.6%	26.5%	
Hardy Williams Academy	08	IEP	2013	Reading	42.8%	57.1%	
Hardy Williams Academy	08	Black	2013	Reading	75.6%	24.4%	
Hardy Williams Academy	03	All Subgroups	2014	Math	66.0%	34.0%	
Hardy Williams Academy	03	Econ Disadv	2014	Math	65.3%	34.7%	
Hardy Williams Academy	03	IEP	2014	Math	50.0%	50.0%	
Hardy Williams Academy	03	Multi-Ethnic	2014	Math	66.6%	33.3%	
Hardy Williams Academy	03	Black	2014	Math	65.6%	34.4%	
Hardy Williams Academy	03	White	2014	Math	100.0%	0.0%	
Hardy Williams Academy	03	All Subgroups	2014	Reading	44.0%	56.0%	
Hardy Williams Academy	03	Econ Disadv	2014	Reading	42.9%	57.2%	
Hardy Williams Academy	03	IEP	2014	Reading	26.9%	73.1%	
Hardy Williams Academy	03	Multi-Ethnic	2014	Reading	33.3%	66.6%	
Hardy Williams Academy	03	White	2014	Reading	100.0%	0.0%	
Hardy Williams Academy	03	Black	2014	Reading	43.7%	56.3%	
Hardy Williams Academy	04	All Subgroups	2014	Math	46.7%	53.3%	
Hardy Williams Academy	04	Econ Disadv	2014	Math	46.5%	53.4%	
Hardy Williams Academy	04	IEP	2014	Math	13.0%	86.9%	
Hardy Williams Academy	04	Black	2014	Math	46.7%	53.3%	
Hardy Williams Academy	04	All Subgroups	2014	Reading	43.3%	56.7%	
Hardy Williams Academy	04	Econ Disadv	2014	Reading	43.2%	56.9%	
Hardy Williams Academy	04	IEP	2014	Reading	8.7%	91.3%	
Hardy Williams Academy	04	Black	2014	Reading	43.3%	56.7%	
Hardy Williams Academy	05	All Subgroups	2014	Math	50.0%	50.0%	
Hardy Williams Academy	05	Econ Disadv	2014	Math	50.4%	49.6%	
Hardy Williams Academy	05	IEP	2014	Math	10.0%	90.0%	
Hardy Williams Academy	05	Black	2014	Math	49.6%	50.4%	
Hardy Williams Academy	05	Multi-Ethnic	2014	Math	100.0%	0.0%	
Hardy Williams Academy	05	All Subgroups	2014	Reading	33.6%	66.4%	
Hardy Williams Academy	05	Econ Disadv	2014	Reading	33.9%	66.1%	
Hardy Williams Academy	05	IEP	2014	Reading	0.0%	100.0%	
Hardy Williams Academy	05	Multi-Ethnic	2014	Reading	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Hardy Williams Academy	05	Black	2014	Reading	33.1%	67.0%	
Hardy Williams Academy	06	All Subgroups	2014	Math	72.3%	27.7%	
Hardy Williams Academy	06	Econ Disadv	2014	Math	73.3%	26.8%	
Hardy Williams Academy	06	IEP	2014	Math	56.3%	43.8%	
Hardy Williams Academy	06	Black	2014	Math	72.0%	28.0%	
Hardy Williams Academy	06	Hispanic	2014	Math	100.0%	0.0%	
Hardy Williams Academy	06	All Subgroups	2014	Reading	43.4%	56.5%	
Hardy Williams Academy	06	Econ Disadv	2014	Reading	43.7%	56.4%	
Hardy Williams Academy	06	IEP	2014	Reading	12.5%	87.6%	
Hardy Williams Academy	06	Black	2014	Reading	44.0%	56.0%	
Hardy Williams Academy	06	Hispanic	2014	Reading	0.0%	100.0%	
Hardy Williams Academy	07	All Subgroups	2014	Math	79.5%	20.5%	
Hardy Williams Academy	07	Econ Disadv	2014	Math	77.2%	22.7%	
Hardy Williams Academy	07	IEP	2014	Math	25.0%	75.0%	
Hardy Williams Academy	07	Black	2014	Math	79.8%	20.2%	
Hardy Williams Academy	07	Asian	2014	Math	100.0%	0.0%	
Hardy Williams Academy	07	Hispanic	2014	Math	50.0%	50.0%	
Hardy Williams Academy	07	All Subgroups	2014	Reading	55.1%	44.8%	
Hardy Williams Academy	07	Econ Disadv	2014	Reading	52.2%	47.8%	
Hardy Williams Academy	07	IEP	2014	Reading	8.3%	91.6%	
Hardy Williams Academy	07	Asian	2014	Reading	100.0%	0.0%	
Hardy Williams Academy	07	Hispanic	2014	Reading	0.0%	100.0%	
Hardy Williams Academy	07	Black	2014	Reading	55.8%	44.2%	
Hardy Williams Academy	08	All Subgroups	2014	Math	91.5%	8.6%	
Hardy Williams Academy	08	Econ Disadv	2014	Math	93.7%	6.4%	
Hardy Williams Academy	08	IEP	2014	Math	40.0%	60.0%	
Hardy Williams Academy	08	Black	2014	Math	91.5%	8.6%	
Hardy Williams Academy	08	All Subgroups	2014	Reading	77.1%	22.9%	
Hardy Williams Academy	08	Econ Disadv	2014	Reading	78.1%	21.9%	
Hardy Williams Academy	08	IEP	2014	Reading	0.0%	100.0%	
Hardy Williams Academy	08	Black	2014	Reading	77.1%	22.9%	
Gratz Campus	11	All Subgroups	2012	Math	21.0%	79.0%	
Gratz Campus	11	Econ Disadv	2012	Math	21.1%	78.9%	
Gratz Campus	11	IEP	2012	Math	10.3%	89.8%	
Gratz Campus	11	Black	2012	Math	20.5%	79.6%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Gratz Campus	11	Native American	2012	Math	0.0%	100.0%	
Gratz Campus	11	Hispanic	2012	Math	66.7%	33.3%	
Gratz Campus	11	All Subgroups	2012	Reading	20.3%	79.6%	
Gratz Campus	11	Econ Disadv	2012	Reading	20.5%	79.6%	
Gratz Campus	11	IEP	2012	Reading	10.0%	90.0%	
Gratz Campus	11	Hispanic	2012	Reading	0.0%	100.0%	
Gratz Campus	11	Black	2012	Reading	20.9%	79.1%	
Gratz Campus	11	Native American	2012	Reading	0.0%	100.0%	
Gratz Campus	11	All Subgroups	2013	Math	9.1%	90.9%	
Gratz Campus	11	Econ Disadv	2013	Math	11.1%	88.8%	
Gratz Campus	11	IEP	2013	Math	0.0%	100.0%	
Gratz Campus	11	Multi-Ethnic	2013	Math	0.0%	100.0%	
Gratz Campus	11	Hispanic	2013	Math	14.3%	85.7%	
Gratz Campus	11	Black	2013	Math	8.9%	91.1%	
Gratz Campus	11	All Subgroups	2013	Reading	24.1%	75.9%	
Gratz Campus	11	Econ Disadv	2013	Reading	22.2%	77.7%	
Gratz Campus	11	IEP	2013	Reading	4.0%	96.0%	
Gratz Campus	11	Hispanic	2013	Reading	14.3%	85.8%	
Gratz Campus	11	Black	2013	Reading	24.1%	75.9%	
Gratz Campus	11	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Gratz Campus	07	All Subgroups	2014	Math	41.8%	58.2%	
Gratz Campus	07	Econ Disadv	2014	Math	39.1%	60.9%	
Gratz Campus	07	IEP	2014	Math	25.0%	75.1%	
Gratz Campus	07	ELL	2014	Math	100.0%	0.0%	
Gratz Campus	07	White	2014	Math	0.0%	100.0%	
Gratz Campus	07	Asian	2014	Math	0.0%	100.0%	
Gratz Campus	07	Hispanic	2014	Math	50.0%	50.0%	
Gratz Campus	07	Multi-Ethnic	2014	Math	0.0%	100.0%	
Gratz Campus	07	Black	2014	Math	45.8%	54.2%	
Gratz Campus	07	All Subgroups	2014	Reading	36.3%	63.6%	
Gratz Campus	07	Econ Disadv	2014	Reading	34.8%	65.2%	
Gratz Campus	07	IEP	2014	Reading	25.1%	75.1%	
Gratz Campus	07	ELL	2014	Reading	0.0%	100.0%	
Gratz Campus	07	White	2014	Reading	33.3%	66.6%	
Gratz Campus	07	Hispanic	2014	Reading	50.0%	50.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Gratz Campus	07	Black	2014	Reading	35.4%	64.6%	
Gratz Campus	07	Asian	2014	Reading	0.0%	100.0%	
Gratz Campus	07	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Gratz Campus	08	All Subgroups	2014	Math	44.4%	55.5%	
Gratz Campus	08	Econ Disadv	2014	Math	43.6%	56.4%	
Gratz Campus	08	IEP	2014	Math	15.8%	84.2%	
Gratz Campus	08	ELL	2014	Math	100.0%	0.0%	
Gratz Campus	08	Black	2014	Math	44.6%	55.3%	
Gratz Campus	08	Hispanic	2014	Math	66.6%	33.3%	
Gratz Campus	08	Multi-Ethnic	2014	Math	33.3%	66.7%	
Gratz Campus	08	White	2014	Math	0.0%	100.0%	
Gratz Campus	08	All Subgroups	2014	Reading	46.1%	53.9%	
Gratz Campus	08	Econ Disadv	2014	Reading	45.5%	54.5%	
Gratz Campus	08	IEP	2014	Reading	31.6%	68.5%	
Gratz Campus	08	ELL	2014	Reading	100.0%	0.0%	
Gratz Campus	08	Multi-Ethnic	2014	Reading	66.7%	33.3%	
Gratz Campus	08	White	2014	Reading	100.0%	0.0%	
Gratz Campus	08	Hispanic	2014	Reading	66.6%	33.3%	
Gratz Campus	08	Black	2014	Reading	42.9%	57.1%	
Gratz Campus	11	All Subgroups	2014	Math	20.1%	80.0%	
Gratz Campus	11	Econ Disadv	2014	Math	19.2%	80.8%	
Gratz Campus	11	IEP	2014	Math	8.6%	91.4%	
Gratz Campus	11	Black	2014	Math	20.3%	79.7%	
Gratz Campus	11	Hispanic	2014	Math	16.7%	83.3%	
Gratz Campus	11	White	2014	Math	0.0%	100.0%	
Gratz Campus	11	Multi-Ethnic	2014	Math	0.0%	100.0%	
Gratz Campus	11	All Subgroups	2014	Reading	34.1%	65.9%	
Gratz Campus	11	Econ Disadv	2014	Reading	32.9%	67.1%	
Gratz Campus	11	IEP	2014	Reading	14.7%	85.3%	
Gratz Campus	11	Black	2014	Reading	34.0%	66.0%	
Gratz Campus	11	White	2014	Reading	0.0%	100.0%	
Gratz Campus	11	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Gratz Campus	11	Hispanic	2014	Reading	50.0%	50.0%	
Cleveland Elementary	03	All Subgroups	2012	Math	16.1%	84.0%	
Cleveland Elementary	03	Econ Disadv	2012	Math	16.1%	84.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Cleveland Elementary	03	Black	2012	Math	16.3%	83.6%	
Cleveland Elementary	03	All Subgroups	2012	Reading	17.0%	83.1%	
Cleveland Elementary	03	Econ Disadv	2012	Reading	17.0%	83.1%	
Cleveland Elementary	03	Black	2012	Reading	17.3%	82.7%	
Cleveland Elementary	04	All Subgroups	2012	Math	21.9%	78.1%	
Cleveland Elementary	04	Econ Disadv	2012	Math	21.9%	78.1%	
Cleveland Elementary	04	Black	2012	Math	23.6%	76.5%	
Cleveland Elementary	04	All Subgroups	2012	Reading	19.7%	80.3%	
Cleveland Elementary	04	Econ Disadv	2012	Reading	19.7%	80.3%	
Cleveland Elementary	04	Black	2012	Reading	21.2%	78.8%	
Cleveland Elementary	05	All Subgroups	2012	Math	24.1%	75.9%	
Cleveland Elementary	05	Econ Disadv	2012	Math	24.1%	75.9%	
Cleveland Elementary	05	IEP	2012	Math	15.4%	84.6%	
Cleveland Elementary	05	Black	2012	Math	21.8%	78.2%	
Cleveland Elementary	05	All Subgroups	2012	Reading	15.8%	84.3%	
Cleveland Elementary	05	Econ Disadv	2012	Reading	15.8%	84.3%	
Cleveland Elementary	05	IEP	2012	Reading	7.7%	92.3%	
Cleveland Elementary	05	Black	2012	Reading	14.9%	85.2%	
Cleveland Elementary	06	All Subgroups	2012	Math	25.4%	74.6%	
Cleveland Elementary	06	Econ Disadv	2012	Math	25.4%	74.6%	
Cleveland Elementary	06	Black	2012	Math	25.0%	75.0%	
Cleveland Elementary	06	All Subgroups	2012	Reading	24.2%	75.9%	
Cleveland Elementary	06	Econ Disadv	2012	Reading	24.2%	75.9%	
Cleveland Elementary	06	Black	2012	Reading	23.7%	76.2%	
Cleveland Elementary	07	All Subgroups	2012	Math	33.9%	66.0%	
Cleveland Elementary	07	Econ Disadv	2012	Math	34.6%	65.3%	
Cleveland Elementary	07	Black	2012	Math	34.0%	66.0%	
Cleveland Elementary	07	All Subgroups	2012	Reading	29.1%	70.9%	
Cleveland Elementary	07	Econ Disadv	2012	Reading	29.6%	70.4%	
Cleveland Elementary	07	Black	2012	Reading	28.8%	71.2%	
Cleveland Elementary	08	All Subgroups	2012	Math	40.3%	59.7%	
Cleveland Elementary	08	Econ Disadv	2012	Math	41.8%	58.2%	
Cleveland Elementary	08	IEP	2012	Math	9.1%	90.9%	
Cleveland Elementary	08	Black	2012	Math	41.8%	58.2%	
Cleveland Elementary	08	All Subgroups	2012	Reading	47.4%	52.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Cleveland Elementary	08	Econ Disadv	2012	Reading	47.4%	52.6%	
Cleveland Elementary	08	IEP	2012	Reading	25.0%	75.0%	
Cleveland Elementary	08	Black	2012	Reading	49.1%	50.9%	
Cleveland Elementary	03	All Subgroups	2013	Math	48.1%	51.9%	
Cleveland Elementary	03	Econ Disadv	2013	Math	47.8%	52.1%	
Cleveland Elementary	03	IEP	2013	Math	0.0%	100.0%	
Cleveland Elementary	03	Hispanic	2013	Math	100.0%	0.0%	
Cleveland Elementary	03	Black	2013	Math	46.8%	53.3%	
Cleveland Elementary	03	Multi-Ethnic	2013	Math	100.0%	0.0%	
Cleveland Elementary	03	All Subgroups	2013	Reading	37.9%	62.0%	
Cleveland Elementary	03	Econ Disadv	2013	Reading	34.7%	65.2%	
Cleveland Elementary	03	IEP	2013	Reading	0.0%	100.0%	
Cleveland Elementary	03	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Cleveland Elementary	03	Black	2013	Reading	37.7%	62.4%	
Cleveland Elementary	03	Hispanic	2013	Reading	0.0%	100.0%	
Cleveland Elementary	04	All Subgroups	2013	Math	25.7%	74.3%	
Cleveland Elementary	04	Econ Disadv	2013	Math	27.0%	73.0%	
Cleveland Elementary	04	IEP	2013	Math	0.0%	100.0%	
Cleveland Elementary	04	Hispanic	2013	Math	0.0%	100.0%	
Cleveland Elementary	04	Black	2013	Math	26.5%	73.5%	
Cleveland Elementary	04	All Subgroups	2013	Reading	25.7%	74.3%	
Cleveland Elementary	04	Econ Disadv	2013	Reading	25.4%	74.6%	
Cleveland Elementary	04	IEP	2013	Reading	10.0%	90.0%	
Cleveland Elementary	04	Hispanic	2013	Reading	0.0%	100.0%	
Cleveland Elementary	04	Black	2013	Reading	26.5%	73.5%	
Cleveland Elementary	05	All Subgroups	2013	Math	35.7%	64.3%	
Cleveland Elementary	05	Econ Disadv	2013	Math	37.6%	62.5%	
Cleveland Elementary	05	IEP	2013	Math	16.7%	83.3%	
Cleveland Elementary	05	Multi-Ethnic	2013	Math	0.0%	100.0%	
Cleveland Elementary	05	Black	2013	Math	37.9%	62.2%	
Cleveland Elementary	05	Asian	2013	Math	0.0%	100.0%	
Cleveland Elementary	05	Hispanic	2013	Math	0.0%	100.0%	
Cleveland Elementary	05	All Subgroups	2013	Reading	26.0%	73.9%	
Cleveland Elementary	05	Econ Disadv	2013	Reading	27.0%	73.0%	
Cleveland Elementary	05	IEP	2013	Reading	16.7%	83.3%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Cleveland Elementary	05	Asian	2013	Reading	0.0%	100.0%	
Cleveland Elementary	05	Multi-Ethnic	2013	Reading	0.0%	100.0%	
Cleveland Elementary	05	Black	2013	Reading	26.1%	73.9%	
Cleveland Elementary	05	Hispanic	2013	Reading	50.0%	50.0%	
Cleveland Elementary	06	All Subgroups	2013	Math	66.7%	33.3%	
Cleveland Elementary	06	Econ Disadv	2013	Math	62.2%	37.8%	
Cleveland Elementary	06	IEP	2013	Math	18.8%	81.3%	
Cleveland Elementary	06	Black	2013	Math	67.9%	32.2%	
Cleveland Elementary	06	White	2013	Math	100.0%	0.0%	
Cleveland Elementary	06	Hispanic	2013	Math	33.3%	66.6%	
Cleveland Elementary	06	All Subgroups	2013	Reading	40.0%	60.0%	
Cleveland Elementary	06	Econ Disadv	2013	Reading	37.8%	62.3%	
Cleveland Elementary	06	IEP	2013	Reading	6.3%	93.8%	
Cleveland Elementary	06	Hispanic	2013	Reading	33.3%	66.7%	
Cleveland Elementary	06	Black	2013	Reading	39.2%	60.7%	
Cleveland Elementary	06	White	2013	Reading	100.0%	0.0%	
Cleveland Elementary	07	All Subgroups	2013	Math	65.2%	34.8%	
Cleveland Elementary	07	Econ Disadv	2013	Math	66.1%	33.9%	
Cleveland Elementary	07	IEP	2013	Math	0.0%	100.0%	
Cleveland Elementary	07	Hispanic	2013	Math	25.0%	75.0%	
Cleveland Elementary	07	Black	2013	Math	67.6%	32.3%	
Cleveland Elementary	07	All Subgroups	2013	Reading	38.3%	61.8%	
Cleveland Elementary	07	Econ Disadv	2013	Reading	38.0%	62.1%	
Cleveland Elementary	07	IEP	2013	Reading	16.7%	83.3%	
Cleveland Elementary	07	Hispanic	2013	Reading	0.0%	100.0%	
Cleveland Elementary	07	Black	2013	Reading	40.7%	59.4%	
Cleveland Elementary	08	All Subgroups	2013	Math	41.7%	58.3%	
Cleveland Elementary	08	Econ Disadv	2013	Math	50.0%	50.0%	
Cleveland Elementary	08	IEP	2013	Math	10.0%	90.0%	
Cleveland Elementary	08	Multi-Ethnic	2013	Math	0.0%	100.0%	
Cleveland Elementary	08	Hispanic	2013	Math	0.0%	100.0%	
Cleveland Elementary	08	Black	2013	Math	43.1%	56.9%	
Cleveland Elementary	08	All Subgroups	2013	Reading	55.0%	45.0%	
Cleveland Elementary	08	Econ Disadv	2013	Reading	60.9%	39.1%	
Cleveland Elementary	08	IEP	2013	Reading	20.0%	80.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Cleveland Elementary	08	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Cleveland Elementary	08	Hispanic	2013	Reading	0.0%	100.0%	
Cleveland Elementary	08	Black	2013	Reading	55.2%	44.8%	
Cleveland Elementary	03	All Subgroups	2014	Math	55.1%	44.9%	
Cleveland Elementary	03	Econ Disadv	2014	Math	55.1%	44.9%	
Cleveland Elementary	03	IEP	2014	Math	15.4%	84.6%	
Cleveland Elementary	03	White	2014	Math	100.0%	0.0%	
Cleveland Elementary	03	Black	2014	Math	55.8%	44.2%	
Cleveland Elementary	03	Hispanic	2014	Math	0.0%	100.0%	
Cleveland Elementary	03	All Subgroups	2014	Reading	47.2%	52.8%	
Cleveland Elementary	03	Econ Disadv	2014	Reading	47.2%	52.8%	
Cleveland Elementary	03	IEP	2014	Reading	15.4%	84.6%	
Cleveland Elementary	03	Black	2014	Reading	46.5%	53.5%	
Cleveland Elementary	03	Hispanic	2014	Reading	50.0%	50.0%	
Cleveland Elementary	03	White	2014	Reading	100.0%	0.0%	
Cleveland Elementary	04	All Subgroups	2014	Math	56.2%	43.8%	
Cleveland Elementary	04	Econ Disadv	2014	Math	55.9%	44.1%	
Cleveland Elementary	04	IEP	2014	Math	27.8%	72.3%	
Cleveland Elementary	04	ELL	2014	Math	0.0%	100.0%	
Cleveland Elementary	04	Multi-Ethnic	2014	Math	100.0%	0.0%	
Cleveland Elementary	04	Hispanic	2014	Math	50.0%	50.0%	
Cleveland Elementary	04	Black	2014	Math	55.8%	44.2%	
Cleveland Elementary	04	All Subgroups	2014	Reading	39.7%	60.3%	
Cleveland Elementary	04	Econ Disadv	2014	Reading	38.5%	61.4%	
Cleveland Elementary	04	IEP	2014	Reading	23.5%	76.5%	
Cleveland Elementary	04	ELL	2014	Reading	0.0%	100.0%	
Cleveland Elementary	04	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Cleveland Elementary	04	Hispanic	2014	Reading	0.0%	100.0%	
Cleveland Elementary	04	Black	2014	Reading	40.0%	60.0%	
Cleveland Elementary	05	All Subgroups	2014	Math	33.9%	66.1%	
Cleveland Elementary	05	Econ Disadv	2014	Math	32.8%	67.3%	
Cleveland Elementary	05	IEP	2014	Math	8.3%	91.7%	
Cleveland Elementary	05	ELL	2014	Math	100.0%	0.0%	
Cleveland Elementary	05	Hispanic	2014	Math	50.0%	50.0%	
Cleveland Elementary	05	Black	2014	Math	33.3%	66.6%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Cleveland Elementary	05	All Subgroups	2014	Reading	25.9%	74.2%	
Cleveland Elementary	05	Econ Disadv	2014	Reading	24.2%	75.9%	
Cleveland Elementary	05	IEP	2014	Reading	0.0%	100.0%	
Cleveland Elementary	05	ELL	2014	Reading	100.0%	0.0%	
Cleveland Elementary	05	Black	2014	Reading	25.0%	75.0%	
Cleveland Elementary	05	Hispanic	2014	Reading	50.0%	50.0%	
Cleveland Elementary	06	All Subgroups	2014	Math	72.4%	27.5%	
Cleveland Elementary	06	Econ Disadv	2014	Math	71.2%	28.8%	
Cleveland Elementary	06	IEP	2014	Math	36.4%	63.7%	
Cleveland Elementary	06	Hispanic	2014	Math	50.0%	50.0%	
Cleveland Elementary	06	Multi-Ethnic	2014	Math	100.0%	0.0%	
Cleveland Elementary	06	Black	2014	Math	72.7%	27.2%	
Cleveland Elementary	06	All Subgroups	2014	Reading	33.3%	66.7%	
Cleveland Elementary	06	Econ Disadv	2014	Reading	31.9%	68.2%	
Cleveland Elementary	06	IEP	2014	Reading	0.0%	100.0%	
Cleveland Elementary	06	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Cleveland Elementary	06	Hispanic	2014	Reading	0.0%	100.0%	
Cleveland Elementary	06	Black	2014	Reading	34.9%	65.2%	
Cleveland Elementary	07	All Subgroups	2014	Math	55.7%	44.3%	
Cleveland Elementary	07	Econ Disadv	2014	Math	50.0%	50.0%	
Cleveland Elementary	07	IEP	2014	Math	17.3%	82.6%	
Cleveland Elementary	07	White	2014	Math	100.0%	0.0%	
Cleveland Elementary	07	Hispanic	2014	Math	25.0%	75.0%	
Cleveland Elementary	07	Black	2014	Math	57.2%	42.9%	
Cleveland Elementary	07	All Subgroups	2014	Reading	49.2%	50.9%	
Cleveland Elementary	07	Econ Disadv	2014	Reading	42.3%	57.7%	
Cleveland Elementary	07	IEP	2014	Reading	21.7%	78.3%	
Cleveland Elementary	07	Hispanic	2014	Reading	25.0%	75.0%	
Cleveland Elementary	07	Black	2014	Reading	50.0%	50.0%	
Cleveland Elementary	07	White	2014	Reading	100.0%	0.0%	
Cleveland Elementary	08	All Subgroups	2014	Math	47.9%	52.0%	
Cleveland Elementary	08	Econ Disadv	2014	Math	43.3%	56.7%	
Cleveland Elementary	08	IEP	2014	Math	0.0%	100.0%	
Cleveland Elementary	08	ELL	2014	Math	0.0%	100.0%	
Cleveland Elementary	08	Black	2014	Math	51.5%	48.6%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Cleveland Elementary	08	Hispanic	2014	Math	0.0%	100.0%	
Cleveland Elementary	08	All Subgroups	2014	Reading	61.7%	38.3%	
Cleveland Elementary	08	Econ Disadv	2014	Reading	58.4%	41.6%	
Cleveland Elementary	08	IEP	2014	Reading	14.3%	85.7%	
Cleveland Elementary	08	ELL	2014	Reading	100.0%	0.0%	
Cleveland Elementary	08	Hispanic	2014	Reading	20.0%	80.0%	
Cleveland Elementary	08	Black	2014	Reading	64.7%	35.3%	
Francis D. Pastorius	03	All Subgroups	2013	Math	30.0%	70.0%	
Francis D. Pastorius	03	All Subgroups	2013	Reading	27.0%	72.0%	
Francis D. Pastorius	04	All Subgroups	2013	Math	19.0%	81.0%	
Francis D. Pastorius	04	All Subgroups	2013	Reading	21.0%	79.0%	
Francis D. Pastorius	05	All Subgroups	2013	Math	13.0%	86.0%	
Francis D. Pastorius	05	All Subgroups	2013	Reading	11.0%	89.0%	
Francis D. Pastorius	06	All Subgroups	2013	Math	23.0%	76.0%	
Francis D. Pastorius	06	All Subgroups	2013	Reading	12.0%	89.0%	
Francis D. Pastorius	07	All Subgroups	2013	Math	15.0%	86.0%	
Francis D. Pastorius	07	All Subgroups	2013	Reading	24.0%	76.0%	
Francis D. Pastorius	08	All Subgroups	2013	Math	22.0%	78.0%	
Francis D. Pastorius	08	All Subgroups	2013	Reading	34.0%	66.0%	
Francis D. Pastorius	03	All Subgroups	2014	Math	58.3%	41.7%	
Francis D. Pastorius	03	Econ Disadv	2014	Math	57.2%	42.9%	
Francis D. Pastorius	03	IEP	2014	Math	16.7%	83.3%	
Francis D. Pastorius	03	Hispanic	2014	Math	100.0%	0.0%	
Francis D. Pastorius	03	Multi-Ethnic	2014	Math	66.6%	33.3%	
Francis D. Pastorius	03	Black	2014	Math	56.9%	43.1%	
Francis D. Pastorius	03	All Subgroups	2014	Reading	25.1%	75.0%	
Francis D. Pastorius	03	Econ Disadv	2014	Reading	28.5%	71.5%	
Francis D. Pastorius	03	IEP	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	03	Hispanic	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	03	Multi-Ethnic	2014	Reading	66.6%	33.3%	
Francis D. Pastorius	03	Black	2014	Reading	22.7%	77.3%	
Francis D. Pastorius	04	All Subgroups	2014	Math	43.0%	57.0%	
Francis D. Pastorius	04	Econ Disadv	2014	Math	43.6%	56.3%	
Francis D. Pastorius	04	IEP	2014	Math	10.0%	90.0%	
Francis D. Pastorius	04	Multi-Ethnic	2014	Math	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Francis D. Pastorius	04	Hispanic	2014	Math	0.0%	100.0%	
Francis D. Pastorius	04	Black	2014	Math	42.9%	57.1%	
Francis D. Pastorius	04	All Subgroups	2014	Reading	30.0%	70.0%	
Francis D. Pastorius	04	Econ Disadv	2014	Reading	30.4%	69.5%	
Francis D. Pastorius	04	IEP	2014	Reading	5.6%	94.4%	
Francis D. Pastorius	04	Black	2014	Reading	29.5%	70.6%	
Francis D. Pastorius	04	Hispanic	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	04	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Francis D. Pastorius	05	All Subgroups	2014	Math	32.7%	67.3%	
Francis D. Pastorius	05	Econ Disadv	2014	Math	29.8%	70.2%	
Francis D. Pastorius	05	IEP	2014	Math	14.3%	85.7%	
Francis D. Pastorius	05	Hispanic	2014	Math	0.0%	100.0%	
Francis D. Pastorius	05	Multi-Ethnic	2014	Math	0.0%	100.0%	
Francis D. Pastorius	05	Black	2014	Math	34.7%	65.3%	
Francis D. Pastorius	05	All Subgroups	2014	Reading	19.6%	80.4%	
Francis D. Pastorius	05	Econ Disadv	2014	Reading	19.5%	80.4%	
Francis D. Pastorius	05	IEP	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	05	Black	2014	Reading	20.9%	79.2%	
Francis D. Pastorius	05	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	05	Hispanic	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	06	All Subgroups	2014	Math	52.1%	47.9%	
Francis D. Pastorius	06	Econ Disadv	2014	Math	52.3%	47.7%	
Francis D. Pastorius	06	IEP	2014	Math	16.7%	83.4%	
Francis D. Pastorius	06	Black	2014	Math	54.4%	45.6%	
Francis D. Pastorius	06	Hispanic	2014	Math	0.0%	100.0%	
Francis D. Pastorius	06	All Subgroups	2014	Reading	34.0%	66.0%	
Francis D. Pastorius	06	Econ Disadv	2014	Reading	37.2%	62.8%	
Francis D. Pastorius	06	IEP	2014	Reading	16.7%	83.4%	
Francis D. Pastorius	06	Black	2014	Reading	34.8%	65.2%	
Francis D. Pastorius	06	Hispanic	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	07	All Subgroups	2014	Math	44.9%	55.1%	
Francis D. Pastorius	07	Econ Disadv	2014	Math	43.1%	56.8%	
Francis D. Pastorius	07	IEP	2014	Math	0.0%	100.0%	
Francis D. Pastorius	07	ELL	2014	Math	0.0%	100.0%	
Francis D. Pastorius	07	Hispanic	2014	Math	0.0%	100.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Francis D. Pastorius	07	Black	2014	Math	46.8%	53.2%	
Francis D. Pastorius	07	Multi-Ethnic	2014	Math	0.0%	100.0%	
Francis D. Pastorius	07	All Subgroups	2014	Reading	42.9%	57.1%	
Francis D. Pastorius	07	Econ Disadv	2014	Reading	43.2%	56.9%	
Francis D. Pastorius	07	IEP	2014	Reading	15.4%	84.6%	
Francis D. Pastorius	07	ELL	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	07	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Francis D. Pastorius	07	Black	2014	Reading	42.5%	57.4%	
Francis D. Pastorius	07	Hispanic	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	08	All Subgroups	2014	Math	60.4%	39.6%	
Francis D. Pastorius	08	Econ Disadv	2014	Math	63.8%	36.2%	
Francis D. Pastorius	08	IEP	2014	Math	42.8%	57.2%	
Francis D. Pastorius	08	Hispanic	2014	Math	100.0%	0.0%	
Francis D. Pastorius	08	Black	2014	Math	60.8%	39.2%	
Francis D. Pastorius	08	Multi-Ethnic	2014	Math	0.0%	100.0%	
Francis D. Pastorius	08	All Subgroups	2014	Reading	47.2%	52.8%	
Francis D. Pastorius	08	Econ Disadv	2014	Reading	49.0%	51.0%	
Francis D. Pastorius	08	IEP	2014	Reading	14.2%	85.7%	
Francis D. Pastorius	08	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Francis D. Pastorius	08	Black	2014	Reading	45.1%	55.0%	
Francis D. Pastorius	08	Hispanic	2014	Reading	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Lenfest Campus	All Subgroups	2012	Math	78.9%	21.1%	12
Lenfest Campus	Econ Disadv	2012	Math	78.8%	21.2%	13
Lenfest Campus	IEP	2012	Math	57.7%	42.3%	15
Lenfest Campus	ELL	2012	Math	50.0%	50.0%	0
Lenfest Campus	Hispanic	2012	Math	78.5%	21.4%	0
Lenfest Campus	Black	2012	Math	79.1%	20.8%	13
Lenfest Campus	Native American	2012	Math	100.0%	0.0%	0
Lenfest Campus	Multi-Ethnic	2012	Math	0.0%	100.0%	0
Lenfest Campus	White	2012	Math	75.0%	25.0%	25
Lenfest Campus	All Subgroups	2012	Reading	70.7%	29.3%	21
Lenfest Campus	Econ Disadv	2012	Reading	66.1%	33.9%	20
Lenfest Campus	IEP	2012	Reading	46.7%	53.3%	33
Lenfest Campus	ELL	2012	Reading	0.0%	100.0%	100
Lenfest Campus	Multi-Ethnic	2012	Reading	0.0%	100.0%	100
Lenfest Campus	Hispanic	2012	Reading	71.4%	28.6%	28
Lenfest Campus	Native American	2012	Reading	100.0%	0.0%	0
Lenfest Campus	White	2012	Reading	100.0%	0.0%	0
Lenfest Campus	Black	2012	Reading	70.2%	29.7%	20
Lenfest Campus	All Subgroups	2013	Math	72.6%	27.4%	13
Lenfest Campus	Econ Disadv	2013	Math	67.1%	33.0%	15
Lenfest Campus	IEP	2013	Math	26.6%	73.3%	20
Lenfest Campus	ELL	2013	Math	62.5%	37.5%	0
Lenfest Campus	Hispanic	2013	Math	52.6%	47.4%	15
Lenfest Campus	Black	2013	Math	74.4%	25.6%	13
Lenfest Campus	Multi-Ethnic	2013	Math	100.0%	0.0%	0
Lenfest Campus	Native American	2013	Math	100.0%	0.0%	0
Lenfest Campus	White	2013	Math	60.0%	40.0%	0
Lenfest Campus	Asian	2013	Math	100.0%	0.0%	0
Lenfest Campus	All Subgroups	2013	Reading	64.1%	35.9%	18
Lenfest Campus	Econ Disadv	2013	Reading	55.9%	44.1%	21
Lenfest Campus	IEP	2013	Reading	22.3%	77.8%	20
Lenfest Campus	ELL	2013	Reading	37.5%	62.5%	25
Lenfest Campus	Hispanic	2013	Reading	47.4%	52.6%	10

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Lenfest Campus	Multi-Ethnic	2013	Reading	100.0%	0.0%	0
Lenfest Campus	Native American	2013	Reading	100.0%	0.0%	0
Lenfest Campus	White	2013	Reading	60.0%	40.0%	0
Lenfest Campus	Asian	2013	Reading	100.0%	0.0%	0
Lenfest Campus	Black	2013	Reading	65.3%	34.7%	20
Lenfest Campus	All Subgroups	2014	Math	60.3%	39.8%	23
Lenfest Campus	Econ Disadv	2014	Math	55.0%	45.0%	22
Lenfest Campus	IEP	2014	Math	15.3%	84.6%	29
Lenfest Campus	ELL	2014	Math	16.7%	83.3%	0
Lenfest Campus	Hispanic	2014	Math	53.4%	46.7%	20
Lenfest Campus	Black	2014	Math	61.5%	38.5%	22
Lenfest Campus	Multi-Ethnic	2014	Math	75.0%	25.0%	0
Lenfest Campus	White	2014	Math	16.7%	83.3%	0
Lenfest Campus	All Subgroups	2014	Reading	54.9%	45.1%	23
Lenfest Campus	Econ Disadv	2014	Reading	50.7%	49.3%	25
Lenfest Campus	IEP	2014	Reading	10.8%	89.2%	32
Lenfest Campus	ELL	2014	Reading	16.7%	83.3%	33
Lenfest Campus	Hispanic	2014	Reading	40.0%	60.0%	13
Lenfest Campus	Multi-Ethnic	2014	Reading	75.0%	25.0%	25
Lenfest Campus	White	2014	Reading	16.7%	83.3%	33
Lenfest Campus	Black	2014	Reading	56.3%	43.6%	24
Thomas Campus	All Subgroups	2012	Math	83.1%	16.9%	13
Thomas Campus	Econ Disadv	2012	Math	83.6%	16.5%	13
Thomas Campus	IEP	2012	Math	51.0%	49.0%	35
Thomas Campus	ELL	2012	Math	100.0%	0.0%	0
Thomas Campus	Multi-Ethnic	2012	Math	100.0%	0.0%	0
Thomas Campus	Hispanic	2012	Math	91.7%	8.3%	8
Thomas Campus	Native American	2012	Math	100.0%	0.0%	0
Thomas Campus	Black	2012	Math	81.9%	18.1%	13
Thomas Campus	Asian	2012	Math	89.2%	10.8%	8
Thomas Campus	White	2012	Math	79.3%	20.7%	20
Thomas Campus	All Subgroups	2012	Reading	70.5%	29.5%	19
Thomas Campus	Econ Disadv	2012	Reading	71.0%	29.0%	19

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Thomas Campus	IEP	2012	Reading	27.4%	72.5%	33
Thomas Campus	ELL	2012	Reading	72.8%	27.3%	27
Thomas Campus	Hispanic	2012	Reading	83.4%	16.6%	8
Thomas Campus	Black	2012	Reading	69.1%	30.9%	19
Thomas Campus	Multi-Ethnic	2012	Reading	50.0%	50.0%	0
Thomas Campus	Asian	2012	Reading	86.5%	13.5%	13
Thomas Campus	Native American	2012	Reading	0.0%	100.0%	100
Thomas Campus	White	2012	Reading	58.6%	41.3%	31
Thomas Campus	All Subgroups	2013	Math	74.4%	25.7%	14
Thomas Campus	Econ Disadv	2013	Math	76.7%	23.3%	13
Thomas Campus	IEP	2013	Math	42.6%	57.4%	19
Thomas Campus	ELL	2013	Math	63.7%	36.4%	18
Thomas Campus	Multi-Ethnic	2013	Math	80.0%	20.0%	10
Thomas Campus	Hispanic	2013	Math	75.1%	25.1%	18
Thomas Campus	White	2013	Math	60.0%	40.0%	24
Thomas Campus	Asian	2013	Math	94.5%	5.4%	3
Thomas Campus	Black	2013	Math	71.3%	28.6%	15
Thomas Campus	All Subgroups	2013	Reading	68.2%	31.8%	19
Thomas Campus	Econ Disadv	2013	Reading	68.0%	32.0%	18
Thomas Campus	IEP	2013	Reading	29.0%	70.9%	27
Thomas Campus	ELL	2013	Reading	18.2%	81.9%	45
Thomas Campus	Hispanic	2013	Reading	75.1%	25.0%	12
Thomas Campus	Asian	2013	Reading	81.8%	18.2%	12
Thomas Campus	Black	2013	Reading	67.4%	32.6%	19
Thomas Campus	Multi-Ethnic	2013	Reading	80.0%	20.0%	10
Thomas Campus	White	2013	Reading	50.0%	50.0%	30
Thomas Campus	All Subgroups	2014	Math	69.5%	30.5%	15
Thomas Campus	Econ Disadv	2014	Math	68.4%	31.5%	15
Thomas Campus	IEP	2014	Math	37.8%	62.2%	20
Thomas Campus	ELL	2014	Math	74.6%	25.4%	8
Thomas Campus	Hispanic	2014	Math	80.0%	20.0%	13
Thomas Campus	Asian	2014	Math	90.8%	9.1%	1
Thomas Campus	Black	2014	Math	60.8%	39.2%	20

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Thomas Campus	Multi-Ethnic	2014	Math	57.1%	42.9%	17
Thomas Campus	Native American	2014	Math	100.0%	0.0%	0
Thomas Campus	White	2014	Math	66.7%	33.4%	15
Thomas Campus	All Subgroups	2014	Reading	64.2%	35.8%	17
Thomas Campus	Econ Disadv	2014	Reading	63.3%	36.7%	16
Thomas Campus	IEP	2014	Reading	31.1%	68.9%	25
Thomas Campus	ELL	2014	Reading	50.8%	49.2%	11
Thomas Campus	Hispanic	2014	Reading	64.4%	35.6%	20
Thomas Campus	Multi-Ethnic	2014	Reading	60.7%	39.3%	14
Thomas Campus	Native American	2014	Reading	100.0%	0.0%	0
Thomas Campus	White	2014	Reading	58.9%	41.1%	20
Thomas Campus	Asian	2014	Reading	77.9%	22.0%	4
Thomas Campus	Black	2014	Reading	60.3%	39.6%	23
Shoemaker Campus	All Subgroups	2012	Math	78.5%	21.5%	16
Shoemaker Campus	Econ Disadv	2012	Math	78.2%	21.7%	16
Shoemaker Campus	IEP	2012	Math	43.3%	56.6%	43
Shoemaker Campus	ELL	2012	Math	66.7%	33.4%	16
Shoemaker Campus	Hispanic	2012	Math	100.0%	0.0%	0
Shoemaker Campus	Black	2012	Math	78.1%	21.8%	16
Shoemaker Campus	Asian	2012	Math	100.0%	0.0%	0
Shoemaker Campus	Native American	2012	Math	100.0%	0.0%	0
Shoemaker Campus	White	2012	Math	100.0%	0.0%	0
Shoemaker Campus	All Subgroups	2012	Reading	64.1%	35.9%	20
Shoemaker Campus	Econ Disadv	2012	Reading	64.3%	35.7%	20
Shoemaker Campus	IEP	2012	Reading	28.3%	71.6%	38
Shoemaker Campus	ELL	2012	Reading	50.0%	50.0%	16
Shoemaker Campus	Hispanic	2012	Reading	50.0%	50.0%	0
Shoemaker Campus	Black	2012	Reading	63.8%	36.3%	20
Shoemaker Campus	Asian	2012	Reading	100.0%	0.0%	0
Shoemaker Campus	Native American	2012	Reading	100.0%	0.0%	0
Shoemaker Campus	White	2012	Reading	100.0%	0.0%	0
Shoemaker Campus	All Subgroups	2013	Math	69.5%	30.5%	19
Shoemaker Campus	Econ Disadv	2013	Math	69.7%	30.3%	18

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Shoemaker Campus	IEP	2013	Math	27.2%	72.8%	37
Shoemaker Campus	Multi-Ethnic	2013	Math	100.0%	0.0%	0
Shoemaker Campus	Native American	2013	Math	100.0%	0.0%	0
Shoemaker Campus	Hispanic	2013	Math	0.0%	100.0%	0
Shoemaker Campus	Asian	2013	Math	100.0%	0.0%	0
Shoemaker Campus	Black	2013	Math	69.2%	30.7%	19
Shoemaker Campus	All Subgroups	2013	Reading	62.1%	37.9%	24
Shoemaker Campus	Econ Disadv	2013	Reading	62.9%	37.1%	21
Shoemaker Campus	IEP	2013	Reading	17.2%	82.9%	38
Shoemaker Campus	Multi-Ethnic	2013	Reading	50.0%	50.0%	0
Shoemaker Campus	Native American	2013	Reading	100.0%	0.0%	0
Shoemaker Campus	Hispanic	2013	Reading	0.0%	100.0%	0
Shoemaker Campus	Asian	2013	Reading	100.0%	0.0%	0
Shoemaker Campus	Black	2013	Reading	62.1%	38.0%	24
Shoemaker Campus	All Subgroups	2014	Math	64.4%	35.5%	20
Shoemaker Campus	Econ Disadv	2014	Math	62.8%	37.3%	22
Shoemaker Campus	IEP	2014	Math	25.0%	75.0%	26
Shoemaker Campus	Multi-Ethnic	2014	Math	66.7%	33.3%	33
Shoemaker Campus	Native American	2014	Math	100.0%	0.0%	0
Shoemaker Campus	Hispanic	2014	Math	66.6%	33.3%	33
Shoemaker Campus	Asian	2014	Math	100.0%	0.0%	0
Shoemaker Campus	Black	2014	Math	64.2%	35.7%	20
Shoemaker Campus	All Subgroups	2014	Reading	62.9%	37.1%	21
Shoemaker Campus	Econ Disadv	2014	Reading	61.2%	38.8%	22
Shoemaker Campus	IEP	2014	Reading	19.0%	81.1%	29
Shoemaker Campus	Multi-Ethnic	2014	Reading	66.7%	33.3%	0
Shoemaker Campus	Native American	2014	Reading	100.0%	0.0%	0
Shoemaker Campus	Hispanic	2014	Reading	33.3%	66.6%	33
Shoemaker Campus	Asian	2014	Reading	100.0%	0.0%	0
Shoemaker Campus	Black	2014	Reading	63.0%	37.1%	21
Pickett Campus	All Subgroups	2012	Math	58.5%	41.5%	19
Pickett Campus	Econ Disadv	2012	Math	61.7%	38.3%	20
Pickett Campus	IEP	2012	Math	17.2%	82.8%	26

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Pickett Campus	ELL	2012	Math	100.0%	0.0%	0
Pickett Campus	Hispanic	2012	Math	80.0%	20.0%	0
Pickett Campus	Multi-Ethnic	2012	Math	100.0%	0.0%	0
Pickett Campus	Asian	2012	Math	100.0%	0.0%	0
Pickett Campus	Black	2012	Math	57.8%	42.2%	19
Pickett Campus	All Subgroups	2012	Reading	54.4%	45.7%	18
Pickett Campus	Econ Disadv	2012	Reading	53.9%	46.1%	19
Pickett Campus	IEP	2012	Reading	17.7%	82.3%	15
Pickett Campus	ELL	2012	Reading	0.0%	100.0%	100
Pickett Campus	Hispanic	2012	Reading	60.0%	40.0%	20
Pickett Campus	Multi-Ethnic	2012	Reading	100.0%	0.0%	0
Pickett Campus	Asian	2012	Reading	50.0%	50.0%	50
Pickett Campus	Black	2012	Reading	54.2%	45.8%	18
Pickett Campus	All Subgroups	2013	Math	63.7%	36.3%	20
Pickett Campus	Econ Disadv	2013	Math	64.3%	35.8%	19
Pickett Campus	IEP	2013	Math	25.3%	74.6%	19
Pickett Campus	Hispanic	2013	Math	75.0%	25.0%	0
Pickett Campus	Black	2013	Math	63.5%	36.4%	20
Pickett Campus	All Subgroups	2013	Reading	58.8%	41.2%	23
Pickett Campus	Econ Disadv	2013	Reading	57.6%	42.3%	22
Pickett Campus	IEP	2013	Reading	18.6%	81.4%	24
Pickett Campus	Hispanic	2013	Reading	50.0%	50.0%	25
Pickett Campus	Black	2013	Reading	59.0%	41.0%	22
Pickett Campus	All Subgroups	2014	Math	68.6%	31.4%	19
Pickett Campus	Econ Disadv	2014	Math	68.8%	31.3%	20
Pickett Campus	IEP	2014	Math	36.8%	63.2%	29
Pickett Campus	ELL	2014	Math	100.0%	0.0%	0
Pickett Campus	Hispanic	2014	Math	66.7%	33.3%	33
Pickett Campus	Asian	2014	Math	100.0%	0.0%	0
Pickett Campus	Black	2014	Math	68.7%	31.3%	19
Pickett Campus	Multi-Ethnic	2014	Math	0.0%	100.0%	100
Pickett Campus	All Subgroups	2014	Reading	62.0%	38.0%	20
Pickett Campus	Econ Disadv	2014	Reading	61.3%	38.7%	21

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Pickett Campus	IEP	2014	Reading	28.9%	71.2%	32
Pickett Campus	ELL	2014	Reading	100.0%	0.0%	0
Pickett Campus	Hispanic	2014	Reading	66.7%	33.3%	0
Pickett Campus	Multi-Ethnic	2014	Reading	0.0%	100.0%	0
Pickett Campus	Black	2014	Reading	62.0%	38.0%	20
Pickett Campus	Asian	2014	Reading	100.0%	0.0%	0
Mann Elementary	All Subgroups	2012	Math	78.8%	21.1%	14
Mann Elementary	Econ Disadv	2012	Math	77.4%	22.5%	15
Mann Elementary	IEP	2012	Math	35.1%	64.8%	40
Mann Elementary	ELL	2012	Math	90.9%	9.1%	0
Mann Elementary	Native American	2012	Math	100.0%	0.0%	0
Mann Elementary	Black	2012	Math	78.0%	22.0%	14
Mann Elementary	Asian	2012	Math	100.0%	0.0%	0
Mann Elementary	Multi-Ethnic	2012	Math	100.0%	0.0%	0
Mann Elementary	Hispanic	2012	Math	100.0%	0.0%	0
Mann Elementary	All Subgroups	2012	Reading	57.4%	42.7%	26
Mann Elementary	Econ Disadv	2012	Reading	55.7%	44.2%	28
Mann Elementary	IEP	2012	Reading	27.8%	72.2%	47
Mann Elementary	ELL	2012	Reading	81.8%	18.2%	18
Mann Elementary	Multi-Ethnic	2012	Reading	60.0%	40.0%	40
Mann Elementary	Hispanic	2012	Reading	66.7%	33.3%	33
Mann Elementary	Native American	2012	Reading	100.0%	0.0%	0
Mann Elementary	Asian	2012	Reading	100.0%	0.0%	0
Mann Elementary	Black	2012	Reading	56.7%	43.3%	26
Mann Elementary	All Subgroups	2013	Math	79.2%	20.8%	12
Mann Elementary	Econ Disadv	2013	Math	78.3%	21.7%	13
Mann Elementary	IEP	2013	Math	28.6%	71.4%	35
Mann Elementary	ELL	2013	Math	55.5%	44.4%	33
Mann Elementary	Asian	2013	Math	66.6%	33.3%	0
Mann Elementary	Black	2013	Math	79.7%	20.4%	12
Mann Elementary	Hispanic	2013	Math	75.0%	25.0%	25
Mann Elementary	Multi-Ethnic	2013	Math	71.4%	28.6%	14
Mann Elementary	White	2013	Math	100.0%	0.0%	0

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Mann Elementary	All Subgroups	2013	Reading	55.2%	44.8%	20
Mann Elementary	Econ Disadv	2013	Reading	54.1%	45.9%	20
Mann Elementary	IEP	2013	Reading	14.3%	85.7%	11
Mann Elementary	ELL	2013	Reading	44.4%	55.5%	22
Mann Elementary	Hispanic	2013	Reading	50.0%	50.0%	37
Mann Elementary	Asian	2013	Reading	33.3%	66.6%	33
Mann Elementary	Black	2013	Reading	55.0%	44.9%	20
Mann Elementary	Multi-Ethnic	2013	Reading	71.5%	28.6%	0
Mann Elementary	White	2013	Reading	100.0%	0.0%	0
Mann Elementary	All Subgroups	2014	Math	75.9%	24.1%	14
Mann Elementary	Econ Disadv	2014	Math	74.8%	25.2%	14
Mann Elementary	IEP	2014	Math	31.3%	68.8%	33
Mann Elementary	ELL	2014	Math	40.0%	60.0%	40
Mann Elementary	Hispanic	2014	Math	83.3%	16.7%	11
Mann Elementary	Multi-Ethnic	2014	Math	57.2%	42.9%	14
Mann Elementary	White	2014	Math	100.0%	0.0%	0
Mann Elementary	Asian	2014	Math	100.0%	0.0%	0
Mann Elementary	Black	2014	Math	75.6%	24.4%	15
Mann Elementary	All Subgroups	2014	Reading	52.9%	47.1%	22
Mann Elementary	Econ Disadv	2014	Reading	52.0%	48.0%	23
Mann Elementary	IEP	2014	Reading	16.7%	83.4%	16
Mann Elementary	ELL	2014	Reading	20.0%	80.0%	20
Mann Elementary	Hispanic	2014	Reading	38.9%	61.1%	38
Mann Elementary	Multi-Ethnic	2014	Reading	42.9%	57.2%	14
Mann Elementary	White	2014	Reading	100.0%	0.0%	0
Mann Elementary	Asian	2014	Reading	100.0%	0.0%	0
Mann Elementary	Black	2014	Reading	53.3%	46.6%	23
Smedley Elementary	All Subgroups	2012	Math	52.0%	48.1%	28
Smedley Elementary	Econ Disadv	2012	Math	52.0%	48.0%	28
Smedley Elementary	IEP	2012	Math	25.5%	74.5%	38
Smedley Elementary	ELL	2012	Math	50.0%	50.0%	16
Smedley Elementary	Hispanic	2012	Math	52.5%	47.5%	22
Smedley Elementary	Multi-Ethnic	2012	Math	71.4%	28.6%	14

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Smedley Elementary	White	2012	Math	33.3%	66.7%	42
Smedley Elementary	Black	2012	Math	51.8%	48.2%	28
Smedley Elementary	Native American	2012	Math	100.0%	0.0%	0
Smedley Elementary	Asian	2012	Math	75.0%	25.0%	25
Smedley Elementary	All Subgroups	2012	Reading	36.5%	63.5%	23
Smedley Elementary	Econ Disadv	2012	Reading	36.8%	63.2%	23
Smedley Elementary	IEP	2012	Reading	18.4%	81.7%	23
Smedley Elementary	ELL	2012	Reading	41.7%	58.3%	25
Smedley Elementary	White	2012	Reading	38.1%	61.9%	14
Smedley Elementary	Asian	2012	Reading	75.0%	25.0%	25
Smedley Elementary	Native American	2012	Reading	100.0%	0.0%	0
Smedley Elementary	Multi-Ethnic	2012	Reading	71.4%	28.6%	14
Smedley Elementary	Hispanic	2012	Reading	37.5%	62.5%	25
Smedley Elementary	Black	2012	Reading	33.5%	66.5%	24
Smedley Elementary	All Subgroups	2013	Math	54.2%	45.8%	22
Smedley Elementary	Econ Disadv	2013	Math	54.8%	45.3%	22
Smedley Elementary	IEP	2013	Math	25.3%	74.8%	24
Smedley Elementary	ELL	2013	Math	75.0%	25.0%	0
Smedley Elementary	Hispanic	2013	Math	63.5%	36.6%	13
Smedley Elementary	Multi-Ethnic	2013	Math	75.0%	25.0%	12
Smedley Elementary	Native American	2013	Math	100.0%	0.0%	0
Smedley Elementary	White	2013	Math	63.2%	36.9%	23
Smedley Elementary	Asian	2013	Math	100.0%	0.0%	0
Smedley Elementary	Black	2013	Math	50.2%	49.8%	24
Smedley Elementary	All Subgroups	2013	Reading	40.4%	59.7%	24
Smedley Elementary	Econ Disadv	2013	Reading	41.2%	58.8%	24
Smedley Elementary	IEP	2013	Reading	14.6%	85.4%	23
Smedley Elementary	ELL	2013	Reading	58.4%	41.6%	8
Smedley Elementary	Hispanic	2013	Reading	40.3%	59.6%	25
Smedley Elementary	Multi-Ethnic	2013	Reading	68.8%	31.3%	12
Smedley Elementary	Native American	2013	Reading	100.0%	0.0%	0
Smedley Elementary	White	2013	Reading	52.7%	47.4%	23
Smedley Elementary	Asian	2013	Reading	100.0%	0.0%	0

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Smedley Elementary	Black	2013	Reading	37.2%	62.8%	25
Smedley Elementary	All Subgroups	2014	Math	50.8%	49.2%	19
Smedley Elementary	Econ Disadv	2014	Math	50.3%	49.8%	20
Smedley Elementary	IEP	2014	Math	26.2%	73.8%	16
Smedley Elementary	ELL	2014	Math	61.9%	38.1%	4
Smedley Elementary	Hispanic	2014	Math	49.3%	50.7%	18
Smedley Elementary	Asian	2014	Math	100.0%	0.0%	0
Smedley Elementary	Black	2014	Math	46.6%	53.3%	23
Smedley Elementary	Multi-Ethnic	2014	Math	78.8%	21.3%	15
Smedley Elementary	Native American	2014	Math	100.0%	0.0%	0
Smedley Elementary	White	2014	Math	63.7%	36.4%	18
Smedley Elementary	All Subgroups	2014	Reading	41.4%	58.7%	22
Smedley Elementary	Econ Disadv	2014	Reading	40.9%	59.1%	23
Smedley Elementary	IEP	2014	Reading	14.7%	85.2%	17
Smedley Elementary	ELL	2014	Reading	47.6%	52.4%	14
Smedley Elementary	Hispanic	2014	Reading	43.7%	56.3%	18
Smedley Elementary	Asian	2014	Reading	100.0%	0.0%	0
Smedley Elementary	Black	2014	Reading	37.6%	62.4%	23
Smedley Elementary	Multi-Ethnic	2014	Reading	57.6%	42.4%	24
Smedley Elementary	Native American	2014	Reading	100.0%	0.0%	0
Smedley Elementary	White	2014	Reading	54.6%	45.5%	27
Harrity Elementary	All Subgroups	2012	Math	64.4%	35.7%	20
Harrity Elementary	Econ Disadv	2012	Math	63.3%	36.7%	20
Harrity Elementary	IEP	2012	Math	32.8%	67.3%	20
Harrity Elementary	ELL	2012	Math	0.0%	100.0%	0
Harrity Elementary	Hispanic	2012	Math	0.0%	100.0%	50
Harrity Elementary	Black	2012	Math	64.5%	35.5%	20
Harrity Elementary	All Subgroups	2012	Reading	46.7%	53.2%	19
Harrity Elementary	Econ Disadv	2012	Reading	46.0%	54.0%	19
Harrity Elementary	IEP	2012	Reading	18.9%	81.1%	19
Harrity Elementary	ELL	2012	Reading	0.0%	100.0%	0
Harrity Elementary	Black	2012	Reading	46.8%	53.1%	19
Harrity Elementary	Hispanic	2012	Reading	0.0%	100.0%	50

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Harrity Elementary	All Subgroups	2013	Math	55.5%	44.4%	21
Harrity Elementary	Econ Disadv	2013	Math	56.0%	44.0%	21
Harrity Elementary	IEP	2013	Math	17.8%	82.2%	23
Harrity Elementary	Hispanic	2013	Math	0.0%	100.0%	33
Harrity Elementary	Black	2013	Math	55.9%	44.1%	21
Harrity Elementary	All Subgroups	2013	Reading	41.9%	58.1%	29
Harrity Elementary	Econ Disadv	2013	Reading	41.4%	58.6%	29
Harrity Elementary	IEP	2013	Reading	13.7%	86.3%	15
Harrity Elementary	Hispanic	2013	Reading	0.0%	100.0%	33
Harrity Elementary	Black	2013	Reading	42.1%	57.9%	29
Harrity Elementary	All Subgroups	2014	Math	54.7%	45.4%	17
Harrity Elementary	Econ Disadv	2014	Math	52.9%	47.2%	18
Harrity Elementary	IEP	2014	Math	15.4%	84.6%	18
Harrity Elementary	ELL	2014	Math	58.3%	41.6%	33
Harrity Elementary	Hispanic	2014	Math	46.2%	53.9%	30
Harrity Elementary	Black	2014	Math	54.7%	45.3%	17
Harrity Elementary	White	2014	Math	100.0%	0.0%	0
Harrity Elementary	All Subgroups	2014	Reading	45.6%	54.4%	21
Harrity Elementary	Econ Disadv	2014	Reading	44.5%	55.5%	21
Harrity Elementary	IEP	2014	Reading	9.9%	90.1%	11
Harrity Elementary	ELL	2014	Reading	50.0%	50.0%	29
Harrity Elementary	Hispanic	2014	Reading	46.2%	53.9%	23
Harrity Elementary	White	2014	Reading	100.0%	0.0%	0
Harrity Elementary	Black	2014	Reading	45.6%	54.4%	21
Clymer Elementary	All Subgroups	2012	Math	42.9%	57.1%	23
Clymer Elementary	Econ Disadv	2012	Math	43.1%	56.9%	23
Clymer Elementary	IEP	2012	Math	12.5%	87.5%	29
Clymer Elementary	ELL	2012	Math	50.0%	50.0%	0
Clymer Elementary	Hispanic	2012	Math	40.0%	60.0%	20
Clymer Elementary	Native American	2012	Math	0.0%	100.0%	100
Clymer Elementary	Black	2012	Math	43.4%	56.5%	23
Clymer Elementary	All Subgroups	2012	Reading	35.9%	64.2%	21
Clymer Elementary	Econ Disadv	2012	Reading	35.6%	64.4%	21

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Clymer Elementary	IEP	2012	Reading	9.4%	90.7%	21
Clymer Elementary	ELL	2012	Reading	50.0%	50.0%	0
Clymer Elementary	Hispanic	2012	Reading	46.6%	53.4%	6
Clymer Elementary	Native American	2012	Reading	0.0%	100.0%	50
Clymer Elementary	Black	2012	Reading	35.4%	64.5%	21
Clymer Elementary	All Subgroups	2013	Math	51.1%	48.9%	19
Clymer Elementary	Econ Disadv	2013	Math	50.9%	49.1%	19
Clymer Elementary	IEP	2013	Math	15.2%	84.9%	16
Clymer Elementary	ELL	2013	Math	0.0%	100.0%	0
Clymer Elementary	Hispanic	2013	Math	45.2%	54.9%	9
Clymer Elementary	Black	2013	Math	51.9%	48.1%	21
Clymer Elementary	All Subgroups	2013	Reading	40.1%	59.9%	22
Clymer Elementary	Econ Disadv	2013	Reading	40.1%	59.9%	22
Clymer Elementary	IEP	2013	Reading	12.1%	87.9%	9
Clymer Elementary	ELL	2013	Reading	0.0%	100.0%	0
Clymer Elementary	Hispanic	2013	Reading	40.7%	59.4%	3
Clymer Elementary	Black	2013	Reading	40.0%	60.0%	24
Clymer Elementary	All Subgroups	2014	Math	51.5%	48.6%	19
Clymer Elementary	Econ Disadv	2014	Math	52.6%	47.4%	18
Clymer Elementary	IEP	2014	Math	28.9%	71.1%	17
Clymer Elementary	ELL	2014	Math	42.8%	57.1%	21
Clymer Elementary	Hispanic	2014	Math	33.3%	66.6%	19
Clymer Elementary	Black	2014	Math	54.5%	45.5%	18
Clymer Elementary	Multi-Ethnic	2014	Math	100.0%	0.0%	0
Clymer Elementary	Native American	2014	Math	0.0%	100.0%	100
Clymer Elementary	White	2014	Math	0.0%	100.0%	50
Clymer Elementary	All Subgroups	2014	Reading	37.3%	62.7%	24
Clymer Elementary	Econ Disadv	2014	Reading	37.3%	62.6%	24
Clymer Elementary	IEP	2014	Reading	27.1%	72.9%	13
Clymer Elementary	ELL	2014	Reading	28.5%	71.5%	28
Clymer Elementary	Hispanic	2014	Reading	16.7%	83.4%	27
Clymer Elementary	Multi-Ethnic	2014	Reading	0.0%	100.0%	0
Clymer Elementary	Native American	2014	Reading	100.0%	0.0%	0

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Clymer Elementary	White	2014	Reading	0.0%	100.0%	25
Clymer Elementary	Black	2014	Reading	40.5%	59.5%	23
Hardy Williams Academy	All Subgroups	2012	Math	70.5%	29.5%	16
Hardy Williams Academy	Econ Disadv	2012	Math	70.3%	29.6%	15
Hardy Williams Academy	IEP	2012	Math	41.2%	58.7%	33
Hardy Williams Academy	Asian	2012	Math	100.0%	0.0%	0
Hardy Williams Academy	Black	2012	Math	70.3%	29.7%	16
Hardy Williams Academy	Multi-Ethnic	2012	Math	66.6%	33.3%	33
Hardy Williams Academy	Hispanic	2012	Math	100.0%	0.0%	0
Hardy Williams Academy	All Subgroups	2012	Reading	54.3%	45.8%	20
Hardy Williams Academy	Econ Disadv	2012	Reading	54.1%	46.0%	20
Hardy Williams Academy	IEP	2012	Reading	30.2%	69.8%	23
Hardy Williams Academy	Asian	2012	Reading	66.7%	33.3%	0
Hardy Williams Academy	Multi-Ethnic	2012	Reading	100.0%	0.0%	0
Hardy Williams Academy	Black	2012	Reading	54.0%	46.1%	20
Hardy Williams Academy	Hispanic	2012	Reading	50.0%	50.0%	0
Hardy Williams Academy	All Subgroups	2013	Math	69.3%	30.6%	14
Hardy Williams Academy	Econ Disadv	2013	Math	69.9%	30.1%	13
Hardy Williams Academy	IEP	2013	Math	33.4%	66.7%	14
Hardy Williams Academy	Multi-Ethnic	2013	Math	50.0%	50.0%	50
Hardy Williams Academy	Asian	2013	Math	100.0%	0.0%	0
Hardy Williams Academy	Black	2013	Math	69.3%	30.6%	14
Hardy Williams Academy	Hispanic	2013	Math	100.0%	0.0%	0
Hardy Williams Academy	All Subgroups	2013	Reading	54.4%	45.6%	18
Hardy Williams Academy	Econ Disadv	2013	Reading	54.7%	45.2%	18
Hardy Williams Academy	IEP	2013	Reading	19.7%	80.2%	11
Hardy Williams Academy	Multi-Ethnic	2013	Reading	100.0%	0.0%	0
Hardy Williams Academy	Hispanic	2013	Reading	0.0%	100.0%	0
Hardy Williams Academy	Asian	2013	Reading	100.0%	0.0%	0
Hardy Williams Academy	Black	2013	Reading	54.3%	45.7%	18
Hardy Williams Academy	All Subgroups	2014	Math	66.5%	33.6%	14
Hardy Williams Academy	Econ Disadv	2014	Math	65.2%	34.7%	14
Hardy Williams Academy	IEP	2014	Math	31.3%	68.6%	15

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Hardy Williams Academy	Multi-Ethnic	2014	Math	75.0%	25.0%	0
Hardy Williams Academy	White	2014	Math	100.0%	0.0%	0
Hardy Williams Academy	Asian	2014	Math	100.0%	0.0%	0
Hardy Williams Academy	Black	2014	Math	66.2%	33.7%	14
Hardy Williams Academy	Hispanic	2014	Math	66.7%	33.3%	33
Hardy Williams Academy	All Subgroups	2014	Reading	48.3%	51.6%	22
Hardy Williams Academy	Econ Disadv	2014	Reading	46.9%	53.1%	22
Hardy Williams Academy	IEP	2014	Reading	11.9%	88.1%	19
Hardy Williams Academy	Multi-Ethnic	2014	Reading	50.0%	50.0%	29
Hardy Williams Academy	White	2014	Reading	100.0%	0.0%	0
Hardy Williams Academy	Hispanic	2014	Reading	0.0%	100.0%	66
Hardy Williams Academy	Asian	2014	Reading	100.0%	0.0%	0
Hardy Williams Academy	Black	2014	Reading	48.4%	51.6%	23
Gratz Campus	All Subgroups	2012	Math	21.0%	79.0%	18
Gratz Campus	Econ Disadv	2012	Math	21.1%	78.9%	18
Gratz Campus	IEP	2012	Math	10.3%	89.8%	19
Gratz Campus	Black	2012	Math	20.5%	79.6%	18
Gratz Campus	Native American	2012	Math	0.0%	100.0%	50
Gratz Campus	Hispanic	2012	Math	66.7%	33.3%	0
Gratz Campus	All Subgroups	2012	Reading	20.3%	79.6%	23
Gratz Campus	Econ Disadv	2012	Reading	20.5%	79.6%	23
Gratz Campus	IEP	2012	Reading	10.0%	90.0%	19
Gratz Campus	Black	2012	Reading	20.9%	79.1%	22
Gratz Campus	Native American	2012	Reading	0.0%	100.0%	50
Gratz Campus	Hispanic	2012	Reading	0.0%	100.0%	66
Gratz Campus	All Subgroups	2013	Math	9.1%	90.9%	53
Gratz Campus	Econ Disadv	2013	Math	11.1%	88.8%	47
Gratz Campus	IEP	2013	Math	0.0%	100.0%	20
Gratz Campus	Multi-Ethnic	2013	Math	0.0%	100.0%	100
Gratz Campus	Hispanic	2013	Math	14.3%	85.7%	57
Gratz Campus	Black	2013	Math	8.9%	91.1%	53
Gratz Campus	All Subgroups	2013	Reading	24.1%	75.9%	40
Gratz Campus	Econ Disadv	2013	Reading	22.2%	77.7%	40

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Gratz Campus	IEP	2013	Reading	4.0%	96.0%	12
Gratz Campus	Multi-Ethnic	2013	Reading	100.0%	0.0%	0
Gratz Campus	Hispanic	2013	Reading	14.3%	85.8%	42
Gratz Campus	Black	2013	Reading	24.1%	75.9%	40
Gratz Campus	All Subgroups	2014	Math	26.8%	73.2%	32
Gratz Campus	Econ Disadv	2014	Math	26.1%	73.9%	32
Gratz Campus	IEP	2014	Math	12.4%	87.6%	17
Gratz Campus	ELL	2014	Math	100.0%	0.0%	0
Gratz Campus	Hispanic	2014	Math	36.4%	63.7%	18
Gratz Campus	Multi-Ethnic	2014	Math	20.0%	80.0%	40
Gratz Campus	White	2014	Math	0.0%	100.0%	40
Gratz Campus	Asian	2014	Math	0.0%	100.0%	100
Gratz Campus	Black	2014	Math	27.0%	73.0%	32
Gratz Campus	All Subgroups	2014	Reading	36.3%	63.8%	33
Gratz Campus	Econ Disadv	2014	Reading	35.3%	64.7%	33
Gratz Campus	IEP	2014	Reading	19.4%	80.6%	22
Gratz Campus	ELL	2014	Reading	50.0%	50.0%	0
Gratz Campus	Hispanic	2014	Reading	54.6%	45.5%	27
Gratz Campus	Multi-Ethnic	2014	Reading	60.0%	40.0%	20
Gratz Campus	White	2014	Reading	40.0%	60.0%	40
Gratz Campus	Asian	2014	Reading	0.0%	100.0%	100
Gratz Campus	Black	2014	Reading	35.5%	64.6%	33
Cleveland Elementary	All Subgroups	2012	Math	26.6%	73.3%	25
Cleveland Elementary	Econ Disadv	2012	Math	26.9%	73.2%	26
Cleveland Elementary	IEP	2012	Math	8.5%	91.5%	10
Cleveland Elementary	Black	2012	Math	26.9%	73.1%	26
Cleveland Elementary	All Subgroups	2012	Reading	25.4%	74.5%	23
Cleveland Elementary	Econ Disadv	2012	Reading	25.4%	74.6%	23
Cleveland Elementary	IEP	2012	Reading	12.0%	88.0%	14
Cleveland Elementary	Black	2012	Reading	25.9%	74.2%	22
Cleveland Elementary	All Subgroups	2013	Math	46.9%	53.2%	23
Cleveland Elementary	Econ Disadv	2013	Math	47.7%	52.3%	20
Cleveland Elementary	IEP	2013	Math	8.8%	91.2%	15

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Cleveland Elementary	Multi-Ethnic	2013	Math	33.3%	66.6%	33
Cleveland Elementary	White	2013	Math	100.0%	0.0%	0
Cleveland Elementary	Hispanic	2013	Math	23.1%	76.9%	23
Cleveland Elementary	Asian	2013	Math	0.0%	100.0%	0
Cleveland Elementary	Black	2013	Math	47.6%	52.3%	21
Cleveland Elementary	All Subgroups	2013	Reading	36.7%	63.3%	23
Cleveland Elementary	Econ Disadv	2013	Reading	36.0%	63.9%	23
Cleveland Elementary	IEP	2013	Reading	10.5%	89.5%	7
Cleveland Elementary	Multi-Ethnic	2013	Reading	66.7%	33.3%	0
Cleveland Elementary	White	2013	Reading	100.0%	0.0%	0
Cleveland Elementary	Hispanic	2013	Reading	15.4%	84.6%	30
Cleveland Elementary	Asian	2013	Reading	0.0%	100.0%	0
Cleveland Elementary	Black	2013	Reading	37.1%	62.9%	23
Cleveland Elementary	All Subgroups	2014	Math	53.9%	46.0%	18
Cleveland Elementary	Econ Disadv	2014	Math	52.4%	47.7%	19
Cleveland Elementary	IEP	2014	Math	19.1%	81.0%	16
Cleveland Elementary	ELL	2014	Math	33.3%	66.7%	0
Cleveland Elementary	Hispanic	2014	Math	23.5%	76.4%	23
Cleveland Elementary	Multi-Ethnic	2014	Math	100.0%	0.0%	0
Cleveland Elementary	White	2014	Math	100.0%	0.0%	0
Cleveland Elementary	Black	2014	Math	54.7%	45.2%	18
Cleveland Elementary	All Subgroups	2014	Reading	43.2%	56.8%	19
Cleveland Elementary	Econ Disadv	2014	Reading	40.7%	59.3%	20
Cleveland Elementary	IEP	2014	Reading	14.4%	85.5%	10
Cleveland Elementary	ELL	2014	Reading	66.7%	33.3%	0
Cleveland Elementary	Hispanic	2014	Reading	23.5%	76.5%	29
Cleveland Elementary	Black	2014	Reading	43.7%	56.3%	19
Cleveland Elementary	Multi-Ethnic	2014	Reading	50.0%	50.0%	0
Cleveland Elementary	White	2014	Reading	100.0%	0.0%	0
Francis D. Pastorius	All Subgroups	2013	Math	22.0%	79.0%	23
Francis D. Pastorius	IEP	2013	Math	9.0%	91.0%	14
Francis D. Pastorius	All Subgroups	2013	Reading	21.0%	79.0%	26
Francis D. Pastorius	IEP	2013	Reading	5.0%	96.0%	14

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Francis D. Pastorius	All Subgroups	2014	Math	48.1%	51.9%	18
Francis D. Pastorius	Econ Disadv	2014	Math	47.8%	52.2%	18
Francis D. Pastorius	IEP	2014	Math	16.7%	83.4%	15
Francis D. Pastorius	ELL	2014	Math	0.0%	100.0%	0
Francis D. Pastorius	Hispanic	2014	Math	25.0%	75.0%	12
Francis D. Pastorius	Multi-Ethnic	2014	Math	42.9%	57.2%	28
Francis D. Pastorius	Black	2014	Math	48.9%	51.1%	17
Francis D. Pastorius	All Subgroups	2014	Reading	33.1%	67.0%	24
Francis D. Pastorius	Econ Disadv	2014	Reading	34.4%	65.7%	23
Francis D. Pastorius	IEP	2014	Reading	9.5%	90.5%	17
Francis D. Pastorius	ELL	2014	Reading	0.0%	100.0%	100
Francis D. Pastorius	Hispanic	2014	Reading	14.3%	85.8%	42
Francis D. Pastorius	Multi-Ethnic	2014	Reading	71.4%	28.6%	0
Francis D. Pastorius	Black	2014	Reading	32.6%	67.4%	24

MASTERY CHARTER SCHOOLS

GRADUATION DATA

	# of 2012 Grads	# of 2012 Students in Cohort	2012 Grad Rate	# of 2013 Grads	# of 2013 Students in Cohort	2013 Grad Rate	# of 2014 Grads	# of 2014 Students in Cohort	2014 Grad Rate
Lenfest	60	68	88.24%	58	66	87.88%	70	74	94.59%
Thomas	70	81	86.42%	49	57	85.96%	70	80	87.50%
Shoemaker	92	100	92.00%	102	107	95.33%	100	103	97.09%
Pickett	73	75	97.33%	81	88	92.05%	91	92	98.91%
Gratz	177	226	78.32%	189	236	80.08%	147	168	87.50%
All Schools	472	550	85.82%	479	554	86.46%	478	517	92.46%

SCHOOL

School	Year	Denominator	Direct		2 yr	%	4 yr	%
			Enrollment #	DE %				
Shoemaker	2012	98	73	74.50%	14	19%	59	81%
	2013	105	79	75.20%	14	18%	65	82%
	2014	104	80	76.20%	21	26%	59	74%

School	Year	Denominator	YR 1 Direct	YR 1 % Direct	YR 2 Direct	YR 2 % Direct	YR 4 Direct	YR 4 % Direct
			Enrollment #	Enrollment	Enrollment #	Enrollment	Enrollment #	Enrollment
Lenfest	2012	67	57	85%	18	32%	39	68%
	2013	65	53	81.50%	8	15%	45	85%
	2014	76	71	93.40%	3	4%	68	96%

School	Year	Denominator	YR 1 Direct	YR 1 % Direct	YR 2 Direct	YR 2 % Direct	YR 4 Direct	YR 4 % Direct
			Enrollment #	Enrollment	Enrollment #	Enrollment	Enrollment #	Enrollment
Pickett	2012	73	47	64.40%	17	36%	30	64%
	2013	85	56	66%	10	18%	46	82%
	2014	94	72	77%	14	19%	58	81%

School	Year	Denominator	YR 1 Direct	YR 1 % Direct	YR 2 Direct	YR 2 % Direct	YR 4 Direct	YR 4 % Direct
			Enrollment #	Enrollment	Enrollment #	Enrollment	Enrollment #	Enrollment
Thomas	2012	77	57	74%	13	23%	44	77%
	2013	54	44	81.50%	9	20%	35	80%
	2014	74	58	78.40%	12	21%	46	79%

School	Year	Denominator	YR 1 Direct	YR 1 % Direct	YR 2 Direct	YR 2 % Direct	YR 4 Direct	YR 4 % Direct
			Enrollment #	Enrollment	Enrollment #	Enrollment	Enrollment #	Enrollment
Gratz	2012	214	62	29%	24	39%	38	61%
	2013	191	73	38.20%	32	44%	41	56%
	2014	166	70	43.00%	28	40%	42	60%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Lenfest Campus	All Subgroups	2012	95.2%
Lenfest Campus	Econ Disadv	2012	94.6%
Lenfest Campus	IEP	2012	94.2%
Lenfest Campus	ELL	2012	96.2%
Lenfest Campus	Asian	2012	95.2%
Lenfest Campus	Black	2012	95.3%
Lenfest Campus	Multi-Ethnic	2012	82.3%
Lenfest Campus	Native American	2012	96.1%
Lenfest Campus	White	2012	97.0%
Lenfest Campus	Hispanic	2012	93.9%
Lenfest Campus	All Subgroups	2013	94.4%
Lenfest Campus	Econ Disadv	2013	94.6%
Lenfest Campus	IEP	2013	92.1%
Lenfest Campus	ELL	2013	89.4%
Lenfest Campus	Hispanic	2013	90.4%
Lenfest Campus	Multi-Ethnic	2013	91.8%
Lenfest Campus	Native American	2013	98.1%
Lenfest Campus	White	2013	95.3%
Lenfest Campus	Asian	2013	96.7%
Lenfest Campus	Black	2013	94.6%
Lenfest Campus	All Subgroups	2014	94.4%
Lenfest Campus	Econ Disadv	2014	94.5%
Lenfest Campus	IEP	2014	92.8%
Lenfest Campus	ELL	2014	92.0%
Lenfest Campus	Hispanic	2014	92.3%
Lenfest Campus	Multi-Ethnic	2014	89.6%
Lenfest Campus	Native American	2014	98.3%
Lenfest Campus	Asian	2014	98.9%
Lenfest Campus	Black	2014	94.5%
Lenfest Campus	White	2014	95.6%
Thomas Campus	All Subgroups	2012	94.9%
Thomas Campus	Econ Disadv	2012	94.8%
Thomas Campus	IEP	2012	94.6%
Thomas Campus	ELL	2012	94.9%
Thomas Campus	Multi-Ethnic	2012	90.9%
Thomas Campus	Native American	2012	97.9%
Thomas Campus	White	2012	93.5%
Thomas Campus	Asian	2012	96.0%
Thomas Campus	Black	2012	95.1%
Thomas Campus	Hispanic	2012	93.6%
Thomas Campus	All Subgroups	2013	93.9%
Thomas Campus	Econ Disadv	2013	95.0%
Thomas Campus	IEP	2013	92.4%
Thomas Campus	ELL	2013	94.7%
Thomas Campus	Multi-Ethnic	2013	94.6%
Thomas Campus	Native American	2013	97.6%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Thomas Campus	White	2013	90.8%
Thomas Campus	Hispanic	2013	92.6%
Thomas Campus	Asian	2013	95.7%
Thomas Campus	Black	2013	94.3%
Thomas Campus	All Subgroups	2014	94.6%
Thomas Campus	Econ Disadv	2014	95.0%
Thomas Campus	IEP	2014	93.1%
Thomas Campus	ELL	2014	96.5%
Thomas Campus	Hispanic	2014	94.1%
Thomas Campus	Multi-Ethnic	2014	95.1%
Thomas Campus	Native American	2014	98.3%
Thomas Campus	White	2014	93.5%
Thomas Campus	Asian	2014	96.8%
Thomas Campus	Black	2014	94.4%
Shoemaker Campus	All Subgroups	2012	95.3%
Shoemaker Campus	Econ Disadv	2012	95.2%
Shoemaker Campus	IEP	2012	93.0%
Shoemaker Campus	ELL	2012	93.4%
Shoemaker Campus	Hispanic	2012	96.7%
Shoemaker Campus	Native American	2012	98.1%
Shoemaker Campus	White	2012	99.3%
Shoemaker Campus	Asian	2012	88.1%
Shoemaker Campus	Black	2012	95.3%
Shoemaker Campus	All Subgroups	2013	95.6%
Shoemaker Campus	Econ Disadv	2013	95.8%
Shoemaker Campus	IEP	2013	93.8%
Shoemaker Campus	ELL	2013	94.9%
Shoemaker Campus	Hispanic	2013	96.1%
Shoemaker Campus	Multi-Ethnic	2013	99.8%
Shoemaker Campus	Native American	2013	96.2%
Shoemaker Campus	Asian	2013	83.9%
Shoemaker Campus	Black	2013	95.6%
Shoemaker Campus	All Subgroups	2014	95.1%
Shoemaker Campus	Econ Disadv	2014	95.6%
Shoemaker Campus	IEP	2014	93.0%
Shoemaker Campus	ELL	2014	97.5%
Shoemaker Campus	Multi-Ethnic	2014	98.1%
Shoemaker Campus	Native American	2014	96.4%
Shoemaker Campus	Hispanic	2014	95.9%
Shoemaker Campus	Asian	2014	100.0%
Shoemaker Campus	Black	2014	95.1%
Pickett Campus	All Subgroups	2012	91.8%
Pickett Campus	Econ Disadv	2012	91.9%
Pickett Campus	IEP	2012	89.9%
Pickett Campus	ELL	2012	99.5%
Pickett Campus	Hispanic	2012	94.5%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Pickett Campus	Asian	2012	97.9%
Pickett Campus	Black	2012	91.8%
Pickett Campus	All Subgroups	2013	91.4%
Pickett Campus	Econ Disadv	2013	92.7%
Pickett Campus	IEP	2013	89.2%
Pickett Campus	ELL	2013	97.3%
Pickett Campus	Hispanic	2013	93.9%
Pickett Campus	Black	2013	91.4%
Pickett Campus	All Subgroups	2014	92.5%
Pickett Campus	Econ Disadv	2014	93.0%
Pickett Campus	IEP	2014	90.6%
Pickett Campus	ELL	2014	95.2%
Pickett Campus	Multi-Ethnic	2014	100.0%
Pickett Campus	Hispanic	2014	91.9%
Pickett Campus	Asian	2014	94.8%
Pickett Campus	Black	2014	92.5%
Mann Elementary	All Subgroups	2012	94.7%
Mann Elementary	Econ Disadv	2012	94.7%
Mann Elementary	IEP	2012	94.1%
Mann Elementary	ELL	2012	94.7%
Mann Elementary	Hispanic	2012	92.8%
Mann Elementary	Native American	2012	94.1%
Mann Elementary	White	2012	98.9%
Mann Elementary	Asian	2012	96.8%
Mann Elementary	Black	2012	94.8%
Mann Elementary	Multi-Ethnic	2012	96.0%
Mann Elementary	All Subgroups	2013	94.0%
Mann Elementary	Econ Disadv	2013	94.3%
Mann Elementary	IEP	2013	92.9%
Mann Elementary	ELL	2013	92.9%
Mann Elementary	Hispanic	2013	91.9%
Mann Elementary	White	2013	90.2%
Mann Elementary	Asian	2013	89.5%
Mann Elementary	Black	2013	94.2%
Mann Elementary	Multi-Ethnic	2013	93.1%
Mann Elementary	Pacific Islander	2013	97.6%
Mann Elementary	All Subgroups	2014	92.6%
Mann Elementary	Econ Disadv	2014	92.7%
Mann Elementary	IEP	2014	91.0%
Mann Elementary	ELL	2014	94.2%
Mann Elementary	Multi-Ethnic	2014	91.3%
Mann Elementary	Pacific Islander	2014	97.8%
Mann Elementary	White	2014	96.6%
Mann Elementary	Asian	2014	92.6%
Mann Elementary	Black	2014	92.7%
Mann Elementary	Hispanic	2014	91.9%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Smedley Elementary	All Subgroups	2012	93.0%
Smedley Elementary	Econ Disadv	2012	93.1%
Smedley Elementary	IEP	2012	92.6%
Smedley Elementary	ELL	2012	92.9%
Smedley Elementary	Hispanic	2012	92.3%
Smedley Elementary	Multi-Ethnic	2012	91.9%
Smedley Elementary	Native American	2012	93.2%
Smedley Elementary	Asian	2012	96.1%
Smedley Elementary	Black	2012	93.1%
Smedley Elementary	White	2012	95.0%
Smedley Elementary	All Subgroups	2013	94.0%
Smedley Elementary	Econ Disadv	2013	94.3%
Smedley Elementary	IEP	2013	93.6%
Smedley Elementary	ELL	2013	94.1%
Smedley Elementary	Hispanic	2013	92.6%
Smedley Elementary	Multi-Ethnic	2013	92.6%
Smedley Elementary	Native American	2013	94.0%
Smedley Elementary	White	2013	95.4%
Smedley Elementary	Black	2013	94.4%
Smedley Elementary	Asian	2013	97.2%
Smedley Elementary	All Subgroups	2014	92.8%
Smedley Elementary	Econ Disadv	2014	93.1%
Smedley Elementary	IEP	2014	91.8%
Smedley Elementary	ELL	2014	92.9%
Smedley Elementary	Native American	2014	86.5%
Smedley Elementary	White	2014	92.7%
Smedley Elementary	Asian	2014	95.3%
Smedley Elementary	Black	2014	93.2%
Smedley Elementary	Hispanic	2014	92.5%
Smedley Elementary	Multi-Ethnic	2014	91.2%
Harrity Elementary	All Subgroups	2012	94.1%
Harrity Elementary	Econ Disadv	2012	93.9%
Harrity Elementary	IEP	2012	94.4%
Harrity Elementary	ELL	2012	95.2%
Harrity Elementary	Hispanic	2012	91.4%
Harrity Elementary	White	2012	99.4%
Harrity Elementary	Black	2012	94.1%
Harrity Elementary	All Subgroups	2013	94.4%
Harrity Elementary	Econ Disadv	2013	94.6%
Harrity Elementary	IEP	2013	94.5%
Harrity Elementary	ELL	2013	97.3%
Harrity Elementary	White	2013	99.5%
Harrity Elementary	Black	2013	94.5%
Harrity Elementary	Hispanic	2013	91.1%
Harrity Elementary	Multi-Ethnic	2013	95.4%
Harrity Elementary	All Subgroups	2014	93.4%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Harrity Elementary	Econ Disadv	2014	93.6%
Harrity Elementary	IEP	2014	93.5%
Harrity Elementary	ELL	2014	97.6%
Harrity Elementary	Multi-Ethnic	2014	99.4%
Harrity Elementary	White	2014	99.4%
Harrity Elementary	Hispanic	2014	92.8%
Harrity Elementary	Black	2014	93.4%
Harrity Elementary	Native American	2014	94.7%
Clymer Elementary	All Subgroups	2012	91.9%
Clymer Elementary	Econ Disadv	2012	92.0%
Clymer Elementary	IEP	2012	90.7%
Clymer Elementary	ELL	2012	91.5%
Clymer Elementary	Native American	2012	92.3%
Clymer Elementary	White	2012	95.1%
Clymer Elementary	Black	2012	92.0%
Clymer Elementary	Hispanic	2012	90.5%
Clymer Elementary	All Subgroups	2013	93.3%
Clymer Elementary	Econ Disadv	2013	93.7%
Clymer Elementary	IEP	2013	91.1%
Clymer Elementary	ELL	2013	93.6%
Clymer Elementary	Black	2013	93.6%
Clymer Elementary	Multi-Ethnic	2013	80.5%
Clymer Elementary	Native American	2013	83.7%
Clymer Elementary	White	2013	93.4%
Clymer Elementary	Hispanic	2013	91.6%
Clymer Elementary	All Subgroups	2014	92.6%
Clymer Elementary	Econ Disadv	2014	92.9%
Clymer Elementary	IEP	2014	90.1%
Clymer Elementary	ELL	2014	91.0%
Clymer Elementary	Hispanic	2014	89.5%
Clymer Elementary	Multi-Ethnic	2014	82.1%
Clymer Elementary	Black	2014	93.0%
Clymer Elementary	White	2014	93.6%
Clymer Elementary	Native American	2014	91.7%
Hardy Williams Academy	All Subgroups	2012	95.3%
Hardy Williams Academy	Econ Disadv	2012	95.3%
Hardy Williams Academy	IEP	2012	95.6%
Hardy Williams Academy	Multi-Ethnic	2012	96.3%
Hardy Williams Academy	White	2012	95.1%
Hardy Williams Academy	Asian	2012	96.9%
Hardy Williams Academy	Black	2012	95.3%
Hardy Williams Academy	Hispanic	2012	91.8%
Hardy Williams Academy	All Subgroups	2013	95.0%
Hardy Williams Academy	Econ Disadv	2013	95.3%
Hardy Williams Academy	IEP	2013	93.5%
Hardy Williams Academy	ELL	2013	96.5%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Hardy Williams Academy	Hispanic	2013	88.0%
Hardy Williams Academy	Multi-Ethnic	2013	97.4%
Hardy Williams Academy	White	2013	96.7%
Hardy Williams Academy	Asian	2013	97.1%
Hardy Williams Academy	Black	2013	95.0%
Hardy Williams Academy	All Subgroups	2014	93.6%
Hardy Williams Academy	Econ Disadv	2014	94.0%
Hardy Williams Academy	IEP	2014	92.8%
Hardy Williams Academy	ELL	2014	98.4%
Hardy Williams Academy	Hispanic	2014	92.4%
Hardy Williams Academy	Multi-Ethnic	2014	97.3%
Hardy Williams Academy	White	2014	96.9%
Hardy Williams Academy	Asian	2014	93.9%
Hardy Williams Academy	Black	2014	93.6%
Gratz Campus	All Subgroups	2012	78.0%
Gratz Campus	Econ Disadv	2012	76.6%
Gratz Campus	IEP	2012	76.9%
Gratz Campus	ELL	2012	86.3%
Gratz Campus	Multi-Ethnic	2012	66.5%
Gratz Campus	Native American	2012	69.2%
Gratz Campus	White	2012	80.3%
Gratz Campus	Black	2012	77.9%
Gratz Campus	Hispanic	2012	83.6%
Gratz Campus	All Subgroups	2013	83.3%
Gratz Campus	Econ Disadv	2013	85.3%
Gratz Campus	IEP	2013	80.5%
Gratz Campus	ELL	2013	86.3%
Gratz Campus	Multi-Ethnic	2013	88.8%
Gratz Campus	Native American	2013	0.0%
Gratz Campus	White	2013	64.5%
Gratz Campus	Hispanic	2013	82.0%
Gratz Campus	Black	2013	83.3%
Gratz Campus	All Subgroups	2014	82.6%
Gratz Campus	Econ Disadv	2014	84.3%
Gratz Campus	IEP	2014	80.2%
Gratz Campus	ELL	2014	81.7%
Gratz Campus	Hispanic	2014	78.3%
Gratz Campus	Multi-Ethnic	2014	84.8%
Gratz Campus	White	2014	85.8%
Gratz Campus	Asian	2014	79.0%
Gratz Campus	Black	2014	82.7%
Cleveland Elementary	All Subgroups	2013	94.4%
Cleveland Elementary	Econ Disadv	2013	95.0%
Cleveland Elementary	IEP	2013	93.1%
Cleveland Elementary	ELL	2013	100.0%
Cleveland Elementary	Native American	2013	94.9%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Cleveland Elementary	Multi-Ethnic	2013	96.2%
Cleveland Elementary	White	2013	96.3%
Cleveland Elementary	Hispanic	2013	94.3%
Cleveland Elementary	Asian	2013	98.4%
Cleveland Elementary	Black	2013	94.3%
Cleveland Elementary	All Subgroups	2014	94.5%
Cleveland Elementary	Econ Disadv	2014	94.8%
Cleveland Elementary	IEP	2014	93.7%
Cleveland Elementary	ELL	2014	93.1%
Cleveland Elementary	Hispanic	2014	91.8%
Cleveland Elementary	Multi-Ethnic	2014	95.2%
Cleveland Elementary	Native American	2014	92.9%
Cleveland Elementary	White	2014	89.2%
Cleveland Elementary	Asian	2014	91.2%
Cleveland Elementary	Black	2014	94.6%
Francis D. Pastorius	All Subgroups	2014	92.1%
Francis D. Pastorius	Econ Disadv	2014	92.7%
Francis D. Pastorius	IEP	2014	91.5%
Francis D. Pastorius	ELL	2014	78.2%
Francis D. Pastorius	Hispanic	2014	88.9%
Francis D. Pastorius	Multi-Ethnic	2014	92.2%
Francis D. Pastorius	Black	2014	92.2%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Lenfest Campus	All Subgroups	2012	98%
Lenfest Campus	Econ Disadv	2012	97%
Lenfest Campus	IEP	2012	98%
Lenfest Campus	ELL	2012	94%
Lenfest Campus	Black	2012	98%
Lenfest Campus	Asian	2012	100%
Lenfest Campus	White	2012	100%
Lenfest Campus	Hispanic	2012	96%
Lenfest Campus	Multi-Ethnic	2012	100%
Lenfest Campus	Native American	2012	100%
Lenfest Campus	All Subgroups	2013	96%
Lenfest Campus	Econ Disadv	2013	99%
Lenfest Campus	IEP	2013	98%
Lenfest Campus	ELL	2013	100%
Lenfest Campus	Multi-Ethnic	2013	100%
Lenfest Campus	Hispanic	2013	97%
Lenfest Campus	White	2013	100%
Lenfest Campus	Asian	2013	100%
Lenfest Campus	Native American	2013	57%
Lenfest Campus	Black	2013	96%
Lenfest Campus	All Subgroups	2014	96%
Lenfest Campus	Econ Disadv	2014	100%
Lenfest Campus	IEP	2014	95%
Lenfest Campus	ELL	2014	100%
Lenfest Campus	Hispanic	2014	100%
Lenfest Campus	Multi-Ethnic	2014	88%
Lenfest Campus	Asian	2014	100%
Lenfest Campus	Black	2014	96%
Lenfest Campus	Native American	2014	100%
Lenfest Campus	White	2014	100%
Thomas Campus	All Subgroups	2012	97%
Thomas Campus	Econ Disadv	2012	96%
Thomas Campus	IEP	2012	96%
Thomas Campus	ELL	2012	99%
Thomas Campus	Black	2012	97%
Thomas Campus	Asian	2012	97%
Thomas Campus	Multi-Ethnic	2012	100%
Thomas Campus	Hispanic	2012	92%
Thomas Campus	White	2012	96%
Thomas Campus	Native American	2012	100%
Thomas Campus	All Subgroups	2013	97%
Thomas Campus	Econ Disadv	2013	100%
Thomas Campus	IEP	2013	96%
Thomas Campus	ELL	2013	98%
Thomas Campus	Native American	2013	100%
Thomas Campus	Hispanic	2013	100%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Thomas Campus	Asian	2013	99%
Thomas Campus	White	2013	96%
Thomas Campus	Black	2013	96%
Thomas Campus	Multi-Ethnic	2013	98%
Thomas Campus	All Subgroups	2014	97%
Thomas Campus	Econ Disadv	2014	100%
Thomas Campus	IEP	2014	95%
Thomas Campus	ELL	2014	97%
Thomas Campus	Native American	2014	100%
Thomas Campus	Multi-Ethnic	2014	100%
Thomas Campus	Black	2014	97%
Thomas Campus	Asian	2014	98%
Thomas Campus	White	2014	93%
Thomas Campus	Hispanic	2014	96%
Shoemaker Campus	All Subgroups	2012	98%
Shoemaker Campus	Econ Disadv	2012	97%
Shoemaker Campus	IEP	2012	99%
Shoemaker Campus	ELL	2012	100%
Shoemaker Campus	Hispanic	2012	91%
Shoemaker Campus	Native American	2012	100%
Shoemaker Campus	White	2012	0%
Shoemaker Campus	Asian	2012	100%
Shoemaker Campus	Black	2012	98%
Shoemaker Campus	All Subgroups	2013	97%
Shoemaker Campus	Econ Disadv	2013	99%
Shoemaker Campus	IEP	2013	97%
Shoemaker Campus	ELL	2013	78%
Shoemaker Campus	Multi-Ethnic	2013	100%
Shoemaker Campus	Native American	2013	100%
Shoemaker Campus	Asian	2013	56%
Shoemaker Campus	Black	2013	97%
Shoemaker Campus	Hispanic	2013	85%
Shoemaker Campus	All Subgroups	2014	97%
Shoemaker Campus	Econ Disadv	2014	100%
Shoemaker Campus	IEP	2014	97%
Shoemaker Campus	ELL	2014	100%
Shoemaker Campus	Hispanic	2014	100%
Shoemaker Campus	Multi-Ethnic	2014	100%
Shoemaker Campus	Native American	2014	100%
Shoemaker Campus	Black	2014	97%
Shoemaker Campus	Asian	2014	100%
Pickett Campus	All Subgroups	2012	95%
Pickett Campus	Econ Disadv	2012	93%
Pickett Campus	IEP	2012	95%
Pickett Campus	ELL	2012	100%
Pickett Campus	Black	2012	95%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Pickett Campus	Asian	2012	100%
Pickett Campus	Hispanic	2012	97%
Pickett Campus	All Subgroups	2013	95%
Pickett Campus	Econ Disadv	2013	99%
Pickett Campus	IEP	2013	94%
Pickett Campus	ELL	2013	100%
Pickett Campus	Hispanic	2013	100%
Pickett Campus	Black	2013	95%
Pickett Campus	All Subgroups	2014	93%
Pickett Campus	Econ Disadv	2014	99%
Pickett Campus	IEP	2014	90%
Pickett Campus	ELL	2014	100%
Pickett Campus	Multi-Ethnic	2014	100%
Pickett Campus	Hispanic	2014	83%
Pickett Campus	Black	2014	93%
Pickett Campus	Asian	2014	100%
Mann Elementary	All Subgroups	2012	98%
Mann Elementary	Econ Disadv	2012	97%
Mann Elementary	IEP	2012	100%
Mann Elementary	ELL	2012	93%
Mann Elementary	Hispanic	2012	98%
Mann Elementary	Native American	2012	100%
Mann Elementary	Multi-Ethnic	2012	98%
Mann Elementary	Black	2012	98%
Mann Elementary	Asian	2012	91%
Mann Elementary	White	2012	100%
Mann Elementary	All Subgroups	2013	98%
Mann Elementary	Econ Disadv	2013	100%
Mann Elementary	IEP	2013	98%
Mann Elementary	ELL	2013	99%
Mann Elementary	Pacific Islander	2013	100%
Mann Elementary	Multi-Ethnic	2013	98%
Mann Elementary	Hispanic	2013	98%
Mann Elementary	Black	2013	98%
Mann Elementary	Asian	2013	100%
Mann Elementary	White	2013	100%
Mann Elementary	All Subgroups	2014	97%
Mann Elementary	Econ Disadv	2014	99%
Mann Elementary	IEP	2014	96%
Mann Elementary	ELL	2014	98%
Mann Elementary	Pacific Islander	2014	100%
Mann Elementary	Hispanic	2014	95%
Mann Elementary	Black	2014	97%
Mann Elementary	White	2014	100%
Mann Elementary	Asian	2014	100%
Mann Elementary	Multi-Ethnic	2014	97%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Smedley Elementary	All Subgroups	2012	95%
Smedley Elementary	Econ Disadv	2012	93%
Smedley Elementary	IEP	2012	95%
Smedley Elementary	ELL	2012	96%
Smedley Elementary	Multi-Ethnic	2012	92%
Smedley Elementary	White	2012	99%
Smedley Elementary	Asian	2012	100%
Smedley Elementary	Native American	2012	100%
Smedley Elementary	Black	2012	95%
Smedley Elementary	Hispanic	2012	95%
Smedley Elementary	All Subgroups	2013	96%
Smedley Elementary	Econ Disadv	2013	99%
Smedley Elementary	IEP	2013	98%
Smedley Elementary	ELL	2013	99%
Smedley Elementary	Hispanic	2013	98%
Smedley Elementary	Native American	2013	100%
Smedley Elementary	Asian	2013	100%
Smedley Elementary	Multi-Ethnic	2013	97%
Smedley Elementary	Black	2013	96%
Smedley Elementary	White	2013	95%
Smedley Elementary	All Subgroups	2014	95%
Smedley Elementary	Econ Disadv	2014	100%
Smedley Elementary	IEP	2014	94%
Smedley Elementary	ELL	2014	98%
Smedley Elementary	Hispanic	2014	96%
Smedley Elementary	Multi-Ethnic	2014	96%
Smedley Elementary	Native American	2014	88%
Smedley Elementary	Asian	2014	100%
Smedley Elementary	Black	2014	95%
Smedley Elementary	White	2014	91%
Harrity Elementary	All Subgroups	2012	97%
Harrity Elementary	Econ Disadv	2012	96%
Harrity Elementary	IEP	2012	97%
Harrity Elementary	ELL	2012	100%
Harrity Elementary	Hispanic	2012	100%
Harrity Elementary	White	2012	100%
Harrity Elementary	Black	2012	97%
Harrity Elementary	All Subgroups	2013	98%
Harrity Elementary	Econ Disadv	2013	99%
Harrity Elementary	IEP	2013	97%
Harrity Elementary	ELL	2013	96%
Harrity Elementary	Multi-Ethnic	2013	100%
Harrity Elementary	Hispanic	2013	100%
Harrity Elementary	Black	2013	98%
Harrity Elementary	White	2013	100%
Harrity Elementary	All Subgroups	2014	97%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Harrity Elementary	Econ Disadv	2014	100%
Harrity Elementary	IEP	2014	98%
Harrity Elementary	ELL	2014	100%
Harrity Elementary	Native American	2014	100%
Harrity Elementary	Multi-Ethnic	2014	100%
Harrity Elementary	Hispanic	2014	100%
Harrity Elementary	White	2014	100%
Harrity Elementary	Black	2014	97%
Clymer Elementary	All Subgroups	2012	96%
Clymer Elementary	Econ Disadv	2012	96%
Clymer Elementary	IEP	2012	96%
Clymer Elementary	ELL	2012	100%
Clymer Elementary	Hispanic	2012	96%
Clymer Elementary	Black	2012	96%
Clymer Elementary	White	2012	100%
Clymer Elementary	Native American	2012	100%
Clymer Elementary	All Subgroups	2013	95%
Clymer Elementary	Econ Disadv	2013	99%
Clymer Elementary	IEP	2013	95%
Clymer Elementary	ELL	2013	100%
Clymer Elementary	Native American	2013	57%
Clymer Elementary	White	2013	100%
Clymer Elementary	Black	2013	95%
Clymer Elementary	Hispanic	2013	97%
Clymer Elementary	Multi-Ethnic	2013	100%
Clymer Elementary	All Subgroups	2014	95%
Clymer Elementary	Econ Disadv	2014	99%
Clymer Elementary	IEP	2014	98%
Clymer Elementary	ELL	2014	100%
Clymer Elementary	Hispanic	2014	93%
Clymer Elementary	Multi-Ethnic	2014	100%
Clymer Elementary	Native American	2014	100%
Clymer Elementary	Black	2014	96%
Clymer Elementary	White	2014	100%
Hardy Williams Academy	All Subgroups	2012	99%
Hardy Williams Academy	Econ Disadv	2012	98%
Hardy Williams Academy	IEP	2012	99%
Hardy Williams Academy	Asian	2012	100%
Hardy Williams Academy	Black	2012	99%
Hardy Williams Academy	White	2012	100%
Hardy Williams Academy	Hispanic	2012	100%
Hardy Williams Academy	Multi-Ethnic	2012	100%
Hardy Williams Academy	All Subgroups	2013	99%
Hardy Williams Academy	Econ Disadv	2013	100%
Hardy Williams Academy	IEP	2013	100%
Hardy Williams Academy	ELL	2013	100%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Hardy Williams Academy	Multi-Ethnic	2013	100%
Hardy Williams Academy	Hispanic	2013	90%
Hardy Williams Academy	White	2013	100%
Hardy Williams Academy	Black	2013	99%
Hardy Williams Academy	Asian	2013	100%
Hardy Williams Academy	All Subgroups	2014	97%
Hardy Williams Academy	Econ Disadv	2014	100%
Hardy Williams Academy	IEP	2014	97%
Hardy Williams Academy	ELL	2014	100%
Hardy Williams Academy	Multi-Ethnic	2014	100%
Hardy Williams Academy	Hispanic	2014	100%
Hardy Williams Academy	Asian	2014	100%
Hardy Williams Academy	Black	2014	97%
Hardy Williams Academy	White	2014	100%
Gratz Campus	All Subgroups	2012	85%
Gratz Campus	Econ Disadv	2012	78%
Gratz Campus	IEP	2012	88%
Gratz Campus	ELL	2012	100%
Gratz Campus	Hispanic	2012	84%
Gratz Campus	Multi-Ethnic	2012	88%
Gratz Campus	Black	2012	85%
Gratz Campus	Native American	2012	100%
Gratz Campus	White	2012	67%
Gratz Campus	All Subgroups	2013	88%
Gratz Campus	Econ Disadv	2013	97%
Gratz Campus	IEP	2013	85%
Gratz Campus	ELL	2013	85%
Gratz Campus	White	2013	80%
Gratz Campus	Multi-Ethnic	2013	96%
Gratz Campus	Black	2013	88%
Gratz Campus	Hispanic	2013	84%
Gratz Campus	Native American	2013	0%
Gratz Campus	All Subgroups	2014	84%
Gratz Campus	Econ Disadv	2014	97%
Gratz Campus	IEP	2014	86%
Gratz Campus	ELL	2014	77%
Gratz Campus	Hispanic	2014	83%
Gratz Campus	Asian	2014	67%
Gratz Campus	Multi-Ethnic	2014	87%
Gratz Campus	Black	2014	84%
Gratz Campus	White	2014	80%
Cleveland Elementary	All Subgroups	2013	96%
Cleveland Elementary	Econ Disadv	2013	98%
Cleveland Elementary	IEP	2013	98%
Cleveland Elementary	ELL	2013	100%
Cleveland Elementary	Hispanic	2013	88%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Cleveland Elementary	Multi-Ethnic	2013	94%
Cleveland Elementary	Native American	2013	100%
Cleveland Elementary	White	2013	73%
Cleveland Elementary	Asian	2013	100%
Cleveland Elementary	Black	2013	96%
Cleveland Elementary	All Subgroups	2014	94%
Cleveland Elementary	Econ Disadv	2014	99%
Cleveland Elementary	IEP	2014	95%
Cleveland Elementary	ELL	2014	84%
Cleveland Elementary	Hispanic	2014	89%
Cleveland Elementary	Multi-Ethnic	2014	95%
Cleveland Elementary	Native American	2014	0%
Cleveland Elementary	Black	2014	95%
Cleveland Elementary	Asian	2014	0%
Cleveland Elementary	White	2014	80%
Francis D. Pastorius	All Subgroups	2014	96%
Francis D. Pastorius	Econ Disadv	2014	100%
Francis D. Pastorius	IEP	2014	99%
Francis D. Pastorius	ELL	2014	100%
Francis D. Pastorius	Hispanic	2014	100%
Francis D. Pastorius	Multi-Ethnic	2014	94%
Francis D. Pastorius	Black	2014	95%

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Lenfest Campus	All Subgroups	2012	0.57
Lenfest Campus	Econ Disadv	2012	1.31
Lenfest Campus	IEP	2012	0.00
Lenfest Campus	ELL	2012	0.00
Lenfest Campus	Hispanic	2012	0.00
Lenfest Campus	Asian	2012	0.00
Lenfest Campus	Black	2012	0.63
Lenfest Campus	Multi-Ethnic	2012	0.00
Lenfest Campus	Native American	2012	0.00
Lenfest Campus	White	2012	0.00
Lenfest Campus	All Subgroups	2013	0.76
Lenfest Campus	Econ Disadv	2013	0.00
Lenfest Campus	IEP	2013	0.00
Lenfest Campus	ELL	2013	0.00
Lenfest Campus	Hispanic	2013	0.00
Lenfest Campus	Multi-Ethnic	2013	0.00
Lenfest Campus	Native American	2013	0.00
Lenfest Campus	White	2013	0.00
Lenfest Campus	Asian	2013	0.00
Lenfest Campus	Black	2013	0.82
Lenfest Campus	All Subgroups	2014	0.18
Lenfest Campus	Econ Disadv	2014	0.00
Lenfest Campus	IEP	2014	0.84
Lenfest Campus	ELL	2014	0.00
Lenfest Campus	Hispanic	2014	0.00
Lenfest Campus	Multi-Ethnic	2014	0.00
Lenfest Campus	Native American	2014	0.00
Lenfest Campus	White	2014	0.00
Lenfest Campus	Asian	2014	0.00
Lenfest Campus	Black	2014	0.20
Thomas Campus	All Subgroups	2012	0.50
Thomas Campus	Econ Disadv	2012	0.55
Thomas Campus	IEP	2012	0.96
Thomas Campus	ELL	2012	0.00
Thomas Campus	Hispanic	2012	0.00
Thomas Campus	Multi-Ethnic	2012	0.00
Thomas Campus	Native American	2012	0.00
Thomas Campus	White	2012	3.70
Thomas Campus	Asian	2012	0.00
Thomas Campus	Black	2012	0.00
Thomas Campus	All Subgroups	2013	0.16
Thomas Campus	Econ Disadv	2013	0.00
Thomas Campus	IEP	2013	0.00
Thomas Campus	ELL	2013	0.00
Thomas Campus	Hispanic	2013	0.00
Thomas Campus	Asian	2013	0.00

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Thomas Campus	Black	2013	0.27
Thomas Campus	Multi-Ethnic	2013	0.00
Thomas Campus	Native American	2013	0.00
Thomas Campus	White	2013	0.00
Thomas Campus	All Subgroups	2014	0.18
Thomas Campus	Econ Disadv	2014	0.24
Thomas Campus	IEP	2014	0.64
Thomas Campus	ELL	2014	0.00
Thomas Campus	Hispanic	2014	0.00
Thomas Campus	Multi-Ethnic	2014	0.00
Thomas Campus	Native American	2014	0.00
Thomas Campus	White	2014	0.00
Thomas Campus	Asian	2014	0.00
Thomas Campus	Black	2014	0.36
Shoemaker Campus	All Subgroups	2012	0.14
Shoemaker Campus	Econ Disadv	2012	0.26
Shoemaker Campus	IEP	2012	0.00
Shoemaker Campus	ELL	2012	0.00
Shoemaker Campus	Hispanic	2012	0.00
Shoemaker Campus	Asian	2012	0.00
Shoemaker Campus	Black	2012	0.14
Shoemaker Campus	Native American	2012	0.00
Shoemaker Campus	White	2012	0.00
Shoemaker Campus	All Subgroups	2013	0.00
Shoemaker Campus	Econ Disadv	2013	0.00
Shoemaker Campus	IEP	2013	0.00
Shoemaker Campus	ELL	2013	0.00
Shoemaker Campus	Hispanic	2013	0.00
Shoemaker Campus	Multi-Ethnic	2013	0.00
Shoemaker Campus	Native American	2013	0.00
Shoemaker Campus	Asian	2013	0.00
Shoemaker Campus	Black	2013	0.00
Shoemaker Campus	All Subgroups	2014	0.00
Shoemaker Campus	Econ Disadv	2014	0.00
Shoemaker Campus	IEP	2014	0.00
Shoemaker Campus	ELL	2014	0.00
Shoemaker Campus	Hispanic	2014	0.00
Shoemaker Campus	Multi-Ethnic	2014	0.00
Shoemaker Campus	Native American	2014	0.00
Shoemaker Campus	Asian	2014	0.00
Shoemaker Campus	Black	2014	0.00
Pickett Campus	All Subgroups	2012	1.55
Pickett Campus	Econ Disadv	2012	2.02
Pickett Campus	IEP	2012	0.59
Pickett Campus	ELL	2012	0.00
Pickett Campus	Hispanic	2012	0.00

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Pickett Campus	Asian	2012	0.00
Pickett Campus	Black	2012	1.58
Pickett Campus	All Subgroups	2013	0.00
Pickett Campus	Econ Disadv	2013	0.00
Pickett Campus	IEP	2013	0.00
Pickett Campus	ELL	2013	0.00
Pickett Campus	Hispanic	2013	0.00
Pickett Campus	Black	2013	0.00
Pickett Campus	All Subgroups	2014	0.49
Pickett Campus	Econ Disadv	2014	0.58
Pickett Campus	IEP	2014	0.00
Pickett Campus	ELL	2014	0.00
Pickett Campus	Hispanic	2014	0.00
Pickett Campus	Asian	2014	0.00
Pickett Campus	Black	2014	0.50
Pickett Campus	Multi-Ethnic	2014	0.00
Mann Elementary	All Subgroups	2012	0.19
Mann Elementary	Econ Disadv	2012	0.26
Mann Elementary	IEP	2012	0.00
Mann Elementary	ELL	2012	0.00
Mann Elementary	Hispanic	2012	0.00
Mann Elementary	Multi-Ethnic	2012	0.00
Mann Elementary	Native American	2012	0.00
Mann Elementary	White	2012	0.00
Mann Elementary	Asian	2012	0.00
Mann Elementary	Black	2012	0.21
Mann Elementary	All Subgroups	2013	0.00
Mann Elementary	Econ Disadv	2013	0.00
Mann Elementary	IEP	2013	0.00
Mann Elementary	ELL	2013	0.00
Mann Elementary	Hispanic	2013	0.00
Mann Elementary	Multi-Ethnic	2013	0.00
Mann Elementary	Pacific Islander	2013	0.00
Mann Elementary	White	2013	0.00
Mann Elementary	Asian	2013	0.00
Mann Elementary	Black	2013	0.00
Mann Elementary	All Subgroups	2014	0.00
Mann Elementary	Econ Disadv	2014	0.00
Mann Elementary	IEP	2014	0.00
Mann Elementary	ELL	2014	0.00
Mann Elementary	Hispanic	2014	0.00
Mann Elementary	Multi-Ethnic	2014	0.00
Mann Elementary	Pacific Islander	2014	0.00
Mann Elementary	White	2014	0.00
Mann Elementary	Asian	2014	0.00
Mann Elementary	Black	2014	0.00

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Smedley Elementary	All Subgroups	2012	0.28
Smedley Elementary	Econ Disadv	2012	0.37
Smedley Elementary	IEP	2012	1.38
Smedley Elementary	ELL	2012	0.00
Smedley Elementary	Hispanic	2012	0.00
Smedley Elementary	Multi-Ethnic	2012	0.00
Smedley Elementary	Native American	2012	0.00
Smedley Elementary	White	2012	0.00
Smedley Elementary	Asian	2012	0.00
Smedley Elementary	Black	2012	0.40
Smedley Elementary	All Subgroups	2013	0.00
Smedley Elementary	Econ Disadv	2013	0.00
Smedley Elementary	IEP	2013	0.00
Smedley Elementary	ELL	2013	0.00
Smedley Elementary	Hispanic	2013	0.00
Smedley Elementary	Asian	2013	0.00
Smedley Elementary	Black	2013	0.00
Smedley Elementary	Multi-Ethnic	2013	0.00
Smedley Elementary	Native American	2013	0.00
Smedley Elementary	White	2013	0.00
Smedley Elementary	All Subgroups	2014	0.00
Smedley Elementary	Econ Disadv	2014	0.00
Smedley Elementary	IEP	2014	0.00
Smedley Elementary	ELL	2014	0.00
Smedley Elementary	Hispanic	2014	0.00
Smedley Elementary	Multi-Ethnic	2014	0.00
Smedley Elementary	Native American	2014	0.00
Smedley Elementary	White	2014	0.00
Smedley Elementary	Asian	2014	0.00
Smedley Elementary	Black	2014	0.00
Harrity Elementary	All Subgroups	2012	0.00
Harrity Elementary	Econ Disadv	2012	0.00
Harrity Elementary	IEP	2012	0.00
Harrity Elementary	ELL	2012	0.00
Harrity Elementary	Hispanic	2012	0.00
Harrity Elementary	Black	2012	0.00
Harrity Elementary	White	2012	0.00
Harrity Elementary	All Subgroups	2013	0.00
Harrity Elementary	Econ Disadv	2013	0.00
Harrity Elementary	IEP	2013	0.00
Harrity Elementary	ELL	2013	0.00
Harrity Elementary	Hispanic	2013	0.00
Harrity Elementary	Multi-Ethnic	2013	0.00
Harrity Elementary	White	2013	0.00
Harrity Elementary	Black	2013	0.00
Harrity Elementary	All Subgroups	2014	0.00

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Harrity Elementary	Econ Disadv	2014	0.00
Harrity Elementary	IEP	2014	0.00
Harrity Elementary	ELL	2014	0.00
Harrity Elementary	Hispanic	2014	0.00
Harrity Elementary	Multi-Ethnic	2014	0.00
Harrity Elementary	Native American	2014	0.00
Harrity Elementary	White	2014	0.00
Harrity Elementary	Black	2014	0.00
Clymer Elementary	All Subgroups	2012	0.00
Clymer Elementary	Econ Disadv	2012	0.00
Clymer Elementary	IEP	2012	0.00
Clymer Elementary	ELL	2012	0.00
Clymer Elementary	Hispanic	2012	0.00
Clymer Elementary	Native American	2012	0.00
Clymer Elementary	White	2012	0.00
Clymer Elementary	Black	2012	0.00
Clymer Elementary	All Subgroups	2013	0.00
Clymer Elementary	Econ Disadv	2013	0.00
Clymer Elementary	IEP	2013	0.00
Clymer Elementary	ELL	2013	0.00
Clymer Elementary	Hispanic	2013	0.00
Clymer Elementary	Multi-Ethnic	2013	0.00
Clymer Elementary	Native American	2013	0.00
Clymer Elementary	White	2013	0.00
Clymer Elementary	Black	2013	0.00
Clymer Elementary	All Subgroups	2014	0.00
Clymer Elementary	Econ Disadv	2014	0.00
Clymer Elementary	IEP	2014	0.00
Clymer Elementary	ELL	2014	0.00
Clymer Elementary	Hispanic	2014	0.00
Clymer Elementary	Black	2014	0.00
Clymer Elementary	Multi-Ethnic	2014	0.00
Clymer Elementary	Native American	2014	0.00
Clymer Elementary	White	2014	0.00
Hardy Williams Academy	All Subgroups	2012	0.00
Hardy Williams Academy	Econ Disadv	2012	0.00
Hardy Williams Academy	IEP	2012	0.00
Hardy Williams Academy	Multi-Ethnic	2012	0.00
Hardy Williams Academy	White	2012	0.00
Hardy Williams Academy	Hispanic	2012	0.00
Hardy Williams Academy	Asian	2012	0.00
Hardy Williams Academy	Black	2012	0.00
Hardy Williams Academy	All Subgroups	2013	0.11
Hardy Williams Academy	Econ Disadv	2013	0.00
Hardy Williams Academy	IEP	2013	0.00
Hardy Williams Academy	ELL	2013	0.00

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Hardy Williams Academy	Hispanic	2013	0.00
Hardy Williams Academy	Multi-Ethnic	2013	0.00
Hardy Williams Academy	White	2013	0.00
Hardy Williams Academy	Asian	2013	0.00
Hardy Williams Academy	Black	2013	0.11
Hardy Williams Academy	All Subgroups	2014	0.00
Hardy Williams Academy	Econ Disadv	2014	0.00
Hardy Williams Academy	IEP	2014	0.00
Hardy Williams Academy	ELL	2014	0.00
Hardy Williams Academy	Hispanic	2014	0.00
Hardy Williams Academy	Multi-Ethnic	2014	0.00
Hardy Williams Academy	White	2014	0.00
Hardy Williams Academy	Asian	2014	0.00
Hardy Williams Academy	Black	2014	0.00
Gratz Campus	All Subgroups	2012	2.06
Gratz Campus	Econ Disadv	2012	3.47
Gratz Campus	IEP	2012	1.93
Gratz Campus	ELL	2012	0.00
Gratz Campus	Hispanic	2012	0.00
Gratz Campus	Multi-Ethnic	2012	0.00
Gratz Campus	Native American	2012	0.00
Gratz Campus	White	2012	0.00
Gratz Campus	Black	2012	2.14
Gratz Campus	All Subgroups	2013	0.90
Gratz Campus	Econ Disadv	2013	0.22
Gratz Campus	IEP	2013	0.73
Gratz Campus	ELL	2013	0.00
Gratz Campus	Hispanic	2013	2.94
Gratz Campus	Black	2013	0.84
Gratz Campus	Multi-Ethnic	2013	0.00
Gratz Campus	Native American	2013	0.00
Gratz Campus	White	2013	0.00
Gratz Campus	All Subgroups	2014	0.24
Gratz Campus	Econ Disadv	2014	0.00
Gratz Campus	IEP	2014	0.31
Gratz Campus	ELL	2014	0.00
Gratz Campus	Hispanic	2014	0.00
Gratz Campus	Multi-Ethnic	2014	0.00
Gratz Campus	White	2014	0.00
Gratz Campus	Asian	2014	0.00
Gratz Campus	Black	2014	0.25
Cleveland Elementary	All Subgroups	2012	0.00
Cleveland Elementary	All Subgroups	2013	0.00
Cleveland Elementary	Econ Disadv	2013	0.00
Cleveland Elementary	IEP	2013	0.00
Cleveland Elementary	ELL	2013	0.00

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Cleveland Elementary	Hispanic	2013	0.00
Cleveland Elementary	Multi-Ethnic	2013	0.00
Cleveland Elementary	Native American	2013	0.00
Cleveland Elementary	White	2013	0.00
Cleveland Elementary	Asian	2013	0.00
Cleveland Elementary	Black	2013	0.00
Cleveland Elementary	All Subgroups	2014	0.13
Cleveland Elementary	Econ Disadv	2014	0.00
Cleveland Elementary	IEP	2014	0.00
Cleveland Elementary	ELL	2014	0.00
Cleveland Elementary	Hispanic	2014	0.00
Cleveland Elementary	Multi-Ethnic	2014	0.00
Cleveland Elementary	Native American	2014	0.00
Cleveland Elementary	White	2014	0.00
Cleveland Elementary	Asian	2014	0.00
Cleveland Elementary	Black	2014	0.14
Francis D. Pastorius	All Subgroups	2013	0.00
Francis D. Pastorius	All Subgroups	2014	0.00
Francis D. Pastorius	Econ Disadv	2014	0.00
Francis D. Pastorius	IEP	2014	0.00
Francis D. Pastorius	ELL	2014	0.00
Francis D. Pastorius	Hispanic	2014	0.00
Francis D. Pastorius	Black	2014	0.00
Francis D. Pastorius	Multi-Ethnic	2014	0.00

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Lenfest Campus	All Subgroups	2012	0.75
Lenfest Campus	Econ Disadv	2012	0.74
Lenfest Campus	IEP	2012	1.13
Lenfest Campus	ELL	2012	0.00
Lenfest Campus	Asian	2012	0.00
Lenfest Campus	Black	2012	0.75
Lenfest Campus	Hispanic	2012	0.57
Lenfest Campus	Multi-Ethnic	2012	0.00
Lenfest Campus	Native American	2012	2.50
Lenfest Campus	White	2012	0.79
Lenfest Campus	All Subgroups	2013	0.70
Lenfest Campus	Econ Disadv	2013	0.69
Lenfest Campus	IEP	2013	0.98
Lenfest Campus	ELL	2013	0.85
Lenfest Campus	Asian	2013	0.00
Lenfest Campus	Black	2013	0.71
Lenfest Campus	Hispanic	2013	0.67
Lenfest Campus	Multi-Ethnic	2013	1.33
Lenfest Campus	Native American	2013	0.00
Lenfest Campus	White	2013	0.00
Lenfest Campus	All Subgroups	2014	0.68
Lenfest Campus	Econ Disadv	2014	0.66
Lenfest Campus	IEP	2014	0.75
Lenfest Campus	ELL	2014	0.47
Lenfest Campus	Asian	2014	0.00
Lenfest Campus	Black	2014	0.69
Lenfest Campus	Hispanic	2014	0.60
Lenfest Campus	Multi-Ethnic	2014	0.98
Lenfest Campus	Native American	2014	0.00
Lenfest Campus	White	2014	0.62
Thomas Campus	All Subgroups	2012	0.49
Thomas Campus	Econ Disadv	2012	0.48
Thomas Campus	IEP	2012	0.53
Thomas Campus	ELL	2012	0.47
Thomas Campus	Asian	2012	0.07
Thomas Campus	Black	2012	0.57
Thomas Campus	Hispanic	2012	0.50
Thomas Campus	Multi-Ethnic	2012	0.50
Thomas Campus	Native American	2012	0.00
Thomas Campus	White	2012	0.61
Thomas Campus	All Subgroups	2013	0.49
Thomas Campus	Econ Disadv	2013	0.42
Thomas Campus	IEP	2013	0.76
Thomas Campus	ELL	2013	0.31
Thomas Campus	Asian	2013	0.18
Thomas Campus	Black	2013	0.61

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Thomas Campus	Hispanic	2013	0.39
Thomas Campus	Multi-Ethnic	2013	0.49
Thomas Campus	Native American	2013	0.00
Thomas Campus	White	2013	0.41
Thomas Campus	All Subgroups	2014	0.30
Thomas Campus	Econ Disadv	2014	0.26
Thomas Campus	IEP	2014	0.57
Thomas Campus	ELL	2014	0.23
Thomas Campus	Asian	2014	0.18
Thomas Campus	Black	2014	0.39
Thomas Campus	Hispanic	2014	0.34
Thomas Campus	Multi-Ethnic	2014	0.30
Thomas Campus	Native American	2014	0.00
Thomas Campus	White	2014	0.19
Shoemaker Campus	All Subgroups	2012	0.41
Shoemaker Campus	Econ Disadv	2012	0.43
Shoemaker Campus	IEP	2012	0.66
Shoemaker Campus	ELL	2012	0.00
Shoemaker Campus	Asian	2012	0.00
Shoemaker Campus	Black	2012	0.42
Shoemaker Campus	Hispanic	2012	0.00
Shoemaker Campus	Native American	2012	0.00
Shoemaker Campus	White	2012	0.00
Shoemaker Campus	All Subgroups	2013	0.37
Shoemaker Campus	Econ Disadv	2013	0.39
Shoemaker Campus	IEP	2013	0.47
Shoemaker Campus	ELL	2013	0.46
Shoemaker Campus	Asian	2013	0.00
Shoemaker Campus	Black	2013	0.37
Shoemaker Campus	Hispanic	2013	0.00
Shoemaker Campus	Multi-Ethnic	2013	0.00
Shoemaker Campus	Native American	2013	2.50
Shoemaker Campus	All Subgroups	2014	0.44
Shoemaker Campus	Econ Disadv	2014	0.45
Shoemaker Campus	IEP	2014	0.69
Shoemaker Campus	ELL	2014	0.00
Shoemaker Campus	Asian	2014	0.00
Shoemaker Campus	Black	2014	0.44
Shoemaker Campus	Hispanic	2014	0.89
Shoemaker Campus	Multi-Ethnic	2014	0.00
Shoemaker Campus	Native American	2014	0.50
Pickett Campus	All Subgroups	2012	0.66
Pickett Campus	Econ Disadv	2012	0.66
Pickett Campus	IEP	2012	0.79
Pickett Campus	ELL	2012	0.00
Pickett Campus	Asian	2012	0.00

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Pickett Campus	Black	2012	0.66
Pickett Campus	Hispanic	2012	0.98
Pickett Campus	All Subgroups	2013	0.65
Pickett Campus	Econ Disadv	2013	0.59
Pickett Campus	IEP	2013	0.79
Pickett Campus	ELL	2013	0.00
Pickett Campus	Black	2013	0.66
Pickett Campus	Hispanic	2013	0.25
Pickett Campus	All Subgroups	2014	0.72
Pickett Campus	Econ Disadv	2014	0.71
Pickett Campus	IEP	2014	0.90
Pickett Campus	ELL	2014	0.40
Pickett Campus	Asian	2014	0.00
Pickett Campus	Black	2014	0.73
Pickett Campus	Hispanic	2014	0.56
Pickett Campus	Multi-Ethnic	2014	0.00
Mann Elementary	All Subgroups	2012	0.41
Mann Elementary	Econ Disadv	2012	0.46
Mann Elementary	IEP	2012	0.30
Mann Elementary	ELL	2012	0.06
Mann Elementary	Asian	2012	0.23
Mann Elementary	Black	2012	0.42
Mann Elementary	Hispanic	2012	0.40
Mann Elementary	Multi-Ethnic	2012	0.09
Mann Elementary	Native American	2012	4.00
Mann Elementary	White	2012	0.00
Mann Elementary	All Subgroups	2013	0.22
Mann Elementary	Econ Disadv	2013	0.23
Mann Elementary	IEP	2013	0.19
Mann Elementary	ELL	2013	0.08
Mann Elementary	Asian	2013	0.00
Mann Elementary	Black	2013	0.22
Mann Elementary	Hispanic	2013	0.32
Mann Elementary	Multi-Ethnic	2013	0.00
Mann Elementary	Pacific Islander	2013	0.00
Mann Elementary	White	2013	6.00
Mann Elementary	All Subgroups	2014	0.41
Mann Elementary	Econ Disadv	2014	0.41
Mann Elementary	IEP	2014	0.60
Mann Elementary	ELL	2014	0.21
Mann Elementary	Asian	2014	0.00
Mann Elementary	Black	2014	0.46
Mann Elementary	Hispanic	2014	0.17
Mann Elementary	Multi-Ethnic	2014	0.18
Mann Elementary	Pacific Islander	2014	0.00
Mann Elementary	White	2014	0.00

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Smedley Elementary	All Subgroups	2012	0.25
Smedley Elementary	Econ Disadv	2012	0.23
Smedley Elementary	IEP	2012	0.39
Smedley Elementary	ELL	2012	0.08
Smedley Elementary	Asian	2012	0.00
Smedley Elementary	Black	2012	0.28
Smedley Elementary	Hispanic	2012	0.17
Smedley Elementary	Multi-Ethnic	2012	0.14
Smedley Elementary	Native American	2012	0.00
Smedley Elementary	White	2012	0.23
Smedley Elementary	All Subgroups	2013	0.20
Smedley Elementary	Econ Disadv	2013	0.19
Smedley Elementary	IEP	2013	0.30
Smedley Elementary	ELL	2013	0.03
Smedley Elementary	Asian	2013	0.17
Smedley Elementary	Black	2013	0.23
Smedley Elementary	Hispanic	2013	0.28
Smedley Elementary	Multi-Ethnic	2013	0.07
Smedley Elementary	Native American	2013	0.00
Smedley Elementary	White	2013	0.03
Smedley Elementary	All Subgroups	2014	0.25
Smedley Elementary	Econ Disadv	2014	0.24
Smedley Elementary	IEP	2014	0.33
Smedley Elementary	ELL	2014	0.06
Smedley Elementary	Asian	2014	0.60
Smedley Elementary	Black	2014	0.28
Smedley Elementary	Hispanic	2014	0.22
Smedley Elementary	Multi-Ethnic	2014	0.12
Smedley Elementary	Native American	2014	0.00
Smedley Elementary	White	2014	0.05
Harrity Elementary	All Subgroups	2012	0.32
Harrity Elementary	Econ Disadv	2012	0.31
Harrity Elementary	IEP	2012	0.48
Harrity Elementary	ELL	2012	0.00
Harrity Elementary	Black	2012	0.32
Harrity Elementary	Hispanic	2012	0.29
Harrity Elementary	White	2012	0.00
Harrity Elementary	All Subgroups	2013	0.25
Harrity Elementary	Econ Disadv	2013	0.21
Harrity Elementary	IEP	2013	0.15
Harrity Elementary	ELL	2013	0.07
Harrity Elementary	Black	2013	0.25
Harrity Elementary	Hispanic	2013	0.09
Harrity Elementary	Multi-Ethnic	2013	0.00
Harrity Elementary	White	2013	0.00
Harrity Elementary	All Subgroups	2014	0.29

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Harrity Elementary	Econ Disadv	2014	0.23
Harrity Elementary	IEP	2014	0.25
Harrity Elementary	ELL	2014	0.13
Harrity Elementary	Black	2014	0.29
Harrity Elementary	Hispanic	2014	0.27
Harrity Elementary	Multi-Ethnic	2014	0.00
Harrity Elementary	Native American	2014	0.00
Harrity Elementary	White	2014	0.00
Clymer Elementary	All Subgroups	2012	1.48
Clymer Elementary	Econ Disadv	2012	1.45
Clymer Elementary	IEP	2012	1.35
Clymer Elementary	ELL	2012	0.00
Clymer Elementary	Black	2012	1.47
Clymer Elementary	Hispanic	2012	1.61
Clymer Elementary	Native American	2012	0.00
Clymer Elementary	White	2012	0.00
Clymer Elementary	All Subgroups	2013	0.34
Clymer Elementary	Econ Disadv	2013	0.28
Clymer Elementary	IEP	2013	0.24
Clymer Elementary	ELL	2013	0.00
Clymer Elementary	Black	2013	0.38
Clymer Elementary	Hispanic	2013	0.07
Clymer Elementary	Multi-Ethnic	2013	0.00
Clymer Elementary	Native American	2013	0.00
Clymer Elementary	White	2013	0.00
Clymer Elementary	All Subgroups	2014	0.26
Clymer Elementary	Econ Disadv	2014	0.26
Clymer Elementary	IEP	2014	0.15
Clymer Elementary	ELL	2014	0.16
Clymer Elementary	Black	2014	0.26
Clymer Elementary	Hispanic	2014	0.21
Clymer Elementary	Multi-Ethnic	2014	0.00
Clymer Elementary	Native American	2014	0.00
Clymer Elementary	White	2014	0.56
Hardy Williams Academy	All Subgroups	2012	0.62
Hardy Williams Academy	Econ Disadv	2012	0.59
Hardy Williams Academy	IEP	2012	0.62
Hardy Williams Academy	Asian	2012	0.00
Hardy Williams Academy	Black	2012	0.62
Hardy Williams Academy	Hispanic	2012	0.20
Hardy Williams Academy	Multi-Ethnic	2012	0.83
Hardy Williams Academy	White	2012	0.00
Hardy Williams Academy	All Subgroups	2013	0.47
Hardy Williams Academy	Econ Disadv	2013	0.44
Hardy Williams Academy	IEP	2013	0.71
Hardy Williams Academy	ELL	2013	0.20

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Hardy Williams Academy	Asian	2013	0.00
Hardy Williams Academy	Black	2013	0.48
Hardy Williams Academy	Hispanic	2013	0.00
Hardy Williams Academy	Multi-Ethnic	2013	0.20
Hardy Williams Academy	White	2013	0.00
Hardy Williams Academy	All Subgroups	2014	0.66
Hardy Williams Academy	Econ Disadv	2014	0.59
Hardy Williams Academy	IEP	2014	0.70
Hardy Williams Academy	ELL	2014	0.00
Hardy Williams Academy	Asian	2014	0.00
Hardy Williams Academy	Black	2014	0.67
Hardy Williams Academy	Hispanic	2014	0.57
Hardy Williams Academy	Multi-Ethnic	2014	0.00
Hardy Williams Academy	White	2014	0.00
Gratz Campus	All Subgroups	2012	2.99
Gratz Campus	Econ Disadv	2012	2.80
Gratz Campus	IEP	2012	1.96
Gratz Campus	ELL	2012	0.00
Gratz Campus	Black	2012	3.03
Gratz Campus	Hispanic	2012	1.59
Gratz Campus	Multi-Ethnic	2012	5.05
Gratz Campus	Native American	2012	4.00
Gratz Campus	White	2012	0.00
Gratz Campus	All Subgroups	2013	1.42
Gratz Campus	Econ Disadv	2013	1.35
Gratz Campus	IEP	2013	1.87
Gratz Campus	ELL	2013	0.00
Gratz Campus	Black	2013	1.44
Gratz Campus	Hispanic	2013	0.81
Gratz Campus	Multi-Ethnic	2013	1.09
Gratz Campus	Native American	2013	0.00
Gratz Campus	White	2013	0.00
Gratz Campus	All Subgroups	2014	2.17
Gratz Campus	Econ Disadv	2014	2.16
Gratz Campus	IEP	2014	2.88
Gratz Campus	ELL	2014	1.84
Gratz Campus	Asian	2014	0.54
Gratz Campus	Black	2014	2.19
Gratz Campus	Hispanic	2014	2.06
Gratz Campus	Multi-Ethnic	2014	1.62
Gratz Campus	White	2014	0.63
Cleveland Elementary	All Subgroups	2013	0.26
Cleveland Elementary	Econ Disadv	2013	0.23
Cleveland Elementary	IEP	2013	0.61
Cleveland Elementary	ELL	2013	0.00
Cleveland Elementary	Asian	2013	0.00

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Cleveland Elementary	Black	2013	0.25
Cleveland Elementary	Hispanic	2013	0.59
Cleveland Elementary	Multi-Ethnic	2013	0.15
Cleveland Elementary	Native American	2013	0.00
Cleveland Elementary	White	2013	0.00
Cleveland Elementary	All Subgroups	2014	0.17
Cleveland Elementary	Econ Disadv	2014	0.18
Cleveland Elementary	IEP	2014	0.38
Cleveland Elementary	ELL	2014	0.13
Cleveland Elementary	Asian	2014	0.00
Cleveland Elementary	Black	2014	0.16
Cleveland Elementary	Hispanic	2014	0.59
Cleveland Elementary	Multi-Ethnic	2014	0.00
Cleveland Elementary	Native American	2014	0.00
Cleveland Elementary	White	2014	0.00
Francis D. Pastorius	All Subgroups	2014	0.36
Francis D. Pastorius	Econ Disadv	2014	0.34
Francis D. Pastorius	IEP	2014	0.75
Francis D. Pastorius	ELL	2014	0.00
Francis D. Pastorius	Black	2014	0.37
Francis D. Pastorius	Hispanic	2014	0.37
Francis D. Pastorius	Multi-Ethnic	2014	0.19

APPENDIX G: SUPPLEMENTAL ORG. BUDGET & FINANCIAL INFO.

I. Mastery Charter CSP Budget Narrative	Page 2
II. Mastery Charter CSP Budget Detail	Page 8
III. Mastery Charter Five Year Expansion Plan	Page 9
IV. Indirect Cost Rate Certification	Page 10
V. Mastery Charter PA Department of Education Annual Financial Report	Page 12

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

Mastery Charter School Network (Mastery Charter High School as lead applicant) is requesting funding to defray the cost opening 12 new schools between 2010-2015. 80% or more of grant resources have been budgeted to go directly to start -up expenses at individual charter schools, with between 12-20% per year allocated to building growth capacity to support new schools at the central office (Network Support Team) over the next five years.

For the purposes of opening new schools and significantly expanding existing schools we are including a planning year and two operational years of CSP funding for each new school we open in the next five years. The one exception is our new school opening Fall 2015 will be eligible for only years of CSP funding for implementation. This funding is for a total of 12 schools and 6,800 students with a variable level of funding in each year based on the Mastery five-year fiscal plan for supporting new schools. This plan for how dollars are to be allocated by initiative in each year at each school are included on page 7 of this attachment. There it is evident how we request fewer dollars in the final year of the grant for each school as we move toward sustainability in year three of each school's operation. The financial model shows that we are adding new schools each year and phasing schools out of the grant in subsequent years. For example, the two schools under CSP that open in Fall 2016 will no longer receive any CSP dollars in Fall 2018 and will be fully sustainable at that point in time at Mastery. A narrative of our spending plan under the grant is detailed as follows:

SITE BASED- PERSONNEL (ON LOCAL SCHOOL BUDGETS)

Apprentice School Leaders (ASLs): These school-based positions are key to our expansion plan in building leadership teams for new schools in the year prior to opening. A significant portion of funds over the five year grant period is dedicated to supporting the ASL program over the next five years. ASLs for schools in planning years are placed at other Mastery schools to learn our

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

model so they can serve on a founding team the following year. In addition, some ASLs in out years of the grant will be placed at CSP schools in years 2-4 of the grant where they will both train for a new school the following year and provide capacity support in other CSP schools in their ASL year. These dollars will fully fund our gap for the following ASL positions in years 1-5, with the remaining ASL positions being funded at the school level through other fundraising during the five year terms:

Year 1: 8 ASLs, 3 grant funded

Years 2-4: 12 ASLs, 5 grant funded each year

Year 5: 6 ASLs, 4 grant funded

All ASLs will be full-time site, based employees. We are requesting [REDACTED] in CSP grant funding over five years to support this effort.

Instructional/Content Coaches: We are requesting funding for new Instructional/Content Coaches to serve in site-based roles at CSP schools for the duration of the grant. While our current professional development system is incredibly strong, we need additional skilled trainers at the school level to focus solely on helping our new teachers improve their practice and increase their content knowledge so they can improve their students' achievement at the pace expected by Mastery under the grant. We are requesting [REDACTED] in grant funds to support salaries for two full time equivalent Instructional/Content Coaches over the five year grant period.

Regional Schools Officer (RSO)(1FTE): The RSO is responsible for supporting each new school's leadership team to ensure they meet student achievement goals. RSO salaries are split by the schools they serve and their time is dedicated 100% to providing on site coaching and leadership support to principals and their teams. The RSO ensures the effective implementation

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

of Mastery's academic and management model and schools' fidelity to Mastery's values and mission. The RSO for new schools will be a member of the Mastery organization's senior leadership team and as such is engaged in the overall strategy of Mastery Charter Schools. Expansion site Principals will report directly to the RSO. We are requesting [REDACTED] in CSP grant funding over five years to support this position.

Family Engagement & Community Outreach Managers (.3FTE per site): Family & Community Outreach Managers will be hired to build relationships with parents, develop external partnerships to meet parent and community needs, support enrollment of new schools during the early phase, create momentum for the approval of new Mastery schools, facilitate family trainings to support student achievement, serve as an effective member of the school's leadership team, and help build a base of parent leadership at each school. We are requesting [REDACTED] over the five year grant period to fund this role at each new school. The staffing model will include 1 FTE in year one for implementation of our first school and planning phase in the two 2016 openings. After that, we will have .33 of a FEC Manager per new school in either planning or implementation phase. Managers will share up to three schools and some schools will choose to increase time by using operating funds to expand the role. The grant supports 1FTE in year 1, 2 FTEs in year 2, 3 FTEs in years 3-4 and 2 FTEs in year 5.

CMO PERSONNEL ***We do not exceed the 20% cap by CSP Grants for support for initial operational costs associated with the expansion or improvement of our oversight or management of new and/or expanded charter schools under this grant. CMO costs for expansion are included in this Personnel section and under contracts for External Evaluation.*

Project Director(.5 FTE): This Network Support Team position will serve 50% time on the CSP grant in years 1-4 of the grant and 40% time in year 5 of the portion of this salary not paid by

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

CSP will be provided by Mastery operating funds. The PD will be responsible for overall leadership of the grant, all reporting to the Department of Education, and oversight for the implementation of charter expansion in conjunction with the CEO at Mastery and achievement of all project objectives. The PD's qualifications are included in Section D5 of the grant narrative and her resume is included in Appendix B. We are requesting [REDACTED] in CSP grant funding over five years to support this position.

Recruitment Manager (1FTE): The Recruitment Manager will lead the staff hiring process at all new schools including resume screening, interviewing, and scheduling. The Recruitment Manager will also be responsible for managing applications throughout the duration of the hiring and grant cycle. We are requesting [REDACTED] in CSP funds to support this position 100% in years 1-4 and 50% in year 5 as we close out hiring activity under the grant.

Special Education Achievement Gap (SEAG) Director (1FTE): The SEAG is an entirely new function being created under CSP to have a laser focus on student achievement over time for our special needs program. S/he will be a part of the Specialized Services team at the NST and will ensure that all special education students, across all schools, produce breakthrough academic results. The SEAG Director is responsible for the development, implementation, and assessment of all specialized services for new schools including special education services and academic interventions/RTII. We are requesting [REDACTED] in CSP grant dollars to support this position 50% time in year 1 as we ramp up activity under the grant and seek to post and hire for this new role, 100% in years 2-4, and 50% time in year five as we wind down on grant funding.

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

FRINGE BENEFITS

Mastery has a 32% fringe rate applied to all full time salaries of staff. The CSP grant will cover [REDACTED] in fringe costs for all staff listed under personnel above and in the attached line item budget over the five-year grant period.

EQUIPMENT

We have not requested any funding for equipment under CSP.

SUPPLIES

Mastery is requesting **\$1,980,000 (approximately \$165,000 per school in its planning year or first year in the grant)** for new instructional materials and technology needed to defray opening costs at each new school. These expenses include new books, testing materials, classroom furniture, instructional software, classroom technology, etc. As shown in the five year plan, typical new schools need \$1,750 in start- up costs alone outside of additional staffing or facilities costs. Mastery spends approximately \$1,000,000 per new school for start -up costs and we are only asking for a fractional cost of that burden from the CSP grant.

CONTRACTUAL

Mastery is requesting **\$405,000** over the five year grant period to support external evaluation and validation of our project under the Charter Schools Program for Replication and Expansion. We will seek a qualified evaluator via a competitive RFP process that follows federal contracting requirements.

CONSTRUCTION

We have not requested funding for construction under CSP.

TRAVEL

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

Mastery is requesting **\$10,000** (\$2,000 each year) over the five year grant period to send two staff to the required Annual Project Director's meeting. These funds will be used to cover the costs of lodging, meals, and transportation.

OTHER

Indirect Costs: Mastery Charter School has an approved indirect cost rate of 8%. The five year indirect rate based on the 8% factor is **\$710,168**. Evidence of our cost rate approval is included in Appendix G.

TOTAL DIRECT COSTS

The total direct costs requested from the Department of Education to support the Mastery Charter Schools CSP proposal are **\$8,877,098**.

TOTAL COST OF THE PROJECT:

The total cost of the CSP grant project is \$9,587, 266, or approximately \$1,409 per child over the life of the grant.

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
Number of New Schools	1	2	3	3	3	12
Total Number of Schools	1	3	6	9	12	N/A
Active schools by year (plan/implem)	3	6	8	9	6	
CMO PERSONNEL and Contracts \$ as						
% of total						
PERSONNEL						
NST BASED						
Project Director (.5 FTE)						
Recruitment Manager (1FTE)						
Special Education Achievement Gap Director (1 FTE)						
SITE BASED/DEDICATED						
Apprentice School Leaders						
Instructional & Content Coaches/PD Developers (2 FTE)						
Regional School Officer (1FTE)						
Family Engagement & Outreach Managers (.33 FTE per site)						
FRINGE BENEFITS						
Full Time Salaries (@ 32%)						
SUPPLIES						
Instructional Materials (books, testing materials, classroom furniture, software, classroom technology, etc.)	495,000	495,000	495,000	495,000		1,980,000
CONTRACTS						
External Evaluator (Data Analytics, Eval, and Tool Development) - part of CMO 20%	45,000	100,000	110,000	110,000	40,000	405,000
TRAVEL						
Annual Project Director's Mtg. (2 Staff: hotel, meals, transportation)	2,000	2,000	2,000	2,000	2,000	10,000
INDIRECT						
Indirect @ 8%	122,349	156,528	167,050	169,216	95,026	710,168
TOTALS						

Mastery Charter Five Year Expansion Plan

	Yr 1 CSP	Yr 2 CSP	Yr 3 CSP	Yr 4 CSP	Yr 5 CSP	TOTAL
	FY 16	FY17	FY 18	FY 19	FY 20	
# of new schools	1	2	3	3	3	12
Total # of charter schools	16	18	21	24	27	
Students in existing charter schools	10,100	10,850	11,950	13,600	15,250	
New charter students (PA, NJ, DE, DC)	750	1,100	1,650	1,650	1,650	6,800 550 students per
Total # of students	10,850	11,950	13,600	15,250	16,900	

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
<u>Central Office (CO) Net Loss</u>						
Local School Revenues	\$ 119,350,000	\$ 131,450,000	\$ 149,600,000	\$ 167,750,000	\$ 185,900,000	\$ 754,050,000 \$11,000 per chi
CO Revenues	\$ 10,144,750	\$ 11,173,250	\$ 12,716,000	\$ 14,258,750	\$ 15,801,500	\$ 64,094,250 8.5% CO servic
CO Expenses	\$ (16,700,000)	\$ (16,000,000)	\$ (16,500,000)	\$ (16,300,000)	\$ (16,400,000)	\$ (81,900,000)
CO Loss	\$ (6,555,250)	\$ (4,826,750)	\$ (3,784,000)	\$ (2,041,250)	\$ (598,500)	\$ (17,805,750)

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
<u>Site Based Expansion Costs</u>						
Apprentice School Leaders	\$ [REDACTED]	\$ [REDACTED] 4 ASLs per new				
New School Start-up Costs	\$ (1,312,500)	\$ (1,925,000)	\$ (2,887,500)	\$ (2,887,500)	\$ (2,887,500)	\$ (11,900,000) \$1,750 per new
New School Facilities Improvements	\$ (1,000,000)	\$ (2,000,000)	\$ (3,000,000)	\$ (3,000,000)	\$ (3,000,000)	\$ (12,000,000) \$Imm per new
Total Site Based Expansion Costs	\$ (2,952,500)	\$ (4,885,000)	\$ (6,871,500)	\$ (6,883,500)	\$ (6,391,500)	\$ (27,984,000)

TOTAL EXPANSION FUNDING NEEDED --- --- --- --- ---

<u>Existing Pledges</u>						
William Penn Foundation	\$ 810,000	\$ 360,000				\$ 1,170,000
PSP	\$ 1,500,000					\$ 1,500,000
B. Lenfest	\$ 1,350,000	\$ 1,350,000				\$ 2,700,000
G. Lenfest	\$ 1,400,000	\$ 250,000				\$ 1,650,000
Charter School Growth Fund	\$ 350,000	\$ 150,000				\$ 500,000
Anonymous Donor	\$ 1,000,000					\$ 1,000,000
TOTAL EXISTING PLEDGES	\$ 6,410,000	\$ 2,110,000	\$ -	\$ -	\$ -	\$ 8,520,000

FUNDS STILL NEEDED FOR EXPANSION \$ (3,097,750) \$ (7,601,750) \$ (10,655,500) \$ (8,924,750) \$ (6,990,000) \$ (37,269,750)

CSP GRANT FUNDING IF AWARDED \$ 1,651,709 \$ 2,113,128 \$ 2,255,169 \$ 2,284,410 \$ 1,282,850 \$ 9,587,266

REMAINING NEED AFTER CSP AWARD \$ (1,446,041) \$ (5,488,622) \$ (8,400,331) \$ (6,640,340) \$ (5,707,150) \$ (27,682,484)

RESTRICTED INDIRECT COST RATE CERTIFICATION

APPLICABLE TO FISCAL YEAR JULY 1, 2013 THROUGH JUNE 30, 2014
 BASED ON ANNUAL FINANCIAL REPORT FOR YEAR ENDING JUNE 30, 2012

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

1-26-51-000-2
 Mastery Charter High School

-----> **ALLOCATIONS** <-----

Func-Obj	Description	Amount
1000 - 000	Instruction	6,736,642.00
2100 - 000	Support Services - Pupil Personnel	[REDACTED]
2200 - 000	- Instructional Staff	[REDACTED]
2300 - 000	- Administration	4,359,039.00
2400 - 000	- Pupil Health	62,775.00
2500 - 000	- Business	1,389,200.00
2600 - 000	- Operation & Maint	488,330.00
2700 - 000	- Student Transp Svcs	4,639.00
2800 - 000	- Central	1,101,688.00
2900 - 000	- Other Support Service	0.00
3000 - 000	Oper of Non-Instruct Svcs	216,947.00
4000 - 000	Facilities Acquisition, Constr & Improv	0.00
5100 - 000	Other Financing Uses - Debt Service	163,409.00
5200 - 000	- Fund Transfers	0.00
	Total Oper Expenses - Food Svc Fund	0.00
	- Oth Enterprise Fund	0.00
	Total Allocations ----->	A 17,999,713.00

-----> **ELIMINATIONS** <-----

Func-Obj	Description General Fund Expenditures	Amount
1000 - 322	Instruction - Prof Edu Svc IU	0.00
- 323	Instruction - Prof Edu Svc - Oth Edu Agy	0.00
- 560	Instruction - Tuition	37,065.00
- 700	- Property	14,712.00
1200 - 594	- Spec Prog - IU Svc	0.00
- 597	- IC Spec Prog - IU Svc	0.00
1807 - 000	Pre-K Pass thru	0.00
2100 - 700	Support Svc - Pup Per - Property	0.00
2200 - 700	- Ins Stf - Property	0.00
2300 - 700	- Admin - Property	48,088.00
- 820	- Judgements	0.00
2400 - 700	- Pup Hlth - Property	0.00
2500 - 700	- Business - Property	1,454.00
2600 - 700	- Op & Mnt - Property	4,490.00
2700 - 700	- Stu Trn Svcs - Property	0.00
2800 - 700	- Central - Property	52,831.00
2900 - 595	- Oth Sup Svcs - IU Withhold	0.00
- 596	- IU Dir Pay	0.00
- 700	- Property	0.00
2990 - 899	- Pass Thru	0.00
3000 - 700	Oper of Non-Instruct Serv - Property	0.00
3100 - 571	Food Serv Mgmt - Food	0.00
- 630	- Food	0.00
4000 - 000	Facilities Acquisition, Constr & Improv	0.00
5100 - 000	Oth Fin Uses - Debt Serv	163,409.00
5220 - 000	- Fund Tran - Spec Rev	0.00
5230 - 000	- Cap Proj	0.00
5240 - 000	- Debt Serv	0.00
5250 - 000	- Enterprise	0.00
5260 - 000	- Intrnl Serv	0.00
5270 - 000	- Trust & Agncy	0.00
5280 - 000	- Activity Fund	0.00
	Depreciation - Food Svc Fund	0.00
	- Other Enterprise	0.00
	Claims + Judgements - Food Svc Fund	0.00
	- Other Enterprise	0.00
	Total Eliminations ----->	B 322,049.00

-----> **INDIRECT COSTS** <-----

Func-Obj	Description	Amount
2300-000	Administration - General Audit	0.00
2310-000	Administration - Business Manager	0.00
2500-000	Business	1,384,944.00
2830-000	Central - Staff Services	0.00
2840-000	Central - Data Processing	1,048,857.00
xxxx-115	Termination Leave/Payouts (excludes functions above)	47,096.00
Total Indirect Costs ----->		C 2,480,897.00

-----> **COMPUTATIONS** <-----

Actual 2011-12 Indirect Costs	C	2,480,897.00
Actual 2011-12 Base for Allocation	A-B-C	15,196,767.00
Applicable 2011-12 Restricted Indirect Cost Rate		0.0798 D

2011-12 Carry-Forward Adjustment

Actual 2011-12 Indirect Costs	C	2,480,897.00
2009-10 Carry-Forward Adj - (O)/U Recovery		224,043.66 E
2011-12 Indirect Costs for Carry-Forward Adj	C + E	<u>2,704,940.66</u> F
2011-12 Estimated Indirect Costs	(A-B-C)*D	1,212,702.01 G
2011-12 Carry-Forward Adj - (O)/U Recovery	F - G	1,492,238.65 H

Restricted Indirect Cost Rate Applicable to 2013-14

Actual 2011-12 Indirect Costs	C	2,480,897.00
2011-12 Carry-Forward Adj - (O)/U Recovery	H	1,492,238.65
2011-12 Indirect Costs for Rate Calculation	C + H	<u>3,973,135.65</u> I
Restricted Indirect Cost Rate for 2013-14	I/(A-B-C)	<u>0.0800</u>

APPROVED BY BUREAU OF COMMONWEALTH ACCOUNTING - ECD FEDERAL ACCOUNTING

SIGNATURE : Lori A. Graham
 TITLE : Acting Director, Bureau of Budget and Fiscal Management
 DATE : 10/30/2013

LEA Name: Mastery CHS - Lenfest Campus
Address 35 S. 4th St.
City Philadelphia, PA 19144

Charter School Grade Level: 7-12

County: Philadelphia
AUN Number: 126510002

**Pennsylvania Department of Education
Comptroller's Office**

Annual Financial Report , PDE-2057

School District, AVTS/CTC, Special Program Jointures, and Charter School

For the Fiscal Year Ending
06/30/2014

CERTIFICATION: By signing this page I agree that the electronic file submitted is a complete and accurate statement of the financial operations and status of the local education agency for the fiscal year. It has been prepared in accordance with generally accepted accounting principles and established Commonwealth of PA reporting guidelines.

Scott Gordon

Chief School Administrator

(Signature required)

Date

Ron Biscardi

Board Secretary

(Signature required)

Date

Scott Gordon

Contact Person

Contact Person E-mail Address

Ext. 1056

Contact Person Telephone Number

Contact Person Fax Number

Mail original signed coversheet to: Bureau of Accounting and Financial Management, Central Agencies and School Finance, 555 Walnut St - 9th Floor, Harrisburg, PA 17101 ATTN: AFR

Contact Information: Scott Gordon
 2158669000 Extension: 1056

Index	Validation Failed	Amount
32002	<p>No expenditures have been reported for Gifted Education within function 1243 on the Supplemental Expenditures Schedule . Correct this reporting area, or, verify that the school does not provide gifted education services to any students.</p> <p>Justification: The school does not provide gifted education services to any students.</p>	
43103	<p>Food service expenditures are reported in Function 3100, but no revenue is reported in code 6600 representing receipts from students/adults for purchased food. Correct, or verify that all food is served free of charge to everyone at the school.</p> <p>Exp Detail Function 3100 Rev Detail 6600</p> <p>Justification: The revenue from the food service programs was in the form of federal and state grant subsidies for the nutritional breakfast and lunch program. The school does not charge fees for meals at the school.</p>	
80608	<p>Bond Data Entry: No ending long term liability has been reported for Other Post Employment Benefits (OPEB) Correct data or verify that the LEA does not offer any type of OPEB to employees.</p> <p>Governmental Funds (OPEB)</p> <p>Justification: There were no other post employment benefits.</p>	
80609	<p>Bond Data Entry: No ending long term liability has been reported for Compensated Absences. Correct data or verify that the LEA does not allow for compensated absences.</p> <p>Governmental Funds</p> <p>Justification: There were no compensated absences.</p>	

Audit Certification
Annual Financial Report:
For the Fiscal Year Ending 06/30/2014
(Pursuant to PA School Code Section 218(b))

LEA Name: Mastery CHS - Lenfest Campus
AUN Number: 126510002
County: Philadelphia

Audit Certification Due: 12/31/2014

This certification is applicable to:

Indicate if the school audit was completed prior to submission of this form

Orig. Annual Financial Report submitted to Comptroller Operations: 12/17/14
 Annual Financial Report revisions submitted on:

Yes, audit has been completed
 No, audit has not been completed

Auditing Firm:

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

Auditor Contact Name: Bruce Braunewell

Auditor Phone: [REDACTED]

Auditor E-mail: [REDACTED]

CERTIFICATION: By signing this page I agree that the financial statements of the school have been properly audited as noted above pursuant to Article XXIV, and in the auditor's professional opinion, the Annual Financial Report (PDE-2057) submitted on the date referenced is materially consistent with the audited financial statements.

Chief School Administrator

Board Secretary

Signature
Scott Gordon

Date

Signature
Ron Biscardi

Date

AFR Contact Person: Scott Gordon

Email: [REDACTED]

FAX: [REDACTED]

Mail completed form to:

Bureau of Accounting and Financial Management, Central Agencies and School Finance, 555 Walnut St - 9th Floor, Harrisburg, PA 17101 ATTN: AFR

NOTE: A new Audit Certification form is due with each AFR Revision.

PR/Award # U282M150038

Page e498

Amounts Expressed in Whole Dollars

	General (10)	Public Purpose Trust (27)	Other Compt Approved (28)	Athletic/ Activity (29)	Capital Reserve (690,1850) (31)
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES					
Assets					
0100	Cash and Cash Equivalents	6,741,832			
0110	Investments				
0120	Taxes Receivable (Net)				
0130	Due From Other Funds	506,894			
0141	Due from Other Governments				
0142	State Revenue Receivable	243,506			
0143	Federal Revenue Receivable	328,443			
0145	Other Intergovernmental Revenue Receivable				
0146	Due From Primary Governments				
0147	Due From Component Units				
0150	Other Receivables (Include Bond Proceeds Receivable)	217,518			
0160	Advances to Other Funds (Long-Term Loans)				
0170	Inventories				
0180	Prepaid Expenses / Expenditures	114,248			
0190	Other Current Assets	80,000			
	TOTAL ASSETS	8,232,441			
0910	Deferred Outflows Of Resources				
	TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	8,232,441			

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:52

BALANCE SHEET - Governmental Funds NAG)

Page GOV-5B

Capital Reserve 1432 (32)	Other Capital Projects Funds (39)	Debt Service (40)	Permanent (90)	Total Governmental Funds	
					Assets
				6,741,832	0100
					0110
					0120
				506,894	0130
					0141
				243,506	0142
				328,443	0143
					0145
					0146
					0147
				217,518	0150
					0160
					0170
				114,248	0180
				80,000	0190
				8,232,441	
					0910
				8,232,441	

Amounts Expressed in Whole Dollars

	General (10)	Public Purpose Trust (27)	Other Compt Approved (28)	Athletic/ Activity (29)	Capital Reserve (690,1850) (31)
LIABILITIES AND DEFERRED INFLOWS OF RESOURCES AND FUND BALANCES					
Liabilities					
0400	Due to Other Funds		74,145		
0411	Due to Other Governments		328		
0412	Due to Primary Government				
0413	Due to Component Units				
0420	Accounts Payable		814,625		
0430	Contracts Payable				
0440	Curr. Portion of LT Debt (incl. ST Comp Abs, OPEB)				
0450	Short-Term Payables				
0461	Accrued Salaries and Benefits				
0462	Payroll Deductions and Withholdings				
0470	Advances from Other Funds				
0480	Unearned Revenues				
0490	Other Current Liabilities		1,683,870		
	TOTAL LIABILITIES		5,408,213		
0950	Deferred Inflows Of Resources				
Fund Balances					
0810	Nonspendable Fund Balance		194,248		
0820	Restricted Fund Balance				
0830	Committed Fund Balance		2,600,000		
0840	Assigned Fund Balance				
0850	Unassigned Fund Balance		29,980		
	TOTAL FUND BALANCES		2,824,228		
	TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCES		8,232,441		

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:52

BALANCE SHEET - Governmental Funds NAG

Page GOV-6B

Capital Reserve 1432 (32)	Other Capital Projects Funds (39)	Debt Service (40)	Permanent (90)	Total Governmental Funds	
					Liabilities
					74,145 0400
					328 0411
					0412
					0413
				814,625 0420	
					0430
					0440
					0450
				2,835,245 0461	
					0462
					0470
					0480
				1,683,870 0490	
				5,408,213	
					0950
					Fund Balances
				194,248 0810	
					0820
				2,600,000 0830	
					0840
				29,980 0850	
				2,824,228	
				8,232,441	

Amounts Expressed in Whole Dollars

	General (10)	Public Purpose Trust (27)	Other Compt Approved (28)	Athletic/ Activity (29)	Capital Reserve (690,1850) (31)
REVENUES					
6000 Local Sources	18,286,123				
7000 State Sources	1,096,673				
8000 Federal Sources	4,536,948				
TOTAL REVENUES	23,919,744				
EXPENDITURES					
1000 Instruction	8,058,046				
2000 Support Services	15,001,726				
3000 Noninstructional Services	401,131				
4000 Fac Acq, Const, and Imp					
5110 Debt Service (Principal & Interest)					
5130 Refund of Prior Year Receipts					
5140 Short Term Borrowing – Interests and Costs					
TOTAL EXPENDITURES	23,460,903				
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	458,841				
OTHER FINANCING SOURCES (USES)					
9110 Bonds Issued (Face Value) (Do not include Refunded Bonds)					
9120 Refunding Bonds Issued					
9130 Bond Premiums					
9200 Proceeds From Extended Term Financing					
9300 Interfund Transfers - IN (from other funds)					
9400 Sale / Compensation for Fixed Assets					
9500 Capital Contributions					
9710 Transfers from Component Unit					
9720 Transfers From Primary Govt					
9900 Other Financing Sources Not Listed (9000 Series)					
5120 Debt Service - Refunded Bond Issues (Pmt to Ref Bond Escrow Agent)					
5150 Bond Discounts					
5200 Interfund Transfers - Out (to other funds)					
5300 Transfer to Component Unit or Primary Government					
TOTAL OTHER FINANCING SOURCES (USES)					

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE (REG)

Governmental Funds

Page GOV-7B

Capital Reserve 1432 (32)	Other Capital Projects Funds (39)	Debt Service (40)	Permanent (90)	Total Governmental Funds	
				18,286,123	6000
				1,096,673	7000
				4,536,948	8000
				23,919,744	
				8,058,046	1000
				15,001,726	2000
				401,131	3000
					4000
					5110
					5130
					5140
				23,460,903	
				458,841	
					9110
					9120
					9130
					9200
					9300
					9400
					9500
					9710
					9720
					9900
					5120
					5150
					5200
					5300

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE (REG)

Governmental Funds

Page GOV-8A

Amounts Expressed in Whole Dollars

	General (10)	Public Purpose Trust (27)	Other Compt Approved (28)	Athletic/ Activity (29)	Capital Reserve (690,1850) (31)
SPECIAL AND EXTRAORDINARY ITEMS					
8888	Special Items				
8889	Extraordinary Items				
NET CHANGE IN FUND BALANCES	458,841				
0040	Fund Balance - Beginning of Fiscal Year				
	2,365,387				
0050	Prior Period Adjustment				
FUND BALANCE - END OF YEAR	2,824,228				

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:52

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE (REG)

Governmental Funds

Page GOV-8B

Capital Reserve 1432 (32)	Other Capital Projects Funds (39)	Debt Service (40)	Permanent (90)	Total Governmental Funds	
					8888
					8889
				458,841	
				2,365,387	0040
					0050
				2,824,228	

		Budgeted Amounts		Actual (Budgetary Basis)	Variance With Final Budget Positive (Negative)
		Original	Final		
Amounts Expressed in Whole Dollars					
REVENUES					
6000	Local Sources	19,197,709	19,230,967	18,286,123	(944,844)
7000	State Sources	913,513	1,065,693	1,096,673	30,980
8000	Federal Sources	2,161,162	3,862,066	4,536,948	674,882
TOTAL REVENUES		22,272,384	24,158,726	23,919,744	(238,982)
EXPENDITURES					
1100	Regular Programs	4,645,085	3,309,760	5,811,257	(2,501,497)
1200	Special Programs	1,875,911	2,152,259	2,234,124	(81,865)
1300	Vocational Programs				
1400	Other Instructional Programs	38,871	30,870	12,665	18,205
1500	Nonpublic School Programs				
1600	Adult Education Programs				
1700	Community/Junior College Programs				
1800	Pre-Kindergarten				
2100	Pupil Personnel Services				
2200	Instructional Staff Services				
2300	Administrative Services	5,986,403	5,922,559	5,895,195	27,364
2400	Pupil Health	57,750	57,750	64,383	(6,633)
2500	Business Services	1,494,286	1,551,286	1,532,733	18,553
2600	Operation and Maintenance of Plant Services	725,395	826,562	1,266,289	(439,727)
2700	Student Transportation Services	4,500	4,500	3,753	747
2800	Central & Other Support Services	1,615,380	1,688,880	1,396,113	292,767
2900	Other Support Services				
3100	Food Services	104,096	135,000	184,583	(49,583)
3200	Student Activities	208,575	191,575	216,548	(24,973)
3300	Community Services				
3400	Scholarships and Awards				
4000	Fac Acq, Const, and Imp				
5110	Debt Service (Principal & Interest)				
5130	Refund of Prior Year Receipts				
5140	Short Term Borrowing – Interests and Costs				
TOTAL EXPENDITURES		21,824,545	20,983,286	23,460,903	(2,477,617)
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		447,839	3,175,440	458,841	(2,716,599)

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE (REBAG)

BUDGET AND ACTUAL

General Fund

Amounts Expressed in Whole Dollars		Budgeted Amounts		Actual	Variance With
		Original	Final	(Budgetary Basis)	Final Budget Positive (Negative)
OTHER FINANCING SOURCES (USES)					
9100	Sale of Bonds				
9200	Proceeds From Extended Term Financing				
9300	Interfund Transfers - IN (from other funds)				
9400	Sale / Compensation for Fixed Assets				
9700	Transfers from Comp Unit / Primary Govt				
9900	Other Financing Sources Not Listed (9000 Series)				
5120	Debt Service - Refunded Bond Issues				
5150	Bond Discounts				
5200	Interfund Transfers - Out (to other funds)				
5300	Transfer to Component Unit or Primary Government				
5900	Budgetary Reserve	447,839	3,175,440		3,175,440
TOTAL OTHER FINANCING SOURCES (USES)		(447,839)	(3,175,440)		3,175,440
SPECIAL AND EXTRAORDINARY ITEMS					
8888	Special Items				
8889	Extraordinary Items				
NET CHANGE IN FUND BALANCES					
0040	Fund Balance - Beginning of Fiscal Year	2,365,387	2,365,387	2,365,387	
0050	Prior Period Adjustment				
FUND BALANCE - END OF YEAR		2,365,387	2,365,387	2,824,228	458,841

Amounts Expressed in Whole Dollars

	Food Service (51)	Child Care Operations (52)	Other Enterprise Funds (58)	TOTAL	Internal Service (60)
--	-------------------------	----------------------------------	--------------------------------------	-------	-----------------------------

ASSETS AND DEFERRED OUTFLOWS OF RESOURCES

Current Assets:

- 0100 Cash and Cash Equivalents
- 0110 Investments
- 0130 Due From Other Funds
- 0141 Due from Other Governments
- 0146 Due From Primary Governments
- 0147 Due From Component Units
- 0150 Other Receivables (Include Bond Proceeds Receivable)
- 0170 Inventories
- 0180 Prepaid Expenses / Expenditures
- 0190 Other Current Assets

Total Current Assets

Noncurrent Assets:

- 0108 Restricted Cash and Cash Equivalents
- 0160 Advances to Other Funds (Long-Term Loans)
- 0211 Land
- 0212 Site Improvements (net)
- 0220 Building & Building Improvements (net)
- 0230 Furniture & Equipment (net)
- 0250 Construction in Progress
- 0260 LT Prepayments (net Acc Amort LT Prepayments)

Total NonCurrent Assets

- 0910 Deferred Outflows Of Resources

TOTAL ASSETS AND DEFERRED OUTFLOW OF RESOURCES

Amounts Expressed in Whole Dollars

	Food Service (51)	Child Care Operations (52)	Other Enterprise Funds (58)	TOTAL	Internal Service (60)
--	-------------------------	----------------------------------	--------------------------------------	-------	-----------------------------

LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION

Current Liabilities:

- 0400 Due to Other Funds
- 0411 Due to Other Governments
- 0413 Due to Component Units
- 0420 Accounts Payable
- 0430 Contracts Payable
- 0440 Curr. Portion of LT Debt (incl. ST Comp Abs, OPEB)
- 0450 Short-Term Payables
- 0461 Accrued Salaries and Benefits
- 0462 Payroll Deductions and Withholdings
- 0480 Unearned Revenues
- 0490 Other Current Liabilities

Total Current Liabilities

Noncurrent Liabilities:

- 0470 Advances from Other Funds
- 0510 Bonds Payable
- 0520 Extended Term Financing Agreements Payable
- 0530 Lease Purchase Obligations
- 0540 LT Portion of Compensated Absences
- 0550 Authority Lease Obligations
- 0599 Other Long-Term Liabilities

Total NonCurrent Liabilities

TOTAL LIABILITIES

- 0950 Deferred Inflows Of Resources

NET POSITION

- 0791 Invested in Capital Assets Net of Related Debt
- 0798 Restricted for Legal Purposes (0792-0798)
- 0799 Unrestricted

TOTAL NET POSITION

TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION (REP)

Proprietary Funds

Page PRO-13A

Amounts Expressed in Whole Dollars

OPERATING REVENUES

- 6600 Food Service Revenue
- 6900 Charges for Services
- 6999 Other Operating Revenues

TOTAL OPERATING REVENUES

OPERATING EXPENSES

- 100 Salaries
- 200 Employee Benefits
- 300 Purchased Professional and Technical Service
- 400 Purchased Property Services
- 500 Other Purchased Service
- 600 Supplies
- 700 Depreciation
- 810 Dues and Fees
- 890 Other Operating Expenditures

TOTAL OPERATING EXPENSES

OPERATING INCOME (LOSS)

NONOPERATING REVENUES (EXPENSES)

- 6500 Earnings on Investments
- 6920 Contributions and Donations - Private Sources
- 6930 Gain / Loss on Sale of Fixed Assets
- 6991 Refunds of Prior Year Expenditures
- 7000 State Sources
- 8000 Federal Sources
- 820 Claims and Judgements
- 830 Interest Expenses

TOTAL NONOPERATING REVENUES (EXPENSES)

INCOME (LOSS) BEFORE CONTRIBUTIONS AND TRANSFERS

Food Service (51)	Child Care Operations (52)	Other Enterprise Funds (58)	TOTAL	Internal Service (60)
-------------------------	----------------------------------	--------------------------------------	-------	-----------------------------

	Food Service (51)	Child Care Operations (52)	Other Enterprise Funds (58)	TOTAL	Internal Service (60)
Cash Flows From Operating Activities					
9937					
9938					
9939					
9940					
9941					
9942					
9943					
9944					
Net Cash Provided By (Used For) Operating Activities					
Cash Flows From Non-Capital Financing Activities					
6000					
7000					
8000					
9917					
9918					
9919					
9920					
9921					
9922					
Net Cash Prov By (Used for) Non-Capital Financing Activities					
Cash Flows From Capital and Related Financing Activities					
4000					
6930					
9200					
9925					
9926					
9927					
Net Cash Prov By (Used for) Capital and Related Financing Activities					
Cash Flows From Investing Activities					
6500					
9929					
9930					
9931					
9932					
Net Cash Prov By (Used for) Investing Activities					

	Food Service (51)	Child Care Operations (52)	Other Enterprise Funds (58)	TOTAL	Internal Service (60)
Net Inc (Dec) in Cash and Cash Flow					
9935	Cash and Cash Equivalents Beginning of Year				
Cash and Cash Equivalents at Year End					
<hr/>					
9900	Other Financing Sources Not Listed (9000 Series)				
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided by (Used for):					
9901	Depreciation and Net Amortization				
9902	Provision for Uncollectible Accounts				
9903	Other Adjustments				
9904	(Inc) Dec In Accounts Receivable (0120-0150)				
9905	Advances to Other Funds (0160)				
9906	(Inc) Dec in Inventories (0170)				
9907	(Inc) Dec in Prepaid Expenses (0180)				
9908	(Inc) Dec in Other Current Assets (0190)				
9909	Inc (Dec) in Accounts Payable (0400-0450)				
9910	Inc (Dec) in Accrued Salaries/Benefits (0461)				
9911	Inc (Dec) in Payroll Deductions/Withholding (0462)				
9912	Inc (Dec) in Advances from Other Funds (0470)				
9913	Inc (Dec) in Unearned Revenue (0480)				
9914	Inc (Dec) in Other Current Liabilities (0490)				
Total Adjustments					
Cash Provided By (Used For) Total					

Amounts Expressed in Whole Dollars

Private Purpose Trust (71)	Investment Trust (72)	Pension Trust (73)	Activity (81)	Other Agency (89)
----------------------------------	-----------------------------	--------------------------	------------------	-------------------------

ASSETS AND DEFERRED OUTFLOWS OF RESOURCES

Assets

0100	Cash and Cash Equivalents
0110	Investments
0130	Due From Other Funds
0147	Due From Component Units
0150	Other Receivables
0160	Advances to Other Funds
0170	Inventories
0180	Prepaid Expenses / Expenditures
0190	Other Current Assets
0220	Building & Building Improvements (net)
0230	Furniture & Equipment (net)

TOTAL ASSETS

0910	Deferred Outflows Of Resources
------	--------------------------------

TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:55

STATEMENT OF NET POSITION (NAF)

Fiduciary Funds

Page FID-17B

Component Units (98)	Component Units (99)	Total Fiduciary Funds
		0100
		0110
		0130
		0147
		0150
		0160
		0170
		0180
		0190
		0220
		0230
		0910

Amounts Expressed in Whole Dollars

Private Purpose Trust (71)	Investment Trust (72)	Pension Trust (73)	Activity (81)	Other Agency (89)
----------------------------------	-----------------------------	--------------------------	------------------	-------------------------

LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION

Liabilities

0400	Due to Other Funds
0411	Due to Other Governments
0412	Due to Primary Government
0413	Due to Component Units
0420	Accounts Payable
0430	Contracts Payable
0450	Short-Term Payables
0461	Accrued Salaries and Benefits
0462	Payroll Deductions and Withholdings
0470	Advances from Other Funds
0480	Unearned Revenues
0490	Other Current Liabilities

TOTAL LIABILITIES

0950	Deferred Inflows Of Resources
------	-------------------------------

Net Position

0791	Invested in Capital Assets Net of Related Debt
0798	Restricted for Legal Purposes (0792-0798)
0799	Unrestricted

TOTAL NET POSITION

TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:55

STATEMENT OF NET POSITION (NAF)

Fiduciary Funds

Page FID-18B

Component Units (98)	Component Units (99)	Total Fiduciary Funds
		0400
		0411
		0412
		0413
		0420
		0430
		0450
		0461
		0462
		0470
		0480
		0490
		0950
		0791
		0798
		0799

Amounts Expressed in Whole Dollars		Private Purpose Trust (71)	Investment Trust (72)	Pension Trust (73)	Component Units (98)	Component Units (99)
Additions						
9945	Gifts and Contributions					
9946	Other Additions					
Deductions						
9947	Scholarships Awarded					
9948	Other Deductions					
Change In Net Position						
0041	Net Position - Beginning of Fiscal Year					
9949	Net Position Held in Trust for Pension Benefits					
Net Position - End of Fiscal Year						

**Total
Fiduciary
Funds**

9945

9946

9947

9948

0041

9949

		AMOUNT	TOTAL
6000	Revenue from Local Sources		
6500	Earnings on Investments	5,784.00	
6700	Revenue From Student Activities	27,055.00	
6920	Contributions and Donations From Private Sources	2,754,211.00	
6944	Receipts from Other LEAS in PA - Education	6,263,928.00	
6962	All Other Services Provided Other PA LEAs	8,312,253.00	
6999	All Other Local Revenues Not Specified	922,892.00	
6000	Total Revenue from Local Sources		18,286,123.00
7000	Revenue from State Sources		
7330	Health Services	6,907.00	
7600	Subsidy for Milk, Lunch and Breakfast Programs	7,739.00	
7820	Revenue for Retirement Payments	1,082,027.00	
7000	Total Revenue from State Sources		1,096,673.00
8000	Revenue from Federal Sources		
8511	Grants (IDEA & NCLB) - Not Spec. (8510 Series)	3,926,481.00	
8512	IDEA, Part B	117,108.00	
8514	NCLB, Title I - Imprv. Acad. Ach. (Disadvantaged)	341,917.00	
8515	NCLB, Title II - Prep/Trng/Recruit. HQ Tchrs/Prin.	7,368.00	
8530	Child Nutrition Program	142,740.00	
8810	Schl Based ACCESS Med Reimb Prog	1,334.00	
8000	Total Revenue from Federal Sources		4,536,948.00

SUMMARY OF GENERAL FUND REVENUES AND OTHER FINANCING SOURCES

	<u>AMOUNT</u>	<u>TOTAL</u>
Revenue from Local Sources	18,286,123.00	
Revenue from State Sources	1,096,673.00	
Revenue from Federal Sources	4,536,948.00	
Other Financing Sources		23,919,744.00

SUMMARY OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES (TOTE)

BY SUBFUNCTIONS

	Amount	Total
1000 Instruction		
1100 Regular Programs - E/S	5,811,257.00	
1200 Special and Gifted Education	2,234,124.00	
1400 Other Instructional Programs - E/S	12,665.00	
		8,058,046.00
2000 Support Services		
2100 Pupil Personnel	██████████	
2200 Instructional Staff	██████████	
2300 Administration	5,895,195.00	
2400 Pupil Health	64,383.00	
2500 Business	1,532,733.00	
2600 Operation & Maintenance of Plant Services	1,266,289.00	
2700 Student Transportation Services	3,753.00	
2800 Central	1,396,113.00	
		15,001,726.00
3000 Operation of Noninstructional Services		
3100 Food Services	184,583.00	
3200 Student Activities	216,548.00	
		401,131.00
TOTAL ACTUAL EXPENDITURES OTHER FINANCING USES		<u><u>23,460,903.00</u></u>

	<u>Total</u>
1000 Instruction	
100 Personnel Services-Salaries	
Total Personnel Services-Salaries	██████████
200 Personnel Services-Employee Benefits	
220 Social Security Contributions	██████████
230 PSERS Retirement Contributions	██████████
240 Tuition Reimbursements	██████████
260 Workmen's Compensation	██████████
290 Other Employee Benefits	██████████
Total Personnel Services-Employee Benefits	██████████
300 Purchased Professional & Technical Services	
Total Purchased Professional & Technical Services	768,974.00
500 Other Purchased Services	
510 Student Transportation Services	67,119.00
550 Printing & Binding	18.00
560 Tuition	216,012.00
580 Travel	2,702.00
590 Miscellaneous Purchased Services	1,477,967.00
Total Other Purchased Services	1,763,818.00
600 Supplies	
610 General Supplies	143,717.00
630 Food	6,213.00
640 Books & Periodicals	106,051.00
Total Supplies	255,981.00
700 Property	
750 Equipment - Original & Additional	67,311.00
Total Property	67,311.00
Total 1000 Instruction	<u>8,058,046.00</u>

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
1100 Regular Programs - E/S				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
230 PSERS Retirement Contributions				
240 Tuition Reimbursements				
260 Workmen's Compensation				
290 Other Employee Benefits				
Total Personnel Services-Employee Benefits				
300 Purchased Professional & Technical Services				
Total Purchased Professional & Technical Services		171,548.00		171,548.00
500 Other Purchased Services				
510 Student Transportation Services		12,448.00		12,448.00
569 Tuition - Other		105,192.00		105,192.00
580 Travel		62.00		62.00
599 Other Misc Purchased Services		95,618.00	1,382,349.00	1,477,967.00
Total Other Purchased Services		213,320.00	1,382,349.00	1,595,669.00
600 Supplies				
610 General Supplies		108,811.00		108,811.00
630 Food		6,124.00		6,124.00
640 Books & Periodicals		93,883.00		93,883.00
Total Supplies		208,818.00		208,818.00
700 Property				
750 Equipment - Original & Additional		59,366.00		59,366.00
Total Property		59,366.00		59,366.00
Total 1100 Regular Programs - E/S		1,534,157.00	4,277,100.00	5,811,257.00

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
1200 Special and Gifted Education				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
230 PSERS Retirement Contributions				
240 Tuition Reimbursements				
260 Workmen's Compensation				
290 Other Employee Benefits				
Total Personnel Services-Employee Benefits				
300 Purchased Professional & Technical Services				
Total Purchased Professional & Technical Services		597,426.00		597,426.00
500 Other Purchased Services				
510 Student Transportation Services		54,671.00		54,671.00
550 Printing & Binding		18.00		18.00
567 Tuition to Approved Private and PA Chartered Schools		110,820.00		110,820.00
580 Travel		2,640.00		2,640.00
Total Other Purchased Services		168,149.00		168,149.00
600 Supplies				
610 General Supplies		34,889.00		34,889.00
630 Food		89.00		89.00
640 Books & Periodicals		12,168.00		12,168.00
Total Supplies		47,146.00		47,146.00
700 Property				
750 Equipment - Original & Additional		7,945.00		7,945.00
Total Property		7,945.00		7,945.00
Total 1200 Special and Gifted Education		2,117,016.00	117,108.00	2,234,124.00

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-4

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
1400 Other Instructional Programs - E/S				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries		██████████		██████████
200 Personnel Services-Employee Benefits				
220 Social Security Contributions		██████████		██████████
260 Workmen's Compensation		██████████		██████████
Total Personnel Services-Employee Benefits		██████████		██████████
600 Supplies				
610 General Supplies		17.00		17.00
Total Supplies		17.00		17.00
Total 1400 Other Instructional Programs - E/S		<u>12,665.00</u>		<u>12,665.00</u>

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-5

1420 Summer School

100 Personnel Services-Salaries

Total Personnel Services-Salaries

200 Personnel Services-Employee Benefits

220 Social Security Contributions

260 Workmen's Compensation

Total Personnel Services-Employee Benefits

Total 1420 Summer School

Elementary

Secondary

Federal

Total

██████████

██████████

██████████

██████████

██████████

██████████

██████████

██████████

██████████

██████████

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-6

1450 Instruct. Prog. Outside the Established School Day

100 Personnel Services-Salaries

Total Personnel Services-Salaries

200 Personnel Services-Employee Benefits

220 Social Security Contributions

260 Workmen's Compensation

Total Personnel Services-Employee Benefits

600 Supplies

610 General Supplies

Total Supplies

Total 1450 Instruct. Prog. Outside the Established School Day

Elementary

Secondary

Federal

Total

████████

████████

████████

████████

████████

████████

████████

████████

17.00

17.00

17.00

17.00

771.00

771.00

	<u>Federal</u>	<u>Total</u>
2100 Pupil Personnel		
100 Personnel Services-Salaries		
Total Personnel Services-Salaries		
200 Personnel Services-Employee Benefits		
220 Social Security Contributions		
230 PSERS Retirement Contributions		
260 Workmen's Compensation		
290 Other Employee Benefits		
Total Personnel Services-Employee Benefits		
300 Purchased Professional & Technical Services		
Total Purchased Professional & Technical Services		78,639.00
500 Other Purchased Services		
580 Travel		924.00
Total Other Purchased Services		924.00
600 Supplies		
610 General Supplies		17,134.00
630 Food		1,439.00
Total Supplies		18,573.00
Total 2100 Pupil Personnel		

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
2120 Guidance Services				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
230 PSERS Retirement Contributions				
260 Workmen's Compensation				
290 Other Employee Benefits				
Total Personnel Services-Employee Benefits				
500 Other Purchased Services				
580 Travel		924.00		924.00
Total Other Purchased Services		924.00		924.00
600 Supplies				
610 General Supplies		17,134.00		17,134.00
630 Food		1,439.00		1,439.00
Total Supplies		18,573.00		18,573.00
Total 2120 Guidance Services		756,419.00		756,419.00

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-10

2140 Psychological Services

300 Purchased Professional & Technical Services

Total Purchased Professional & Technical Services

Total 2140 Psychological Services

Elementary

Secondary

Federal

Total

78,639.00

78,639.00

78,639.00

78,639.00

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-11

2160 Social Work Services

100 Personnel Services-Salaries

Total Personnel Services-Salaries

200 Personnel Services-Employee Benefits

220 Social Security Contributions

230 PSERS Retirement Contributions

260 Workmen's Compensation

290 Other Employee Benefits

Total Personnel Services-Employee Benefits

Total 2160 Social Work Services

Federal

Total

████████

████████

████████

████████

████████

████████

████████

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
2200 Instructional Staff				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
230 PSERS Retirement Contributions				
240 Tuition Reimbursements				
260 Workmen's Compensation				
290 Other Employee Benefits				
Total Personnel Services-Employee Benefits				
300 Purchased Professional & Technical Services				
Total Purchased Professional & Technical Services		97,930.00		97,930.00
500 Other Purchased Services				
550 Printing & Binding		11,097.00		11,097.00
580 Travel		49,307.00		49,307.00
599 Other Misc Purchased Services		13,554.00		13,554.00
Total Other Purchased Services		73,958.00		73,958.00
600 Supplies				
610 General Supplies		76,706.00		76,706.00
630 Food		94,629.00		94,629.00
640 Books & Periodicals		30,204.00		30,204.00
Total Supplies		201,539.00		201,539.00
Total 2200 Instructional Staff		3,907,644.00		3,907,644.00

2300 Administration

100 Personnel Services-Salaries

Total Personnel Services-Salaries

200 Personnel Services-Employee Benefits

220 Social Security Contributions

230 PSERS Retirement Contributions

240 Tuition Reimbursements

260 Workmen's Compensation

290 Other Employee Benefits

Total Personnel Services-Employee Benefits

300 Purchased Professional & Technical Services

Total Purchased Professional & Technical Services

500 Other Purchased Services

520 Insurance-General

540 Advertising

550 Printing & Binding

580 Travel

590 Miscellaneous Purchased Services

Total Other Purchased Services

600 Supplies

610 General Supplies

630 Food

640 Books & Periodicals

Total Supplies

Total 2300 Administration

Federal

Total

██████████

██████████

██████████

██████████

██████████

██████████

██████████

480,085.00

33,859.00

101,849.00

103,482.00

43,248.00

88,927.00

371,365.00

174,332.00

93,749.00

110.00

268,191.00

5,895,195.00

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-14

	<u>Federal</u>	<u>Total</u>
2350 Legal and Accounting Services		
300 <u>Purchased Professional & Technical Services</u>		
Total Purchased Professional & Technical Services		179,685.00
600 <u>Supplies</u>		
610 General Supplies		60.00
Total Supplies		60.00
Total 2350 Legal and Accounting Services		<u>179,745.00</u>

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-15

2360 Office Of The Superintendent (Exec Dir.) Svcs.

300 Purchased Professional & Technical Services

Total Purchased Professional & Technical Services

Total 2360 Office Of The Superintendent (Exec Dir.) Svcs.

Elementary

Secondary

Federal

Total

9,799.00

9,799.00

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
2380 Office Of The Principal Services				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
230 PSERS Retirement Contributions				
240 Tuition Reimbursements				
260 Workmen's Compensation				
290 Other Employee Benefits				
Total Personnel Services-Employee Benefits				
300 Purchased Professional & Technical Services				
Total Purchased Professional & Technical Services		290,601.00		290,601.00
500 Other Purchased Services				
520 Insurance-General		33,859.00		33,859.00
540 Advertising		101,849.00		101,849.00
550 Printing & Binding		103,482.00		103,482.00
580 Travel		43,248.00		43,248.00
599 Other Misc Purchased Services		88,927.00		88,927.00
Total Other Purchased Services		371,365.00		371,365.00
600 Supplies				
610 General Supplies		174,272.00		174,272.00
630 Food		93,749.00		93,749.00
640 Books & Periodicals		110.00		110.00
Total Supplies		268,131.00		268,131.00
Total 2380 Office Of The Principal Services		5,705,651.00		5,705,651.00

	<u>Federal</u>	<u>Total</u>
2400 Pupil Health		
100 Personnel Services-Salaries		
Total Personnel Services-Salaries		██████████
200 Personnel Services-Employee Benefits		
220 Social Security Contributions		██████████
230 PSERS Retirement Contributions		██████████
260 Workmen's Compensation		██████████
Total Personnel Services-Employee Benefits		██████████
300 Purchased Professional & Technical Services		
Total Purchased Professional & Technical Services		4,176.00
600 Supplies		
610 General Supplies		1,260.00
Total Supplies		1,260.00
Total 2400 Pupil Health		64,383.00

	<u>Federal</u>	<u>Total</u>
2500 Business		
100 Personnel Services-Salaries		
Total Personnel Services-Salaries		██████████
200 Personnel Services-Employee Benefits		
220 Social Security Contributions		██████████
230 PSERS Retirement Contributions		██████████
240 Tuition Reimbursements		██████████
260 Workmen's Compensation		██████████
290 Other Employee Benefits		██████████
Total Personnel Services-Employee Benefits		██████████
300 Purchased Professional & Technical Services		
Total Purchased Professional & Technical Services		519,403.00
500 Other Purchased Services		
580 Travel		3,815.00
599 Other Misc Purchased Services		945.00
Total Other Purchased Services		4,760.00
600 Supplies		
610 General Supplies		27,819.00
630 Food		2,374.00
Total Supplies		30,193.00
Total 2500 Business		<u>1,532,733.00</u>

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
2600 Operation & Maintenance of Plant Services				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
230 PSERS Retirement Contributions				
260 Workmen's Compensation				
290 Other Employee Benefits				
Total Personnel Services-Employee Benefits				
400 Purchased Property Services				
410 Cleaning Services				101,096.00
420 Utility Services				129,586.00
430 Repairs and Maintenance				133,789.00
450 Construction Services				468,500.00
460 Extermination Services				1,440.00
490 Other Purchased Property Services				31,696.00
Total Purchased Property Services				866,107.00
500 Other Purchased Services				
580 Travel				2,401.00
Total Other Purchased Services				2,401.00
600 Supplies				
610 General Supplies		6,533.00		6,533.00
630 Food				427.00
Total Supplies				6,960.00
700 Property				
750 Equipment - Original & Additional				71,753.00
Total Property				71,753.00
Total 2600 Operation & Maintenance of Plant Services				<u>1,266,289.00</u>

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-20

	<u>Federal</u>	<u>Total</u>
2700 Student Transportation Services		
500 <u>Other Purchased Services</u>		
515 St Trans - Public Carriers		3,753.00
Total Other Purchased Services		3,753.00
Total 2700 Student Transportation Services		<u>3,753.00</u>

	<u>Federal</u>	<u>Total</u>
2800 Central		
100 <u>Personnel Services-Salaries</u>		
Total Personnel Services-Salaries		
200 <u>Personnel Services-Employee Benefits</u>		
220 Social Security Contributions		
230 PSERS Retirement Contributions		
240 Tuition Reimbursements		
260 Workmen's Compensation		
290 Other Employee Benefits		
Total Personnel Services-Employee Benefits		
300 <u>Purchased Professional & Technical Services</u>		
Total Purchased Professional & Technical Services		75,356.00
400 <u>Purchased Property Services</u>		
430 Repairs and Maintenance		11,795.00
Total Purchased Property Services		11,795.00
500 <u>Other Purchased Services</u>		
530 Communications		446,414.00
580 Travel		6,120.00
599 Other Misc Purchased Services		134.00
Total Other Purchased Services		452,668.00
600 <u>Supplies</u>		
610 General Supplies		12,274.00
630 Food		370.00
Total Supplies		12,644.00
700 <u>Property</u>		
750 Equipment - Original & Additional		3,254.00
Total Property		3,254.00
Total 2800 Central		<u>1,396,113.00</u>

	<u>Federal</u>	<u>Total</u>
3000 Operation of Noninstructional Services		
100 Personnel Services-Salaries		
Total Personnel Services-Salaries		██████████
200 Personnel Services-Employee Benefits		
220 Social Security Contributions		██████████
260 Workmen's Compensation		██████████
290 Other Employee Benefits		██████████
Total Personnel Services-Employee Benefits		██████████
300 Purchased Professional & Technical Services		
Total Purchased Professional & Technical Services		8,114.00
500 Other Purchased Services		
510 Student Transportation Services		3,555.00
570 Food Service Management	142,740.00	157,635.00
580 Travel		660.00
590 Miscellaneous Purchased Services		5,416.00
Total Other Purchased Services	142,740.00	167,266.00
600 Supplies		
610 General Supplies		48,992.00
630 Food		402.00
Total Supplies		49,394.00
700 Property		
750 Equipment - Original & Additional		12,500.00
Total Property		12,500.00
Total 3000 Operation of Noninstructional Services	<u>142,740.00</u>	<u>401,131.00</u>

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-23

3100 Food Services

500 Other Purchased Services

570 Food Service Management

Total Other Purchased Services

600 Supplies

610 General Supplies

Total Supplies

700 Property

750 Equipment - Original & Additional

Total Property

Total 3100 Food Services

<u>Federal</u>	<u>Total</u>
142,740.00	157,635.00
142,740.00	157,635.00
	14,448.00
	14,448.00
	12,500.00
	12,500.00
142,740.00	184,583.00

	<u>Federal</u>	<u>Total</u>
3200 Student Activities		
100 Personnel Services-Salaries		
Total Personnel Services-Salaries		██████████
200 Personnel Services-Employee Benefits		
220 Social Security Contributions		██████████
260 Workmen's Compensation		██████████
290 Other Employee Benefits		██████████
Total Personnel Services-Employee Benefits		██████████
300 Purchased Professional & Technical Services		
Total Purchased Professional & Technical Services		8,114.00
500 Other Purchased Services		
510 Student Transportation Services		3,555.00
580 Travel		660.00
599 Other Misc Purchased Services		5,416.00
Total Other Purchased Services		9,631.00
600 Supplies		
610 General Supplies		34,544.00
630 Food		402.00
Total Supplies		34,946.00
Total 3200 Student Activities		216,548.00

(PRINCIPAL AMOUNTS ONLY)

ALL GOVERNMENTAL FUND TYPES	Short-Term Borrowing	General Obligation Bonds	Authority Building Obligations	Other Long-Term Debt	Other Post Employment Benefits (OPEB)	Compensated Absences	Total
1 Debt at Beginning of Fiscal Year				42,076			42,076
2 Additional Debt Incurred During Year				97,206			97,206
3 Retirements and Repayments				33,299			33,299
4 Debt at End of Fiscal Year				105,983			105,983
5 Accreted Interest at End Of Fiscal Year							
6 Total Debt and Accreted Interest				105,983			105,983
7 Current Portion P&I - Due within 1 year				31,461			31,461
8 Interest Paid during current fiscal year				8,686			8,686

(PRINCIPAL AMOUNTS ONLY)

ALL PROPRIETARY FUND TYPES	Short-Term Borrowing	General Obligation Bonds	Authority Building Obligations	Other Long-Term Debt	Other Post Employment Benefits (OPEB)	Compensated Absences	Total
1 Debt at Beginning of Fiscal Year							
2 Additional Debt Incurred During Year							
3 Retirements and Repayments							
4 Debt at End of Fiscal Year							
5 Accreted Interest at End Of Fiscal Year							
6 Total Debt and Accreted Interest							
7 Current Portion P&I - Due within 1 year							
8 Interest Paid during current fiscal year							

Total Principal and Interest Payments Made by Your School - All Funds
(Include Payments From All Funds)

TOTAL DEBT SERVICE PAYMENTS

Function	Fund		Principal (910)	Principal (920)	Interest (830)	Total (Principal + Interest)	Miscellaneous Other Uses (990)
5110	10	General					
5110	20	Special Revenue					
5110	30	Capital Projects					
5110	40	Debt Services					
5120	10	General					
5120	20	Special Revenue					
5120	30	Capital Projects					
5120	40	Debt Services					
Total Debt Payments - Governmental Funds			<hr/> <hr/>				
5110	50	Enterprise					
5110	60	Internal Service					
5120	50	Enterprise					
5120	60	Internal Service					
Total Debt Payments - Proprietary Funds			<hr/> <hr/>				

Bond Detail

Governmental Funds

Debt Category	Debt Issue Date (MM/YYYY)	Principal Amounts Only				Current Portion Due Within One Year (Principal and Interest)	Interest Paid During Fiscal Year
		Debt at Beginning of Fiscal Year	Additions	Reductions / Repayments	Debt at End of Fiscal Year		
Other Long Term Debt/Liabilities		42,076	97,206	33,299	105,983	31,461	8,686
Totals for Debt Entered:		42,076	97,206	33,299	105,983	31,461	8,686

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:59

Bond and Other Debt Listing

Page Bonds-2

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:36:00

Tuition Schedule (TUIT)

Page SCHED-25

Tuition Paid to Other LEAs During Fiscal Year

Tuition Reported in General Fund Expenditures 1000-560
 Purchased Services in General Fund Expenditures 1000-594 and 1000-597

Amount

216,012.00

Total

216,012.00

Tuition Paid to Institution Types During Fiscal Year

- 1 1306 Institutions
- 2 Institutionalized Children's Programs
- 3 Juveniles incarcerated in adult facilities
- 4 Residential Treatment Facilities
- 5 Other Local Education Agencies
- 6 Brick and Mortar Charter Schools
- 7 Cyber Charter Schools
- 8 Career and Technology Centers
- 9 Approved Private Schools
- 10 PA Chartered Schools for the Deaf and Blind
- 11 Private Residential Rehabilitative Institutions
- 12 Juvenile detention centers
- 13 Special Program Jointures
- 14 Other Tuition Not Included Elsewhere In This Section

Tuition Paid For
Nonspecial Education

Tuition Paid For
Special Education

110,820.00

105,192.00

Total Amounts Paid to Institutions

105,192.00

110,820.00

DO NOT INCLUDE FEDERAL EXPENDITURES

FUNCTION-OBJECT	ELEMENTARY	SECONDARY	TOTAL
1100-322			
1100-323			
1100-324			
1100-329		171,548.00	171,548.00
Total 320		171,548.00	171,548.00
1200-322			
1200-323			
1200-324			
1200-329		597,426.00	597,426.00
Total 320		597,426.00	597,426.00
1300-322			
1300-323			
1300-324			
1300-329			
Total 320			
2200-322			
2200-323			
2200-324			
2200-329		97,930.00	97,930.00
Total 320		97,930.00	97,930.00
2400-322			
2400-323			
2400-324			
2400-329		4,176.00	4,176.00
Total 320		4,176.00	4,176.00
2450-322			
2450-323			
2450-324			
2450-329			
Total 320			
2900-322			
2900-323			
2900-324			
2900-329			
Total 320			

I. Student Transportation Services for Educational Field Trips

II. Student Transportation Services for Student Activities

III. Rental of Vehicles for Student Transportation Services

IV. Capital Reserve (Special Revenue) Fund

Include only district-owned transportation expenditures paid from State or local money.
DO NOT include federal expenditures or payments to contract service providers.
Contracted transportation services should not be recorded on this schedule.

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:36:01

General Fund Encumbrance Schedule (ENCU)

Page SCHED-28

Function	Object	Amount	Function	Object	Amount	Function	Object	Amount
----------	--------	--------	----------	--------	--------	----------	--------	--------

NOTE: Only reimbursable encumbrances will be included in your Actual Instructional Expense calculation.

PR/Award # U282M150038

Page e555

TOTAL ENCUMBRANCES:

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:36:01

Adjustments Schedule (ADJU)

Fund 30 Only

Page SCHED-29

NOTE: Report expenditures that are paid out of the special revenue fund and/or capital project fund that would be considered reimbursable if they were made from the general fund. See Instructions.

PR/Award # U282M150038

NOTE: You Must Complete This Schedule If You Desire A Certified Restricted Indirect Cost Rate

Expenditures considered allowable indirect costs for the listed functions, and a brief explanation of those expenditures.

Function	Indirect Costs (General Fund Only)	Termination or Leave Payout Salaries Object 115	Explanation
2300			General Audit expenditures only
2310			Business Manager expenditures coded to 2310**
2500	1,532,733.00		Business Support Services
2830			
2840	1,392,859.00		Data Technology Costs
Total	2,925,592.00		

** Function 2310 should only be used to report Business Manager related expenditures if the Business Manager also holds the position of Board Secretary.

All Termination/Leave Payout Salaries	
Function-Object	Amount
1000-115	
2000-115	
3000-115	
Total	

On the schedule below, report the amount of expenditures by fund for the functions and objects listed. These expenditures are considered (1) unallowable as indirect costs and must be eliminated from the indirect cost calculation, (2) included in the base for allocation, or (3) are allowable as indirect costs but are not reported in the Annual Financial Report. All other expenditures used in the Indirect Cost Rate Computation are reported in the Annual Financial Report.

General Fund Expenditures	
Function-Object	Amount
1000-322	
1000-323	
1200-594	
1200-597	
2300-820	
2500-432	
2500-810	
2900-595	
2900-596	
2990-899	

Food Costs: Cafeteria or General Fund	
Function-Object	Amount
3100-571	157,635.00
3100-630	

LEA acknowledges there are no 2990-899 pass thru funds to report.

FUNCTION	SPECIAL EDUCATION	NONSPECIAL EDUCATION	TOTAL
2120 Guidance Services			
2140 Psychological Services			
2150 Speech Pathology And Audiology Services			
2160 Social Work Services			
2260 Instruction and Curriculum Development Services			
2350 Legal and Accounting Services			
2420 Medical Services			
2440 Nursing Services			
2700 Student Transportation Services			
TOTAL			

**Benefits for Staff Relative to
Collective Bargaining Agreements**

	OBJECT	COVERED	NOT COVERED	TOTAL
10 General Fund	211 Medical Insurance			
	212 Dental Insurance			
	215 Eye Care Insurance			
	216 Prescription Insurance			
	271 Self-Insurance Medical Health Benefits			
	272 Self-Insurance Dental Health Benefits			
	275 Self-Insurance Eye Care Health Benefits			
	276 Self-Insurance Prescription Health Benefits			
	FUND TOTAL			
50 Enterprise Fund	211 Medical Insurance			
	212 Dental Insurance			
	215 Eye Care Insurance			
	216 Prescription Insurance			
	271 Self-Insurance Medical Health Benefits			
	272 Self-Insurance Dental Health Benefits			
	275 Self-Insurance Eye Care Health Benefits			
	276 Self-Insurance Prescription Health Benefits			
	FUND TOTAL			
60 Internal Service Fund	211 Medical Insurance			
	212 Dental Insurance			
	215 Eye Care Insurance			
	216 Prescription Insurance			
	271 Self-Insurance Medical Health Benefits			
	272 Self-Insurance Dental Health Benefits			
	275 Self-Insurance Eye Care Health Benefits			
	276 Self-Insurance Prescription Health Benefits			
	FUND TOTAL			
TOTAL FOR ALL FUNDS				

LEA acknowledges there is no Self Insurance data to report.

PR/Award # U282M150038

LEA acknowledges there were no ARRA funded expenditures

<u>General Fund Expenditures: Functions</u>	1000	2000	3100	3200	3300	4000	Object Total
100 Personnel Services-Salaries							
200 Personnel Services-Employee Benefits							
300 Purchased Professional & Technical Service							
400 Purchased Property Services							
500 Other Purchased Services							
600 Supplies							
700 Property							
810 Dues And Fees							
820 Claims and Judgments Against the LEA							
890 Miscellaneous Expenditures							

Total GF Expenditures: Functions

<u>General Fund Expenditures: Sub Functions</u>	1500	1600	1700	2280	2450	2750	Object Total
100 Personnel Services-Salaries							
200 Personnel Services-Employee Benefits							
300 Purchased Professional & Technical Service							
400 Purchased Property Services							
500 Other Purchased Services							
600 Supplies							
700 Property							
810 Dues And Fees							
820 Claims and Judgments Against the LEA							
890 Miscellaneous Expenditures							

Total GF Expenditures: Sub Functions

<u>Enterprise Fund Expenses</u>	Fund 51	Funds 52-58	Account Total
100 Salaries			
200 Employee Benefits			
300 Purchased Professional and Technical Servi			
400 Purchased Property Services			
500 Other Purchased Service			
600 Supplies			
700 Property			
810 Dues and Fees			
820 Claims and Judgments Against the LEA			
890 Other Operating Expenditures			

Total Enterprise Fund Expenses

PR/Award # U282M150038

PSERS Salary Data (School Districts Only)

Amount Description	Amount
Total Salary Base for salaries subject to PSERS withholding	
Total Federally Funded salaries subject to PSERS withholding	

Title I Expenditure Data (School Districts and Charter Schools)

Amount Description	Amount
Expenditures Funded with Current Title I Funds	341,917.00
Expenditures Funded with Carry over Title I Funds	
Total Title I Expenditures	341,917.00

Title I ARRA Amount (School Districts and Charter Schools)

Amount Description	Amount
Portion of Total Title I Expenditures funded with ARRA Title I	

Federal Revenues as reported in the General Fund Revenue Detail

Non-ARRA Revenue

Federal Revenue: 8110-8690, 8810-8830	4,536,948.00	
Federal Pass Thru Revenue: 6831, 6832, 6839	0.00	
Total Non-ARRA Federal Revenue		4,536,948.00

ARRA Revenue

Federal ARRA BEF Revenue: 8708	0.00	
Federal ARRA Edujobs Revenue: 8709	0.00	
Federal ARRA Revenue: 8701-8707, 8721-8799	0.00	
Federal ARRA Pass Thru Revenue: 6833-6836	0.00	
Total ARRA Federal Revenue		0.00

Total Federal Revenue		4,536,948.00
------------------------------	--	--------------

Federal Expenditures: as reported in the General Fund Expenditure Detail (Federal Column)

Function 1000	4,394,208.00	
Function 2000	0.00	
Function 3000	142,740.00	
Function 4000	0.00	
Function 5000	0.00	
Total Federal Expenditures reported in General Fund		4,536,948.00

APPENDIX H: ADDITIONAL INFORMATION

I. Instructional Standards	Page 2
II. Teacher Handbook (2014-2015)	Page 7
III. Mastery 3.0 Management Overview	Page 102
IV. Mastery 3.0 Academic Model Overview	Page 112
V. Mastery Value Add System Reference Guide & Sample Teacher Report	Page 120
VI. Mastery Network Support Team & School Organizational Charts	Page 132
VII. Internal Analytics Resources	Page 134
VIII. School District of Philadelphia School Progress Report User Guide & FAQs	Page 139
IX. Pennsylvania Department of Education School Performance Profile	Page 170
<ul style="list-style-type: none">• Executive Summary• FAQs• SPP Score Report	
X. Board Membership	Page 188
<ul style="list-style-type: none">• Mastery Charter School Boards, Pennsylvania• Mastery Charter High School Board, Pennsylvania• Mastery Schools of Camden, New Jersey	
XI. Mastery School Level Program Summary & Principles	Page 189
XII. 2015 Principal & Assist. Principal Instruction Management Routines	Page 194
XIII. Admissions & Enrollment Policies	Page 196

Instructional Standards 2014-15

Student Work: Over time, students are successfully engaging in varied, rigorous, aligned, teacher-designed/selected academic activities and practice. Through examining several work samples over the course of a report period, including in-class and at home assignments, it's apparent that students are being held to a rigorous bar and are moving closer to or achieving that bar as the report period progresses. To determine the level of expectations for students or the degree of student growth on aligned, relevant assignments, multiple examples must be gathered to obtain sufficient evidence.

Strand	Description	Outstanding
STUDENT GROWTH	Evidence of appropriate student growth over time. Over the course of the observation window, individual students' work products are increasing in accuracy, sophistication and depth. Students demonstrate increasing independence in class (designing own note structures, using resources to work through problems, etc.) and out of class (preparing ahead of time for class activities, prioritizing studying and reviewing when needed, etc.).	<p>All students are making exceptional growth over time. Some students have an especially steep trajectory – surpassing expectations. All growth is concrete, measurable and often exceeding grade level, course, or IEP-driven expectations. Students are effectively completing projects and assignments that require significant out of class work and independent pursuit.</p> <p>Teacher designs assignments that ensure student practice is rigorous and meaningful. Practice often requires students to make authentic connections and applications of content.</p>
SIGNIFICANT PRACTICE	In class and out of class assignments are built to ensure significant practice, application and/or preparation.	
EXPLANATION REQUIRED	Teacher designs student work that requires students to explain, justify and support answers and, ultimately, demonstrate conceptual understanding (math explanation, text evidence, observational evidence).	
RIGOROUS WORK	A significant portion of students are engaging in grade/course appropriate Common Core level rigor in their work. Student work requires students to apply learning to different contexts (i.e. basic computation, word problem and error analysis; class novel and cold read) and use multiple skills and layered knowledge.	

Rigorous Instruction: In class, students are constantly engaged, challenged and carrying the vast majority of the cognitive load. Teacher is making purposeful moves to ensure students are learning and building a deeper, more nuanced, more conceptual understanding of the content. The teacher ensures each part of the lesson structure is rigorous and effectively capitalizes on student in-class experiences to increase conceptual understanding.

Strand	Description	Outstanding
INCREASINGLY SOPHISTICATED STUDENT RESPONSE	Students' answers become more accurate and detailed through teacher prompting and clear expectations. Students are using accurate and precise academic and content specific language in a variety of contexts.	<p>Student talk is a significant and effective driver of student learning. Students consistently agree with, disagree with, add on to, challenge and question peer comments in authentic ways. In student conversations, kids stay focused on a single idea and develop it before jumping to another idea. Students effectively debate ideas, consider alternate views and prompt each other to provide justification, rationale and evidence for ideas. Often, students drive and facilitate the conversation, monitoring equal participation, critiquing own and class' dialogue productivity.</p> <p>Teacher expertly executes the lesson structures, making modifications and adjustments based on best practices and a research informed approach. Teacher ensures each portion of the structure accomplishes its intended goal.</p>
THINK AND DO	Students are actively learning through hands on practice, in depth engagement with material and student centered learning for a bulk of the lesson. Students are grappling with and working through difficult material to make connections, build conceptual understanding and internalize content.	
ACCOUNTABLE TALK	Students are often engaged in teacher and student facilitated discussion that is structured, productive, and academically focused. When in academic discussions, students frequently and productively respond to and build upon the responses of their peers.	
RIGOROUS LEARNING OUTCOME	The daily lesson is driving towards new learning of a concept or skill that is appropriate and rigorous for students both individually and as a group.	<p>Teacher facilitates learning expertly, ensuring that student conceptual understanding builds and deepens throughout the course of class. Teacher strategically selects the most appropriate, effective and efficient method to solidify student understanding including effectively asking strategic, pointed and nuanced questions and selecting the most appropriate student examples to examine. Teacher ensures students can apply the content across multiple settings – truly able to generalize their knowledge.</p>
RIGOROUS and FOCUSED QUESTIONING	Teacher asks specific, high level and open ended questions that are purposefully driving towards exemplar responses from students. Teacher questioning facilitates students' ability to make meaning and build understanding of important and relevant content, information and/or connections.	
EFFECTIVE STRUCTURE	Lesson structure is effectively executed with the spirit of each portion maintained. <i>See content specific structure descriptions.</i>	<p>Teacher content expertise is obvious. S/he is able to bring in additional resources, make nuanced connections in class, and expertly design/modify lessons to drive student understanding.</p>
ACCURATE CONTENT	Content presented is accurate and aligned to a conceptual approach. Teachers are consistently using precise and accurate academic and content specific language throughout the lesson.	<p>Over time, the teacher purposely builds student independence and ownership of learning by increasing student ability to facilitate conversations, debate with peers, use resources to solve misunderstanding and support other students.</p>
SOLIDIFY STUDENT LEARNING	At necessary points in the lesson, teacher uses questioning, error analysis, focused class discussion, student presentation, teacher explanation or other method to illuminate and clarify relevant and aligned content, information or connections.	

Classroom Culture: Teacher creates a student-centered classroom culture that values individuals, builds respectful relationships and ensures students are gaining non cognitive skills alongside academics. Teacher actively builds student self-esteem, self-efficacy and a growth mindset through explicit instruction, reinforcement and highlighting persistence. The teacher focuses on creating a strong, academically focused community of students that support each other and are invested in their collective success.

Strand	Description	Outstanding
ON BOARD	Students are not only compliant, but they are engaged in, focused on, and participating in the task at hand. Students follow class norms and expectations.	<p>The students' persistence, determination, and dedication to achievement are clear, both for themselves and their classmates. Every student is actively engaged in the lesson and participating multiple times throughout class. Students demonstrate curiosity and authentic excitement about the content and course, and about academic pursuit in general.</p> <p>Students are joyful. The classroom is a place where students want to be – feeling connected, engaged, valued and excited. Students feel part of a positive caring community and interact with each other and the teacher as such.</p> <p>Student academic leadership is apparent in and a driver of classroom structures, interactions and the flow of the lesson. Students take significant responsibility for their learning and the learning of their classmates by asking questions, pursuing additional practice/support and effectively helping classmates. If the teacher is occupied or absent, the class essentially runs itself – students ensure academic focus of their peers and that learning is not interrupted or lost for the day.</p> <p>Student voice and ownership are visible in many aspects of the classroom. Students are able to influence classroom structures, curriculum, and assignments in ways that maintain rigor but build investment and relevance.</p> <p>The teacher strategically cultivates a pervasive message of hard work and academic grit through every student interaction to inspire students to work hard. The teacher uses individualized strategies (by student and/or cohort) to constantly invest every student in his/her ability to succeed, thereby building intrinsic motivation.</p>
PRODUCTIVE INTERACTIONS	Student interactions with peers and adults are productive – interactions facilitate a learning environment. Interactions are positive – students are positive, supportive and respectful.	
STUDENT LEADERSHIP	Students have authentic and meaningful responsibilities in the classroom that ensure the productivity and functioning of the community and student ownership of learning (i.e. class jobs, discussion leaders, teaching/supporting peers, selecting content or texts, etc.)	
CULTURE OF PERSISTENCE	Students are grappling with difficult work, comfortable to struggle and persist through difficult material. Students express a desire to take on challenges and a belief in their ability to tackle anything. Students are taking ownership for their learning by asking questions, accessing resources, and working to uncover support, ideas, approaches and answers.	
URGENT EFFICIENCY	Teacher ensures communications regarding expectations and directions are incredibly clear, efficient and easy to follow. Teacher minimizes time for transition and transaction and manages the class in a way that maximizes instructional time.	
HOLD HIGH EXPECTATIONS	Teacher communicates and maintains high expectations for student behavior through positive praise when students are meeting expectations and redirection (anonymous reminder, quick word, etc.) when students are not meeting expectations. When sharing expectations, teacher often provides logical, efficient and community centered rationale (i.e. affective statements) for academic and behavior expectations and redirections.	
RAPPORT	Teacher is comfortable and confident in his/her interactions with students – always modeling positive and respectful interactions. Teacher builds strong individual relationships with all students. Teacher engages with and learns about individual students, their culture, family, background and experiences.	
BUILD MINDSET	Teacher proactively and purposefully teaches and reinforces student mindset around self-efficacy and growth mindset. Teacher promotes and praises student struggle, persistence, confidence and independence. Teacher is pushing students along the college continuum, increasing expectations of student ownership of their own learning.	

ENGAGING APPROACH	Teacher takes into account student interest, culture, background and experiences when preparing and executing instruction. Teacher presents materials and activities with genuine enthusiasm about the content and the assignment.	<p>Recent exemplary student work is on display and frequently used in lessons and conversation to push the bar higher and reinforce the notion that hard work equals success.</p> <p>Instructional time is clearly precious and valued. Every teacher and student action is purposeful, necessary, efficient, and conveys a sense of urgency. Students and teachers believe they can achieve great things and are doing everything possible to do so.</p>
CREATE SOCIAL BELONGING	Teacher creates and maintains an inclusive classroom community that values and respects all students. Communication with individual students and with the whole class consistently creates a safe, welcoming community/classroom culture.	
CLASSROOM ENVIRONMENT	Teacher’s classroom physically reflects a focus on students, student achievement, building student mindset and creating a sense of belonging. Wall displays recognize individual students and their successes. Academic displays are useful and intentional. Classroom is clean and organized.	

Responsive and Individualized: Teacher responds effectively to data in the moment, adjusting course by selecting specific student examples, asking pointed questions, highlighting common misconceptions, re teaching struggling students and other immediate responses. Teacher is also adept at using data from informal and formal assessments to select and plan for the most relevant learning goals, activities and approaches for upcoming lessons and units. Finally, teacher is transparent with student achievement data, using it, alongside individual and class goals around that data, to invest and motivate students.

Strand	Description	Outstanding
GOAL ORIENTED	Students can articulate their current performance, strengths and areas of growth in the class content. Students are aware of and invested in individual goals and can articulate how they can move closer to achieving those goals.	<p>Students receive robust and frequent verbal and written feedback on assignments, projects, classwork and verbal responses. Students are consistently expected to adjust and improve their contributions and assignments based on that feedback by rewriting, retesting, redesigning, restating, etc. Because of the strength and consistency of feedback, students are acutely aware of and invested in their progress on report period, semester, and year-long goals and are doggedly determined to meet those goals. Students articulate a nuanced self-awareness about their understanding of the course content.</p> <p>Students embody an inclusive culture – supporting peers’ different needs with moral and academic support. The classroom is a place where students and teacher recognize that equity is ensuring all students get the support they need to be successful.</p> <p>Teacher expertly designs and executes lessons, assignments and assessments that provide multiple opportunities to gauge content prerequisite knowledge, misconceptions, and misunderstandings leading to an incredibly nuanced and detailed understanding of every student’s strengths, weaknesses and progress. In the moment, the teacher uses that information to be nimble and responsive in the day’s lesson – creating small groups, reteaching, adjusting, changing examples, creating activities, etc. on the fly.</p> <p>Future lesson plans and the unit plan as a whole is adjusted and modified regularly based on reliable assessment data – often addressing individual or small group need. The teacher is able to change course responsively, but also maintains regular differentiation structures given the typical needs of the students.</p>
SETS GOALS	Teacher sets individual student and class academic goals, communicates progress and conveys urgency.	
GATHERS DATA	Teacher constantly checks for student understanding of all concepts explored and presented. Teacher gathers and tracks student information from CFUs daily through effective questioning, observation, conferencing and student work review.	
USES DATA NOW	Teacher uses qualitative and quantitative student data gathered during the lesson to drive questioning, student work selection, individual student support, and the pace of the lesson. Teacher makes adjustments based on lesson progression and student understanding throughout the lesson.	
STUDENT FEEDBACK	Teacher provides written and verbal feedback to students that is frequent, authentic, meaningful and drives a change in student action both during the lesson and throughout the report period. <i>Gather data in class and through portfolio examples.</i>	
STUDENT SUPPORT	Teacher provides additional student support and attention for consistently struggling students. (i.e. office hours, extra practice, peer support, etc.). <i>Gather data through teacher conversation.</i>	
PLANNED DIFFERENTIATION	Teacher uses data from prior lessons during the course of the report period to proactively design differentiation strategies (i.e. small groups, scaffolded assignments, extension activities, etc.) to ensure the majority of students move towards content mastery and beyond. Supports and structures do not undermine the purpose of the lesson.	
PACING	Pacing is appropriate – neither dragged out nor rushed, with time for closure and student reflection on learning outcomes. Teachers work to maximize instructional time.	
ASSESSMENT	Teacher designs and administers appropriate, efficient, informative, authentic and aligned formative assessments to gather relevant and frequent data about student understandings, misconceptions and skills. <i>Gather data by reviewing assessment examples.</i>	



Mastery Charter Schools
Excellence. No Excuses.

MASTERY CHARTER SCHOOLS PA EMPLOYEE HANDBOOK 2014-15

AUGUST 2014

TABLE OF CONTENTS

Welcome to the Mastery Charter Schools Community.....	8
Mission	9
Values	9
Mastery 3.0 – Vision and Principles	10
Human Resources.....	11
Time Off Policies and Procedures.....	11
10½ Month Staff	11
12Month Staff.....	12
Requesting Time Off.....	14
Absences.....	14
Call Out Procedures.....	14
School Closings	15
Leave of Absence Policies.....	15
Americans with Disabilities Act (ADA).....	24
Ultipro – Human Resources Information System.....	25
How to Login To the System.....	25
System Uses.....	26
Who do I contact if I need help?	26
Payroll Procedures.....	26
Payroll Calendar.....	26
Employment Documentation Requirements	27
Taxes and Deductions.....	28
Employment Separation	29
At-will Employment	29
Employment Status Categories	30
Employment of Minors.....	31
Work Hours.....	31
Overtime.....	31
Benefits.....	32

Eligibility	32
Creative Benefits	32
Domestic Partnerships.....	33
Medical and Dental Insurance.....	33
Vision Insurance	33
Flexible Spending.....	33
Transit Account.....	34
Parking Account.....	34
Disability and Life Insurance.....	34
Voluntary Short-term Disability and Life Insurance	34
Employee Assistance Program	35
COBRA.....	35
Retirement Programs	35
Tuition Reimbursement.....	36
General Human Resources	36
Changes to Personal Data, Taxes, and Direct Deposit.....	36
Regulatory Requirements.....	36
Request to Review Personnel Files.....	37
Contracts and Offer Letters.....	37
Job Postings and Transfers	37
Certification and Highly Qualified Status	38
Overview.....	38
Definitions	38
Submitting Certification/HQT Documents	38
Mastery Charter Schools Policies	39
Student Policies	39
Transportation of Students	39
Confidentiality	39
Student Lockers	40
Reporting Suicide or Personal Safety Concerns	40
Administration of Medication to Students.....	40

Relationships with Students	40
Child Abuse Reporting Policy.....	40
General Policies	41
Open-Door Policy.....	41
Grievance Policy	41
Nondiscrimination Policy (Equal Employment Opportunity Employer).....	42
Policy against Harassment and Retaliation	42
Policy against Sexual Harassment	42
Fraternization Policy.....	43
Alcohol and Drug Policy.....	44
Non-Smoking Policy.....	44
Violence in the Workplace.....	44
Professional Dress and Appearance.....	45
Conflict of Interest.....	45
No-Solicitation/No-Distribution	45
Political Activities.....	45
Family Educational Rights and Privacy Act (FERPA)	46
Immigration Act Compliance Procedures.....	46
PA Code of Professional Practice and Conduct for Educators.....	47
Corporal Punishment.....	47
Professional Misconduct	47
Whistleblower Policy	48
School Property and Equipment.....	49
Social Media Policy	49
Technology Policies	49
Technology and Business Equipment.....	49
Laptops And Desktops	50
Cell Phones and Smart Phones.....	50
Photocopiers.....	51
Other Business Equipment	51
Data Storage and Backups.....	51

Voicemail	51
Limited Rights of Use.....	52
No Expectation of Privacy.....	52
Internet and E-mail Etiquette.....	52
Computer, Device, and Internet Use.....	52
Responsibility For Use and/or Misuse.....	53
Equipment Return Policy.....	54
Teaching at Mastery Charter Schools.....	55
Professional Development and Feedback.....	55
Instructional Standards	55
Instructional Standards and Teacher Feedback	56
Mastery Charter Schools Teacher Coaching Model	56
Staff Training and Collaboration.....	57
Benchmark Assessment Manual	58
Beyond the Classroom.....	60
Academic Program	60
Elementary Academic Program	60
Secondary Academic Program.....	61
Assessment.....	61
Report Cards, Grades and Attendance Reporting.....	62
Honor Roll.....	63
Course Credit and Credit Recovery	63
Student Culture Programs	64
The Mastery Charter Schools Core Values and Code of Conduct	64
The Road to College.....	64
Individual Rewards and Consequences	64
Dean Referrals	65
Additional Culture Systems	65
Special Education and Specialized Services.....	68
Student Achievement above All	68
Confidentiality	68

Mastery Charter Schools’ Case Management Model.....	68
Functional Behavior Assessments and Positive Behavior Support Plans	69
Parent Contact.....	69
Health Related Information.....	70
English Language Learners (ELL).....	70
Student Assistance Program (SAP)	72
Performance Based Teacher Advancement System.....	73
Overview.....	73
Advancement Criteria.....	74
Reviews.....	75
Performance Category Guidelines.....	75
End-of-Year Decision Guidelines	77
Teacher Incentive Fund	78
Contracts (10½ Month Staff Members).....	78
Appeals of Salary Determination.....	79
Performance Improvement Plan	79
Process.....	79
Outcomes	79
Teacher Load and Compensation	80
Overview of Contracted Loads	80
Additional ‘On Time’ Compensation	80
Additional Caseload Compensation	80
Additional Preps	80
Other Additional Compensation.....	81
Higher Education	81
Teacher Leaders.....	81
Grade Team Lead.....	81
Extra-Curricular.....	81
Internal class coverage	81
Saturday school	82
Summer school	82

School Leaders, Culture, College, Support	82
Mastery Charter Schools Management Model	82
Overview.....	82
Advancement Criteria.....	82
Reviews.....	83
Performance Categories and Expectations	83
Decision Making	84
Appeal/Review Process	85
Appendix.....	86
Appendix 1: Management Standards.....	86
Appendix 2: Salary Scale - Mastery’s Management Model.....	93
Appendix 3: Salary Scale – Teacher Advancement System	94
Appendix 4: School Calendar.....	95

WELCOME TO THE MASTERY CHARTER SCHOOLS COMMUNITY

Together, we will ensure that all students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams. We believe that educational inequity is the most pressing social problem facing our country—the civil rights issue of our day. Mastery Charter Schools exists to solve the problem. We believe it is imperative that every child receives a quality, college-preparatory education. With your support, Mastery Charter Schools is creating a network of exceptionally high performing urban schools that demonstrate that all students—not just those attending selective schools—can succeed and achieve academically. Our purpose is to raise the bar for urban education and prompt system changes. We live by our motto: “Excellence. No Excuses.”

We are relentlessly committed to student achievement. We know that all students can and must achieve. Our expectations are high and our timeline is aggressive. We use clear measures to determine achievement. When we fail, we own it and look to develop better and more effective methods. We constantly explore new strategies to increase our effectiveness. We know that high expectations must be matched by high and efficient support. We are united by our shared mission, the urgency of the calling and our relentless pursuit of academic achievement for all. Our program is distinct in several ways. Most importantly, our employees are outstanding and relentlessly committed to student achievement.

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

MISSION

We do whatever it takes to meet our MISSION.

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

VALUES

Our actions are supported by our VALUES.

- 1. Student Achievement -- Above All**
Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success.
- 2. We Serve**
We serve students and their families first. Our business is their success.
- 3. The High Road**
We do the right thing. We are fair and treat folks with respect.
- 4. Grit**
Our students' futures are at stake – we don't give up. We do more with less. If it doesn't work, we fix it. We find a way.
- 5. Joy and Humor**
Our positive, caring culture supports student and staff success. We like fun. We love to laugh.
- 6. Straight Talk**
We face reality, communicate honestly and respectfully, and hold each other accountable.
- 7. Open Doors**
Everybody is welcome to talk to anybody. We are open and transparent.
- 8. Continuous Improvement**
We seek a better way – always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis.
- 9. One Team**
We are in this together. We may disagree, but at the end of the day, we support each other 100%.

MASTERY 3.0 – VISION AND PRINCIPLES

Vision:

Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for post-secondary success

Principles:

1. Pitch High

We believe our students are brilliant and capable of rigorous work. Instruction is based on materials and concepts that require students to stretch.

2. Think & Do

Mastery instruction requires students to think and carry the cognitive load. Learning is active, enabling students to construct meaning and develop deep understanding of difficult and engaging material.

3. Joy!

Our schools are joyful places. Students shine because they experience wonder, express themselves, and feel connected to their school community. Student learning is joyful and engaging, student centered and authentic.

4. Cultural Context

We believe that culture, race, and identity strongly influences how we teach, students learn, and the school community interacts. We believe the cultures of our students and families are a source of strength and opportunity. Staff are aware and responsive to culture and individual identities, and so are better equipped to connect with and engage our students.

5. Preparation

Intellectual preparation, planning, & practice drives quality instruction. Teachers develop an in-depth understanding of lesson content and the nuances of lesson delivery. We allocate time and provide structure for teachers to collaboratively learn content, rehearse, and plan.

6. Leaders Proactively Impact Instruction

We believe the role of school leaders is to work directly with teachers on planning and instruction. Leaders are curricular experts and content knowledgeable. Leaders support instruction in real time.

7. Build Mindset

School culture, discipline, SEL programming, and support systems are designed to teach students to act responsibly and make good decisions. We balance structure and independence. We intentionally create community and provide opportunities for students to lead.

8. Responsive & Individualized

Teachers meet individual student’s needs by constantly gathering qualitative and quantitative data about student learning and use that data to inform and individualize instruction.

HUMAN RESOURCES

TIME OFF POLICIES AND PROCEDURES

All full-time, salaried employees are eligible for paid time off depending on the individuals’ position type below.

10½ Month Staff

Type of Time Off	10 ½ Month Staff and ASLs	Bank and Rollover Policy
Personal Time	56 Hours (accrual rate is 5.33 hours per month)	On August 15 th of each year, employee banks are reset. Personal hours may be rolled over or cashed out at 50%. Employee personal banks shall not exceed 112 hours at any one time. Employees starting after August 15 th will receive a prorated vacation bank at the rate of 5.33 hours/month. Employees may use time before they are accrued; however, if the employee utilizes hours before they are accrued, and terminates employment, the payment for these hours will be taken out of the last paycheck before departure. If an employee exhausts all personal time in his/her bank, further personal requests should be designated as unpaid time off.
Vacation Time	Pre-Scheduled Winter Break, Spring Break, and Summer Break (no additional vacation days)	N/A
Holidays*	See school calendar for exact dates	For the 2014-15 school year, MCS will not be closed in observance of the first day of Rosh Hashanah. All full-time employees are eligible for an additional 8 hours of paid time off to use in observance of a religious holiday not observed by MCS during the 2014-15 school year. See Religious Holiday Hours policy below.

**Eligible, salaried full-time employees will receive a paid day off for each school-observed holiday, where the holiday falls on a workday. Specific school schedules distributed at the beginning of each school year identify the calendar for the year, the number of school days to be worked by teachers and administrative staff plus any additional school scheduled breaks.*

***Employees can view their 10½ month/12 month status in employment contract.*

12Month Staff

Type of Time Off	12 Month Staff	Bank and Rollover Policy
Personal Time	<p align="center">56 Hours (accrual rate is 4.67 hours per month)</p>	<p>On August 15th of each year, employee banks are reset. Personal hours may be rolled over or cashed out at 50%. Employee personal banks shall not exceed 112 hours at any one time. Employees starting after August 15th will receive a prorated vacation bank at the rate of 4.67 hours/month. Employees may use time before they are accrued; however, if the employee utilizes hours before they are accrued, and terminates employment, the payment for these hours will be taken out of the last paycheck before departure. If an employee exhausts all personal time in his/her bank, further personal requests should be designated as unpaid time off.</p>
Vacation Time	<p align="center">88 Hours (accrual rate is 7.33 hours per month)</p> <p align="center">Pre-Scheduled Winter Break, Spring Break, and week-long Summer Break</p>	<p>On August 15th of each year 12 month staff vacation banks are reset to accrue 88 hours per year. Employees may rollover up to 40 unused vacation hours from the previous year. All other unused hours from the previous year will be lost. Employees starting after August 15th will receive a prorated vacation bank at the rate of 7.33 hours/month. Employees may use hours before they are accrued; however, if the employee utilizes hours before they are accrued, and terminates employment, the payment for these hours will be taken out of the last paycheck before departure. If an employee exhausts all vacation time in his/her bank, further vacation requests should be designated as unpaid time off. Employee vacation time banks may not exceed 128 hours and unused vacation hours cannot be cashed out.</p>
Holidays*	See school calendar for exact dates	<p>For the 2014-15 school year, MCS will not be closed in observance of the first day of Rosh Hashanah. All full-time employees are eligible for an additional 8 hours of paid time off to use in observance of a religious holiday not observed by MCS during the 2014-15 school year. See Religious Holiday Hours policy below.</p>

**Eligible, salaried full-time employees will receive a paid day off for each school-observed holiday, where the holiday falls on a workday. Specific school schedules distributed at the beginning of each school year identify the calendar for the year, the number of school days to be worked by teachers and administrative staff plus any additional school scheduled breaks.*

Personal Hours

Personal hours are intended to provide for time off in cases of personal/family emergency and sickness. If the personal time is not for emergency or health purposes, staff must request the personal day in advance and must receive approval from his/her supervisor. Mastery Charter Schools retains the right to request verification, deemed satisfactory to Mastery Charter Schools, from a licensed health care provider for all unplanned absences of more than two consecutive days due to illness. If requested personal time is longer than 5 days, you will need to notify your manager 30 days in advance. Once allotted personal hours are exhausted, employees will not be permitted to request paid *personal* time off - any request for time off after an employee has exhausted all available leave, should be designated as unpaid time off and still must be approved by a manager. All Employees should adhere to their individual schools' absence policy.

Examples of Personal Time (not limited to)

Appropriate Use of Personal Hours	Inappropriate Use of Personal Hours
Annual doctor's appointment	Day before or after a vacation
Settling on a new house	School opening delay

Employees may use time before it is accrued; however, if the employee utilizes time before it is accrued and terminates employment, the payment for these hours will be taken out of the last paycheck before departure. Vacation time is not accrued during any unpaid leave of absence period. Should employment with Mastery Charter Schools end at either the employee or employer's discretion, employees who do not have signed contracts shall receive the value of accrued vacation hours at their current daily rate in their final pay check. Those who renege on a signed contract prior to its start or leave during a contract period will not be paid the value of their accrued vacation or personal time. Once allotted vacation hours are exhausted, employees will not be permitted to request paid *vacation* time off – any request for time off after an employee has exhausted all available leave, should be designated as unpaid time off.

Religious Holiday Hours

For the 2014-15 school year, Mastery Charter Schools will not be closed in observance of the first day of Rosh Hashanah as the day will be a typical instructional day for the school year. Recognizing that this Holiday will now be a workday for all employees, including those who who observe Rosh Hashanah, all full-time employees will be eligible for an additional eight (8) hours of paid time off to use in observance of a religious holiday, including Rosh Hashanah and other religious holidays not observed by Mastery. The eight hours must be used in one (1) occurrence (i.e., cannot request 4 hours on one date and the remaining 4 on another, etc.) Employees who would like to take time off in observance of a religious holiday must request time off by notifying his/her supervisor in advance (at least thirty days before the requested date) and entering the time off request in UltiPro (must include the religious holiday in the subject of your request for time off). Failure to give advance notice to your supervisor may result in the time off request being denied. The eight hours of paid time off for religious holidays must be used by the end of the school year. Unused religious holiday time will not be cashed out and will not rollover into the following school year.

12 Month Staff Vacation

Vacation time with pay is available to eligible regular full-time employees in certain employment classification(s). Each employee is notified in their offer letter as to the amount of paid vacation time to be received each year. Generally, full time administrative (12 month employees) receive 88 vacation hours per year, which must be taken in compliance with Mastery Charter Schools' vacation policy. Vacation time must be

requested in advance and must receive approval from the supervisor via Ultipro notification. If requested vacation is longer than 5 days, you will need to notify your manager 30 days in advance.

On August 15th of each year, eligible employees' vacation bank is reset to provide 88 new hours on an accrued basis. Up to a maximum of 40 unused hours from the previous year may be rolled over to the next year with a total vacation day bank of 128 hours in one year. All other unused days from the previous year will be forfeited. Employees starting after August 15th will receive a prorated vacation bank at the rate of 7.33 hours/month.

Employees may use time before it is accrued; however, if the employee utilizes time before it is accrued and terminates employment, the payment for these hours will be taken out of the last paycheck before departure. Vacation time is not accrued during any unpaid leave of absence period. Should employment with Mastery Charter Schools end at either the employee or employer's discretion, employees who do not have signed contracts shall receive the value of accrued vacation hours at their current daily rate in their final pay check. Those who renege on a signed contract prior to its start or leave during a contract period will not be paid the value of their accrued vacation time. Once allotted vacation hours are exhausted, employees will not be permitted to request paid *vacation* time off – any request for time off after an employee has exhausted all available leave, should be designated as unpaid time off.

REQUESTING TIME OFF

All time off requests are entered through the Ultipro system (described below). Each school manages the process differently, so employees should speak with the Director of Operations at their campus for the specific policies and procedures. Please review the user manual on the homepage of Ultipro carefully which details how to request time off.

ABSENCES

All employees are expected to work on a regular and consistent basis, completing their regularly scheduled hours per week. Excessive absenteeism (more time than allotted in personal bank and not covered by FMLA) may result in disciplinary action, up to and including termination. Disciplinary action taken because of absenteeism will be considered on an individual basis, following review of the employee's absence and overall work record and legal issues as appropriate.

Any employee (teacher or administrative) who does not personally call each day and receive manager approval for time off or report to work for two consecutive workdays, beyond allotted personal time, will be considered to have voluntarily resigned from employment at Mastery Charter Schools. If an administrator or manager experiences this situation with an employee, he/she should contact the Director of Human Resources immediately.

A leave of absence for purposes of vacation, personal leave, military or jury duty, or other planned absence, are further described in this manual.

CALL OUT PROCEDURES

When preparing for a non-emergency day off, employees request time off in Ultipro to be approved by the Assistant Principal or Principal (please follow school procedure). Once the request is approved, the instructor may be requested to contact a substitute service provider. Instructors are strongly encouraged to give 3 days'

advance notice. This allows the school to prepare for the absence and increase the likelihood that a substitute instructor will be assigned.

In the event of an emergency absence, employees must contact the Director of Operations (or school designated emergency contact). Employees are strongly encouraged to call as soon as possible. If the APO does not answer, it is expected that the employee will leave a message indicating the employee’s name, contact information, reason for calling out, and date of return. Upon returning to work, the employee submits a “Time Off Request” in Ultipro to be approved by the designated approver.

Examples of Teacher Call Outs (not limited to)

Non-Emergency Day Off	Emergency Day Off
Settling on a house	Sick (you or your family)
Preparing for wedding, vacation, other significant life event	Death in family (covered under Bereavement Policy)

SCHOOL CLOSINGS

In the event of snow closing, Mastery Charter Schools will make an independent decision regarding the closing schools. Often, Mastery follows the Philadelphia School District closing policy, but students and staff should wait for an official announcement from Mastery Charter Schools regarding the official stance.

In the event of heat closing, Mastery Charter Schools vary. Please see your school specific information insert to determine if your school closes when the Philadelphia School District closes for heat.

Should a Mastery school close for any reason, we communicate closing information on our website (www.masterycharter.org). In the event of a school closing, employees can also tune to 6ABC, Fox29, CBS3, and KYW radio 1060 for information.

At times, emergencies such as severe weather, as mentioned above, fires, power failures, or national emergencies, can disrupt school operations. In extreme cases, these circumstances may require the closing of schools. When operations are officially closed due to emergency conditions, the time off from scheduled work will be paid. If an emergency closing has not been authorized, employees who fail to report for work will not be paid for the time off.

LEAVE OF ABSENCE POLICIES

Family Medical Leave

It is the policy of Mastery Charter Schools to comply with all Federal and State requirements and laws governing leave under the 1993 Family and Medical Leave Act (FMLA). The purpose of the Act is to help balance the demands of the workplace with the needs of families by allowing eligible employees to take up to 12 weeks of unpaid, job-protected leave for specific family emergencies such as serious illness or the birth of a child.

Reasons for Leave

All employees who meet the applicable time-of-service requirements may be granted a total of twelve (12) weeks of unpaid leave (during any 12-month period) for the following reasons:

- the birth of a child and to care for the newborn child within one year of birth;

- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of his or her job;
- any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" or
- Twenty-six workweeks (26) of leave during a single 12-month period to care for a covered service member with a serious injury or illness who is the spouse, son, daughter, parent, or next of kin to the employee (military caregiver leave).

Eligibility

To be eligible for family and medical leave, an employee must have worked for Mastery Charter Schools for at least 365 days (12 months) and have contributed 1,250 hours of service. Under the federal act, an eligible employee can take up to 12 weeks of leave during any 12-month period. Mastery Charter Schools will measure the 12-week (or 26-week) period backward from the 1st date an employee uses any leave under this policy. Each time an employee takes leave, the amount of leave will be subtracted from the 12 (or 26) weeks of available leave, and the balance remaining will be the amount the employee is entitled to take. Please note that periods of Pregnancy Leave and Parental Leave count against an employee's 12 (or 26) weeks of FMLA leave entitlement. More information can be found at <http://www.dol.gov/index.htm>.

Same employer limitation

A husband and wife or domestic partners who are eligible for FMLA leave and are employed by the same covered employer are limited to a combined total of 12 weeks of leave during a rolling 12-month period if the leave is taken to care for the employee's parent with a serious health condition, for the birth of the employee's son or daughter or to care for the child after the birth, or for placement of a son or daughter with the employee for adoption or foster care or to care for the child after placement. If one spouse or domestic partner is ineligible for FMLA leave, the other spouse or domestic partner would be entitled to a full 12 weeks of FMLA leave. Where the husband and wife or domestic partners both use a portion of the total 12-week FMLA leave entitlement for either the birth of a child, for placement for adoption or foster care, or to care for a parent, the husband and wife or domestic partners would each be entitled to the difference between the amount he or she has taken individually and 12 weeks for FMLA leave for other purposes. For example, if each spouse or domestic partner took six weeks of leave to care for a parent, each could use an additional six weeks due to his or her own serious health condition or to care for a child with a serious health condition. If leave is taken for other reasons, such as the employee's own serious health condition or to care for a child with a serious health condition, the husband and wife or domestic partners can each use up to 12 weeks of leave individually.

For employees not eligible for leave under the Family and Medical Leave Act, Mastery Charter Schools will review business considerations and the individual circumstances involved before leave may be granted. Employees not eligible are those who have worked less than a year or less than 1,250 hours in the previous 12 months or those that have exhausted all of their FMLA.

Leave Schedules

Medical leave for an employee's serious health condition or to care for a family member with a serious health condition may be taken intermittently or on a reduced leave schedule if medically necessary; in all other situations, FMLA leave may not be taken intermittently or on a reduced leave schedule unless agreed to by

Mastery Charter Schools. When approved leave is intermittent or on a reduced leave schedule, the employee may be placed temporarily in an alternative assignment that better accommodates the need for such leave.

Special Rules for Schools

The FMLA provides special rules for certain types of local educational agencies. Because of the special and important relationship school teachers have with students and the need for continuity of the teaching process in classrooms, the FMLA has two special rules applicable to instructional personnel as noted below:

20% Rule for Intermittent/Reduce Schedule Leave

When a teacher needs intermittent or reduced schedule FMLA leave, there is a potential interruption of and lack of continuity in the instructional process. There are special rules for this situation if the leave time requested represents more than 20% of the total number of working days over the period of time the leave will be taken. Under these circumstances, there are 2 available options:

- Take FMLA leave for a period of a particular duration, not greater than the planned treatment if employer can accommodate or
- The employee can transfer temporarily to an available alternative position for which the employee is qualified.

Leave at the End of an Academic Term

FMLA regulations provide that leave taken for a period that ends with the school year and begins the next semester is considered consecutive leave, not intermittent leave. Because the employee would not have been required to report to work during summer vacation, that period of time is not counted against an employee's leave entitlement.

Example: MCS' last day of school is June 20th. If an employee delivers their child and begins their FMLA 6 weeks prior to the last day of school, they are entitled to use their remaining 6 weeks of FMLA at the start of the next school year.

When a teacher or instructional employee takes FMLA leave and is expected to return just prior to the end of an academic term, testing, grading and other end-of semester issues can become problematic. The FMLA has special rules for instructional personnel that dictates that Mastery Charter Schools can require that the leave continue to the end of the term. The additional leave time required by the MCS will not count against the employee's FMLA entitlement.

Leave during School Breaks

Because the employee would not have been required to report to work during scheduled school breaks i.e. winter break/spring break, that period of time is not counted against an employee's leave entitlement. Employees will not receive regular pay for the breaks that fall during their leave but will be paid according to leave pay guidelines under parental leave and short-term disability.

Example: If an employee begins their FMLA in March and it extends through May, the one week of spring break will not count against the 12 weeks of FMLA that they are entitled to, nor will they receive one week of regular pay for spring break.

Use of Paid Time Off (PTO) during Leave

Employees who are eligible for a leave of absence are required to use available/accrued personal and/or vacation time during the unpaid portion of their leave of absence period. This amount is paid out in a lump sum payment in accordance with our bi-weekly pay schedule corresponding with your last day worked.

FMLA OUTSOURCING

Creative Benefits (CBI) administers Mastery Charter Schools FMLA Administration for all campuses. CBI partners with Mastery Charter Schools to administer FMLA leave and their services will include:

- Coordination of FMLA and disability claim paperwork
- Review and approval of all FMLA leave requests
- Written communication of FMLA approval or denial
- Tracking of FMLA time used
- Submission of disability claim forms to carriers as required including any claim paperwork required for state mandated leave
- Coordination of medical re-certification as required
- Facilitation of return to work notifications
- Assistance with claim appeals

FMLA LEAVE PROCESS

Requests for FMLA leave may be facilitated in one of two ways:

- **Scenario 1:**
 - Mastery Charter Schools employee notifies CBI directly that they will be out of work due to an accident or illness for three (3) or more consecutive days. A Claim Intake Form will be sent to Human Resources for completion in order to initiate the FMLA and/or STD claims process.
- **Scenario 2:**
 - Mastery Charter Schools employee notifies Human Resources that they will be out of work or are already absent due to an accident or illness for three (3) or more consecutive days. A Claim Intake Form will be completed by Human Resources with the information required to initiate the FMLA and/or STD claims process and forwarded to CBI.

If Mastery Charter Schools Employee Is Not Eligible for FMLA:

1. The CBI Leave Specialist will prepare the Notice of Eligibility and Rights & Responsibilities explaining that the employee is Not Eligible for FMLA and mail to employee's home address. In some cases letters will be sent via e-mail if the employee agrees to this method of communication and provides an appropriate e-mail address.

****Note:** Under FMLA guidelines, an employee who is not eligible for FMLA at the time a leave commences may become eligible during their leave. In this instance the balance of their leave will be designated as FMLA leave. **(This is commonly referred to as mid-stream eligibility)**

If Mastery Charter Schools Employee Is Eligible for FMLA:

1. The CBI Leave Specialist will provide to the employee:
 - Written confirmation of eligibility

- Notice of Eligibility and Rights & Responsibilities
- Certification of Health Care Provider Form

Confirmation of FMLA eligibility will be communicated within 2 business days and forms will be provided to the employee within 5 business days as per FMLA guidelines. For Military Leave, CBI will accept deployment orders and/or other official communication from the U.S. Military. *A call to Military Service is assumed if the President declares a National Emergency.*

Mastery Charter Schools employee will be notified that they must return the completed Certification of Health Care Provider Form within 15 calendar days. CBI Leave Specialist will follow up if forms have not been received within the allowed timeframe to determine if additional time is needed due to extenuating circumstances. If the employee does not respond to our inquiry within 7 calendar days past the original due date, the FMLA leave request will be denied. In the event forms are received and approved after a denial notification has been sent, CBI will issue another communication confirming FMLA eligibility.

2. Upon receipt and approval of the Certification of Health Care Provider Form, CBI will send the MCS employee an approval letter designating approval of FMLA leave. The letter will include the qualifying reason, dates of approval and leave duration. If state leave applies, this will also be included in the notification.
3. **Military Documentation** - If a Mastery Charter Schools employee is requesting leave due to a family member's active duty or call to active duty, he/she must provide proof of the family member's call-up or active duty status. The documentation may be a copy of the military orders or other military communication. If an employee is requesting leave to care for an injured or ill service member, he/she must provide proof of the injury and the need for care. This documentation may be military medical information, orders for treatment or other military communication that states that the service member is unable to perform their military duties.
4. **Benefit Coverage During Leave** - During a period of family, medical or military leave, an employee will be retained on MCS's health plan(s) under the same conditions that applied before leave commenced. MCS shall continue to pay premiums during family, medical or military leave. However, the employee is responsible to pay their portion of health insurance premiums, if applicable. Employees are also responsible for payment of all other voluntary benefit deductions normally withheld from their pay during leaves. If the employee fails to return to work after the expiration of the leave, the employee will be required to reimburse MCS for payment of any unpaid health insurance or other premiums paid during leave. While on paid FMLA, an employee will continue to pay their portion of the premiums through payroll deduction. While on unpaid FMLA, the employee will reimburse Mastery Charter Schools when they return to work. An employee is not entitled to the accrual of any seniority or employment benefits that would have accrued if not for the taking of leave. An employee who takes family and medical leave will not lose any seniority or employment benefits that accrued before the date leave began. While on unpaid leave of absence an employee will not accrue any leave time or receive Holiday pay.
5. **Restoration To Employment** - An employee eligible for family medical or military leave - with the exception of those employees designated as "highly compensated employees" - will be restored to his or her former position or to a position with equivalent pay, benefits, and other terms and conditions of employment. Mastery Charter Schools cannot guarantee that an employee will be returned to his or her original job. A determination as to whether a position is an "equivalent position" will be made by Mastery Charter Schools.

6. **Return From Leave** – Employees returning from leave for their own serious health condition or birth must present a *Fitness for Duty/Return to Work Certification Form*. It must be presented to the Human Resources Department **BEFORE** returning to the work location. Return to work notices will be coordinated with the CBI Leave Specialist prior to an employee’s return from leave. No employee shall be allowed to return to work without such form to full or partial duty. Employees taking leave for a family member must notify the CBI Leave Specialist so they can provide notification to the Human Resources Department when they no longer require leave or when they resume regular work hours.

7. **Failure To Return From Leave** -The failure of a Mastery Charter Schools employee to return to work upon the expiration of a family, medical or military leave of absence will subject them to immediate termination unless an extension is granted or in certain cases where a continued disability exists. An employee who requests an extension of family, medical or military leave due to the continuation or recurrence of their own health condition or their family member, must submit a request for an extension in writing to the CBI Leave Specialist who will then communicate the request to Human Resources. This written request must be made at least two (2) weeks prior to the expiration of the FMLA. If an employee fails to make the written request for an extension of the FMLA, the employee will be expected to return to work at the end of the expiration date of FMLA and if the employee does not return to work, he/she will be terminated. Extensions will not be granted for more than 30 days, except as required by law. If an employee cannot return to work after an extension, he/she will be terminated from employment. Once an employee is able to work and has a clearance from a healthcare provider, the employee may apply for any current open positions for which he/she may qualify.

8. **Failure to meet the terms of this policy** may lead to disciplinary action, up to and including termination of employment.

9. **Below is an example of Mastery Charter Schools’ FMLA Maternity Leave policy:**

Example of FMLA Maternity Approved Pay (case by case basis)*

Week	Short Term Disability Pay	Mastery Charter Schools Pay
1	0%	100%
2	60%	0%
3	60%	0%
4	60%	0%
5	60%	0%
6	60%	0%
7	0%	Unused Vacation/Personal Days
8	0%	Unused Vacation/Personal Days
9	0%	0%
10	0%	0%
11	0%	0%
12	0%	0%

**Payable weeks are subject to adjustment depending on the leave scenario. These times are dependent upon approval from the disability insurance carrier.*

***During the five day waiting period for Short Term Disability, the employee may use PTO in order to be paid. The employee should then enter their days in to Ultipro, as though they are requesting time off.*

Break Time for Nursing Mothers

In accordance with The Patient Protection and Affordable Care Act (“Affordable Care Act of March 2010”), MCS provides reasonable break time for an employee to lactate for her nursing child for one year after the child’s birth each time such employee has need to lactate. MCS has also designated private space at each campus for nursing mothers. Employees in need of using such space should contact the Director of Operations at the MCS Campus for information on reserving the space when needed. For questions about this policy, please contact Human Resources at hr@masterycharter.org.

Parental Leave

In addition to FMLA leave, all Employees who have worked with MCS for at least 90 days are eligible to take up to 5 days paid leave immediately after the birth or adoption of a child. This paid leave can be used in addition to the employee’s accrued sick and vacation leave, which need not be taken first.

For employees who are also eligible for FMLA leave, any period of parental leave shall count towards the employees’ FMLA entitlement of 12 weeks (see above). Subject to the terms, conditions, and limitations of the applicable plans, MCS will continue to provide health insurance benefits for the full period of the approved family leave. If an employee is requesting Parental Leave, they should contact Human Resources.

Adoption Leave

Employees who are in the process of adopting a child and meet the criteria below are eligible for the following adoption leave policy:

- Employee has worked for Mastery Charter Schools for at least 12 consecutive months as of the date the adoption leaves begins
- Employee meets the Family and Medical Leave Act (FMLA) criteria for a leave to adoption
- Employee can certify that he/she is the primary caregiver for the adoptive child—the child must be under the age of 18 on the date the leave begins

** If both adoptive parents work for MCS, only one may be designated as the primary caregiver.

This paid adoption leave does not apply to an employee adopting a blood relative or the child of the employee’s spouse or other member of the employee’s household.

Upon the adoption of a child, the FMLA entitles the primary caregiver to a leave for up twelve (12) consecutive weeks. Provided that the FMLA leave is taken immediately upon the placement of the child in the employee’s home, the employee will receive a lump sum payment representing 5 weeks paid at 60%. This payment is to help defer the cost of adoption.

In addition to the adoption payment, employees are eligible for Parental Leave (please refer to above policy).

As the adoption leave is to be taken in conjunction and concurrently with FMLA, employees must complete a Family Medical Leave Act Request form, which will be coordinated by Creative Benefits (CBI). Mastery’s employees are expected to provide as much advance notice to their supervisor and human resources as is possible. If leave is foreseeable, Mastery Charter Schools asks that the request be made at least 30 days prior to the expected leave period to allow for planning of coverage in the employee’s department or school.

Please refer to the FMLA policy for more information regarding procedure.

Creative Benefits Inc. FMLA Team	
Telephone	
Confidential Fax	
Pamela Rauch	
Kelly Fitzgerald	

Bereavement Leave

Employees who wish to take time off for bereavement due to the death of an immediate family member should notify their supervisor immediately and provide documentation (copy of obituary, note from Funeral Home) supporting the need for leave. The employee shall be entitled to days off for bereavement as follows:

- Up to five (5) days off with no loss of salary or benefits for spouse (licensed or common law), domestic partner, mother, father, parent surrogate/guardian, mother-in-law, father-in-law, child, step child, adopted child, sibling (brother and sister)
- Up to three (3) days off with no loss of salary or benefits for an employee’s relative who is not an immediate family member (such as, grandparents, grandchildren, niece/nephew, cousin, uncle, brother/sister-in-law).

Military Leave

A military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). If an employee is a member of the Reserve Corps of the U.S. Armed Forces or the state National Guard, the employee is eligible to take a military leave of absence without pay if required to go on active duty or active duty training. However, employees may use any available paid time off for the absence. To help Mastery Charter Schools cover the position while the employee is on leave, the employee must notify the supervisor and the Human Resources Department of the expected date of departure and, where possible, the employee’s return as soon as orders are received. If the employee is returning from active duty, the employee must apply for reinstatement within 31 days after being released from military duty or that employee will be considered to have resigned.

Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible. Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed or a comparable one depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

Sabbatical Leave

If an opportunity arises for an employee to work or undertake a special project pertaining to his/her career growth, such as continued education, international teaching experience, etc., the employee may request up to a 12 month leave of absence.

Applicants must communicate their desire to take a Sabbatical during the Mid-Year Review period of the current school year and their plan to return during the End of Year Review period of the upcoming school year.

Applicants must have been employed full-time by Mastery Charter Schools for at least five years and must meet the following criteria (to be determined at the discretion of the employee's manager):

- The employee's work performance is superior
- The employer deems that there are acceptable resources and adequate coverage available during the employee's absence
- The employee provides a detailed description and documentation of the leave opportunity
- The employee understands and accepts that this is a leave without pay
- The employee has not taken an unpaid leave of absence in the prior two years

No more than one employee per calendar year per campus may be granted a work sabbatical.

If the manager and the employee agree to all of the above conditions, then the following items should be discussed and the Work Sabbatical Leave Form completed, signed, and sent to Human Resources:

- The employee can opt to continue his/her health benefits for the agreed-upon time period if he/she pays the entire premium to the company. The company will make the payments to the various insurance carriers on the employee's behalf. If the employee elects to continue his/her benefits, the company will notify each carrier in writing of the employee's leave of absence.
- If electing to continue his or her benefits, the employee must submit a check representing the full monthly payment, made payable to Mastery Charter Schools, no later than the 15th of each month. Failure to submit payment will cause the employee's benefits to end immediately.
- Employees choosing to continue their benefits must understand that the benefit coverage is for opportunities within the location where they live and work. If the work sabbatical takes them to another city/state, then the coverage does not include being treated in that new location and the rules of the employee's health plan apply.
- Employees who opt to discontinue their benefits must understand that, upon their return to work, they will be treated as new employees as they reenroll.
- Once the time period for a work sabbatical is agreed upon in writing, it cannot be extended without a written request for extension and approval by the manager and Human Resources. If it is shortened, prior notice to the supervisor also is required. The total leave taken may not exceed one year.
- The employee and supervisor agree and understand that the position will remain open and available when the employee returns. Should the employee fail to return to work at the end of the agreed period of time, the position will be terminated.

***This leave is not intended to be an extension of FMLA, STD/LTD and/or any other current benefit provided by Mastery Charter Schools. This policy does not constitute a guarantee of continued employment. Rather, employment with Mastery Charter Schools is on an "at will" basis.*

Jury Duty

Mastery Charter Schools encourages employees to fulfill their civic responsibilities by serving jury duty when required. All regular, full-time staff members will be paid their regular salary. Therefore, all payable checks received from the courts must be turned over to the Mastery Charter Schools. They can be handed to your Director of Operations or Human Resources. Part-time employees will not be paid for time away from work serving jury duty. Therefore, all payable checks received from the courts are for the employee to keep. Employees must show the jury duty summons to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Employees are expected to report for work whenever the court schedule permits. Time off for jury duty does not count against a full-time employee's accrued personal or vacation time banks. If your jury duty is more than 5 consecutive days, please contact Human Resources.

Workers Compensation

Employees are occasionally injured on the job or suffer from work-related illnesses. This entitles the employee to workers' compensation through his or her employer. The workers' compensation system provides employees with wage replacement and medical treatment that typically supply the employees with up to 66% of their wages. The steps to follow when a work injury occurs are as follows:

1. Report incident to manager immediately. If serious injury and medical attention is needed, go to closest hospital emergency room.
2. The employee or their manager should report incident to the APO immediately.
3. The employee or their manager should document the incident using the Workers Comp Form and send to the appropriate Human Resources Manager who will follow-up with the employee.
4. The Human Resources Manager will inform the employee of the treating physician panel (also found on the UltiPro homepage) and have them sign the "Rights and Duties" form which indicates:
 - a. The duty to obtain treatment for work-related injuries and illnesses from one or more of the designated health care providers for 90 days from the date of the first visit to a designated provider.
 - b. The right to seek emergency medical treatment from any provider, but subsequent nonemergency
 - c. Treatment shall be by a designated provider for the remainder of the 90-day period.
 - d. The right to have all reasonable medical supplies and treatment related to the injury paid for by your employer as long as treatment is obtained from a designated provider during the 90day period.
 - e. The right, during this 90-day period, to switch from one designated health care provider to another designated provider.
 - f. The right to seek treatment from a provider if you are referred to that provider by a designated provider.
 - g. The right to an additional opinion from a provider of your choice when invasive surgery is prescribed by the designated provider.
 - h. The right to seek treatment or medical consultation from a non-designated provider during the 90-day period, but the services shall be at your expense for the applicable 90 days.
 - i. The right to seek treatment from any health care provider after the 90-day period has ended.
5. The duty to notify your employer of treatment by a non-designated provider (after the 90 day period) within 5 days of the first visit to that provider. The employer may not be required to pay for treatment rendered by a non-designated provider prior to receiving this notification. The Human Resources Manager will report the work injury to the Insurance Company and provide the employee with the claim number and insurance contact information.
6. Once the employee is confirmed to be returning to work, the Human Resources Manager will provide the employee with a job offer letter detailing their return. The employee and Human Resources Manager will confirm the details with the employee's manager.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act, known as the ADAAA, are federal laws that require employers with 15 or more employees to not discriminate against applicants and individuals with disabilities and, when needed, to provide reasonable accommodations to applicants and employees who are qualified for a job, with or without reasonable accommodations, so that they

may perform the essential job duties of the position. An accommodation may include a change to the work environment or to the way in which a job is usually performed.

Mastery Charter Schools will reasonably accommodate qualified individuals with a disability so that they can perform the essential functions of a job unless doing so causes a direct threat to these individuals or others in the workplace and the threat cannot be eliminated by reasonable accommodation and/or if the accommodation creates an undue hardship to Mastery Charter Schools.

All employees are required to comply with the Mastery's safety standards. Current employees who pose a direct threat to the health and/or safety of themselves or other individuals in the workplace will be placed on appropriate leave until an organizational decision has been made in regard to the employees' immediate employment situation.

Eligibility:

An employee has a disability if he or she has an impairment that substantially limits one or more major life activities or a record of such an impairment. **“Substantially limits” under the ADAAA has been broadened to allow** someone with an impairment to be “regarded as” having a disability, even without the perception that the impairment limits a major life activity, provided that the impairment does not have an actual *or expected* duration less than or equal to six months.

The ADAAA provides examples of **“major life activities,”** including “caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, and the operation of a major bodily function, such as functions of the immune system, normal cell growth and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.”

The steps to requesting a reasonable accommodation are as follows:

1. Contact Human Resources with your request for accommodation
2. Complete the **Accommodation Medical Certification Form** (this form must be completed by the employee and the employee's physician). Return completed form to Human Resources
3. Human Resources will review and determine eligibility

ULTIPRO – HUMAN RESOURCES INFORMATION SYSTEM

HOW TO LOGIN TO THE SYSTEM

- Go to <https://EW32.UltiPro.com>
 - **There is also an icon on your desktop.**
- Your login information is as follows:
 - **Username: Mastery Email Address (ex. jane.doe@masterycharter.org)**
 - **Password: Your Birthdate in this format – MMDDYYYY (ex. 01151981)**
 - *You will be asked to change your password immediately upon logging in the first time.*
 - **KEEP YOUR CHOSEN PASSWORD HANDY!**
- **If you have any trouble logging into the system, please send an email to the Director of Operations at your school or email support@masterycharter.org.**

NOTE: If you have worked at multiple campuses, you will have a choice of campuses when you first log in – choose your CURRENT campus.

SYSTEM USES

There are user manuals on the home page when you log into the system.

- Viewing Personal Information
 - Pay history and paystubs, W-2’s, taxes, direct deposit, address, key dates, and more
- Changing Personal Information
 - Direct Deposit, W-4 (taxes), Address and Personnel Information
- Requesting Time-Off (for non-emergency time-off)
- Viewing your time-off requests (approved and pending requests)
- Approving time-off requests from your team – Principal/AP Only
- Viewing all time off (approved, pending, denied) for your school – Principal/AP Only
- Viewing and Approving timesheets for hourly employees – Principal/AP Only

WHO DO I CONTACT IF I NEED HELP?

Your first line of contact is the Director of Operations at your school. If they are unable to help or unavailable, please email support@masterycharter.org.

PAYROLL PROCEDURES

PAYROLL CALENDAR

All Mastery Charter Schools employees are paid on a bi-weekly schedule, which means pay is distributed every other Friday. Employees are paid on the Friday after a completion of a two week pay period. For example, in looking at the calendar below, the August 29, 2014 paycheck covers time worked from August 10-23. In cases where a payday falls on a holiday, employees will be paid on the business day prior to the holiday. The highlighted blocks below are the dates when employees will be paid.

2014-15 Payroll Calendar		
Pay Period Start Date (Sun)	Pay Period End Date (Sat)	Pay Date
June 1, 2014	June 14, 2014	June 20, 2014
June 15, 2014	June 28, 2014	July 3, 2014
June 29, 2014	July 12, 2014	July 18, 2014
July 13, 2014	July 26, 2014	August 1, 2014
July 27, 2014	August 9, 2014	August 15, 2014
August 10, 2014	August 23, 2014	August 29, 2014
August 24, 2014	September 6, 2014	September 12, 2014
September 7, 2014	September 20, 2014	September 26, 2014
September 21, 2014	October 4, 2014	October 10, 2014

October 5, 2014	October 18, 2014	October 24, 2014
October 19, 2014	November 1, 2014	November 7, 2014
November 2, 2014	November 15, 2014	November 21, 2014
November 16, 2014	November 29, 2014	December 5, 2014
November 30, 2014	December 13, 2014	December 19, 2014
December 14, 2014	December 27, 2014	January 2, 2015
December 28, 2014	January 10, 2015	January 16, 2015
January 11, 2015	January 24, 2015	January 30, 2015
January 25, 2015	February 7, 2015	February 13, 2015
February 8, 2015	February 21, 2015	February 27, 2015
February 22, 2015	March 7, 2015	March 13, 2015
March 8, 2015	March 21, 2015	March 27, 2015
March 22, 2015	April 4, 2015	April 10, 2015
April 5, 2015	April 18, 2015	April 24, 2015
April 19, 2015	May 2, 2015	May 8, 2015
May 3, 2015	May 16, 2015	May 22, 2015
May 17, 2015	May 30, 2015	June 5, 2015
May 31, 2015	June 13, 2015	June 19, 2015
June 14, 2015	June 27, 2015	July 2, 2015
June 28, 2015	July 11, 2015	July 17, 2015
July 12, 2015	July 25, 2015	July 31, 2015
July 26, 2015	August 8, 2015	August 14, 2015

EMPLOYMENT DOCUMENTATION REQUIREMENTS

In order to be employed by Mastery Charter Schools, either as a full time, part time, or temporary employee, all employees are required to submit the following documents in order to receive pay. These documents are administered to the employee before or at the time of hire. Any misrepresentations or falsifications of the information provided, or failure to submit any of the following forms may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment. New employees will be required to complete and sign all new hire documentation included in an email from Human Resources before reporting to their first day of work. In the event an employee has not returned all required clearances s/he will not be eligible to work in a Mastery Charter Schools Campus. The employee can reach out to Human Resources to help complete New Hire Paperwork prior to reporting to work for his/her first day.

Required by all Mastery Charter Schools New Hires and Employees

Required Documentation*
IRS Form W-4
Immigration Services Form I-9 (w/ copies of appropriate identification)
Direct Deposit Form
Child Abuse History Clearance (Act 151)

FBI Fingerprint & Criminal History Record (Act 114)
Pennsylvania Criminal Records Check (Act 34)
Arrest or Conviction Form (Act 24)
Copy of Certification or Transcripts (where applicable)
Proof of Education (copy of degree/official or unofficial transcripts)
Completed TB Test

**In addition timely updated contact information and other appropriate information must be submitted.*

TAXES AND DEDUCTIONS

Taxes

The amount of tax deductions depends on the employee's income level, marital status and number of allowances the employee claims on the W-4 form.

Taxes
Federal Income Tax
Local Tax (PHILA R=Resident, PHILA NR=Non Resident)
State Tax
Employee Medicare
Social Security Employee Tax
PA Unemployment Employee Tax

Deductions

Deductions from an employee's gross pay period earnings are of two types: *mandatory* and *voluntary*. Mandatory deductions are those required by federal or state law or court order. Mastery Charter Schools is required by law to make the following deductions from an employee's check (when applicable). Employees will be notified before a deduction is implemented.

Possible Mandatory Deductions
Pennsylvania State Employee Retirement System (PSERS)
403(b) Retirement Account <i>Employees not enrolled in PSERS</i>
Child Support Payments (when applicable)
IRS Tax Levy (when applicable)
Other Wage Garnishments (when applicable)

Voluntary deductions are those requested by the employees to be made on their behalf and may include contributions toward health insurance premiums, tax-sheltered annuities, etc. Voluntary deductions will not be made without the employee's written request or authorization.

Possible Voluntary Deductions

Medical Insurance (PPO Plan)
Vision Insurance
Flexible Spending Accounts
Transit Account

EMPLOYMENT SEPARATION

At-will Employment

Employment with Mastery is “At-Will.” This means that you may terminate your employment at any time, for any reason or no reason, with or without cause, and with or without prior notice or procedural requirements. Likewise, Mastery may terminate your employment at any time, for any reason or no reason (other than an unlawful reason), with or without cause, and with or without prior notice of procedural requirements. No representatives of Mastery may enter into any agreements, or make any representations, written or oral, to alter your “At-Will” status or otherwise create any contractual obligation between you and Mastery. This Handbook and the policies contained herein are not intended to create (and shall not be construed as creating) a contract (express or implied) for employment between Mastery and any employee. However, to the extent an employee has a contract with Mastery that contains notice of termination provisions, said notice of termination provisions supersede this paragraph.

Probationary Period

The first 60 days of employment at Mastery will be a probationary period between the employee and the employer. An employee in probationary status may be terminated at any time during the probationary period with or without cause and without notice. This period shall be used for enhanced observation of Employee’s work performance and conduct.

Termination of Employment Contract

Pennsylvania is an “employment at-will” state. Mastery Charter Schools will end employment relationships in accordance with Pennsylvania’s “at-will” doctrine and procedures set forth in Mastery Charter Schools’ Employee Handbook. Mastery Charter Schools may terminate the Employee’s contract and employment for any of the following reasons, which are among the common reasons for termination of employment (including but not limited to the following and described below):

- Unsatisfactory Performance
- Misconduct
- Notice/Layoff
- Employee Abandonment of Position
- Resignation of Employee Prior to End of School Year

Termination for Unsatisfactory Performance

Where the Principal determines that the Employee’s performance is not satisfactory, the School may terminate the Employment Contract. Prior to such a determination, the School shall give the Employee notice of his/her unsatisfactory performance and the opportunity to improve his/her performance. Notice shall include:

- Written notice
- Improvement Plan
- Evaluation of Improvement Plan

Opportunities to improve performance shall include coaching, observations, in-class support, and/or modeling.

Termination for Misconduct

Where the Principal determines that there has been misconduct by the Employee, the School may terminate the Employment Contract at any time. Termination will be effective upon notice to Employee. For purposes of this contract, Misconduct is defined as: theft or destruction of School property; use of illegal substance or the unauthorized consumption of alcohol on School premises or during working hours; acts of sexual or racial harassment or any violent or abusive conduct toward a student or School employee; acts of forgery, plagiarism, or cheating; any other conduct which the Principal determines to constitute a threat to the safety or well-being of the students or other School employees.

Termination with Notice/Layoff

Under certain circumstances; including, but not limited to funding reductions, enrollment changes, and program changes, the Employee's position may be eliminated. In this case, the School reserves the right to terminate the contract and agrees to furnish the Employee at least one month's notice.

Contract Termination by Employee and Abandonment

If the employee terminates the contract prior to the end of the School year, the Employee will forfeit any remaining compensation under the contract (including vacation pay and bonuses) and any outstanding benefits. If the Employee is absent from work two days without notifying his/her supervisor or obtaining specific permission from his/her supervisor, the Employee will be considered to have abandoned her/his position and will be terminated.

Should the employee desire to separate from Mastery, it is requested that all employees provide the courtesy of three weeks' notice when resigning from their position. Failure to provide such notice may result in the loss of accrued benefits and any bonus described in the contract/offer (if applicable), immediate termination of health benefits coverage, and ineligibility for rehire. Employees who have signed contracts must abide by their terms and Mastery Charter Schools agrees to abide by those terms as well.

EMPLOYMENT STATUS CATEGORIES

It is the intent of Mastery Charter Schools to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications are provided by the Fair Labor Standards Act of 1938 (FLSA). Each employee is designated as either NONEXEMPT or EXEMPT which is notated in the employee's offer letter or contract.

- **NONEXEMPT** - employees entitled to their regular wage/salary and if applicable, overtime pay under the specific provisions of the FLSA. Nonexempt employees at Mastery Charter Schools include, but are not limited to administrative assistants, building engineers, and maintenance staff.
- **EXEMPT** – employees excluded from specific provisions from minimum wage, equal pay and overtime pay requirements of the FLSA. Exempt employees at Mastery Charter Schools are executive, administrative, or professional employees, including teachers and academic administrative personnel.
- *An employee classification of EXEMPT or NONEXEMPT classification may be changed only upon written notification by the CEO, depending on job function and responsibilities.*
- **REGULAR FULL-TIME** - employees who are not in a temporary or introductory status and who are regularly scheduled to work at least 30 or more hours per week. Generally, they are eligible for Mastery Charter Schools benefit package, subject to the terms, conditions, and limitations of each benefit program.

- **PART TIME AND TEMPORARY** - employees who are not assigned to a probationary period and are regularly scheduled to work less than 30 hours per week. While they receive all legally mandated benefits (such as Social Security, workers' compensation insurance and PSERS contributions), they are not eligible for all of Mastery Charter Schools' other benefit programs or holiday pay compensation.
- **MID-YEAR HIRE** – employees who are hired after January 1st of the current school year are not subject to the guidelines set forth in certain policies and procedures including, the *non-renewal* process and the *performance improvement process*. MY hires are not eligible for an End of Year salary increase and will receive summer pay at a prorated amount based on time worked.

EMPLOYMENT OF MINORS

Employees under 18 years of age are prohibited by law from performing certain types of work such as machine operation, or any other activities, which might expose them to conditions, defined by the Fair Labor Standards Act (FLSA) of 1938 as hazardous to minors. Additional limitations apply to employment of persons under the age of 16. **In no case may minors under the age of 14 be employed in the organization.** Minors must earn at least minimum wage and should work no more than 8 hours per day (non-school day) or 3 hours per day (school day).

WORK HOURS

The work schedule for an employee will vary on job title, staffing needs, operational demands and may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week. Each employee should refer to their offer letter or contract for their designated work schedule. However, it is subject to change as needed by the supervisor. Full time employees work hours are considered eight or eight and half hours a day (including a thirty minute break) five days a week.

Federal and state laws require Mastery Charter Schools to keep an accurate record of time worked in order to calculate employee pay and benefits. Full-time employees are required to follow daily check in procedures that are provided by the Director of Operations at each site. Nonexempt employees should accurately record the time they begin and end their work on a time sheet. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. Time sheets for NONEXEMPT and PART TIME employees are to be submitted to the Director of Operations or Manager at the employee's assigned work location. Logging time in and out of work is to be done by employees for themselves only. Signing other employees in or out will result in disciplinary actions being taken.

OVERTIME

Overtime compensation is paid to all NONEXEMPT employees in accordance with federal and state wage and hour regulations. When operating requirements or other needs cannot be met during regular working hours, nonexempt employees will be given the opportunity to volunteer for overtime work assignments. Overtime pay is based on actual hours worked. Time off on personal leave, vacation leave or any leave of absence will not be considered hours worked for purposes of performing overtime calculations. Overtime is calculated as having worked more than 40 hours within one work week (not including lunch breaks). Overtime work must always be approved before it is performed.

BENEFITS

ELIGIBILITY

Regular full-time employees, who work at least 30 hours or more per week, are eligible to participate in Mastery Charter Schools' benefits. All regular full-time employees and their spouses/domestic partners and dependents are eligible to participate in Mastery Charter Schools' health, dental and vision plans. Employees are also eligible to participate in retirement, life and disability insurance and other benefits as described below. Continuing through the 2014-2015 school year, employees are eligible for fully paid medical coverage under our HMO program. If the Employee chooses to elect our POS plan, he/she is responsible to pay the difference in cost between the two plans. Health insurance benefits become effective the 1st day of the calendar month after the employee's hire date. There will be a waiting period of up to 30 days between the start of employment and health coverage enrollment.

If the employee elects not to participate in Mastery Charter Schools health insurance (and has alternative coverage), he/she will receive a medical waiver payment in lieu of health coverage for the 2014-15 contract.

Effective July 1, 2014, Mastery employees who are dependents on a domestic partner and/or spouse's benefit plan, who are also Mastery employees, will not be eligible to receive the monthly medical benefit waiver.

Mastery is very excited to be able to offer our part-time employees (who work between 20-29 hours per week) an opportunity to participate in a selection of voluntary benefits offerings for the 2014-2015 school year. The voluntary benefits offerings include Vision, Flexible Spending for Medical, Dependent Care, Transit, and UNUM Voluntary Life Insurance and Short-term Disability.

Full-time employees are required to participate in retirement (PSERS or 403(b) plan), life, and disability insurances. Part-time employees working 20-29 hours per week are eligible to participate in voluntary life and disability plans and supplemental 403(b) plans.

Mastery Charter Schools reserves the right to eliminate or modify any of its benefits and eligibility requirements at any time. Benefits plans are subject to the terms, conditions, and limitations and are generally reviewed around July 1st of each year.

CREATIVE BENEFITS

Creative Benefits is Mastery Charter Schools' benefits advisor. They have extensive knowledge in all areas of health benefits. Questions about benefits should be directed to Creative Benefits (contact information below). Please make sure to mention that you are an employee at Mastery Charter Schools.

Contact Name	Phone Number	Email Address
Employee Service Team (General Benefit Questions)	1-844-231-8414	ESR@creativebenefitsinc.com
Gillian Conaghan (Medical, Dental, Vision, FSA)	██████████	████████████████████
Katelyn Martin (Medical, Dental, Vision, FSA)	██████████	████████████████████

Pam Rauch (Disability)	[REDACTED]	[REDACTED]
---------------------------	------------	------------

DOMESTIC PARTNERSHIPS

Mastery Charter Schools offers employees the option to provide benefits coverage to their partners with whom they share a common living arrangement. Supporting documentation may be required as determined by Human Resources Department and/or the partnering benefit providing companies. Benefit eligibility for domestic partnerships is subject to terms, conditions and limitations. Please ask Creative Benefits for more information.

During the course of the benefit plan year you may experience a life event where your domestic partner's relationship status changes and is now your spouse or if you have a marriage that was not previously recognized by the state of Pennsylvania and you would like to reflect this in your Ultipro records.

Making the change is a very simple process:

- 1) Log onto Ultipro
- 2) Select "Contacts" under the "Personal" tab and then Edit
- 3) Then under Add/Change contact update the relationship status to "Spouse"
- 4) Please notify Creative Benefits at [REDACTED] that this change has been made, as well as supplying a copy of your marriage certificate.

Please note that when a domestic partner transitions to spouse, the taxation of the costs of their benefits no longer applies. This means the gross up included in your pay will also be removed. This will be reflected in the pay cycle following the relationship status change.

MEDICAL AND DENTAL INSURANCE

Mastery Charter Schools offers eligible employees the opportunity to enroll in an employer paid medical and dental insurance program. At this time, eligible employees are provided a 100% employer paid medical coverage under our HMO program, including dependents. If the Employee chooses to elect our POS plan, he/she is responsible to pay the difference in cost between the two plans. Our health coverage plans include dental and vision. If the Employee elects not to receive health insurance (and provides evidence that s/he has alternative coverage), s/he may receive an Opt-Out rate per pay for waiving benefits. Health insurance benefits become effective the 1st day of the calendar month after the employee's hire date. There may be a waiting period of up to 30 days between the start of employment and health coverage enrollment.

VISION INSURANCE

Mastery Charter Schools offers optional vision insurance for all eligible employees through the provider VSP. Employees are responsible for payment of the full premium amount per paycheck. Premium amounts are subject to change according to the provider's terms.

FLEXIBLE SPENDING

Mastery Charter Schools offers the opportunity to all benefits eligible employees to take out pre-tax dollars and use this money for medical and dependent spending costs through AmeriFlex Flexible Spending Account (FSA). Medical pre-tax dollars can be used for such things as co-payments, prescription drugs, lab exams and tests, practitioners, and more. Please see the current year's benefits brochure for more information.

TRANSIT ACCOUNT

Mastery Charter Schools offers all staff the opportunity to use pre-tax dollars for public transit. Working with our flexible spending provider, AmeriFlex, employees can choose a monthly pre-tax deduction amount to be used for public transit. This money will be added to a debit card (if you have flexible spending, it will be the same card), and you can use the debit card at any public transit machine or teller to purchase tickets and passes. If you are interested in participating in this benefit, you should indicate so during your online enrollment. You may decrease or increase this benefit at any time during the plan year. Please see the current year's benefits brochure for more information.

PARKING ACCOUNT

Mastery Charter Schools offers all staff the opportunity to use pre-tax dollars for parking, at place or employment or at the mass transit location from which you commute to work. Working with our flexible spending provider, AmeriFlex, employees can choose a monthly pre-tax deduction amount to be used for parking. This money will be added to a debit card (if you have flexible spending, it will be the same card), and you can use the debit card at any parking machine or teller to purchase tickets and passes. The maximum pre-tax monthly contribution amount is \$125. If you are interested in participating in this benefit, you should indicate so during your online enrollment. You may decrease or increase this benefit at any time during the plan year.

TELADOC

All Mastery employees can take advantage of this new benefit offering, Teladoc. Part-time employees can use this service without being covered on Mastery's medical plan. Teladoc offers 24/7 access to board certified physicians via phone (1-800-Teladoc) or web www.teladoc.com. Instead of leaving work early, taking a day off or waiting until morning to make a call to a physician, Mastery employees will be able to call or click for care. Teladoc handles such conditions as: Cold and Flu symptoms, Bronchitis, Respiratory invocation, sinus problems, allergies, urinary tract infection, ear infections and pink eye. The cost to use this service is **\$10** for employees and Mastery will cover the rest.

DISABILITY AND LIFE INSURANCE

Mastery Charter Schools provides life insurance, (1x annual salary up to \$100,000) as well as short and long term disability for its eligible, full-time employees. Specific information and coverage may be obtained from Creative Benefits. Employees are eligible for life insurance and disability after 90 days of employment.

VOLUNTARY SHORT-TERM DISABILITY AND LIFE INSURANCE

Mastery provides staff with the opportunity to participate in voluntary benefits. The following voluntary benefits will be offered through UNUM:

- Term Life Insurance (will continue to be offered, in addition to the employer paid Life Insurance through Guardian)
- Short Term Disability Insurance (in addition to the employer paid policy through Guardian)

Enrollment into voluntary plans must be during the open enrollment period or during time of hire. Eligibility is the first of the month following date of hire. For more information on these plans, please contact Creative Benefits at 610-325-0200.

EMPLOYEE ASSISTANCE PROGRAM

Mastery Charter Schools provides an Employee Assistance Program which provides employees and family members with support services for a variety of issues associated with daily living: education, dependent care, lifestyle and fitness management, legal and financial, pet care.

To assess this benefit, employees may view <http://ibhworklife.com/> or call 1-800-386-7055.

COBRA

The federal Consolidated Omnibus Budget Reconciliation Act Of 1985 (COBRA) gives most terminated employees and their qualified beneficiaries the opportunity to continue health insurance coverage under Mastery Charter Schools' health plan. Under COBRA, the terminated employee or beneficiary pays the full or partial cost of health coverage (depending on reason for departure) at Mastery Charter Schools' group rate plus an administration fee. Mastery Charter Schools provides each eligible employee with a written notice describing rights granted under COBRA and insurance premiums when the employee is terminated or resigns from employment.

RETIREMENT PROGRAMS

As required by charter law, all full time Mastery Charter Schools employees will be automatically enrolled in a retirement plan. Employees are required to participate in Mastery's defined contribution 403(b) plan; if the employee was previously enrolled in the Public School Employee's Retirement System (PSERS), the employee may opt to continue PSERS instead of participating in Mastery's 403(b) plan. Both plans require a contribution that is deducted from the employee's paycheck towards an individual retirement fund. By enrolling in the 403(b) program or PSERS, an employee has a portion of pretax dollars set aside for retirement.

Part-time employees are also eligible to participate in Mastery's retirement plans, which include enrollment into PSERS (if previously enrolled) or a 403(b) plan. Part-time, hourly employees, who were previously enrolled in PSERS are eligible to continue their participation in PSERS and may also elect to participate in the supplemental 403(b) plan. Part-time employee eligibility for the 403(b) plan with employer match begins after fulfillment of working at least 500 hours.

PSERS

More information can be found on their website: www.psers.state.pa.us. Mastery Charter Schools matches the PSERS contribution as mandated by state law and the rate varies by year. The exact contribution amount for both employee and employer is displayed on your paystub.

PenServ 403(b)

Mastery Charter Schools has partnered with PenServ to administer our 403(b) options. All Mastery Charter Schools employees are eligible to enroll in the PenServ 403(b) plan. Mastery Charter Schools has partnered with a financial advisor; eXcel Retirement, to create a plan that will benefit all employees.

Full time employees, as mentioned above, are automatically enrolled at a contribution rate of 5% of the employees' salary. For new hires only, Mastery Charter Schools will match the contribution rate dollar for dollar up to 5% of the employees' salary.

Part-time employees who enroll in the 403(b) plan will be eligible for the employer match (5%) after working 500 hours. Part-time employees can enroll in the supplemental 403(b) plan at any time. Employees who are already enrolled in PSERS have the option to enroll in the designated 403(b) program, but will not receive the employer match since Mastery Charter Schools contributes an employer match to PSERS. If you have questions about your 403(b) plan, you can speak with an eXcel financial advisor at 215-599-6390.

TUITION REIMBURSEMENT

Mastery Charter Schools encourages staff to continue developing their instructional practice by taking coursework and workshops related to their field. According to the contract/offer letter under the “Benefits” section, regular full-time staff members are allotted up to \$1,000 towards reimbursements for education coursework or certification testing and related expenses. Any staff member may use up to \$400 (of the \$1,000) for education related workshops or seminars (and travel related to such endeavors); as approved by the Principal of your school.

Part time employees, who work in positions requiring certification or Highly Qualified Status, are allotted \$500 of tuition reimbursement towards reimbursement for certification testing and related expenses to help in obtaining HQT status.

The process requires the following:

- Staff must first pay for and complete the coursework, testing, and/or workshops related to their position
- Complete the tuition reimbursement form (found in UltiPro under “My Company” – “Electronic Forms”)
- Attach receipts and proof of grades for coursework (must be a “C” or better).
- Submit the form to the Manager for approval
- The Director of Operations will give the form to the Human Resources Manager for processing within two pay cycles

GENERAL HUMAN RESOURCES

CHANGES TO PERSONAL DATA, TAXES, AND DIRECT DEPOSIT

The information in the employee's personnel file is permanent and confidential, and must be kept up to date. The employee should inform Mastery Charter Schools immediately by entering updates into Ultipro, whenever there are changes in personal data such as address, telephone number, direct deposit information, marital status, changes in number of dependents, and emergency contact information. This information should be provided directly to the Human Resources Department via Ultipro. Employees should login to Ultipro and change information.

***Please note that information must be updated in Ultipro the Friday before a pay date or the change will not take effect until the following pay date.*

REGULATORY REQUIREMENTS

- The Employee’s employment is contingent upon successful completion of a background check including criminal and child abuse checks, as well as compliance with Immigration Act I-9 (proof of authorization to work in the United States is required).

- If the Employee does not provide proof to Mastery Charter Schools of having received clearances by his/her 1st day of employment, he/she could face immediate dismissal or a delay in employment.
- While employed by Mastery Charter Schools, the Employee will be expected to comply with all employment rules and procedures.
- Employees are required to report any arrests while employed with Mastery Charter Schools

REQUEST TO REVIEW PERSONNEL FILES

An official personnel file for each employee will be kept secured with the Human Resources Department. In addition to the employment documentation referenced above, all benefits enrollment forms; proof of dependent eligibility; contracts and/or offer letters; evaluations or performance reviews; educational transcripts, degrees, or certification; and application materials will be kept in this file. Employees may have access to review their file (except for confidential during business hours by submitting a written (email) request in advance to the Human Resources Department.

Release of personnel file information to anyone other than the employee would be executed only through a federal, state, or local court order; an employee signed release; or on a “need to know” basis as determined by the Director of Human Resources. Personnel files are the property of Mastery Charter Schools and may not be removed from Mastery Charter Schools’ premises without written authorization from Human Resources, CFO or CEO. Mastery Charter Schools will maintain a physical personnel record for the 5 years required by law.

CONTRACTS AND OFFER LETTERS

Upon hire, all full time or part-time employees receive an offer letter and/or contract via email from Human Resources, which they are required to sign electronically and return to Human Resources. Both documents include the title of the position the employee will fill, job description, designation of supervisor and compensation. This document will be maintained in the employee’s personnel file. If the employee’s title or job description significantly changes, a new offer letter or contract will be produced to outline the new terms of employment; however, in the interim, duties are to be performed as assigned.

JOB POSTINGS AND TRANSFERS

Mastery Charter Schools is committed to hiring a diverse workforce and the most qualified candidates who are aligned with our mission and values. When appropriate, Mastery Charter Schools will notify employees of available job openings and post the job openings for general public view. To apply for an internal transfer, follow the steps outlined below:

1. Speak with your current supervisor and/or principal about your desire to apply for a new position.
2. Apply online for the position that you are interested in at www.masterycharter.org. Click on the ‘Careers’ tab.
3. Recruitment and Human Resources will speak with your current supervisor about your performance to date. Any candidates on an improvement plan will not be eligible for a position change.
4. If eligible to move forward in the position change process, you will interview and/or demo with members of the NST leadership team.
5. Recruitment will notify candidates of their status.

CERTIFICATION AND HIGHLY QUALIFIED STATUS

OVERVIEW

Mastery Charter Schools strives to hire the most talented and qualified employees for its schools. Through the No Child Left Behind Act there are rules and regulations that Mastery Charter Schools must comply with regarding certification and highly-qualified status. Employees who are required to be certified and/or highly-qualified must take the appropriate steps necessary to reach that status. Human Resources supports teachers in ensuring that they have the information needed to become highly-qualified and/or certified, but it is the responsibility of the employee to ensure they reach the final status.

DEFINITIONS

Certification

A certified teacher or administrator obtains and maintains a position-appropriate certificate issued by the Commonwealth of Pennsylvania. Mastery Charter Schools requires that all instructional staff (teacher, principals, AP-Instruction, and AP-Specialized Services) obtain and maintain the appropriate certification. To obtain this status, employees may be required to take additional coursework and/or content tests, as well as apply for certification.

Highly-Qualified (HQT) Status

A highly-qualified teacher demonstrates competency in the subject area in which they are teaching. Competency can be obtained in one of three ways:

- Have at least a Bachelor's degree with a major in the core subject(s) being taught
- Have a valid state certification in the core subject(s) being taught for which no requirements have been waived (i.e. emergency certification)
- Demonstrate content expertise in the core subject(s) being taught by passing the state required PRAXIS exam(s)

In order for Para Professionals and Support Teachers to be considered "Highly Qualified" under Title I, they must meet one of the following three standards:

- Completed 48 credits of higher education
- Earned an Associate's degree or higher
- Has a High School Diploma and passed relevant content area Praxis exam(s)

SUBMITTING CERTIFICATION/HQT DOCUMENTS

The Employee's employment is contingent upon evidence of appropriate certification and highly qualified teacher status as recognized by the Pennsylvania Department of Education. Each Employee must obtain appropriate certification for his/her teaching subject area(s). Failure to obtain and maintain certification and HQT status may result in immediate dismissal or non-renewal of contract.

If the employee requires coursework to become certified, employee may use tuition reimbursement to contribute to the cost of coursework. If the Employee is not certified in Pennsylvania, the Employee must complete paperwork for Emergency Certification within two months of hire.

Special Education teachers— employees must provide proof of Special Education certification no later than three (3) months after contract start date. If employee does not have required PA certification, employee must provide one of the following 1) proof of enrollment in a Special Education certification program 2) proof of application for PA reciprocity (if Special Education certified in another State) within three (3) months of contract start date. If a Special Education teacher does not have PA certification, they must acquire an Emergency Permit within two months of hire date.

Teaching positions requiring HQT status – employees must provide proof of HQT status no later than two (2) months of contract start date. If employee is not highly qualified, employee must provide proof of actions taken (test registration, transcript request, etc.) to Human Resources within two (2) months of contract start date.

Employees who do not provide proof of certification/HQT status within the above time frames may be subject to disciplinary action, including unpaid Administrative leave, non-renewal of contract, or contract may be rescinded.

Teachers and administrators who do not receive PA certification within 1 year of employment start date will be subject to a \$2,000 certification decrease if proof of certification is not received by Human Resources within 1 year (teaching staff in positions that require Sped certification or HQT status must follow guidelines above). The \$2,000 certification decrease monies may be used toward additional tuition reimbursement for that contract year.

MASTERY CHARTER SCHOOLS POLICIES

STUDENT POLICIES

TRANSPORTATION OF STUDENTS

No school employees may transport students in private vehicles during school hours without explicit written permission from the principal, and that permission should only be granted in emergency circumstances. Employees are strongly advised not to drive students in their personal vehicles outside of school hours because of liability concerns as well as the possible perceptions of impropriety.

CONFIDENTIALITY

ALL student information (biographical, medical, academic, disciplinary, health, etc.) is considered confidential by law. Staff members may share this information with other staff members, who have a need to know for professional purposes, but not out of idle curiosity. When sharing student information, staff members should take special care not to speak where they might be overheard and to lock or shred all copied papers. Sending confidential reports to a public copier and having casual conversations where others might hear are the most common ways that student privacy rights are violated. Refer to FERPA for more details.

Mastery Charter Schools' staff should also treat personal information about other staff members, as well as confidential documents and information related to Mastery Charter Schools, with the same care and discretion that they treat student information.

STUDENT LOCKERS

While student lockers belong to Mastery Charter Schools, certain legal procedures must be followed before searching them. It must be written in the Student Handbook or elsewhere that such actions might take place, and administrators must have “probable cause” to suspect that they will find unauthorized use or materials before searching without a student’s permission. In other circumstances, as deemed appropriate, the student may first be asked to open the locker.

REPORTING SUICIDE OR PERSONAL SAFETY CONCERNS

All staff have a legal and ethical responsibility to report concerns about a student’s potential suicide risk, self-harm, or possible harm to others to the School Social Worker. The Social Worker will then discuss it with the Principal to discuss next steps, including whether or not there is a need to inform Children’s Services or others as appropriate.

ADMINISTRATION OF MEDICATION TO STUDENTS

Unless an Employee is a licensed nurse who has legal permission to administer medication, no Mastery Charter Schools Employee should administer medication of any kind to students. Even with the express permission of a parent/guardian, Employees, except nurses, should not administer any kind of medication, prescription or over-the-counter to the students. If you have concerns or questions about administering medication, please speak with the school’s nurse. Any Employee found to be in violation of this policy may be immediately dismissed.

RELATIONSHIPS WITH STUDENTS

Mastery Charter Schools believes that the professional relationship between a student and an employee is vital to a student’s educational development and affirms that the teaching relationship is based on trust, confidence and dependency. In this context, a professional relationship is defined as one where there is an assessing, supervising, tutoring, teaching, mentoring, coaching, or pastoral role, or a role providing administrative or technical support. Students are entitled to equality of treatment, and it is important that a personal relationship between a member of staff and a student is not perceived by others to prejudice that equality of treatment.

Employees are prohibited from entering into a sexual/romantic relationship with any student on or off the premises of Mastery Charter Schools while employed at Mastery Charter Schools. Further, staff should not enter into a business, commercial or financial relationship with a student which could compromise, or could be perceived to compromise, the objectivity and professional standing of the teaching relationship. Employees who fail to comply with these guidelines will be subject to disciplinary action up to and including termination. Depending on the situation, conduct may also be subject to legal actions.

CHILD ABUSE REPORTING POLICY

All Mastery Charter School employees are mandated reporters of suspected child abuse and are therefore required to report any situations in which they have reason to suspect that a student is being physically abused, emotionally abused, neglected, or sexually abused. When teachers suspect child abuse, they are required to notify the school social worker, who is the Mastery Charter Schools staff member designated to make reports of suspected abuse to the State Child Abuse Hotline (Childline).

If the school social worker is not available, staff members are required to report suspected abuse to the Assistant Principal of Specialized Services (APSS). If the Assistant Principal of Specialized Services is not

available, staff members should report their suspicions to the Principal. In situations in which a Mastery Charter Schools staff member in the chain of child abuse reporting is the person who is suspected of abusing the student, the staff member who suspects abuse should make the report to the next person in the chain of reporting. The social worker or APSS may involve the school nurse to examine physical injuries related to suspected abuse claims. Teachers should not call Childline directly without conferring with one of the staff members above—unless they are all unavailable and the situation is an emergency.

In the majority of cases, once the school social worker is notified of the report of suspected abuse, he or she will discuss the situation with the staff person and support him or her while the report is made to Childline. After a call to Childline is made, the school social worker may choose to alert the parents of the report or may choose to *not* alert them if the parents are the suspected abusers of the student. All school staff members are mandated to keep confidential any discussions regarding suspected child abuse; however, the school social worker may share some information with staff members on a need-to-know basis for the benefit of the student, keeping in mind the student’s right to confidentiality. Once a report of suspected abuse is made to Childline, all staff members are required to cooperate with investigators and are allowed to share basic educational information as well as information related to the original report of suspected abuse. If, after making a report of suspected abuse, a Mastery Charter Schools staff person is contacted by the Philadelphia Department of Human Services (DHS) or the Philadelphia Police Department, he or she should contact the school social worker to discuss the request for information before sharing information.

GENERAL POLICIES

OPEN-DOOR POLICY

Mastery Charter Schools strongly believes in an open-door, open-communication policy and feels it is an important benefit to the organization. Mastery Charter Schools encourages employees to discuss their problems with their direct supervisor in order to resolve the issues quickly and efficiently. If an employee has or foresees a problem which may interfere with that employee’s ability to adequately perform his/her responsibilities, the employee should discuss the matter with his/her supervisor. If the immediate supervisor is not able to answer the employee’s questions regarding the interpretation or application of this handbook or any other work place issue, then the employee may contact the Director of Human Resources for guidance.

GRIEVANCE POLICY

The process described below is available if a staff member is unable to resolve an issue or has a grievance:

1. Attempt to address the issue directly to the party concerned
2. If the matter is not resolved, address the concern to your supervisor if appropriate
3. If the matter is not resolved, address the concern to the Principal if appropriate
4. If the matter is not resolved, the concern can be addressed to Human Resources and Chief Finance Officer (CFO). Please document the concern in writing. Human Resources and/or the CFO will respond within 10 school days
5. If the matter is still not resolved, the concern can be addressed to the Ombudsman on the Board Executive Committee. The Ombudsman will respond within 10 school days

NONDISCRIMINATION POLICY (EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER)

Mastery Charter Schools is committed to being fair and impartial in all of its relations with its employees and applicants for employment and to make all employment-related decisions without regard to race, religion, color, national origin, age, sex, disability or any other categories protected by federal, state, or local law. This policy applies to recruitment, hiring, training, promotion and all other personnel actions and conditions of employment such as compensation, benefits, layoffs and reinstatements, training, tuition assistance and disciplinary measures. Decisions regarding employment and promotion will be based solely upon valid job-related factors.

Any employee with questions or concerns about any type of discrimination in the workplace is encouraged to bring these issues to the attention of their immediate supervisor, or the Human Resources Manager. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

POLICY AGAINST HARASSMENT AND RETALIATION

Mastery Charter Schools intends to foster a work environment free of harassment, discrimination, intimidation and insult. Harassment is defined as conduct or actions, based on race, religion, sex, national origin, age, disability, genetic information, military membership, or veteran status, severe or pervasive enough to create a hostile abusive or intimidating work environment for a reasonable person. Every staff member must be assured that he/she can work in an environment that is free from unwanted and unwelcome harassment and discrimination. As a result, Mastery Charter Schools expects that all employees will treat each other with fairness and respect. Harassment on the basis of race, religion, sex, national origin, age, disability, genetic information, military membership, or veteran status or as otherwise provided under state or local law, will not be tolerated and is strictly prohibited.

Any person who believes that he/she is the victim of any type of discriminatory conduct, should bring that conduct to the immediate attention of his/her supervisor or the Human Resources Department. Mastery Charter Schools will conduct a prompt and thorough investigation of all the circumstances surrounding the alleged incident in a confidential nature. If the investigation discloses that an individual has committed an act of discrimination, that individual will be subject to appropriate disciplinary action, up to and including termination. Retaliation in any form against an employee who complains of discrimination or harassment or who provides evidence relating to such conduct is strictly prohibited and will result in appropriate disciplinary action. Any supervisory employee to whom an employee brings a complaint of harassment but who fails to investigate to resolve it will also be disciplined.

POLICY AGAINST SEXUAL HARASSMENT

Mastery Charter Schools prohibits any employee from making unwelcome and unsolicited sexual advances, unwelcome, offensive or inappropriate comments regarding an employee's gender or engaging in other verbal or physical conduct of a sexual or gender-offensive nature; Mastery Charter Schools also prohibits conduct when an individual's submission to that conduct is made explicitly or implicitly a term or condition of that individual's employment, or when that conduct creates an intimidating, hostile, or offensive working environment.

Sexual Harassment includes (not limited to)

Sexual Harassment
Unwelcome or unwanted sexual advances
Requests or demands for sexual favors

Verbal abuse, kidding, or physical contact that is sexually oriented and considered unacceptable by the target of the abuse
Any type of sexually oriented conduct that interferes with another's work performance
Sexually oriented conversations or activities that create a work environment that is intimidating, hostile or offensive to any staff member
Verbal abuse, kidding, remarks or comments that intimidate, ridicule, and maliciously demean the status of an individual's gender

Any person who believes that he/she is the victim of any type of discriminatory conduct, including sexual harassment, should bring that conduct to the immediate attention of his/her supervisor, the Human Resources Manager or any member of management. If any employee has violated the policy, the violator will be subject to appropriate disciplinary action, up to and including termination. Retaliation in any form against an employee who complains of discrimination or harassment is strictly prohibited and will result in appropriate disciplinary action. Any supervisory employee to whom an employee brings a complaint of sexual harassment but who fails to take appropriate action to resolve it will also be disciplined.

FRATERNIZATION POLICY

Mastery Charter Schools' fraternization policy is intended to provide guidance in areas where personal relationships overlap with working relationships to ensure that individual members of staff do not commit acts of impropriety, bias, abuse of authority, or conflict of interest, and do not lay themselves open to allegations that they have done so.

Mastery Charter Schools values and relies upon the professional integrity of relationships between members of staff as well as between an employee and a student. In order that Mastery Charter Schools business is conducted and perceived to be conducted in a professional and proper manner, it is necessary to distinguish between, and take account of, personal relationships which overlap with professional ones.

In the context of this document, a **Personal Relationship** is defined as:

- a family relationship, by blood or marriage or
- a business/commercial/financial relationship or
- a sexual/romantic relationship

Relationships between Employees

Although the existence of a personal relationship between members of staff does not necessarily constitute a bar to the employment or promotion of either party, staff should declare to the Human Resources Department any personal relationships which may give rise to a real or perceived conflict of interest, trust or breach of confidentiality.

Where a personal relationship exists or develops between members of staff who are in a line management or supervisory relationship at work, they must not be involved in recruitment, selection, appraisal, promotion or in any other management activity or process involving the other party. Additionally, staff in a personal relationship should not work together in any circumstance whereby a conflict of interest, breach of confidentiality or unfair advantage may be perceived to be gained from the overlap of a personal and professional relationship. In any

such circumstances, the relationship must be declared in confidence to the Human Resources Department. The Human Resources Department will then make alternative management arrangements and confirm the arrangement in writing to the individuals concerned. If it is considered unavoidable to inform other members of staff about the relationship in order to explain a change in management arrangements, this will be discussed with the individuals concerned, before it is disclosed.

Employees who are uncertain about whether they should take action regarding a personal relationship are invited to seek guidance in confidence from the Human Resources Manager. A case whereby any personal relationship as defined within this policy manual, is not declared and results in an unfair advantage or disadvantage to either of the parties of the relationship (be they a member of staff or a student), will be considered a serious matter and may lead to disciplinary action, up to and including termination.

ALCOHOL AND DRUG POLICY

It is Mastery Charter Schools desire to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.

While on Mastery Charter Schools' premises and while conducting business-related activities off Mastery Charter Schools premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. Further, the odor of alcohol or illegal drugs will create a perception of impairment or current consumption with students or others and is also strictly prohibited. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment and/or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

NON-SMOKING POLICY

In keeping with Mastery Charter Schools' intent to provide a safe and healthful work environment, smoking is prohibited inside all Mastery Charter Schools buildings and within fifty feet of any Mastery Charter Schools facility. This policy applies equally to all employees, students, and visitors.

VIOLENCE IN THE WORKPLACE

Mastery Charter Schools is committed to preventing workplace violence and to maintaining a safe work environment. Mastery Charter Schools explicitly prohibits any acts or threats of violence by any Mastery Charter Schools' employee or former employee against any other employee, student, vendor, or visitor whether or not the employee is engaged in business with or on behalf of Mastery Charter Schools, on or off Mastery Charter Schools premises. Any reports of violence or threats will be promptly and thoroughly investigated and, where warranted, ensure that appropriate action will be taken. Any employee who violates this policy shall be subject to discipline, up to and including termination. Such violations may also have legal consequences.

PROFESSIONAL DRESS AND APPEARANCE

The way that employees look, dress and act is vital to our organization and to the ability to serve as a role model for Mastery Charter Schools students. Due to the school's frequent interaction with students, parents and the general public, a high standard of personal appearance is expected of employees.

Employees' attire while at Mastery Charter Schools is to be appropriate to the extent that no distracting or disruptive attention or reaction on the part of others is anticipated or caused. Any clothing that has words, terms, or pictures that may be offensive to other employees is unacceptable.

Both male and female employees should choose clothing and hair styles appropriate for a professional business setting. Flexibility is offered to employees in terms of dress within the guidelines below:

- Blue jeans and t-shirts are not considered professional dress and should not be worn with the exception of dress-down days.
- Torn, dirty, or frayed clothing is unacceptable.
- Flip flops and sneakers should not be worn.
- Body adornments and piercings that do not model the professional workplace are not appropriate.
- To create a favorable impression and be a role model to students, one must be clean and well groomed at all times.

CONFLICT OF INTEREST

Employees are expected to devote their best efforts and attention to the full-time performance of their jobs. Moreover, employees are expected to use good judgment, adhere to high ethical standards and avoid situations that create an actual or potential conflict between their personal interests and the interests of Mastery Charter Schools. Employees may not receive any income or material gain from individuals or activities outside Mastery Charter Schools for materials produced or services rendered while performing their jobs. A conflict of interest exists when the employee's loyalties or actions are divided between Mastery Charter Schools' interests and those of another, such as a competitor, supplier, or customer. Both the fact and the appearance of a conflict of interest should be avoided. Employees unsure as to whether a certain transaction, activity, or relationship constitutes a conflict of interest should discuss it with their immediate supervisor for clarification.

Any exceptions to this guideline must be approved in writing by the CEO. Failure to adhere to this guideline, including failure to disclose any conflicts or to seek an exception, may result in discipline, up to and including termination.

NO-SOLICITATION/NO-DISTRIBUTION

The conducting of non-School business, such as canvassing, collection of funds, pledges, circulation of petitions, solicitation of memberships, or any other similar types of activity as well as the distribution of non-School literature, such as leaflets, letters, or other written materials is not permitted at any time in or around any Mastery Charter Schools facility, with the exception of teacher lounges or areas where students are not permitted. Further, such activities are not appropriate for dissemination through the company's intranet. This policy also applies to any other location while the employee is conducting work-related business.

POLITICAL ACTIVITIES

Mastery Charter Schools recognizes and encourages the right of its employees, as citizens, to engage in political activity. School property and school time, paid for by all the people, may not be used for political purposes.

Mastery Charter Schools adopts the following guidelines for those staff members who intend to engage in political activities.

- The collection of campaign funds and/or the solicitation for campaign workers is prohibited on school property
- The use of students for writing or addressing political material or the distribution of material to or by students is forbidden
- Employees who hold elective or appointive offices are not entitled to time off from their school duties for reasons related to such offices, except as time that may qualify under personal and vacation policies
- Exempt from this policy are the discussion and study of politics and political issues when such discussion and study are appropriate to classroom studies such as history, current events, and political science

Violations of any of the foregoing rules shall, at the discretion of Mastery Charter Schools Leadership, constitute cause for reprimand, penalty, or dismissal.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA protects student education records that are official and confidential which may include but are not limited to; student registration forms, graded papers, student information displayed on a computer screen and social security numbers linked to names. Employees who work around education records need to keep this information secure and protect the rights of students. FERPA applies to schools that receive federal education funds and non-compliance can result in the loss of those funds.

The essence of this act follows:

- Parents have the right to inspect and review their child's education records (any records from which the student can be individually identified). Students also have this right when they reach age 18.
- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading.
- Institutions may not disclose information about students nor permit inspection of the student's records, without the student's or parent's written permission unless such action is covered by certain exceptions as stipulated in the Act.

One exception the law allows is "directory information", which includes such things as name, address and telephone number. FERPA allows each school its own discretion on directory information and the release of such information. Mastery Charter Schools does not have a general student directory; therefore, it is our policy not to release names, addresses and phone numbers. Exceptions may be made when graduates are listed in the newspaper or team rosters are published.

IMMIGRATION ACT COMPLIANCE PROCEDURES

Mastery Charter Schools is committed to employing only citizens or nationals of the United States, lawful Permanent Residents or aliens authorized to work in the United States. Mastery Charter Schools does not unlawfully discriminate because of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation

establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with Mastery Charter Schools within the past three years, or if their previous I-9 is no longer retained or valid.

The employee must complete and sign an “Employment Eligibility Verification Form” (Form I-9) within three (3) business days of his/her hire date. If an employee is unable to present the required document or documents within this period, the employee must produce a receipt showing that he or she has applied for the document. In such situations, the employee must present the original documents within ninety (90) days of the hire date. This form will be held confidentially as part of the personnel file.

PA CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

All Mastery Charter Schools employees are required to follow the PA Code of Professional Practice and Conduct for Educators as laid out by the Pennsylvania Department of Education. More information about the provisions of the code can be found at: <http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

CORPORAL PUNISHMENT

Corporal Punishment is defined as the deliberate infliction of pain as retribution for an offense, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behavior that is deemed unacceptable. Mastery Charter Schools prohibits any use of corporal punishment toward another member of the Mastery Charter Schools community and any person that uses such action may be immediately dismissed.

PROFESSIONAL MISCONDUCT

Where a Principal or Manager determines that there has been misconduct by the Employee, the School may terminate employment at any time. Termination will be effective upon notice to Employee.

Misconduct included (not limited to)

Misconduct
Theft or destruction of school property
Use of illegal substance (or abuse of legal substance), the unauthorized consumption of alcohol on School premises or during working hours, or being under the influence during working hours
Acts of harassment to any protected class or any violent or abusive conduct toward a student or School employee
Acts of forgery or plagiarism
Acts that fall under level III of the School’s handbook
Cheating, including on benchmarks or other standardized tests
Failure to appear for work or failure to provide an appropriate environment for learning
Any other conduct which the Principal or Manager determines to constitute a threat to the safety or well-being of the students or other school employees or which may impair the image of Mastery Charter Schools in the public perception

WHISTLEBLOWER POLICY

The whistleblowing policy is intended to cover serious concerns that could have a large impact on Mastery Charter Schools, such as actions that may lead to incorrect financial reporting; are unlawful; are not in line with company policy, including the Code of Business Conduct; or otherwise amount to serious improper conduct.

Reports may cover but are not limited to the following topics:

Ethical violations	Wrongful Discharge
Unsafe Working Conditions	Internal Controls
Quality of Service	Threats
Sexual Harassment	Vandalism and Sabotage
Theft	Discrimination
Conduct Violations	Alcohol and Substance Abuse
Fraud	Bribery and Kickbacks
Conflict of Interest	Improper Conduct
Theft and Embezzlement	Violation of Company Policy
Violation of the Law	Misuse of Company Property
Falsification of Contract	Reports or Records

Note: Regular business matters that do not require anonymity should be directed to the employee’s supervisor and are not addressed by this policy.

Any employee of Mastery Charter Schools may submit a complaint in good faith regarding accounting, internal accounting controls, or auditing matters (“Accounting Matters”) to the management of Mastery Charter Schools without fear of dismissal or retaliation. Mastery Charter Schools is committed to achieving compliance with all applicable laws and regulations, accounting standards, accounting controls and audit practices.

In addition, Mastery Charter Schools established a Whistleblower Hotline through **Lighthouse Services, Inc.** for a specific purpose. That purpose is to report fraud, unlawful, unethical and other types of improper behavior. This hotline is NOT a substitute for routine communications within our organization between Associates and their supervisors and managers, particularly as to workplace duties. Likewise, it does not replace communications with Human Resources staff about benefit issues or other job related issues. The Whistleblower Hotline is an additional communication tool for specific types of situations and it is provided because we believe that it is a good business practice to do so.

Regular business matters that do not require anonymity should be directed to the employee’s supervisor and should not be submitted using this service.

Serious concerns relating to financial reporting, unethical or illegal conduct should be reported in either of the following ways:

- Through the Toll Free Hotline: 877-472-2110
- E-mail: reports@lighthouse-services.com (must include company name with report)
- Fax alternative for written documents: 215-689-3885 (must include company name with report)
- Website: <http://www.lighthouse-services.com/masterycharter>

****The information provided by you may be the basis of an internal and/or external investigation into the issue you are reporting and your anonymity will be protected to the extent possible by law by Lighthouse. However, your identity may become known during the course of**

the investigation because of the information you have provided. Reports are submitted by Lighthouse to a company designee for investigation according to our company policies.

SCHOOL PROPERTY AND EQUIPMENT

It is the responsibility of Mastery Charter Schools Employees to be accountable for Mastery Charter Schools Property and Equipment (this may include school money, laptop, projector) when taken off campus. In the event that Mastery Charter Schools property is stolen, damaged or misplaced, the employee will be responsible for reporting to his/her manager and the manager will work with Human Resources to determine the appropriate method of replacement.

SOCIAL MEDIA POLICY

Mastery Charter Schools respects the right of employees to create and use personal blogs, discussion forums, and Internet based social networking sites (such as Facebook, Twitter, YouTube) during their non-work time. However, whether at work or not, as an employee of Mastery Charter Schools, you have certain responsibilities to the organization, employees and vendors. Therefore, you are expected to comply with this policy when using social networking sites.

- The same principles and standards that apply to your activities in general, as reflected in Mastery Charter Schools employee handbook, apply online to the extent your activities may affect your performance, the performance of others, or Mastery Charter Schools business interests. Ultimately, you have sole responsibility for what you post. No employee has the authority to engage in conduct which gives the appearance of speaking on behalf or stating a position of Mastery Charter Schools without express authority to do so. For this reason, no employee should engage in non-school communications using Mastery Charter Schools letterhead or identifying logos or trademark of Mastery Charter Schools
- Respect the copyright and other intellectual property rights of others. Do not post another person's photograph or comments that were intended to be private without that person's permission. You have obligations to your students, fellow employees and business associates that extend beyond the office. Your conduct and comments outside the office can have an impact on how Mastery Charter Schools is perceived by others, including how you are perceived by students and their families and employees of Mastery Charter Schools. Refrain from ethnic slurs, personal insults, obscenity, harassment and threats, as well as comments that invade the privacy of another person or organization. If you are uncomfortable about something you want to write, particularly if it concerns your job, take a step back and reconsider it.

TECHNOLOGY POLICIES

TECHNOLOGY AND BUSINESS EQUIPMENT

All Mastery Charter Schools technology and business equipment (including but not limited to: cell phones, smart phones, laptops, tablets, projectors, printers, and fax machines) are to be used in a manner that protects the information on the equipment and also protects the equipment itself. Mastery Charter Schools employees are fully responsible for Mastery Charter Schools technology and business equipment when taken off campus.

Employees are responsible for taking appropriate precautions to prevent loss, theft, or damage to Mastery Charter Schools equipment. In the event that Mastery Charter Schools property is stolen, damaged, or

misplaced, the employee will be responsible for reporting to their manager immediately and the manager will work with Human Resources and Information Technology to take appropriate follow-up action including determining the appropriate method of replacement.

In the event of negligence or abuse of Mastery Charter Schools technology or business equipment, employees will be responsible for all or part of the repair or replacement cost and may be subject to discipline up to and including termination from employment.

Mastery Charter Schools will retain ownership of all technology and equipment issued to employees – including but not limited to: computers, phones, and tablets – and all technology and equipment must be returned to Mastery Charter Schools when employment ends. Further, Mastery data and documents are not to be copied or downloaded prior to return and hard copies of such data and documents are to be returned with the equipment.

LAPTOPS AND DESKTOPS

Use of Mastery Charter Schools issued laptops and desktops must conform to all use and etiquette policies and use is restricted to authorized Mastery Charter Schools employees. Use of Mastery Charter Schools issued laptops and desktops for personal purposes should be within the standards of good judgment and common sense and as required through the terms and conditions of applicable software license agreements.

Care for Mastery Charter Schools issued computers is the employee's responsibility, including appropriate precautions to prevent loss, theft, or damage. Loss, theft or damage of a laptop or desktop must be reported to the employee's manager as soon as it is discovered. In the event of negligence or repeated loss, theft, or damage of Mastery Charter Schools issued laptops or desktops, an employee will be responsible for all or part of the repair or replacement cost.

CELL PHONES AND SMART PHONES

Use of Mastery Charter Schools issued cell phones and smartphones must conform to all use and etiquette policies and is restricted to use by Mastery Charter Schools staff. Use of school issued cell phones and smart phones for personal purposes should be limited and within the standards of good judgment and common sense.

Cell phone and smart phone minutes usage is actively monitored and excessive minutes use beyond reasonable business limits will be charged to the employee.

Care for Mastery Charter Schools issued phones is the employee's responsibility, including appropriate precautions to prevent loss, theft, or damage and/or the purchase of a protective case. Loss, theft or damage of a cell phone or smart phone must be reported to the employee's manager as soon as it is discovered. In the event of negligence or repeated loss, theft, or damage of Mastery Charter Schools issued cell phones and smart phones an employee will be responsible for all or part of the repair or replacement cost.

Employees who are issued smart phones are encouraged to back up or sync their smart phone regularly. Lost or stolen devices will be remotely erased by Mastery Charter Schools and recovery of data will not be possible even if the device itself is subsequently recovered.

Mastery Charter Schools has a zero tolerance policy regarding use of cell phones and smart phones while driving. For the safety of our employees and others it is imperative that employees pull over and stop at a safe

location prior to calling, texting, or emailing on a cell phone or smart phone. Under no circumstances are employees allowed to place themselves at risk to answer a call, text, or email. Employees who are charged with traffic violations resulting from the use of their cell phone or smart phone while driving will be solely responsible for all liabilities that result from such actions.

Mastery Charter Schools issues cell phones or smart phones to employees in specific roles/job titles as needed based on job responsibilities. Employees opting out of or refusing a Mastery Charter Schools issued cell phone in favor of a personal cell phone will not be reimbursed for related costs or usage for business purposes.

Phone numbers associated with Mastery Charter Schools issued cell phones and smart phones remain property of Mastery Charter Schools and may not be taken by the employee when employment ends.

PHOTOCOPIERS

The photocopiers are for Mastery Charter Schools employee use only – students and visitors may not use copiers. Costs related to copiers and supplies exceed \$25,000 per year per school – so every effort should be made to conserve paper and ink. Double siding, shrinking print, using half sheets, etc. are encouraged. Consider planning to make copies well in advance of need. Any project over 200 copies should be confirmed with the Director of Operations at your school to determine if the job should be outsourced. Directors of Operations set and monitor copying limits per staff.

OTHER BUSINESS EQUIPMENT

Appliances, vending machines, fax/phone services and elevators are for Mastery Charter Schools employee use only. Only students with a documented medical injury or disability from a doctor are permitted to use the elevator.

All business equipment, including but not limited to: copiers, facsimile machines, computer systems, email, internet systems, electronic storage, pre-paid postage machines, refrigerators, landline telephones, and voicemail are the property of Mastery Charter Schools and are restricted for use for school related purposes only.

DATA STORAGE AND BACKUPS

All employees will be provided with an online network drive (the "H" drive) that is backed up nightly. This storage area should be used for all important documents and files that need to be retained even in the event of computer failure. Files stored locally on a computer are not backed up and will not be recovered in the event of computer failure.

Each employee's network drive has a size limit of 5 Gb and users will be warned when usage reaches 90% of their quota.

VOICEMAIL

Mastery Charter Schools employees who are provided with landline telephones are expected to record a voicemail message. When recording a voicemail message, please use the following as a guide:

“Hello. You have reached the voice mailbox of [employee name]. Please leave a message including your name, your child’s name, the nature of your call, and your phone number and I will return your call at my earliest convenience. Thank you.”

Mastery Charter Schools employees are expected to check voicemail daily and return/respond to messages promptly and not later than 2 business days.

LIMITED RIGHTS OF USE

Use of Mastery Charter Schools technology and business equipment is a privilege, not a right. When necessary to protect and ensure the operability, integrity, security and reliability of Mastery Charter Schools resources, employees may be denied access in whole or in part.

Materials created by staff members in or related to the performance of their employment duties, including materials created on Mastery Charter Schools, are property of Mastery Charter Schools. Mastery Charter Schools retains the right to review, edit and/or delete any material posted on Mastery Charter Schools web servers or web pages or on behalf of Mastery Charter Schools on other web servers or web pages at any time.

NO EXPECTATION OF PRIVACY

Employees have no expectation of confidentiality or privacy with respect to any communication or access made through Mastery Charter Schools technology, regardless of whether that use is for business-related or personal purposes, other than as specifically provided by law. Mastery Charter Schools may, without prior notice or consent, log, supervise, access, view, monitor and record use or access of Mastery Charter Schools technology (including reviewing files e-mails and voicemail messages and other materials) at any time. Equipment supplied is not for personal use. By using or accessing Mastery Charter Schools technology, employees agree to such access, monitoring and/or recording of their use.

INTERNET AND E-MAIL ETIQUETTE

- Mastery Charter Schools employees shall ensure all communication through Mastery Charter Schools e-mail or messaging services is conducted in a professional manner. The use of suggestive, vulgar, or obscene language is prohibited.
- Mastery Charter Schools’ users shall not reveal private or personal information of their own, of other Mastery employees or of students or their families through school e-mail or messaging services without clear and specific written approval from management.
- Users should ensure that e-mail messages are sent to only those users with a specific need to know. The transmission of e-mail to large groups, use of e-mail distribution lists, or sending messages with large file attachments (attachments larger than 5.0 Mb) should be avoided.
- E-mail privacy cannot be guaranteed. For security reasons, messages transmitted through the Mastery Charter Schools e-mail system or network infrastructure are the property of the Mastery Charter Schools Charter and are, therefore, subject to inspection. Employees should also be aware that deleted messages can and will be inspected if deemed appropriate.

COMPUTER, DEVICE, AND INTERNET USE

- Mastery Charter Schools users who identify or perceive an actual or suspected security problem shall immediately contact the Director of IT.

- Mastery Charter Schools users shall not reveal their account passwords to others or allow any other person, employee or not, to use their accounts. Similarly, users shall not use other employees' accounts.
- Any and all use of IT assets is subject to monitoring by IT Security and access to Mastery Charter Schools' network resources shall be revoked for any user identified as a security risk or who has a demonstrated history of security problems.
- All terms and conditions as stated in this document are applicable to all users of the Mastery Charter Schools network and the Internet. Any employee violating these policies or applicable local, state, or federal laws while using the Mastery Charter Schools network shall be subject to loss of network privileges and any other disciplinary actions deemed appropriate, possibly including termination and criminal and/or civil prosecution.
- Mastery Charter Schools users are expected to use good judgment when using Mastery computers, devices, email, other messaging services, and Internet connectivity.
 - Appropriate use includes, but is not limited to using Mastery computers, devices, email, other messaging services, and Internet connectivity:
 - To perform activities directly in support of official Mastery Charter Schools business
 - For educational or research purposes.
 - Inappropriate use includes, but is not limited to using Mastery computers, devices, email, other messaging services, and Internet connectivity:
 - For any illegal or unlawful purpose. Examples of this include the transmission of violent, threatening, defrauding, pornographic, obscene, or otherwise illegal or unlawful materials.
 - For non-Mastery business.
 - To harass, intimidate or otherwise annoy another person.
 - For personal gain such as selling access of a Mastery Charter Schools user login IDs.
 - To circumvent or subvert security measures on either the Mastery Charter Schools network resources or any other system connected to or accessible through the Internet.
 - To intercept network traffic for any purpose other than engaging in authorized network administration.
 - To make or use illegal copies of copyrighted material, store such material on Mastery Charter Schools equipment, or transmit such material over the Mastery Charter Schools network.

RESPONSIBILITY FOR USE AND/OR MISUSE

Mastery Charter Schools is not responsible for any information that may be lost or damaged (including being rendered unavailable) by use or access of Mastery Charter Schools technology or business equipment, including the Internet and e-mail. Mastery Charter Schools denies any liability or responsibility for communications made by any user of Mastery Charter Schools technology or business equipment.

Please also note that internet communications can be a source of entry and computer system corruption by malware, computer viruses, or hackers seeking to modify, destroy, or gain access to data. This is something to take seriously as it poses a threat to employee and student personal information, Mastery records, confidential records and data, and the integrity of our computer systems.

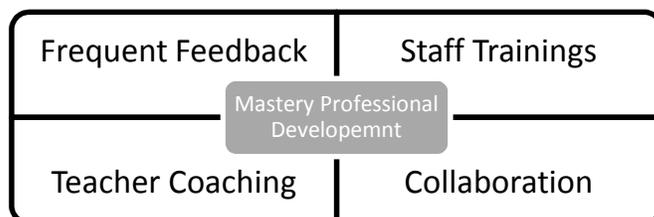
EQUIPMENT RETURN POLICY

In the event of resignation or exit from the organization, employees are required to return all Mastery equipment (i.e. laptop, cell phone, etc.) to the Assistant Principal of Operations (NST employees must return all equipment to Human Resources). Failure to return equipment will be considered theft and may result in legal action.

TEACHING AT MASTERY CHARTER SCHOOLS

PROFESSIONAL DEVELOPMENT AND FEEDBACK

Mastery's PD program is comprised of four ongoing initiatives: a) Frequent Feedback b) Staff Trainings c) Teacher Coaching d) Collaboration and Peer Observations. These initiatives are united by a common model of instruction and classroom management that values measurable success, efficiency and a positive student-teacher rapport. This model is referred to as Mastery's Instructional Standards.



INSTRUCTIONAL STANDARDS

The Instructional Standards are a compilation of fundamental best teaching practices, successful teacher traits as well as common measures of student success. The standards have been recently updated to reflect Mastery's 3.0 initiatives, launching the 2014-15 school year. Each standard is designed to create an objective-driven, rigorous and effective classroom experience that will serve to prepare students for higher education, the global economy and the pursuit of their dreams.

There are 4 Standards: Each standard is comprised of a series of strands. Strands are divided into "Student Outcomes" and "Teacher Actions". "Student Outcomes" convey the expected result of successful routine implementation of the standard. "Teacher Actions" convey the requisite implementation practices for the standard. Each student outcome and teacher action is written at a level of proficiency. Under select teacher actions, suggested strategies are bulleted. Further explanation regarding these suggested strategies can be found within the Mastery Charter Schools' Instructional Guidebook.

MCS's Instructional Standards
1. Student Work
2. Rigorous Instruction
3. Classroom Culture
4. Responsive and Individualized

These standards will serve as the basis for instructional evaluations as well as the basis for ongoing professional development. Brief descriptions of the Instructional Standards categories are as follows:

1. **Student Work:** Over time, students are successfully engaging in varied, rigorous, aligned teacher designed academic activities and practice.
2. **Rigorous Instruction:** In class, students are constantly engaged, challenged and carrying the vast majority of the cognitive load.

3. **Classroom Culture:** Teachers create a student centered classroom culture that values individuals, builds respectful relationships and ensures students are gaining non cognitive skills alongside academics.
4. **Responsive and Individualized:** Teachers constantly use data to ensure lessons are moving every student forward given their strengths and needs.

INSTRUCTIONAL STANDARDS AND TEACHER FEEDBACK

Frequent and high quality feedback is at the core of MCS's PD program:

Instructional Evaluation Windows:

The year will be divided into three instructional evaluation windows. The windows will exclude the first few weeks of the school year as well as the last few weeks. Each window will be approximately eight to ten weeks long. During each window, all teachers (Associate through Master) will receive:

- a minimum of five unannounced instructional visits
- an end of window summary conference

Instructional Visits:

Who Observes?

During an instructional visit, an administrator will conduct a classroom observation lasting ten to twenty minutes. In most instances, the observing administrator will be the member of the leadership team that is most familiar with the content/curriculum being observed. Observers will at times vary to provide additional perspectives on teacher performance. The goal is to balance the benefits of multiple observers with the benefits of having an observer with content/curricular expertise.

What's the follow up?

Following every instructional visit, the teacher will receive a brief email within 24 hours highlighting instructional strengths as well as areas of focus and suggested next steps. If significant or ongoing concerns exist regarding underperformance, the email will clearly state them. The email will not convey an overall rating as the observations are a single snapshot and potentially not informative enough to make a full performance evaluation.

Summary Conferences:

Towards the end of every window, once a minimum of five instructional visits have occurred, the teacher will conference with an administrator to discuss instructional performance to date. The teacher will be presented with a brief narrative summarizing instructional strengths and focus areas as well as a summary rating (unsatisfactory, developing, proficient, advanced, outstanding). The conference and document will reflect observations and the teachers' planning performance, reviews of student work and other instructional work. The scores and feedback from the summary conference will serve as the instructional effectiveness portion of the Mid-Year and End of Year feedback.

MASTERY CHARTER SCHOOLS TEACHER COACHING MODEL

A primary facet of new teacher support is the Mastery's Coaching Model. Through coaching, teachers build new skills, adopt effective habits, incorporate best practices and utilize excellent instructional strategies. Coaching facilitates teacher improvement from struggling to solid, solid to strong, and strong to exemplary. Central

instructional coaches work with individual teachers throughout the year. Our goal is that the vast majority of new Mastery teachers at each site receive at least one intensive coaching cycle.

Coaching is a roughly six to eight week intensive support structure where a teacher and coach work together multiple times a week. At the beginning of a coaching cycle, the coach and teacher will set measurable goals regarding the teacher’s and students’ improvement. Based on the goals, the coach and teacher will create a detailed plan for the course of the coaching cycle. Within this plan, a coach will do a variety of coaching interventions. These interventions may include observation and debrief, modeling, co-teaching, co-planning, video tape and reflection, co-observing, real time coaching, and more. At the end of the coaching cycle, the coach, teacher and school administration will determine if the intended coaching goals were met.

STAFF TRAINING AND COLLABORATION

Mastery Charter Schools prioritizes staff training to ensure all teachers have the support they need to be successful in our performance based management system and, most importantly, to have breakthrough results in student achievement. There are several avenues for professional development that occur across the Mastery Charter Schools network. In order to ensure that teachers have time for professional development, Mastery Charter Schools releases students early every Wednesday afternoon. On these days, teachers have time in the building to participate in professional development and collaboration activities. Additionally, one day in the middle of the report period and the one final days of each report period are reserved for teachers to get targeted professional development and review and reflect upon their student achievement results and plan for the upcoming report period. See below for some detailed strands of our professional development that may occur at your school.

Teacher Orientation	Multiple day orientation for new and returning teachers that include curriculum review, instructional training, site orientation, planning and collaboration.
New Teacher Induction	Central sessions occur every 3-6 weeks that address our instructional standards in practice. Each session lasts approximately 2 hours and includes practice and planning time. These sessions occur at Mastery Charter Schools hubs across the city. Teachers in their first year with Mastery Charter Schools participate in these sessions.
Planning Meetings	On a regular basis, teachers will work with peers and administrators to dissect and prepare for upcoming lessons by engaging in professional dialogue, practice, question preparation and student exemplar creation. Teachers will also examine and reflect upon student work and how adjust lessons accordingly.
Content Training	Teachers will participate in ongoing content training to increase content knowledge and content specific pedagogy.
Grade team meetings	Periodic meetings where teacher grade teams spend time collaborating, discussing students of concern, and addressing grade wide issues.
Data Day	At the end of the report period, teachers are given a professional development days to analyze student data, collaborate and plan for the upcoming report period. During these days, the staff will gather together to hear school wide progress to goals and priorities for the upcoming report period.

All Mastery Charter Schools Instructional Conference	Once a year, all teachers come together in one location for intensive day long training. The conference provides an opportunity for teachers to receive PD from their peers, collaborate across campuses, and hear from Mastery Charter Schools leadership about the direction of the organization.
Professional Learning Communities	Throughout the school year, small groups of teachers will come together to discuss and reflect upon how to improve relationships with parents and students, how to build student intrinsic motivation, and the role of race and identity in their classroom.

BENCHMARK ASSESSMENT MANUAL

Who takes the Benchmarks?

Students who have qualified or likely will qualify for the PASA (Pennsylvania Alternate System of Assessment) may be excused from taking the Benchmarks. The school’s Special Education Department is responsible for creating an alternate and appropriate proxy assessment. All other students are required to take the Benchmarks.

How do Benchmarks impact report period grades?

Each Benchmark is counted as a predetermined percentage of the student’s grade for each subject for each report period. These percentages can be found in each course’s scope and sequence. If this conflicts with information or the spirit of information in an IEP, the Principal can alter this percentage.

What accommodations/modifications are permitted?

Accommodations for the Benchmark are limited to those that are considered acceptable for the PSSA. For a complete list of PSSA accommodations go to: [2014 PSSA/Keystone Testing Accommodations](#)

Modifications to the form and content of the Benchmark assessment are performed only by the NST. In such cases, the revised Benchmarks are used across all schools. Posters, visuals, and other aids that may provide support during testing are to be removed or covered. PSSA approved tools such as formula sheets are permitted. Typically, modifications or exemptions are only granted to students that would qualify for PSSA modifications in their IEP.

To what extent should the Benchmark guide instruction?

The Benchmark is designed to complement the scope and sequence in providing guidance regarding both instructional content and rigor. Mirroring question stems, format and model during instruction is encouraged yet not to the degree to which a Benchmark question or assessment becomes invalid or “gamed”. Professional judgment is a must and teacher-administrator communication is encouraged when considering gray areas.

Do	Don’t
Utilize the benchmark to determine the skills and content that should be taught during the report period, including the relative weight of that content.	Do not provide background regarding reading passage content or vocabulary
Utilize similar question stems and assessment formats to create formative assessments throughout the report period.	Do not provide details regarding test or test format (i.e. question number 3 is about proportions)
Allow students to practice in testing situations similar	Do not use the exact benchmark questions or specific

to the benchmark (i.e. no open notes/open book, timed, no teacher support, etc.)	language from benchmark questions for student practice or review. In short, do not teach the question in lieu of the skill.
	Do not provide any testing accommodations modifications that are not available on the PSSA and included in a student's IEP.

Appropriate Test Proctoring

When giving the benchmarks, testing conditions should mirror the PSSA. Visual supports should be covered or removed from the walls. The proctor should avoid supporting students through hints, explanations, etc. The structure of proctoring should further ensure that benchmark results are an accurate assessment of students' knowledge and skills.

1. Posters that contain vocabulary, pneumonics, algorithms, formulas, shapes, images etc... that might have an impact on a student's ability to understand or answer a test question should be removed or covered.
2. Students may receive extended time to complete a section but no section should be started and then paused such that the student then has time to review, study, discuss, etc... before completing the section.
3. Aside from PSSA permitted tools such as scrap paper, the PSSA formula sheet, calculators (when permitted), etc... no teacher or school-created documents or tools should be accessible during testing.
4. Reading to the students
 - a. The Reading test: Reading passages, questions, answer choices etc... is NEVER permitted. Proctors may never define terms. Testing directions should be read to the class.
 - b. The Math test: Questions may be read aloud for Mathematics and Science only for the small number of individual students who might need this accommodation. Proctors may NEVER define terms. Testing directions should be read to the class.
5. Teachers should never hint, correct, signal, etc... to students during testing. Phrases such as, "are you sure..."; "you might want to check that one again..." etc... are never permitted.

In an effort to create a fair and appropriate testing environment, any accommodations for IEP students or other students that run counter to the rules above must be approved by the NST.

Test Security

Schools and teachers are required to take all precautions in maintaining the security of the Benchmarks. Benchmark questions and entire assessments are often recycled yearly. Students should never have access to the assessments outside of the classroom. Students should never receive copies of the assessments or information that will permit them or their associates to have an advantage. All excess testing materials should be returned to the administration once testing is complete. Concerns regarding test security should be reported to the administration immediately.

Scheduling/Pacing

Benchmark windows are always to be followed by schools regardless of the individual teacher's pacing. Schools should refer to the recommended length of time for each benchmark in designing benchmark schedules and work to ensure students complete the benchmark in those time periods. Benchmarks should serve as both content and stamina preparation for other future assessments including timed and lengthy assessments.

BEYOND THE CLASSROOM

In order to facilitate communication between teachers, administrators and parents, teachers are routinely required to complete and submit documents, attend meetings and participate in a range of professional tasks. The following list identifies several examples of such tasks.

Document Submission	Meetings/Conferences/PD	Miscellaneous
Lesson Plans	Parent Events/Meetings	Report Period Grade Verification
Phone Logs	Staff Meetings/PD	Timely Grade Book Updates
Data Analysis Forms	IEP Meetings	Timely Attendance Updates
Emergency Lesson Plans	Disc./Atten Hearing/Meetings	Performance and Feedback Surveys
Student Work Samples	Admin-Teach Conferences	Book tracking
	Planning Meetings	Room Maintenance

ACADEMIC PROGRAM

ELEMENTARY ACADEMIC PROGRAM

The following is a listing of courses commonly offered at each grade. Actual campus schedules will vary. Select courses are offered at different levels.

	Reading	Writing	Math	Science	Social Studies	Enrichment
K-2	-Guided Reading -Reader's Workshop -Reading Mastery -Computer Based Reading Instruction -Interactive Read Aloud	Writing	-EnVision Math -Calendar Math(K) -Number Stories -Fluency Routines	-1/2 year 1, 2	-1/2 year 1,2	-Music -Art -PE -Spanish -Morning Mtg -Play in K, 1 -Second Step -OWL (sex ed)
3-6	-Reading Comprehension -Text Study -Word Study -Interactive Read Aloud	Writing	-EnVision Math -Number Stories -Fluency Routines	-1/2 year 3 -4 th -6 th	-1/2 year 3 -5 th	-Music -Art -PE -Spanish -Morning Mtg -Second Step -FLASH (sex ed)

Morning Meeting: All elementary students participate in a 20-30 minute morning meeting daily. These meetings serve to build community in class, recognize classroom success, talk about ways to improve classroom performance and explicitly teach social and emotional skills. Meetings are led by teachers at first and, eventually, by students.

SECONDARY ACADEMIC PROGRAM

The following is a listing of courses commonly offered at each grade. Actual campus schedules will vary. Select courses are offered at different levels.

	English	Math	Science	Social Studies	SEL	Enrichment
7	-Literature 7 -Composition 7	-Math 7		-Ancient World History	-7 th Seminar	-Music 7 -Art 7 -PE 7
8	-Literature 8 -Composition 8	-Math 8 -Algebra 8	-Science 8			-Music 8 -Art 8 -PE 8
9	-Literature 9 -Composition 9	-Algebra I -Geometry	-Physical Science	- African American History	-Freshman Seminar	-Tech 9
10	-Literature &Composition 10	-Geometry -Algebra II/Trig	-Biology	-Mdrn World Hist -AP World Hist	-Soph Seminar/ Internship	-Music 10 -Art 10
11	-English 11 -American Lit -AP Lang	-Algebra II/Trig -Pre-Calc	-Chemistry	-US History or -AP US Hist		-Spanish I
12	-English 12 -World Lit -AP Lit	-Algebra II/Trig -Pre-Calc -AP Calc AB	-Physics -AP Chemistry -AP Physics B	-Government and Economics	-Sr. Seminar/ College Advising	-Spanish II

Our curriculum is designed to be uniform across the network including scope and sequences, benchmarks, novels, texts and resources. This creates huge potential for collaboration across sites. Therefore, teachers are expected to follow the curriculum and not make modifications that would lessen the collaboration potential.

Note:

- 7th Grade SEL and Freshman Seminar are yearlong courses designed to orient students new to Mastery Charter Schools in specific areas such as organization, decision making, conflict resolution, human sexuality, and alcohol / drug education. Freshman seminar happens over the course of at least 25 lessons for every student throughout the 9th grade year.
- All students must earn a physical education credit that encompasses at least 40 hours of physical education or a substitute thereof.

ASSESSMENT

In order to ensure we are on track to breakthrough academic results in all grade levels, an ongoing assessment structure is in place for each grade. See chart below.

Grade	Benchmarks	Portfolio Assignments	Math/ELA 4Sight (PSSA)	Other	PA State Tests

			predictor)*		
K-2	Math, Writing	Writing	N/A	F&P 3-6x/year	
3-6	Reading, Math, Writing, Science or Social Studies	Text Study, Writing	2x/year	Terra Nova 3 rd grade F&P	ELA, math, science (4 th only) PSSA
7 th	Literature, Composition, Math, History	Literature, Math, History, Composition	2x/year	Terra Nova	ELA, math PSSA
8 th	Literature, Composition, Math, Science	Literature, Math, Composition, Science	2x/year	Terra Nova	ELA, math, science, PSSA
9 th	Literature, Composition, Math, Science, History	Literature, Math, Composition, History, Science	N/A	ACT Aspire	Algebra Keystone
10 th	Literature, Composition, Math, Science, History	Literature, Math, History, Science	N/A	AP test (AP students only) ACT Aspire	English Keystone Biology Keystone
11 th	Literature, Composition, Math, Science, History, Spanish	Literature, Math, History, Science	N/A	AP test (AP students only), ACT	
12 th	Literature, Math, Science, History, Spanish	Literature, Math, History, Science	N/A	AP test (AP students only), ACT	

REPORT CARDS, GRADES AND ATTENDANCE REPORTING

ELEMENTARY (K-6)

The Mastery Charter Schools elementary school year is divided into six report periods. Each report period grade is a non-cumulative grade. Rather than a traditional A-F grading system, Mastery Charter Schools utilizes an M and I system. “**M**” represents course **M**astery (76% or above). “**I**” represents **I**ncomplete mastery (75% or less), indicating additional support and remediation are necessary.

For each report period, K-6 students get evaluated on skill mastery in reading, writing, math, science or social studies and specials. Report cards for grades K-2 have a list of competencies for each subject, and each competency receives a grade of M (Mastery), D (Developing) or B (Below). K-2 report cards also include each student’s F&P reading level, number of sight words known, and math benchmark score. Report cards for grades 3-6 include each student’s F&P reading level if tested and percentage grades for reading comprehension, text study, word study, math, writing, science or social studies, and specials. Additionally, all students K-6 receive a rating on each of the five core values as a social emotional skill grade. Content area grades and reading level will be used to determine if students must attend summer school on a case by case basis.

SECONDARY (7-12)

The Mastery Charter Schools school year is divided into semesters 1 and 2. Each semester contains three report periods. Each report period grade is a non-cumulative grade. At the end of a semester, a cumulative semester grade is determined. The cumulative semester grade determines pass/fail status and is reported on the student's transcript.

Rather than a traditional A-F grading system, Mastery Charter Schools utilizes an M and I system. "M" represents course **M**astery (76% or above). "I" represents **I**ncomplete mastery (75% or less). An "I" is the equivalent to a failure. Courses that result in a failing cumulative semester grade must be recovered in summer.

Semester 1		Semester 2	
Report Period 1 77 (M)	Report Period 2 75 (I)	Report Period 4 81 (M)	Report Period 5 85 (M)
Final Course Grade = 76 (M)		Final Course Grade = 83 (M)	

In general, secondary report period grades are divided into four categories:

25% Benchmark score

10% Portfolio

15% Homework

50% Tests, Quizzes and Classwork

See individual course scope and sequences for course specific information.

The lowest grade a student can receive in a single report period is 64%. This is set to ensure students are able to recover from a single severely failing report period.

HONOR ROLL

Honor roll is determined at each campus by weighted GPA each report period in grades 7-12.

COURSE CREDIT AND CREDIT RECOVERY

All courses are limited to 1 semester. Courses that meet 4 or more times per week for 1 semester earn 1 credit. Courses that meet 2-3 times per week for 1 semester earn 0.5 credits. Students that fail ≤ 3.5 credits are required to recover those credits during summer school. If all credits are not recovered by the end of summer school, the student is retained and repeats the grade in the fall (including all passed and failed courses). Summer school courses will factor into a student's overall GPA like a course in the regular school year.

Students that fail >3.5 credits are automatically retained and repeat the grade in the fall (including all passed and failed courses). Summer school is not an option for these students.

Exceptions and accommodations may be made but course recovery is generally not permitted during the school day.

STUDENT CULTURE PROGRAMS

THE MASTERY CHARTER SCHOOLS CORE VALUES AND CODE OF CONDUCT

The Mastery Charter Schools Core Values and Code of Conduct drive school culture. Its language should be utilized often when motivating students. Students should be familiar with the values/code and able to recite it from memory.

CORE VALUES (K-6)	CODE OF CONDUCT (7-12)
<p>RESPECT: We respect ourselves and others by making good choices.</p> <p>HARD WORK: We work hard. Nothing gets in our way.</p> <p>RESPONSIBILITY: We are responsible for our actions.</p> <p>KINDNESS: We are always kind, we lift each other up.</p> <p>TEAMWORK: We work together on the road to college.</p>	<p>I choose to be here.</p> <p>I am here to learn and achieve.</p> <p>I am responsible for my actions.</p> <p>I contribute to a safe, respectful, cooperative community.</p> <p>I come with a clear mind and healthy body.</p> <p>This is my school... I make it shine.</p>

THE ROAD TO COLLEGE

Mastery Charter Schools is a college preparatory school. Our mission centers on success in higher education. Many of our students will be the first in their family to graduate from college. It is vital that we instill in our students the expectation of college graduation as an inevitable event on their road towards success. We discuss college experiences, goals, considerations, etc... with our students. College is an ongoing theme. We create environments that show college pride and engage students in conversation about our experiences.

INDIVIDUAL REWARDS AND CONSEQUENCES

Mastery Charter Schools culture structures for individual student rewards and consequences are created to reinforce and promote students' compliance with school rules and our core values/code of conduct. Each system is developmentally appropriate for its targeted grade levels and is implemented with consistency and fidelity across a single campus.

Lower Elementary

The culture system in lower elementary is structured to encourage students to make great choices. A color-coded choice chart helps students see how their choices are impacting themselves and their community. This chart creates a uniform language for teachers, as well as a clear visual cue for students to track their progress throughout the day. Students always start the day on Blue-Good day and strive towards Green-Wow! Great Day!

Green-Wow! Great Day! → Blue-Good Day → Purple-Official Warning → Yellow-Loss of Privilege → Red-Phone Call Home

Upper Elementary / Secondary

The secondary culture system revolves around a merit and demerit system described below.

Merits

Each student is assigned a Merit Card and carries the card in their ID badge holder. When a staff member observes exemplary behavior, s/he asks for the Merit card and applies a merit to the card. Students are not to receive multiple merits for a single behavior/action. Students that solicit merits should not be accommodated. After acquiring a predetermined number of merits, students are awarded prizes according to an incentive menu.

Demerits

Each student is also assigned a Demerit Card and carries the card in their ID badge holder. When a staff member observes an offense, s/he respectfully asks for the Demerit Card and records the following: code of offense, date of offense, signature. Staff are encouraged to NOT engage in conversation about the demerit. The intent is for the demerit to be quick, focused feedback on negative behavior. The demerit serves as a warning. If the offense is deserving of greater attention, the student should be referred to the Dean. If the offense is the sixth in a series of offenses, the staff member holds the card, signs and dates it and then contacts the Dean for pick up. The Dean is responsible for ensuring that a replacement card is distributed as soon as possible. Students that fill a demerit card are scheduled to attend a detention on the following Wednesday.

DEAN REFERRALS

Teachers are expected to manage general student behavior and address low level infractions through proactive and reactive strategies (including the demerit system). Students in **all grades** exhibiting level II infractions should be referred to the Dean. Level II infractions include: pre-fight, inappropriate behavior to others, insubordination, constant disruption, instigation, provocation, inappropriate sexual behavior, cheating, plagiarism.

To conduct a Dean referral, contact the Dean and request an escort. In the event that the Dean does not answer, contact the front desk. If the situation allows, complete a Dean Referral form and present the necessary information to the escort. Please make every effort to ensure sensitive information remains confidential.

The Culture Team is responsible for determining actions/consequences and communicating those actions to the teacher within 24 hours. In addition, teachers are expected to use the incident as a teaching/relationship building opportunity and follow up with the student and parent.

The line between Level I and II infractions is sometimes gray. During these gray situations, the teacher is expected to balance the needs of the individual student against the needs of the class. It is important to remember that once a student is removed from the classroom, the student loses valuable academic time. However, if the student is uncontrollable and is preventing others from learning, the student should be removed. Reasonable effort to address the situation is expected in order to maximize academic time for all students.

ADDITIONAL CULTURE SYSTEMS

Restorative Practices

At Mastery we believe that true learning comes from understanding one's responsibility to oneself and to the community. Therefore, Mastery fully embraces a Restorative Practices approach and implements the national program with fidelity. This school-wide culture system is built around strengthening and repairing respectful and trusting relationships both in the classroom and across the community. Through the use of authoritative communication in which the relationship is held at the center of all decision-making, students and staff rise to

explicit standards of positive behavior and come together to develop pro-social thinking and social emotional competences. All students who violate our community’s Code of Conduct will often be granted the opportunity to give back to the community they violated and repair relationships they have damaged. This concept of honoring the community and the relationships within our community is a foundation of our program and our Code.

Code Awards

The Code Awards serve to recognize and motivate students who epitomize characteristics reflective of the Code of Conduct. Awards are granted for displays of success or progress in character, initiative or citizenship. Code Awards are presented during community meetings and other functions.

School Uniform

Mastery Charter Schools Students wear their uniforms with pride. Teachers consistently demand uniform compliance and excellence in appearance by ensuring that students tuck in their shirts, tie their shoes, wear their pants at or above their waist and avoid wearing outerwear or book bags in class. Students who fail to follow these rules should receive a demerit – not a warning.

Goal-Oriented Student Engagement

When addressing misbehaving students, our engagement is always goal oriented. Our objective always serves the needs of the student. Common student engagement objectives include: 1) de-escalation, 2) student accountability, 3) encouragement/inspiration/motivation, 4) re-orientation. Students are never ridiculed, embarrassed, insulted, etc... We never engage in battles of authority or employ empty threats. When engaging students, we model our code of conduct – a respectful, achievement focused community.

Community Meetings

Community Meetings serve to convey school-wide announcements, recognize student achievement, develop a sense of community within the school, and reinforce our college focus. All students attend one community meeting weekly. Teachers, along with the support of the Culture Team, organize and run community meetings.

Circles

The basic premise of Restorative Practices is that the increasingly inappropriate behavior in schools is a direct consequence of the overall loss of connectedness in the school community. By fostering inclusion, responsibility, support and cooperation, Circles restore these qualities to the community and classroom and facilitate the development of individual character.

Without the need for discussion, the very structure of circles fosters the following values:

Equality	Literally everyone in the circle has equal seating
Safety & Trust	You can see and hear everyone in a circle, so nothing is hidden
Responsibility	Everyone has a chance to play a role in the outcome of the circle
Facilitation	The circle reminds the leader to facilitate rather than lecture
Ownership	Collectively, the participants feel the circle is theirs
Connections	These are built as everyone listens to everyone else’s responses

Circles can be facilitated in three ways, “Sequential (go-around)” format, in which every student participating has a turn to speak and will do so in an orderly fashion, “Non-Sequential (popcorn)” format where students speak as they feel the need to express themselves and their point of view, or “Fishbowl” format where an inner

circle of students serve as the focus group for the outer circle of students who serve as the observers and provide feedback. Teachers should decide whether or not to use a talking piece to designate the speaker. Three ground rules guide the circle:

Speak Your Truth: This means speaking for yourself, talking about what is true for you based on your own experiences. When we speak our truth we are speaking from the heart – we are aiming for eloquence, for choosing words that accurately communicate what we hold to be important.

Respect the Response: We are used to judging other people. Sometimes without even knowing anything about another person we will make assumptions about them. These assumptions can keep us from really hearing what they have to say...and what they have to say may be something that is important and helpful. So when we respect the response we are trying to set aside any stories we may hold about the person. This opens up the possibility of making wonderful discoveries about, and surprising connections with, each other.

Say Just Enough: Keep in mind the limits of time and making room for everyone to speak. This intention is also called “lean expression.” It is related to “Speak Your Truth” because we often find that when we speak carefully we can express ourselves with fewer words than we would normally use, and that when we do our words often have more impact. One way to think about this is, when you are considering what to say, ask, “Does it serve this circle in a good way?”

Clear Hallways

Academic time is highly valued. All efforts are made to keep all students in class during academic time. Visits to the restroom, water fountains, nurse, deans, counselor, etc. are granted only during emergencies. Students should use the restrooms during transitions. Students should never be permitted to miss instructional time to go to the photocopier, mailboxes, front desk, or other non-emergency errands. Teachers evaluate and respond to emergencies on a case by case basis. Maintaining a firm policy from the first day of class will likely prevent constant requests.

Universal Silencing Sign

The Mastery Charter Schools universal silencing sign is used to request silence from groups of students in a respectful and familiar way. The sign consists of a raised hand. Once the teacher raises his/her hand, the students are expected to become silent and raise their hands.

Student Personal Electronics

Students are never permitted to use mobile phones, portable music devices, video game devices, laser pointers, etc...in class or hallways. Using such devices as a calculator is prohibited. Such devices should never be visible within class or in hallways. Once confiscated, teachers immediately give the devices to a dean. Confiscated items are only returned to the parent/guardian and only during regular school hours.

Food in Class

In an effort to maintain the quality of the learning environment, avoid pest infestations, and minimize distractions, eating, drinking and gum chewing is strictly prohibited during academic time. Exceptions must be approved by the administration.

SPECIAL EDUCATION AND SPECIALIZED SERVICES

STUDENT ACHIEVEMENT ABOVE ALL

Mastery Charter Schools' first and most important value is "Student achievement above all." The reason we exist is to provide an excellent education and effective programming to ensure that all students achieve at high standards so that they can graduate from college, compete in the global economy, and successfully attain their personal goals and pursue their dreams. Our students' success is our own success!

In order to be successful in these ambitious goals, all teachers work collaboratively with students receiving special education services and sweat the small stuff. They understand that every second counts. All teachers strive to accelerate the learning and achievement of students with disabilities by making effective instructional decisions based on data and focused on results through the IEP Process. Special education teachers and regular education teachers work collectively to drive the instructional program for students with disabilities.

CONFIDENTIALITY

Student educational records, including all documents associated with a student receiving special education services, must be kept confidential. Teachers should refer to the Confidentiality and FERPA policies referenced earlier in this handbook to ensure compliance with appropriate communication about students. The sharing of information about a student receiving special education services (name, demographic information, disability category, academic/behavioral achievement, etc) is strictly prohibited.

MASTERY CHARTER SCHOOLS' CASE MANAGEMENT MODEL

Mastery Charter Schools' special education department uses a case management model to make sure the needs of each individual student are being addressed. Each student receiving special education is assigned a case manager who drives the special education program for students on their caseload. For each student on their caseload, they provide individualized support, manage the special education processes related to each student, collaborate with relevant regular education teachers, as well as monitor grades, behavior, and assessment scores.

Each student's case manager is responsible for providing the student's regular education teachers with the specially designed instruction (SDI) outlined in their IEP. A student's case manager may also support the student's regular education teacher in making appropriate accommodations and modifications to lesson plans and materials to meet the student's needs. If a regular education teacher has questions or concerns about a special education student, he/she should address them with the student's case manager. Additionally, if a regular education teacher believes they need additional support in meeting the needs of a special education student, they should speak with the student's case manager.

IEP Development and Implementation

With support from regular education teachers, case managers drive the achievement of students with disabilities through the implementation of the Individualized Education Plan (IEP). On an annual basis, case managers develop and monitor data-driven and measureable annual achievement goals that are directly aligned to the student's present levels of performance. They ensure that student progress is regularly monitored and maintain frequent communication with parents.

A student's IEP must be updated annually to accurately reflect the student's present levels of performance and to create aligned annual achievement goals. Regular education teachers are an integral part of the IEP team and must attend the IEP team meeting. The student's case manager is responsible for the annual development of a student's IEP. In developing the IEP, the student's case manager will seek input from the student's regular education teacher about the student's current level of performance, strengths, areas of need, behavior, and specially designed instruction and testing accommodations that may best meet the student's needs. The case manager will then incorporate this information into the student's IEP. At the meeting, they may be asked to speak to the information they provided for the IEP as well as to address any parent questions or concerns.

Special education students are re-evaluated on a bi-annual or tri-annual basis, depending upon the student's disability category. Regular education teachers will be asked to provide input into the evaluation process in order to ensure that the School Psychologist has an accurate picture of the student's current performance level and as such can make the most appropriate programming recommendations

Progress Monitoring

The case managers are responsible for tracking the progress of students toward the annual goals outlined in their IEPs. Data for progress monitoring is collected routinely and progress on the goals is reported to parents at least once every nine weeks. A student's case manager may ask the regular education teacher to contribute data from classroom assessments to be included in the progress monitoring reports. The regular education teacher is required upon request by the case manager to provide necessary data for progress monitoring by the date requested from the case manager. In addition to ensuring IEP goals progress, case managers are responsible for executing the IEP process and ensuring all special education plans and paperwork are appropriate, updated, and effectively implemented.

FUNCTIONAL BEHAVIOR ASSESSMENTS AND POSITIVE BEHAVIOR SUPPORT PLANS

Students receiving special education services who display a pattern of behavioral concerns that interfere with student learning must have a functional behavior assessment (FBA) and positive behavior support plan (PBSP). Case managers and/or APs of Specialized Services are responsible for performing functional behavior assessments and creating corresponding positive behavior support plans. Regular education teachers may be asked for input in the creation and/or modification of the PBSP. Case managers support general education teachers in implementing the PBSP. This may include communicating the contents of the plan to the regular education teacher and checking in to make sure the plan is being implemented with fidelity. In order for a PBSP to be most effective at preventing behaviors of concern, it must be implemented with fidelity on a consistent basis. PBSPs vary widely and are designed to address a student's individual pattern of behavior. They may require a regular education teacher to perform activities such as checking in with students at designated time intervals, allowing students to take breaks as needed, giving students certain rewards for meeting specified goals, or ignoring agreed upon behaviors.

PARENT CONTACT

Regular education teachers should work to develop a positive and supportive relationship with the parents of their students receiving special education services. This includes communicating weekly with parents about their students. If a parent has specific questions or concerns related to a student's special education services, the regular education teacher should refer them to the student's case manager or the AP of Specialized Services (APSS). Any parent requests to evaluate a student to determine eligibility for special education services must be directed to the APSS within 24 hours after the parental request to ensure full compliance with the timelines associated with Special Education laws and regulations.

Section 504 Plans

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability and is not limited to school-aged individuals. In some cases, students who do not qualify for special education services may be eligible for Section 504 supports and services as a protected handicapped student. In order to qualify for these supports, a student must be identified as having a physical or mental disability that substantially limits a major life activity.

Mastery Charter Schools provides to each student with a disability those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program. The APSS and/or case manager is responsible for creating and communicating to teachers all Section 504 Plans. **All teachers are responsible for implementing the services and accommodations outlined in the Section 504 Plan.**

Protected handicapped students (students with 504 plans) have additional safeguards in the student discipline process. Consult the APSS for more information.

HEALTH RELATED INFORMATION

In addition to Section 504 plans, some students may require an Individual Health Plan (IHP) and Emergency Care Plan (ECP). Often these plans are adjoined to an IEP or Section 504 plan. In collaboration with the nurse, the APSS works with parents to obtain medical protocols and develops the Individual Health Plan using the *Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care* and a model developed by Mastery Charter Schools staff. **Teachers may be responsible for any necessary training or accommodations necessary to implement a student's IHP or ECP.**

Teachers who become aware that a student is pregnant must notify the school Social Worker(s). The School Social Worker(s) will follow up with the student to discuss the situation with her. Mastery Charter Schools' goal is to support pregnant and parenting students to continue their education at Mastery Charter Schools and to maintain their academic progress. For this reason, Mastery Charter Schools provides support for pregnant students through the School Social Worker(s) during and post-pregnancy. Mastery Charter Schools will also provide accommodations of a medical nature for students who require them related to their pregnancy or postpartum status (such as the provision of homebound academic instruction). However, academic requirements will not be altered for pregnant or parenting students.

ENGLISH LANGUAGE LEARNERS (ELL)

Mastery Charter Schools provides non-English or limited English Language Learners (ELL) with English as a Second Language (ESL) instruction. The purpose of the program is to ensure that all ELLs attain English proficiency, develop high levels of academic achievement in English, and meet the same state academic content standards as all other students. Mastery Charter Schools' English as a Second Language (ESL) program provides direct instruction in English and additional support for content area subjects.

PDE is a member of the multi-state World Class Instruction Design and Assessment (WIDA) Consortium. The WIDA Consortium consists of states dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners. To this end, the WIDA Consortium has provided English language proficiency standards. The type and amount of standards-based ESL instruction provided to students depends upon the student's individual level of language development and proficiency as

determined by WIDA assessments which are aligned to the national English Language Proficiency (ELP) standards.

PDE guidelines for amounts of daily ESL instructional time are:

- Non-English-speaking students—2 to 3 hours
- Beginner—2 hours
- Intermediate—1 to 1½ hours
- Advanced—1 hour.

Regular education teachers are expected to modify their instruction to meet the needs of the English Language Learners in their classroom. They are provided with students’ ELL assessment scores. The ESL teacher collaborates with grade, content, and Special Education teachers, to modify and adjust instruction. The following table is helpful to understand the English proficiency of your students and to differentiate instruction:

English Language Proficiency Levels within ACCESS:

Proficiency Level	Description of Language Skills
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support
2 - Beginning	Knows and uses social English and general academic language with visual support
3 - Developing	Knows and uses social English and some specific academic language with visual support.
4 - Expanding	Knows and uses social English and some technical academic language
5 - Bridging	Knows and uses social and academic language working with grade level materials
6 - Reaching	Knows and uses social and academic language at highest level measured by ACCESS test

Grading of ELLS

ELLs are graded using the same grading system as all other students. However, ELL students should not have failing grades based only on their ability to speak English. A student may not be retained in a grade based solely on his/her English language proficiency.

ELLs with Disabilities

ELLs may be eligible for the full range of Special Education services as appropriate.

Annual Assessment of ELLs

Mastery Charter Schools assessment processes for ELLs comply with all state and federal laws. ELLs take the WIDA ACCESS assessment on an annual basis until they meet the exit criteria outlined in the ESL Manual. ELLs participate in all local and state assessments and are provided any allowable accommodations in line with the PDE assessment accommodations policy.

Exit Criteria

ELLs are assessed annually to determine eligibility to exit from services. Students are exited by the leadership team based on performance on a language proficiency test, report card grades, benchmark assessments, and state-wide assessments. If the ESL teacher finds that a student meets the exit criteria, they must refer that student to the Assistant Principal for Specialized Services. The specific exit criteria and cutoff scores by grade level for exiting are included in the chart below.

ESL Program Exit Criteria

Grade	ACCESS for ELLs Composite Score	F&P / PSSA / Universal Screener Performance	Final Report Card Grades
1	4.6 or higher	F & P Level of E or better on June report card	Scores of M on Standards & Competencies: Reading Skills, Reading Comprehension & Writing
2	4.6 or higher	F & P Level of J or better on June report card	Scores of M on Standards & Competencies: Reading Skills, Reading Comprehension & Writing
3-5	4.6 – 4.9	Proficient or better on PSSA	Scores of M on Standards & Competencies: Reading Skills, Reading Comprehension & Writing
3-5	5.0 or better	Basic or better on PSSA	Scores of M on Standards & Competencies: Reading Skills, Reading Comprehension & Writing
6-8	4.7 – 4.9	Proficient or better on PSSA	Mastery in all core coursework (Literature/Composition, Math, Science/SS)
6-8	5.0 or better	Basic or better on PSSA	Mastery in all core coursework (Literature/Composition, Math, Science/SS)
9-11	4.8 or higher	Tier 1 on RtII Universal Screener	Mastery in all core coursework (Literature/Composition, Math, Science/SS)

Upon exiting the ELL Education Program, students must be monitored for two academic years before formally exiting the program. Monitoring the academic progress of ELLs should be a collaborative effort between the classroom teachers, the ESL teacher, and the APSS. All academic records for ELLs are maintained by the APSS.

STUDENT ASSISTANCE PROGRAM (SAP)

The Student Assistance Program (SAP) is one of the mechanisms by which Mastery Charter Schools provides student support. SAP is designed to assist school personnel in identifying issues, such as social concerns; medical problems; psychological issues; and alcohol, tobacco, or other drug problems, which pose a barrier to a student's learning and school success. The SAP team is comprised of a broad cross-section of school staff, including representatives from the culture, instruction, and special education departments, and including regular education and special education teachers. Teachers may refer students to SAP who they believe are facing any of the issues listed above. They may also be asked by a member of the SAP team to complete paperwork providing information about students who have been referred to the SAP program by other colleagues.

The primary goal of SAP is to link students with the help they need in order to overcome barriers to learning so that they can remain in school, succeed academically, and work towards graduation and post-secondary success. Mastery Charter Schools SAP team members do not diagnose or treat students, but they may refer students for an assessment for treatment to the SAP Assessor (who works for a community agency) or refer the student to an existing support service within the school. If no SAP Assessor is available, SAP team members may refer the student directly for an assessment for treatment at a community agency. If the student's problem is beyond the scope of the services that Mastery Charter Schools provides, attempts will be made to identify appropriate community agencies who may provide services to treat the problem. It is the parents' right to be involved in the SAP process and to have full access to all school records in accordance with state and federal laws and regulations. Mastery Charter Schools teachers are responsible for coordinating with the SAP team by completing SAP assessment forms for referred students, consulting with SAP team members, implementing recommended interventions, and in some circumstances, participating in SAP meetings.

Child Find

Mastery Charter School is required by federal law to evaluate students who are thought to be eligible for special education services. If a teacher believes a student may be eligible for special education services, he/she must consult with the APSS for direction on how to proceed. The Child Find Policy can be found on the Mastery Charter Schools website (www.masterycharter.org).

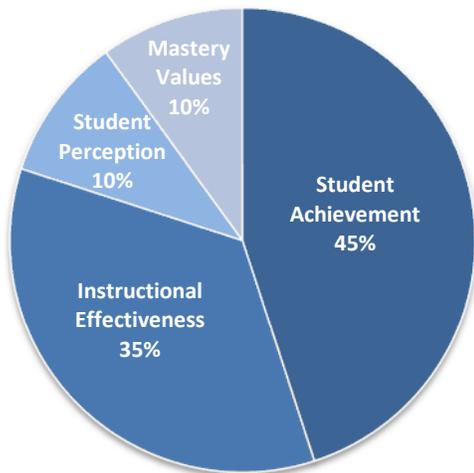
PERFORMANCE BASED TEACHER ADVANCEMENT SYSTEM

OVERVIEW

Mastery Charter School utilizes a performance based teacher advancement system. By basing advancement on performance rather than seniority, Mastery Charter Schools intends to attract, support, and retain the highest quality teachers and therefore provide our students with the best possible instruction. The system has four teacher categories, each with a specific advancement criteria, performance expectation, and salary range. The teacher categories are Associate, Senior Associate, Advanced and Master. Consistent with Mastery Charter Schools Values, the system strives to make the advancement standards, processes, and salaries fair and transparent.

ADVANCEMENT CRITERIA

There are four criteria areas that determine advancement:



Student Achievement

The Student Achievement criterion holds the most weight of 45% of the total Advancement Criteria factors. Student Achievement will be assessed by student growth measures – Mastery’s Value Added System (MVAS). While absolute measures such as pass rates, test scores, etc. are important, we believe that measures of growth are more valuable when evaluating teacher performance. MVAS focuses on how students are growing compared to historical performance data and other factors. When MVAS data is not available, other Mastery-wide growth and performance metrics will be used such as F&P growth, portfolio work, student learning goals, other student achievement growth metrics, etc.

MVAS

Mastery’s Value Added System (MVAS) is a statistical process that uses the gains that each student makes relative to their own individual test history to measure section and teacher performance. MVAS provides a view of teacher performance that is neutral to students' starting proficiency levels because each student's predicted test performance is tailored to that student’s individual history. This allows teachers the opportunity to show growth along the path to bringing a student to proficiency while fairly representing the starting point and varying challenges at different achievement levels. MVAS measures student achievement growth in four subjects – Literature/Reading and Math for grades 1-12 and History/Social Studies and Science for grades 3-12 at all non-first year campuses. MVAS for first year campuses will be rolled out in the school's second year.

Instructional Effectiveness

The Instructional Effectiveness criterion holds the weight of 35% of the total Advancement Criteria factors. Mastery’s Instructional Standards (IS) are the basis for our instructional model. The standards serve to create a common definition of instructional quality. Instructional Effectiveness will be assessed by a series of short (10-20 min), frequent (at least 15 per school year) teacher observations over the course of the school year. The goals

are to capture a robust picture of the teacher’s planning and instruction and provide the teacher with multiple opportunities to receive and incorporate feedback. More information on teacher observations is provided in the *Professional Development and Feedback* section of this Handbook.

Mastery Charter Schools Values, Contributions & Responsibilities

The Mastery Charter Schools Values criterion holds the weight of 15% of the total Advancement Criteria factors. We believe that in order to achieve our ambitious mission, all staff must uphold the Mastery Charter Schools values, fulfill their responsibilities and actively contribute to the school community. Consequently, teachers will receive feedback regarding performance in:

- Upholding the Mastery Charter Schools Values in relationship to the Mastery Charter Schools community, including students, peers, administrators, and parents.
- Fulfilling the responsibilities described in this handbook as well as other reasonable requests made by their supervisor.
- Contributing to the success of the school especially when going above and beyond the expectation.

Student Perception

New to Mastery’s Teacher Advancement System this year, the Student Perception criterion holds the weight of 10% of the total Advancement Criteria factors. One of our 3.0 principles is “Build Mindset” and there is now research to substantiate that student mindset is a predictor of student learning. Student Perception will be measured by conducting student surveys twice per year – at Mid-Year and End of Year. The student survey data gives us insight into the experiences of our students and we’ve seen strong, positive correlations between positive responses to the survey questions and student growth.

REVIEWS

Mid-Year Feedback

The midyear conversation serves as a structured time for Managers to provide feedback and for employees to learn more about performance. The purpose of the conversation is developmental. Managers will highlight areas where an employee is doing well and where they need further development. These conversations are meant to reflect upon performance in the various Teacher Advancement System areas: Student Achievement, Instructional Effectiveness, Values, and Student Perception.

End-of-Year Evaluation

The purpose of the end-of-year (EOY) evaluation is to provide feedback to employees related to their performance throughout the year. During the EOY evaluation, managers will discuss all four areas of the Teacher Advancement System while providing strengths and development areas. Employees will receive their performance category and salary for the following year during this evaluation. Employees starting after January 1st will not be eligible for a merit increase.

PERFORMANCE CATEGORY GUIDELINES

For each of the advancement criterion, the teacher’s performance category informs what the specific expectations are for performance. The chart below details those expectations. The salary scale for this year is located in Appendix 3.

Teacher Performance Category Expectations				
Teacher Category	Criteria			
	*Student Achievement	Instructional Effectiveness	Mastery Values and Contributions	Student Perception
Input	MVAS	Observations	Principal Rating	Student Surveys
Associate	<p>“Meets Expectation” (3) or better Student achievement expectations met. Academic goals met.</p>	<p>In process of mastering Mastery’s instructional model. “Developing” (2) ratings or above with evidence of progress towards “Proficient” (3) – (at least one rating of <i>“Proficient”</i>)</p>	<p>Fulfills Mastery job responsibilities and acts consistently with Mastery’s values</p>	<p>Average of 3.5 or better</p>
Senior Associate	<p>“Meets Expectation” (3) or better Student achievement expectations met. Academic goals met.</p>	<p>Mastered Mastery’s instructional model. “Proficient” (3) ratings or above</p>	<p>Fulfills Mastery job responsibilities and acts consistently with Mastery’s values</p>	<p>Average of 3.7 or better</p>
Advanced	<p>“Exceeds Expectation” (4) or better Students demonstrate accelerated academic achievement on multiple and varied measures. Ambitious academic goals met.</p>	<p>Demonstrates Mastery’s instructional model at the “Advanced” (4) level for majority ratings – (one rating may be at the <i>“Proficient”</i> level)</p>	<p>Fulfills and frequently exceeds Mastery job responsibilities and exemplifies the Mastery’s values. Classroom and instruction are exemplary. Supports the success of other instructors.</p>	<p>Average of 3.9 or better</p>
Master	<p>“Exceeds Expectation” (4) or better Students demonstrate accelerated academic achievement on multiple and varied measures. Ambitious academic goals met.</p>	<p>Demonstrates Mastery’s instructional model at the “Outstanding” (5) level for majority of ratings – (one rating may be at the <i>“Advanced”</i> level)</p>	<p>An instructional leader that drives the Mastery mission and values. Displays consistent, significant and measured impact on the school’s performance through instruction, coaching, leadership and PD.</p>	<p>Average of 4.1 or better</p>

*Teachers of non-tested grades and subjects that do not have MVAS data will have other Student Achievement metrics as inputs, which will be determined by the Principal or Assistant Principal, in conjunction with the teacher, at the start of the school year. Teachers of subjects without MVAS will be expected to “Meet Expectations” of goals set each year. Student Achievement goals will become more ambitious as teachers advance towards the Master category.

Additionally, special education teachers who case manage should refer to Mastery’s *Special Education Case Management Model and Evaluation System* document for details on performance evaluation.

Mastery Charter Schools is committed to ensuring that our Teacher Advancement System is fair, consistent and easy to understand. By following the guidelines that are set forth above:

- If you do not meet performance category expectations, you can expect to receive the minimal increase for the year or a salary increase below the average increase (additional measures, such as non-renewal of contract, may be taken as mentioned below in the *End-of-Year Decision Guideline* section)
- If you meet all performance category expectations, you can expect to receive an average salary increase (depending on current placement in the range)
- If you exceed performance category expectations, you can expect to receive a percentage increase amount that is above the average increase (other factors considered such as position in the salary range) or promotion to the next category, if eligible

Mastery Charter Schools will set average salaries and minimal increase amounts each year. The amounts will be based on business, economic and market conditions.

END-OF-YEAR DECISION GUIDELINES

Teacher						
<i>Renewal Outcomes</i>	<i>Criteria</i>	<i>Salary Guideline</i>	<i>Student Achievement</i>	<i>Instructional Quality</i>	<i>Mastery Values and Contributions</i>	<i>Student Perception</i>
Teacher Category Promotion	<i>Meets the criteria for promotion in all areas.</i>	<i>Teachers promoted to a new category will be placed at the beginning of the category salary scale.</i>	<i>Meets student achievement criteria described by promoted category level.</i>	<i>Observation performance is always at the promoted category level.</i>	<i>Always meets the described performance level for Mastery values at the promoted category level.</i>	<i>Student Survey data meets or exceeds the average score required for the promoted level</i>
Salary Raise	<i>Meets the criteria for current level and exceeds criteria in some areas.</i>	<i>Teachers who meet all criteria for the category will be placed towards the middle of the salary range. Teachers who exceed in most areas but have not met the criteria for promotion to the next level will be placed at the higher end of the salary range.</i>	<i>Meets student achievement criteria described by promoted category level.</i>	<i>Observation performances are mixed, with some scores at the next higher category level and others at the existing category level.</i>	<i>Meets, and often exceeds, the described performance level for Mastery values at the current category level.</i>	<i>Student Survey data meets, and may exceed, the average score required for the current category level.</i>
Minimal Increase	<i>Usually, but not always, meets the criteria for the current level.</i>	<i>Teachers who are struggling to meet all criteria for the category will receive a minimal increase.</i>	<i>Makes limited progress toward academic goals for students.</i>	<i>Observation performance is at the current category level and/or some scores may be below expectation.</i>	<i>Meets the described performance level for Mastery values at the current category level.</i>	<i>Student Survey data meets average score required for current category level and/or may be below expectation.</i>

Non-Renewal of Contract

Generally, a teacher will have received warnings and/or a professional improvement plan before a decision to non-renew is made. Please see Performance Improvement Process.

***NOTE: Teachers starting after January 1st will not be eligible for an end of year increase.*

Teacher Incentive Fund

The Teacher Incentive Fund (TIF) supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools. Mastery Charter Schools has been awarded the TIF grant and is able to implement the above system because of the awarded funds.

Goals include:

- Improving student achievement by increasing teacher and principal effectiveness;
- Reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement;
- Increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects; and
- Creating sustainable performance-based compensation systems.

Additionally, the TIF grant supports Mastery Charter Schools' expansion efforts, it covers annual increases for new campuses and it allows Mastery Charter Schools to share best practices across organizations in an effort to improve systems.

CONTRACTS (10½ MONTH STAFF MEMBERS)

Contract Signing

In May, teachers are given notice of contract renewal decisions. In order to hold a position, contracts must be signed and returned within seven days of receiving it. Reneging on a signed contract may result in the loss of accrued benefits and the annual bonus described in the contract (if applicable), immediate termination of health benefits coverage, and ineligibility for rehire.

Mastery Charter Schools agrees to notify the Employee of contract renewal decision by May 15th of the current school year. The Employee agrees to notify Mastery Charter Schools of his/her contract renewal decision within seven (7) days of receiving the new contract; if no timely response is provided, the offer will be considered withdrawn.

Non-Renewal of Contract

Mastery Charter Schools may, in its sole discretion, elect not to offer a new contract for the following school year. If Mastery Charter Schools decides not to renew a contract because the teacher's evaluations have been unsatisfactory, the teacher may not be offered a contract for the following school year. To ensure decisions based on unsatisfactory performance are not capricious, the following procedures will generally be followed:

- The teacher will generally receive a warning regarding unsatisfactory performance.
- A warning letter will generally be offered with notice that performance is unsatisfactory and that a teacher's current position or contract offer for the following year is in jeopardy. An Improvement Plan may be offered, with the second warning, which makes improvement expectations clear. The plan will generally offer supports to the teacher in meeting the expectations. Mastery Charter Schools' Human Resource Director and CAO or Regional Director may be notified.

- A written evaluation of the Improvement Plan may be created. The evaluation may state whether the goals of the Improvement Plan have been met.

**Teachers hired after January 1st of the current school year are not subject to the above guidelines set forth in the non-renewal process. Teachers hired after January 1st are not eligible for an End of Year Increase and summer pay will be prorated based on time worked. Should an employee hired after January 1st have performance concerns, the employee can be terminated and/or non-renewed for the upcoming school year without the full process above being followed.*

Note: this process does not apply in cases where the teacher’s actions have violated the law, placed students or staff in danger, or otherwise violate employment regulations that constitute grounds for immediate dismissal.

APPEALS OF SALARY DETERMINATION

A teacher who feels his/her salary placement has not been determined consistently with the above guidelines, should first discuss these concerns with his/her School Leader within three business days of the End of Year Conversation. If the matter is not resolved with the School Leader, the teacher should contact Human Resources and request that Human Resources review the salary determination. Human Resources will require that the teacher state in writing the reason they believe the salary placement guidelines have not been followed appropriately. Teachers must submit written concerns within three days of notice to Human Resources. Any appeal request that has not followed the appropriate timeline will not be considered by Human Resources. Human Resources will review the evaluation data and discuss the matter with the School Leader. Human Resources will make a recommendation and review the recommendation with the CFO. The final decision will be presented to the teacher within five business days of receiving written request.

PERFORMANCE IMPROVEMENT PLAN

PROCESS

Where the Principal determines that the teacher’s performance is not satisfactory, the School may terminate the Employment Contract. Prior to such a determination, the School will generally give the Employee notice of his/her unsatisfactory performance and the opportunity to improve his/her performance. Notice shall include:

- Written notice
- Improvement Plan
- Evaluation of Improvement Plan

Opportunities to improve performance shall include coaching, observations, in-class support, and/or modeling.

***Teachers hired after January 1st of the current school year are not subject to the process outlined above.*

OUTCOMES

At the conclusion of a performance improvement plan (PIP), there are four possible outcomes:

1. The employee will have met the goals of the PIP and will be awarded a contract for the following year.
2. The employee will not have met the goals of the PIP and will be put on another PIP cycle.
3. The employee will not have met the goals of the PIP and will not be awarded a contract for the following year.
4. The employee will not have met the goals of the PIP and the employee’s contract will be terminated immediately.

TEACHER LOAD AND COMPENSATION

OVERVIEW OF CONTRACTED LOADS

The Employee’s job duties shall include those delineated in the job description corresponding to the Employee’s title. These duties shall include, but are not limited to: **Instruction and Support, Professional Responsibilities, Saturday School, and Parent and Community Support.** The **Instruction and Support** duties are collectively described as ‘On Time’.

ADDITIONAL ‘ON TIME’ COMPENSATION

Teachers will be compensated for teaching in excess of contracted minutes in increments of 15 minutes (per day or week) at a rate of [REDACTED] (per day or week). Please refer to your contract for the specific maximums.

Position	Weekly 'On Time' Max	Daily 'On Time' Max	Daily Instruction Minutes Max	Self-Contained Caseload Max	Non Self-Contained Caseload Max
Secondary Regular Ed	1475	330	330	N/A	N/A
Elementary Regular Ed	1585	325	N/A	N/A	N/A
Secondary Special Ed	1585	330	N/A	12	50
Elementary Special Ed	1585	325	N/A	12	50

ADDITIONAL CASELOAD COMPENSATION

Teachers will be compensated at a rate of [REDACTED] for every one case they are over the maximum allotment in his/her contract. Please refer to your contract for the specific maximums.

Case management includes student support, IEP management, parent contact, and other responsibilities.

- For self-contained classrooms, teachers manage all cases within their population in addition to general instructional/support workload. Maximum number of cases = 12.
- For non-self-contained classrooms, case management can replace instruction and support at an exchange rate of 30 minutes/week per 1 case. Maximum number of cases = 50 (See *Additional ‘On-time’ Compensation* for additional compensation rate for non-self-contained classrooms).

ADDITIONAL PREPS

What counts as a prep?

A prep is defined as any class that requires a teacher to prepare for a course with a distinct curriculum and scope and sequence. In general, different grade levels or different content areas would count as separate preps. Mastery Charter Schools’ is committed to having instructors teach no more than 2 preps without additional compensation (depending on the instructor’s subject area).

Special Cases

- **Art, music, technology, PE, SEL:** If a secondary teacher teaches different grade levels for these subject areas, each grade level would be considered a prep as there is a different scope and sequence. This applies to courses taught at the secondary level only.

- **Reading and Writing:** Since there is a different scope and sequence, reading and writing are considered to be different preps.
- **Special Education:** Content classes count as preps. Pull-out, push-in, and resource room are considered to be a single prep no matter how many of each a teacher has.
- **Afterschool:** If a teacher is teaching an extra course after school with a distinct curriculum and scope and sequence, he/she will get paid for that extra prep assuming it is the third prep for that teacher.

*Compensation (Beyond Two Preps)**

- [REDACTED] for two semesters for an extra class prep (four days per week course)

**Compensation will be paid at the beginning of each semester.*

OTHER ADDITIONAL COMPENSATION

HIGHER EDUCATION

An employee who receives his/her **Master’s** degree that is related to the Employee’s current position, while employed at Mastery Charter Schools, will receive a [REDACTED] increase in his/her annual base salary. Human Resources must be notified when the degree is granted. Notifications must be made prior to the annual contract offer in April. If you do not notify Human Resources as soon as your Master’s is granted, you may forfeit the possibility of receiving an increase.

TEACHER LEADERS

Teachers serving as Teacher-Leaders will be compensated in two installments during the school year. The rate will be determined based on two factors – the level of specialty responsibility and classroom release time. TLs will receive a separate contract for the TL position. Teachers interested in serving as a TL should speak to their Principal about potential nomination.

GRADE TEAM LEAD

Teachers serving as a grade team lead will be compensated in two installments during the school year. The rate will be determined at the beginning of the school year. Teachers interested in serving as a grade team lead should speak to their principal and/or assistant principal for instruction.

EXTRA-CURRICULAR

Rates for running extra-curricular or athletic activities are determined centrally. Each extra-curricular and athletic position has a different compensation amount. For more information about participating in these activities, contact Justin King at [REDACTED]

INTERNAL CLASS COVERAGE

Instructors are required to substitute for colleagues as needed. Every effort will be made to minimize requests and distribute requests equitably. Instructors will be provided with as much notice as the situation will allow. The Assistant Principal of Instruction provides guidance to substitute instructors regarding class content and management. Compensation for coverage is [REDACTED]/hour of instructional time.

SATURDAY SCHOOL

Instructors are required to teach 2 Saturdays per year. Willingness to teach additional Saturdays is greatly appreciated. If interested in teaching additional Saturday classes, please inform the principal. Compensation for Saturday school is [REDACTED]/hour of instructional time.

SUMMER SCHOOL

Instructor participation in summer school is greatly appreciated. If interested, please inform the principal or Assistant Principal for Instruction. Compensation for summer school will be determined prior to the start of summer school.

SCHOOL LEADERS, CULTURE, COLLEGE, SUPPORT

MASTERY CHARTER SCHOOLS MANAGEMENT MODEL

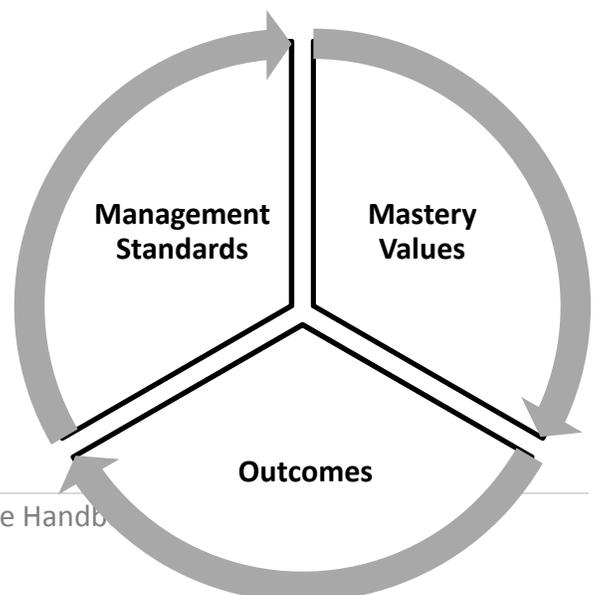
OVERVIEW

Mastery Charter Schools employs a performance based leadership advancement and compensation system called the Mastery Management Model (M3). By basing advancement on performance rather than seniority, Mastery Charter Schools intends to attract, support, and retain the highest quality administrators. The system has three performance categories, each with a specific advancement criteria and salary range (for each position). The performance categories are: Senior, Advanced, and Master. M3 aligns with the teacher advancement system in that there are performance categories and administrators are evaluated on three components: Management Standards, Mastery Values, and Outcomes. Consistent with Mastery Values, the system strives to make the advancement standards, processes, and salaries fair and transparent.

ADVANCEMENT CRITERIA

The Mastery Management Model (M3) complements the Teacher Advancement System and shapes the way we support, train, and evaluate our non-instructional staff. The model, similar to the teacher advancement system, incorporates three main areas in which performance will be evaluated:

1. **Management Standards** – the set of skills and competencies Mastery Charter Schools leaders need to be effective. These Standards will provide a common language and guide professional development. Please see Appendix I for a complete list of the Management Standards.
2. **Mastery Values** – values provide a common language around how staff should conduct



themselves at Mastery Charter Schools. We expect our non-instructional staff to have a consistent, significant impact on the school’s performance through demonstrated leadership.

3. **Outcomes** – role-specific, expected results which are tied to an individual’s job responsibilities. Outcomes should be developed at the start of each school year with the principal and the individual’s manager.

REVIEWS

Mid-Year Feedback

The midyear conversation serves as a structured time for Managers to provide feedback and for employees to learn more about performance. The purpose of the conversation is developmental. Managers will highlight areas where an employee is doing well and where they need further development. These conversations are meant to reflect upon performance in the various Management Model areas: Standards, Values, and Outcomes.

End-of-Year Evaluation

The purpose of the end-of-year (EOY) evaluation is to provide feedback to employees related to their performance throughout the year. During the EOY evaluation, managers will discuss all three areas of the Management Model, provide strengths and development areas, and review outcomes and goals. Employees will receive their performance category and salary for the following year during this evaluation. Employees starting after March 1st will not be eligible for a merit increase.

PERFORMANCE CATEGORIES AND EXPECTATIONS

Similar to the Teacher Advancement System, there are performance categories for non-instructional staff. These performance categories are: **Senior, Advanced, and Master**.

Individuals will need to meet the performance expectations for their particular level – and exceed those expectations to be promoted to the next level. Below is a guideline for performance expectations for each level across the three M3 areas. The salary scales for this year for each position and category are located in Appendix 2.

	Standards	Values	Outcomes
Senior	A capable leader who demonstrates potential toward executing the Management Standards. Individual is able to operate independently and shows proficiency in several standards, but is inconsistent in delivering on other standards.	Consistently acts in accordance with Mastery Values and contributes to the school community.	Positive evidence of progress toward meeting performance outcomes. Moderate contribution to overall school-wide goals.

Advanced	A proven leader who consistently delivers on the expectations of the Management Standards. Individual shows strengths in many standards, actively and specifically addresses development areas, and demonstrates strong overall self-management.	Exemplifies Mastery Values and contributes to the Mastery and school community. Individual goes above and beyond in demonstrating commitment to Mastery Values.	Meets designated performance outcomes. Contributes to overall school-wide goals.
Master	An exceptional leader who demonstrates excellence in executing the Management Standards. Individual exhibits strengths in all standards, is always consistent when delivering on standards, and positively develops others in mastering the standards.	Drives Mastery's Values and serves as a role model for others within Mastery. Has a significant positive impact on the Mastery and school community.	Exceeds designated performance outcomes. Strongly impacts overall school-wide goals.

DECISION MAKING

M3 criteria will be the primary evaluation tool: Management Standards, Values, and Outcomes.

1. Performance Category Promotion - Meets the criteria for promotion in all areas:
 - a. Ability to demonstrate all Management Standards at the higher performance category.
 - b. Always meets the described performance level for Mastery values at the promoted category level.
 - c. Meets outcomes described by promoted category level.
 - d. Admin staff promoted to a new category will be placed at the beginning of the category salary scale.
2. Salary Raise - Meets the criteria for current level and exceeds criteria in some areas:
 - a. Ability to demonstrate Management Standards is mixed, with some areas at the next higher category level and others at the existing category level.
 - b. Meets, and often exceeds, the described performance level for Mastery values at the current category level.
 - c. Meets outcomes criteria described by promoted category level.
 - d. Employees who meet all criteria for the category will be placed in the middle of the salary range. Admin staff who exceed in most areas but have not met the criteria for promotion to the next level will be placed at the higher end of the salary range.
3. Minimum Salary Increase
 - a. Ability to demonstrate Management Standards is at the current category level and some areas may be below current category.
 - b. Meets the described performance level for Mastery values at the current category level.
 - c. Makes limited progress toward outcomes.
 - d. Employees who are struggling to meet all criteria for the category will not receive an increase (0%).

**Employees who begin employment after January 1 of the school year will not be eligible for a salary review.

APPEAL/REVIEW PROCESS

A leader who feels his/her salary placement has not been determined consistently with the above guidelines, should first discuss these concerns with his/her School Leader within three days of the End of Year Conversation. If the matter is not resolved with the School Leader, the leader should contact Human Resources and request that Human Resources review the salary determination. Human Resources will require that the leader state in writing the reason they believe the salary placement guidelines have not been followed appropriately. Leader must submit written concerns within three days of notice to Human Resources. Human Resources will review the evaluation data and discuss the matter with the School Leader. Human Resources will make a recommendation and review the recommendation with the CFO. The final decision will be presented to the leader within five business days of receiving written request.

APPENDIX

APPENDIX 1:

MANAGEMENT STANDARDS

Mastery Charter Schools believes that strong leaders need to demonstrate a set of skills or competencies in order to be effective. These skills, known as Management Standards are described below. For each Standard listed, there is a definition of the standard; a set of characteristics related to the standard, expectations for the specific performance categories for someone who is new to the position (Entry Level) and someone who is a veteran (Mastery Level).

Management Standard	Definition	Key Characteristics	Performance Category Expectations		
			SENIOR LEVEL	ADVANCED LEVEL	MASTER LEVEL
Execution	Mastery is a results-oriented organization with a focus on getting the job done efficiently and accurately. We hold ourselves to high expectations and take accountability for meeting goals. We plan for challenges, but also react quickly to the unexpected. We remain focused and determined so our students achieve at the highest levels.	<ul style="list-style-type: none"> • Ability to work efficiently and thoroughly on multiple projects • Quality of work product defined by accuracy, competency, and thoroughness • Forecasting for upcoming work and challenges • Ability to handle stress effectively • High expectations for work • Accountability for meeting goals 	<ul style="list-style-type: none"> • Capable of multi-tasking and managing multiple projects • Work is good quality and generally well executed • Demonstrates ability to forecast and plan for upcoming work and challenges • Able to remain productive and calm in stressful situations • Always 	<ul style="list-style-type: none"> • Proven abilities in multitasking and managing multiple projects to always meet deadlines • Excelling toward admirable work and takes initiative in foreseeing future projects • Executes the forecasting and planning for anticipated work and future projects 	<ul style="list-style-type: none"> • Exceptional in completing multiple, complex projects on time and accurately • Executes exceptionally high-quality work with precision • Always strategically and effectively plans for upcoming work and challenges; is able to see the whole picture in planning • Consistently able to be productive and calm in stressful situations • Always demonstrates high expectations for

		<ul style="list-style-type: none"> • Ability to engage and motivate staff to attain goals • Dynamic execution plans that are driven by tangible actions • Attitude of enthusiastic expectancy in others regarding change and challenge • Recognizes viable creative ideas of others and brings them to the table • Anticipates impact of change, and directs self and others in smoothly shifting gears • Embraces change when change is necessary (act big) 	<p>demonstrates high expectations for own work</p> <ul style="list-style-type: none"> • Holds self-accountable to meeting goals; effectively able to changing work direction to attain goals • Capable of motivating staff to attain goals • Demonstrates creativity in daily work and appreciates the creativity of others • Embraces change and the impact of change (act big) 	<ul style="list-style-type: none"> • Rises to the occasion in stressful situations • Fine-tunes own work and is an example to others to produce quality work • Regularly holds self-accountable to meeting goals; shares ideas with peers to improve direction of work to attain goals • Persuades other staff members to attain goals • Often exhibits creativity in daily work while valuing other's work • Supports with driving change, provides input to stakeholders, and drives peers to embody change 	<p>own work</p> <ul style="list-style-type: none"> • Holds self and others accountable in meeting demanding goals; outstanding ability to change course with work to attain goals • Successfully motivates and pushes staff to achieve the highest results • Empowers others to demonstrate creativity in daily work, appreciate the creativity of others, and encourage a creative space for thought and work • Strives for change, embraces the impact of change, and empowers others to work through change (act big)
--	--	--	--	---	--

<p>Problem Solving</p>	<p>We meet challenges head-on. Problems get resolved through hard work, perseverance, and creative thinking. We take initiative to break down the complicated problems and devise strategic solutions that push our work forward.</p>	<ul style="list-style-type: none"> • Skill in breaking down and understanding complex issues • Ability to take initiative to strategically build a case to drive decisions • Ability to identify problem areas and generate creative and effective solutions 	<ul style="list-style-type: none"> • Capable of breaking down and understanding complex issues • Competent in ability to build a logical case to drive decision making • Is able to identify problem areas and generate a few reasonable solutions 	<ul style="list-style-type: none"> • Executes the breaking down and understanding of complex issues • Utilizes and acts on the ability to build a logical case to drive strategic decisions • Recognizes problem areas and supports stakeholders with generating effective solutions to solve 	<ul style="list-style-type: none"> • Exceptional ability to break down and understand complex issues • Always builds a logical case to drive strategic decisions • Constantly identifies problem areas; generates multiple creative and highly effective solutions
<p>Job-Specific Knowledge</p>	<p>We are smart, capable, driven people. If we don't already know it, we learn. We are dedicated to continuously building our knowledge and skills so we can better serve our students.</p>	<ul style="list-style-type: none"> • Level of knowledge in particular role • Strives to continue to build knowledge in field 	<ul style="list-style-type: none"> • Has adequate knowledge of what role entails • Demonstrates willingness and eagerness to grow and learn in role 	<ul style="list-style-type: none"> • Understands what the role entails and excels to meet goals and objectives • Acts on willingness to grow and learn by improving the role and performance 	<ul style="list-style-type: none"> • Highly experienced in position; exceptional knowledge in field and able to effectively coach others • Always takes advantage of opportunities to grow and gain more knowledge
<p>Organization</p>	<p>Our dedication to our cause is clear and we follow through on promises and commitments to each other. We know what has to be done and prioritize</p>	<ul style="list-style-type: none"> • Ability to prioritize work effectively • Commitment follow through • Has clearly defined organization system 	<ul style="list-style-type: none"> • Prioritizes work effectively to ensure workload is manageable • Follows through on commitments and is competent in time 	<ul style="list-style-type: none"> • Prioritizes work effectively without direction using initiative • Balances workload to deliver acceptable 	<ul style="list-style-type: none"> • Able to consistently and strategically break down and prioritize work to ensure quick and accurate completion • Always follows through

	accordingly. Our systems and process are well-defined, structured, and effective.		<p>management</p> <ul style="list-style-type: none"> • Building an effective organization system 	<p>complete work</p> <ul style="list-style-type: none"> • Executes own course of action to complete tasks and commitments on time or in advance • Utilizes an effective organization system for seamless accomplishment of tasks, projects, and meetings 	<p>on commitments and promises and does not have time management issues</p> <ul style="list-style-type: none"> • Organization system is highly effective and robust and always ensures tasks, projects, and meetings are prioritized well
Interpersonal Communication	<p>Communication is the key to a respectful, productive organization. We value our professional relationships and don't shy away from the challenging conversations. We communicate with each other constructively and positively.</p>	<ul style="list-style-type: none"> • Communicates in a constructive, respectful, and positive manner • Ability to have difficult and challenging conversations • Proactively communicates w/parents and/or staff to ensure on same page 	<ul style="list-style-type: none"> • Communication is always positive, respectful and constructive • Capable of conducting difficult and challenging conversations • Adept at proactively communicating with appropriate parties 	<ul style="list-style-type: none"> • Communication is always positive, respectful, constructive, and sets example to peers • Conducts difficult and challenging conversations • Manages communications with appropriate parties to ensure all parties have a clear understanding of goals, objectives, and outcomes 	<ul style="list-style-type: none"> • Communication is always positive, respectful and constructive • Exceptional in conducting difficult and challenging conversations • Always proactive in communicating with parents and staff; always ensures everyone is on the same page
Organizational	Mastery is a community	<ul style="list-style-type: none"> • Develops systems 	<ul style="list-style-type: none"> • Systems are clear 	<ul style="list-style-type: none"> • Systems are fine- 	<ul style="list-style-type: none"> • Systems drive a

Communication	<p>built from families, students, teachers, and leaders. We ensure that messages are consistent, community members are well informed, and our teams are cohesively developed. We establish an inclusive culture that promotes accountability and goal-oriented actions.</p>	<p>that promote clear, open lines of communication</p> <ul style="list-style-type: none"> • Establishes a working culture that maintains organizational images, missions, and values • Creates routines and rituals that promote a positive school culture • Delivers consistent, timely messages that are inclusive of all community members 	<p>and an effective means for communication</p> <ul style="list-style-type: none"> • Creates and models a working culture by establishing clarity, context, and accountability • Routines and rituals encourage a positive school culture • Proactively delivers messages that are consistent, timely, and inclusive 	<p>tuned for clarity and effectiveness for communication</p> <ul style="list-style-type: none"> • Executes and focuses on improving models for a working culture by demonstrating clarity, context, and accountability • Improves routines and rituals to boost a positive school culture • Develops and delivers messages that are consistent, timely, and inclusive 	<p>positive organizational by establishing clarity, context, and accountability</p> <ul style="list-style-type: none"> • Routines and rituals support and uphold the positive school culture and establish an inclusive atmosphere • Proactively delivers messages that are consistent and timely and promote clear, open lines of communication
Managing Others (where applicable)	<p>People are our greatest resource and we take great measures to ensure each person’s success. We set proper expectations for those we manage and are actively engaged in their work. Effective prioritization and delegation creates a culture of success in our schools. We support professional growth and</p>	<ul style="list-style-type: none"> • Sets appropriate expectations for staff performance and establishes goals that are SMART • Adheres to the ‘Write-it-Down’ philosophy, and follows-up on staff progress with regular meetings • Delivers clear directions and 	<ul style="list-style-type: none"> • Expectations and goals for staff are appropriate and SMART • Actively engages in the “write-it-down” philosophy and constantly tracks progress of staff with regular meetings • Directions are clear and consistent, and 	<ul style="list-style-type: none"> • Expectations and goals for staff are appropriate, clear, and SMART; staff are receptive to development • Manages the “write-it-down” philosophy, tracks progress of staff, and develops strategies for improvements 	<ul style="list-style-type: none"> • Expectations for staff are always set, and followed-up on regularly; goals are always SMART and staff is fully invested in and accountable for attaining goals. • Proactively engages in and holds staff accountable to the “write-it-down” philosophy; consistent

	development through constant coaching, positive reinforcement, and constructive feedback.	appropriately distributes work to staff <ul style="list-style-type: none"> Provides ongoing constructive feedback and coaching that aligns to Mastery's IS and M3 	work distribution is appropriately delegated to team members <ul style="list-style-type: none"> Feedback is effective and constructive, and aligns to Mastery Standards (M3 and IS) 	<ul style="list-style-type: none"> Directions are clear and consistent; work ownership is taken on by employees having clear expectations of goals and objectives Feedback is effective and constructive; aligns to Mastery standards; staff understand expectations and embark toward success 	check-ins reinforce the philosophy and ensures staff progress <ul style="list-style-type: none"> Directions are clear and consistent; proactively plans for and distributes work in a timely and appropriate manner to team members Feedback is constructive and consistent; immediate and measurable progress can be seen from staff; alignment with M3 and IS is clear to all parties
Mindset	Mastery creates a climate in which people can do their best. We assess personal strengths and use them to get the best out of each person. Our values and standards enable a culture where everyone can lead with humility, integrative thinking, and courage. When confronted with challenges, we demonstrate the personal humility and professional will to achieve break-	<ul style="list-style-type: none"> Maintains poise and calm even in difficult decisions or in the midst of painful change Ability to hold conflicting ideas and competing goals in balance Actively addresses resource and personnel situations head-on Manage corrective feedback in a manner that inspires 	<ul style="list-style-type: none"> Consistently acts with humility, integrative thinking, and courage in all situations Values opinions of all colleagues, even when differing Open to feedback and strives to better self Models the way when managing ambiguity 	<ul style="list-style-type: none"> Habitually acts with humility, integrative thinking, and courage; sets a positive example for peers Applies opinions of colleagues into thought process and constructively responds; is considerate of peers' opinions Applies feedback to self- 	<ul style="list-style-type: none"> Always acts with humility, integrative thinking, and courage Creates the space for all to act with humility, integrative thinking, and courage Always responds with empathy to all opinions, seeking to understand first Delivers constructive feedback in a manner that inspires accountability and self-redirection among

	<p>through results. We recognize the need to be self-aware and work on being better leaders.</p>	<p>accountability and self-redirection among colleagues and direct reports</p> <ul style="list-style-type: none"> • Embraces seemingly opposing and contradictory goals and values • Uses ingenuity in dealing with ambiguous situations and guides others to cope effectively 		<p>development and strives for improvement</p> <ul style="list-style-type: none"> • Manages situations of ambiguity and leads peers towards positive course of action 	<p>colleagues and direct reports</p> <ul style="list-style-type: none"> • Proactively embraces ambiguity and empowers others to work through the gray area(s)
<p>Instruction (Internship Coordinators; College Advisors)</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Ability to meet Mastery's Instructional Standards 	<ul style="list-style-type: none"> • Demonstrates a 3 ('Proficient') rating or above in observations • Is accomplished in executing Mastery's Instructional Model 	<ul style="list-style-type: none"> • Demonstrates a 4 ('Advanced') rating or above in observations • Is excelling in the execution of Mastery's Instructional Model 	<ul style="list-style-type: none"> • Demonstrates a 5 ('Outstanding') rating in observations • Is outstanding in executing Mastery's Instructional Model

APPENDIX 2: SALARY SCALES

MASTERY CHARTER SCHOOLS MANAGEMENT MODEL

These are the salary scales for the 2014-15 school year for all non-instructional, full-time positions.

Admin Salary Scales 2014-15						
Position	Salary Range	Range Size	Associate or ASL	Senior	Advanced	Master
Principal						
Assistant Principal of Instruction						
Assistant Principal of Special Education						
Assistant Principal of School Culture						
Director (AP) of Operations						
Lead Dean of Students						
Lead Case Manager						
College Advisor						
Building Engineer						
Administrative Assistant/Atten Coord - Full time						
Internship Coordinator - 10 month						
Social Worker - 10 month						
Dean - 10 month						
Assistant Dean - 10 month						

APPENDIX 3:

SALARY SCALE – TEACHER ADVANCEMENT SYSTEM

To ensure that we continue to recognize and reward our strongest teachers, we have made modest increases to some ranges in the performance categories. Great teachers produce amazing results for our students. By increasing the ranges slightly, we intend to provide greater financial rewards for teachers, as they grow and advance in their careers at Mastery Charter Schools.

2014-15 Teacher Salary Scales - PA			
Performance Category		Min	Max
Support Teacher	Associate		
	Sr Associate		
	Advanced		
	Master		
Teachers	Associate		
	Sr Associate		
	Advanced		
	Master		

Mastery Management 3.0

Admin Training

July 8, 2015

2015-16 Priorities

Stay the Course

Teacher Support
and
Management

Classroom and
School-Wide
Culture

School
Management
Routines

Cultural Context

Building
Foundations

Our 3.0 Shift Is Necessitating A Shift In Leadership

How is your management style and use of time evolving to meet the demands of Mastery 3.0?



Management

Real-Time Coaching	Academic Ops
Grade/Subject Specific Approaches & Resources	Cultural Context
Student Centered Instruction	RTII/Remedial Programming
AP Specialization	Restorative and TI Practices
PCE	Observation Frequency
Increased # of APs	Planning Meetings

Our Goals

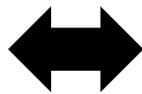
Our 3.0 Shift Is Necessitating A Shift In Leadership

Mastery 3.0

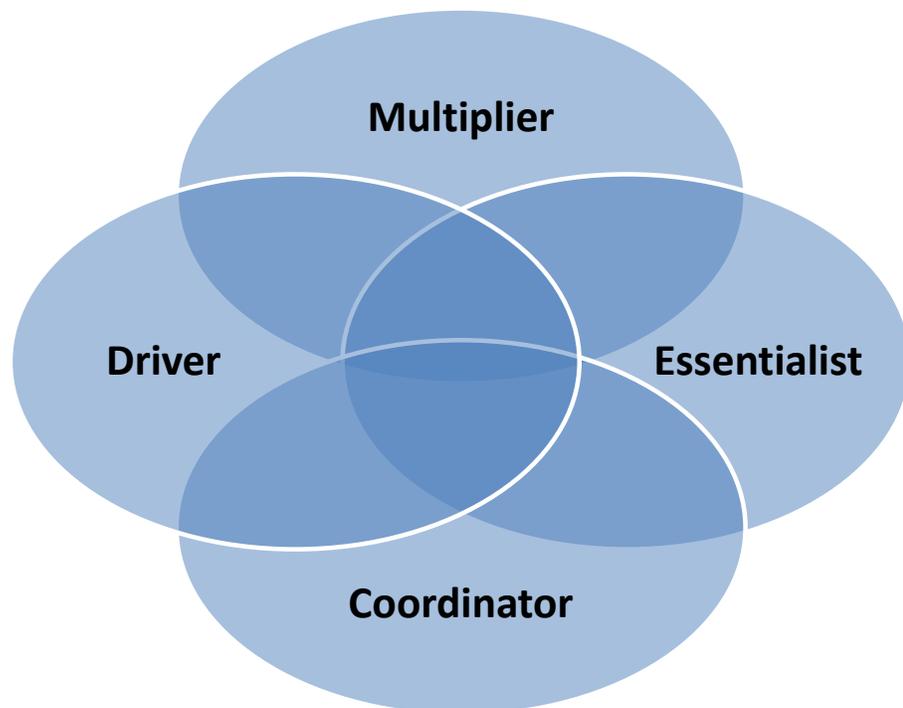
Complex
Pedagogical
Structures

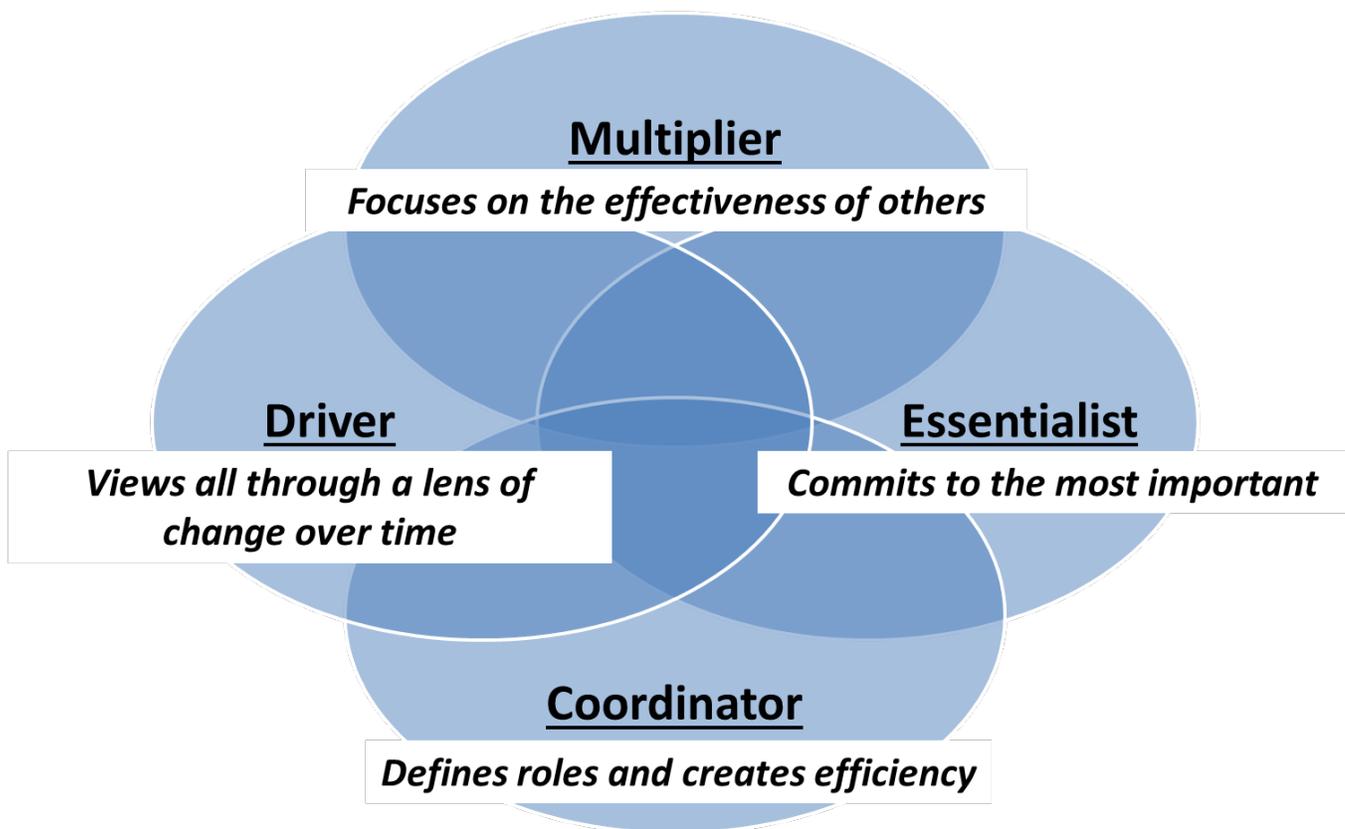
Complex
Behavioral
Approaches

Complex
Differentiated
Programming



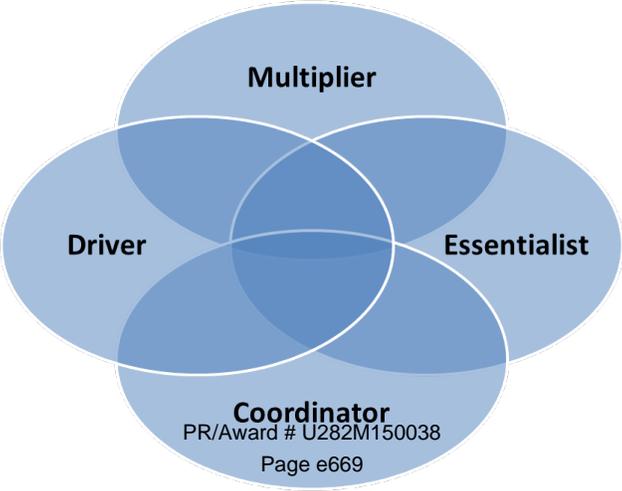
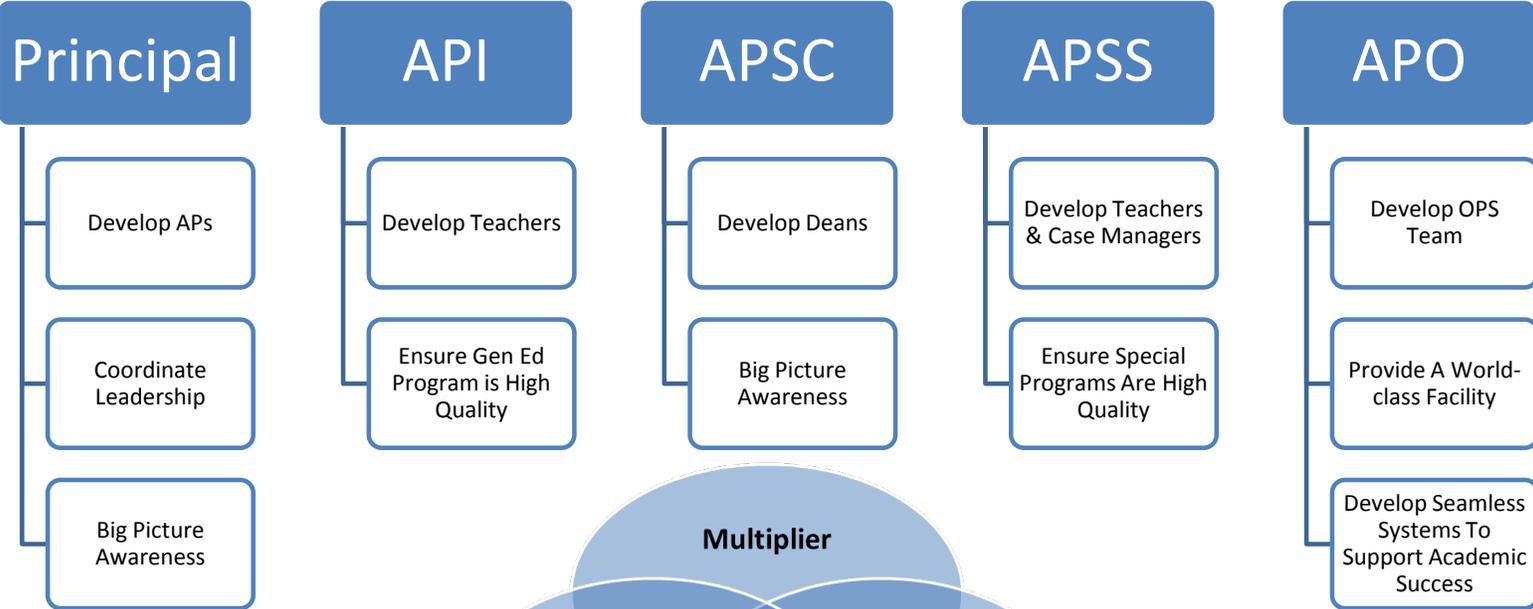
Mastery Manager 3.0





1. How does this frame change your role?
2. What actions get prioritized?
3. How can such prioritization be accommodated?

Focus Areas



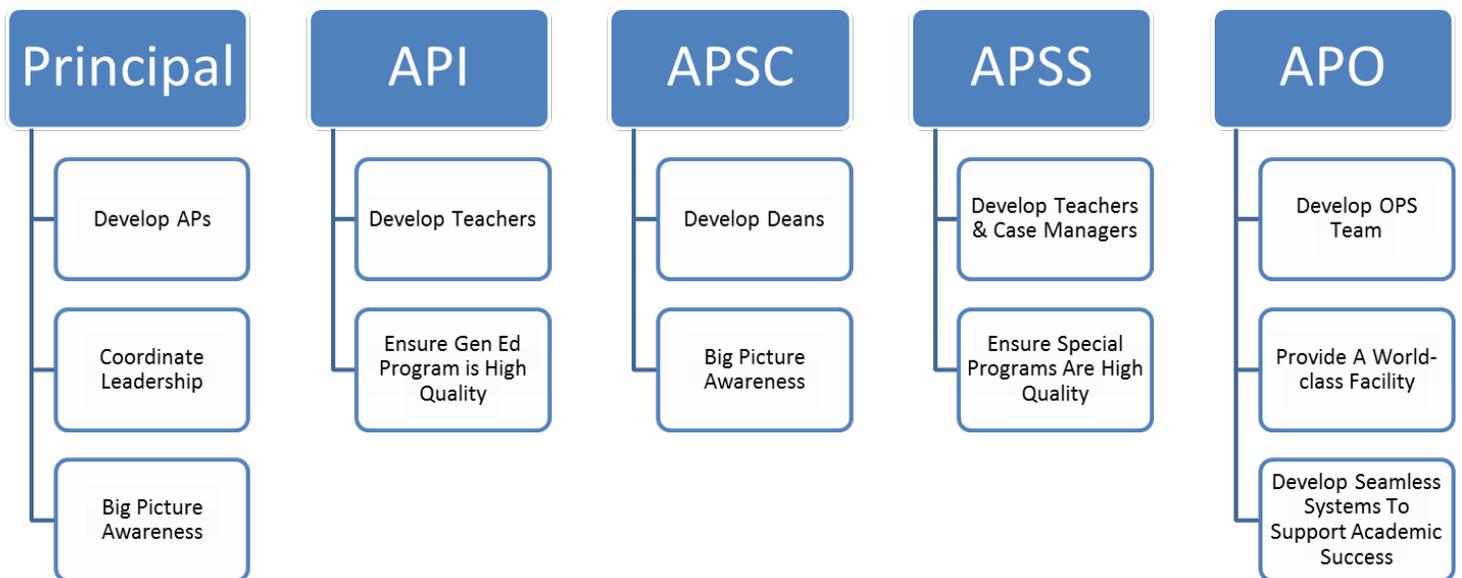
What are some differences?

Do these actions consume most of your day?

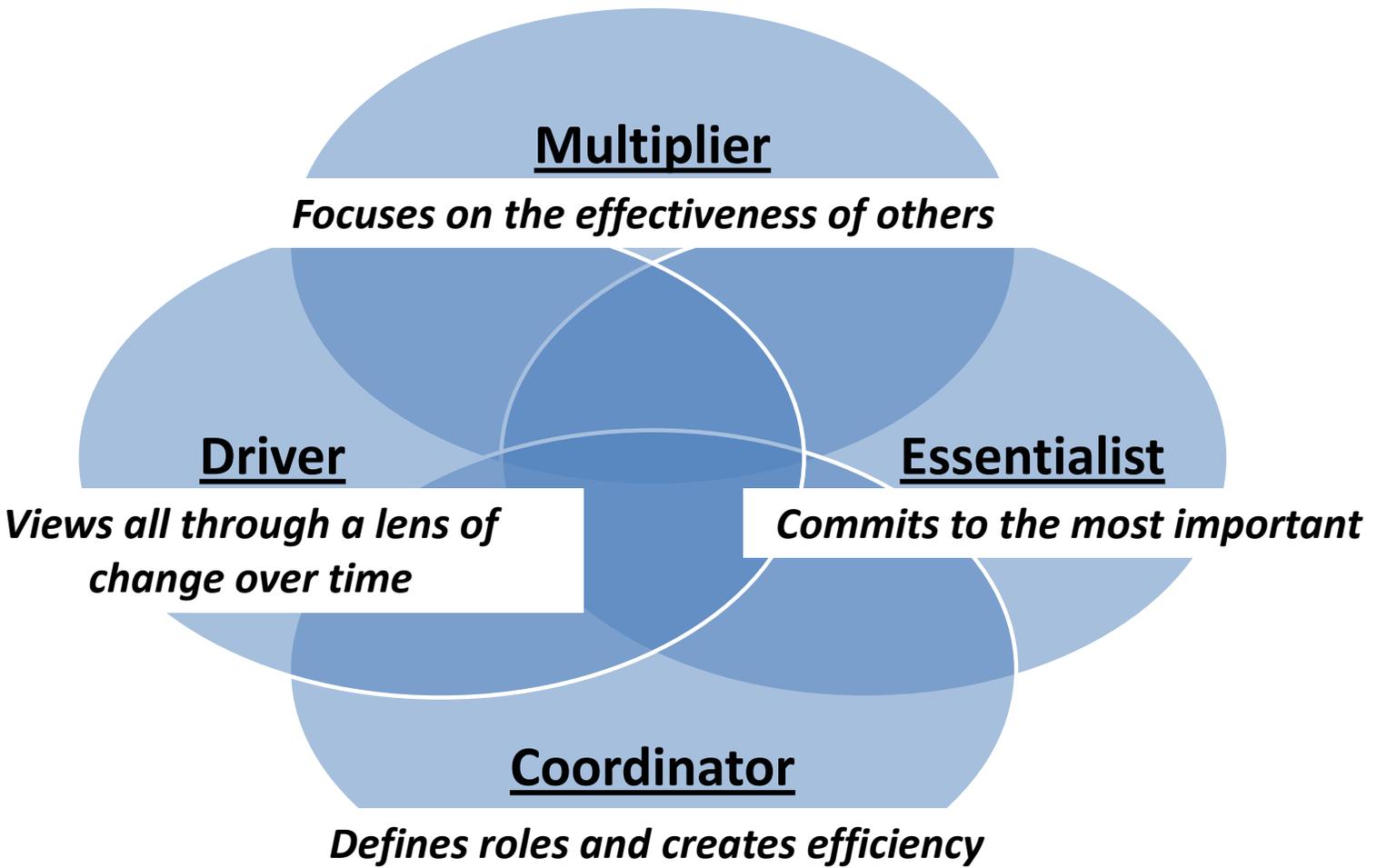
The 3.0 Principal's Calendar

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	
7:15	Morning Logisitics					Morning Logisitics					Morning Logistics					Principal PD
7:30	Arrival					Arrival					Arrival					
7:45	Arrival					Arrival					Arrival					
8:00	Morning Walk-Through/Observation					Morning Walk-Through/Observation					Office Hours					
8:15	Morning Walk-Through/Observation					Morning Walk-Through/Observation					Office Hours					
8:30	Office Hours					Office Hours					Morning Walk-Through/Observation					
8:45	Office Hours					Office Hours					Morning Walk-Through/Observation					
9:00	Office Hours					Office Hours					Morning Walk-Through/Observation					
9:15	API 1/TL Coaching	APSC Check in	1	API 1/TL Coaching	Walk Thru/Obs	APSS Coaching	APSC Check in	API 2/TL Coaching	Walk Thru/Obs	API 2/TL Coaching	APSC Coaching	APSC Check in	Coordinator Check-Ins	API 1/TL Coaching	API 1/TL Coaching	
9:30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
9:45	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
10:00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
10:15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
10:30	Leadership Huddle		Leadership Meeting		Ldrshp Huddle		Leadership Huddle		Leadership Meeting		Ldrshp Huddle		Leadership Huddle		Strategy Meeting	
10:45	APO 1:1	API 2/TL Coaching	1	1	1	1	1	1	1	1	1	1	1	1	1	
11:00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
11:15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
11:30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
11:45	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
12:00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
12:15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
12:30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
12:45	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1:00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1:15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1:30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1:45	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
2:00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
2:15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
2:30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
2:45	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
3:00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
3:15	Dismissal		Dismissal		Dismissal		Dismissal		Dismissal		Dismissal		Dismissal		Dismissal	
3:30	Dismissal		Dismissal		Dismissal		Dismissal		Dismissal		Dismissal		Dismissal		Dismissal	
3:45	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
4:00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
4:15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
4:30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

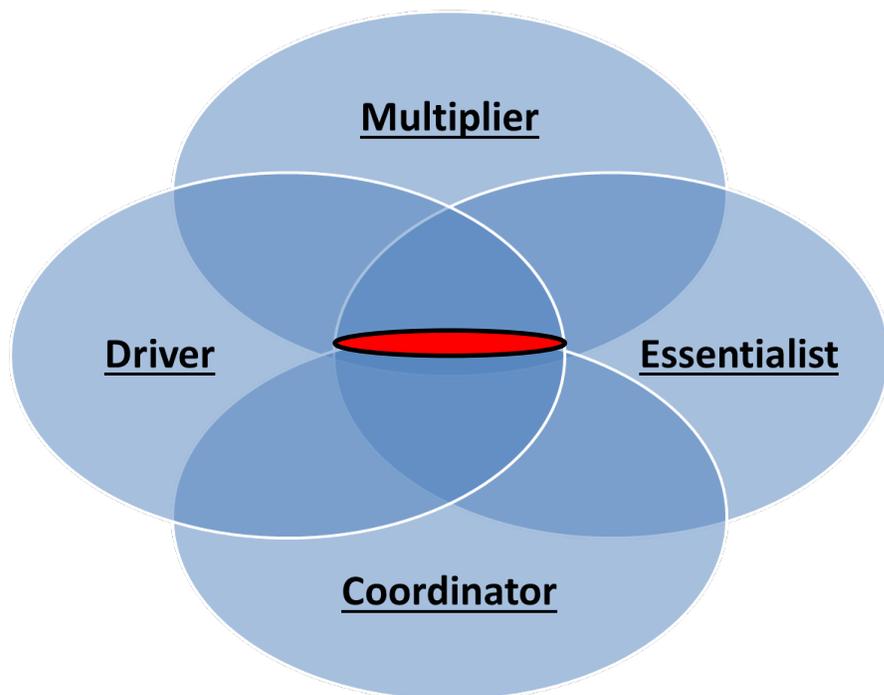
Calendar Activity



1. Examine your triweekly. What is it encouraging you to prioritize? How is it encouraging you to function differently?
2. How much time remains to focus on planning, preparation and everything else?
3. Principals- define the leadership structures and weekly planning



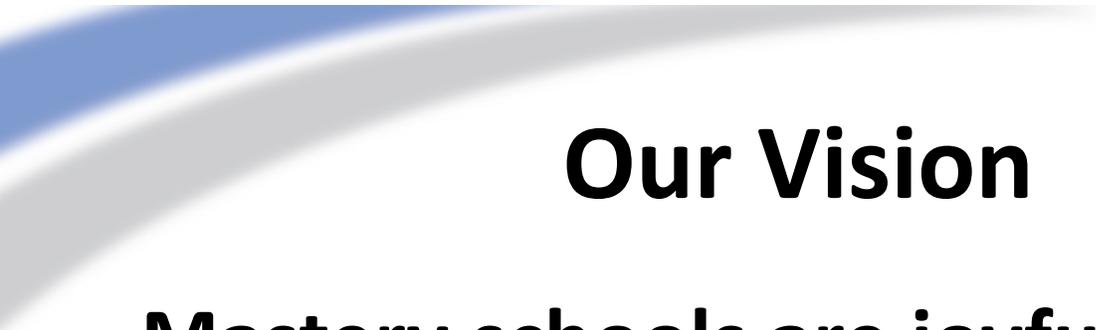
Reimagine



- **The Disciplinary Hearing**
- **Weekly Planning**
- **Lunch**
- **Supporting a struggling teacher**
- **The Leadership Team Meeting**
- **P-AP support**
- **Substitute & Coverage Coordination**
- **Other**



Mastery Charter Schools
Excellence. No Excuses.



Our Vision

Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for post-secondary success

Direct
Instruction



Best Practice
Constructivist
Bent

No Excuses
Compliance
Focus



Restorative
Focus

Intense
Scaffolding



Raise the Bar

3.0 Principles





Curriculum
&
Instruction

Culture &
Discipline

Admin Roles
& Teacher
Support

Curriculum
&
Instruction

Increased Rigor

Best Practices & Student
Centered Lesson Structures

Created/selected Materials

Authentic Engagement

Remediation & Intervention

Culture &
Discipline

Teacher Identity & Mindset

Relationship Focus

Restorative Practices

Increase Student Leadership
& Ownership

Trauma Informed Approach

Social Emotional
Learning/Mindset

Admin Roles
& Teacher
Support

Admin Training/Specialists

Real Time Feedback

Planning Meetings &
Collaboration with Uniform
Curriculum

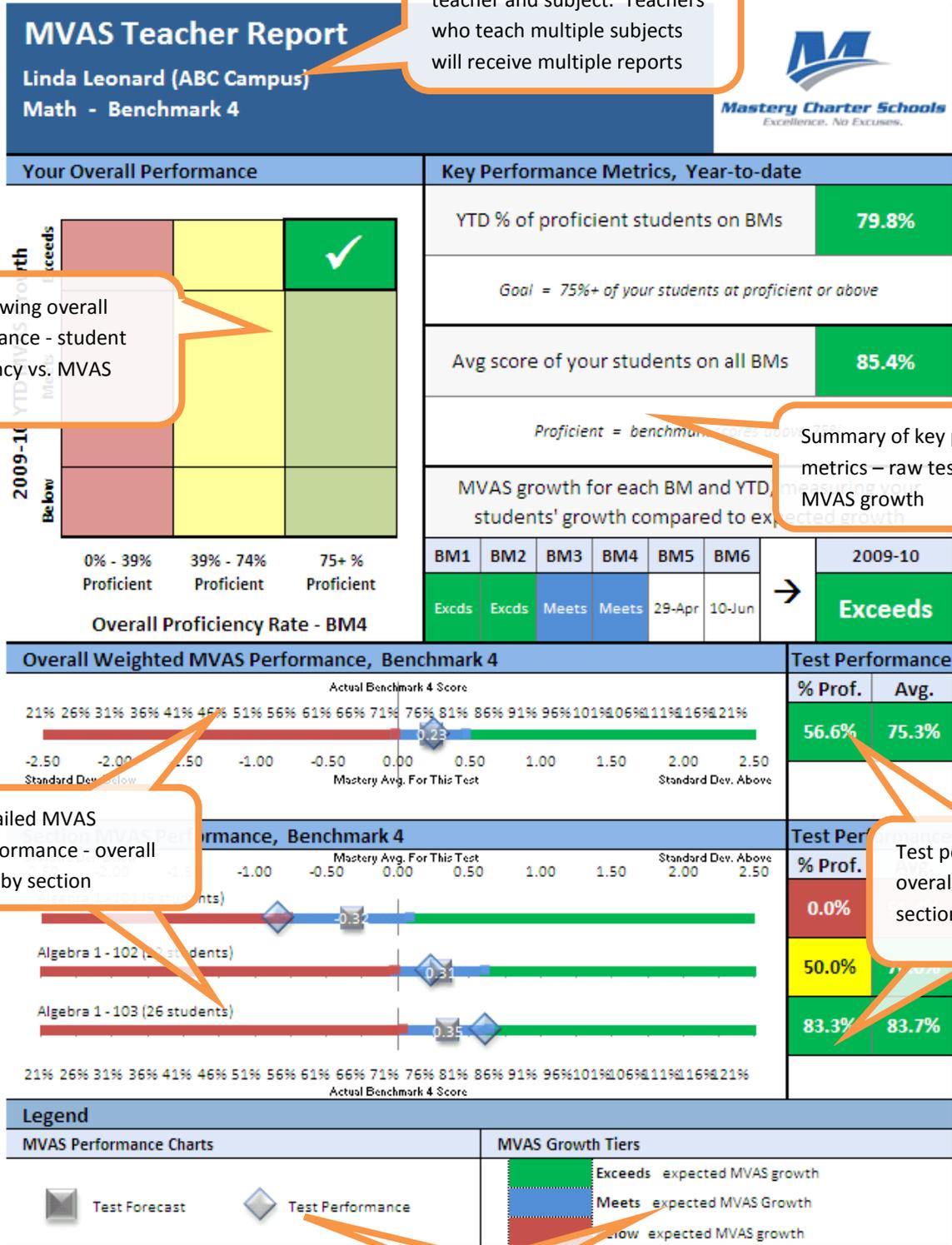
Teacher Content Training

Professional Learning
Communities & Cultural Context

Teacher Leaders

Teacher Report Reference

Report Summary Gr 3-12 – Page 1



One report is created for each teacher and subject. Teachers who teach multiple subjects will receive multiple reports



Grid showing overall performance - student proficiency vs. MVAS growth

Summary of key performance metrics – raw test scores and MVAS growth

Detailed MVAS performance - overall and by section

Test performance - overall and by section

Legends for the charts on the report

Report Summary Gr 3-12 – Page 2

Each student's test forecast for this benchmark. Prediction reports will show only standard deviations, result reports will show score and standard deviation. The forecast is based on each student's test history.

Each student's MVAS growth tier by report period

Each student's overall YTD MVAS growth tier

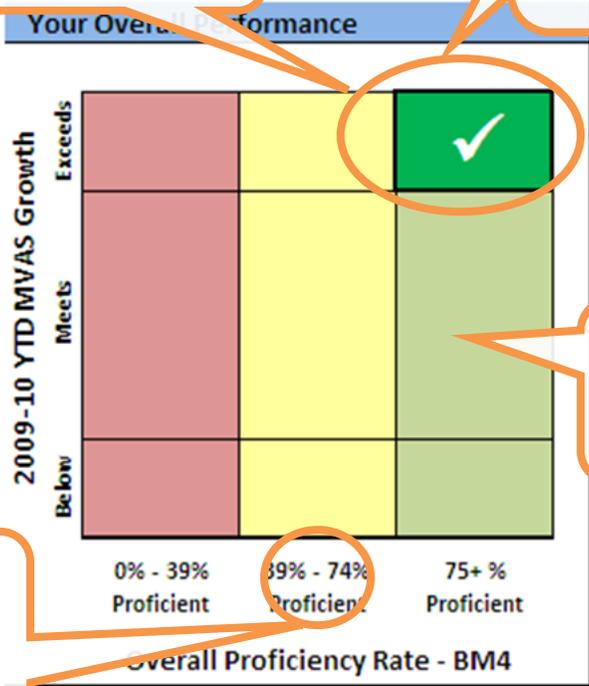
Student Name	Course	Forecast	Actual	MVAS Growth By BM	MVAS YTD
		77% (0.27 SD)	66%		Exceeds
		48% (-1.13 SD)	43%		Meets
		76% (0.26 SD)	54%		Exceeds
			Not Taken		Meets
Trudeau, P	Algebra 1 - 101	64% (-0.34 SD)	49%		Meets
Hass, C	Algebra 1 - 101	63% (-0.40 SD)	60%		Meets
Otoole, B	Algebra 1 - 101	65% (-0.32 SD)	66%		Exceeds
Smiley, A	Algebra 1 - 101	51%	34%		Meets
Mack, G	Algebra 1 - 101	75% (-0.11 SD)	63%		Meets
Matheny, V	Algebra 1 - 102	75% (-0.75 SD)	89%		Exceeds
Delacruz, R	Algebra 1 - 102	75% (-1.18 SD)	71%		Meets
Green, T	Algebra 1 - 102	75% (-0.45 SD)	60%		Exceeds
Hall, J	Algebra 1 - 102	75% (-0.09 SD)	74%		Meets
Madrigal, T	Algebra 1 - 102		Not Taken		Exceeds
Cortez, L	Algebra 1 - 102	67% (-0.19 SD)	66%		Meets
Weston, R	Algebra 1 - 102	83% (-0.57 SD)	89%		Exceeds
Doty, H	Algebra 1 - 102	65% (-0.32 SD)	49%		Meets
Stott, N	Algebra 1 - 102		Not Taken		Meets
Hayes, A	Algebra 1 - 102	77% (0.29 SD)	77%		Meets
Romano, T	Algebra 1 - 102	77% (0.29 SD)	74%		Meets
Mason, B	Algebra 1 - 102	74% (0.12 SD)	69%		Meets
Dejesus, J	Algebra 1 - 102	79% (0.39 SD)	83%		Exceeds
Jack, A	Algebra 1 - 102	58% (-0.68 SD)	60%		Meets
Singleton, E	Algebra 1 - 102	80% (0.41 SD)	86%		Meets
Bolling, A	Algebra 1 - 102	86% (0.73 SD)	97%		Meets
Coon, J	Algebra 1 - 102	85% (0.68 SD)	94%		Exceeds
Cardona, G	Algebra 1 - 102	83% (0.58 SD)	91%		Exceeds
Horton, E	Algebra 1 - 102	81% (0.47 SD)	66%		Exceeds
Rodriguez, K	Algebra 1 - 102	74% (0.14 SD)	57%		Meets
Burch, S	Algebra 1 - 102	83% (0.57 SD)	77%		Meets
Fournier, M	Algebra 1 - 102	83% (0.61 SD)	91%		Exceeds
Michael, R	Algebra 1 - 103	80% (0.45 SD)	89%		Exceeds
Callahan, C	Algebra 1 - 103	82% (0.51 SD)	94%		Meets
Cushman, C	Algebra 1 - 103	80% (0.41 SD)	86%		Meets
Dowell, J	Algebra 1 - 103	83% (0.57 SD)	86%		Meets
Danforth, Z	Algebra 1 - 103	84% (0.63 SD)	97%		Exceeds
Woods, A	Algebra 1 - 103	70% (-0.04 SD)	83%		Exceeds
Bull, E	Algebra 1 - 103	68% (-0.16 SD)	83%		Exceeds
Council, H	Algebra 1 - 103	86% (0.72 SD)	91%		Meets
Sargent, D	Algebra 1 - 103		Not Taken		Meets
Oshea, G	Algebra 1 - 103	82% (0.52 SD)	89%		Meets
Frederick, A	Algebra 1 - 103	83% (0.58 SD)	94%		Exceeds
Ontiveros, M	Algebra 1 - 103	73% (0.09 SD)	57%		Meets
Dial, H	Algebra 1 - 103	82% (0.54 SD)	83%		Meets
Elmore, H	Algebra 1 - 103	66% (-0.26 SD)	69%		Meets
Joyner, D	Algebra 1 - 103	72% (0.01 SD)	80%		Meets
Wentworth, R	Algebra 1 - 103	86% (0.76 SD)	86%		Exceeds
Jones, E	Algebra 1 - 103		Not Taken		Meets
Blakely, S	Algebra 1 - 103	80% (0.44 SD)	74%		Exceeds
Gallardo, A	Algebra 1 - 103	78% (0.36 SD)	83%		Exceeds
Day, P	Algebra 1 - 103	77% (0.30 SD)	77%		Meets
Goodwin, M	Algebra 1 - 103	81% (0.49 SD)	91%		Meets
Thomson, A	Algebra 1 - 103	83% (0.57 SD)	97%		Meets
Strunk, M	Algebra 1 - 103	74% (0.12 SD)	71%		Meets
Faison, J	Algebra 1 - 103	80% (0.43 SD)	91%		Meets
Davenport, L	Algebra 1 - 103	76% (0.26 SD)	77%		Meets
Miranda, D	Algebra 1 - 103	75% (0.21 SD)	80%		Exceeds

Each student's actual score on the benchmark (only shown on scoring report)

Gr 3-12 - Overall Performance and Key Performance Metrics

This teacher's students significantly exceeded expected MVAS growth

More than 75% of this teacher's students achieved proficiency (>75% on the benchmark = proficient).



The starting point of the yellow range adjusts to account for the test's level of difficulty.

The green color band indicates a satisfactory percentage of students at proficient or higher

Percentage of this teacher's students scoring 75% or greater on all benchmark exam's taken so far this school year

Key Performance Metrics, Year-to-date						
YTD % of proficient students on BMs	79.8%					
<i>Goal = 75%+ of your students at proficient or above</i>						
Avg score of your students on all BMs	85.4%					
<i>Proficient = benchmark scores above 75%</i>						
MVAS growth for each BM and YTD, measuring your students' growth compared to expected growth						
BM1	BM2	BM3	BM4	BM5	BM6	2009-10
Excds	Excds	Meets	Meets	29-Apr	10-Jun	Exceeds

MVAS growth for each reporting period

Weighted average score on all benchmarks taken so far this school year for all of this teacher's students across all of their sections

Year-to-date MVAS growth

Gr 3-12 - Most Recent Benchmark MVAS Performance

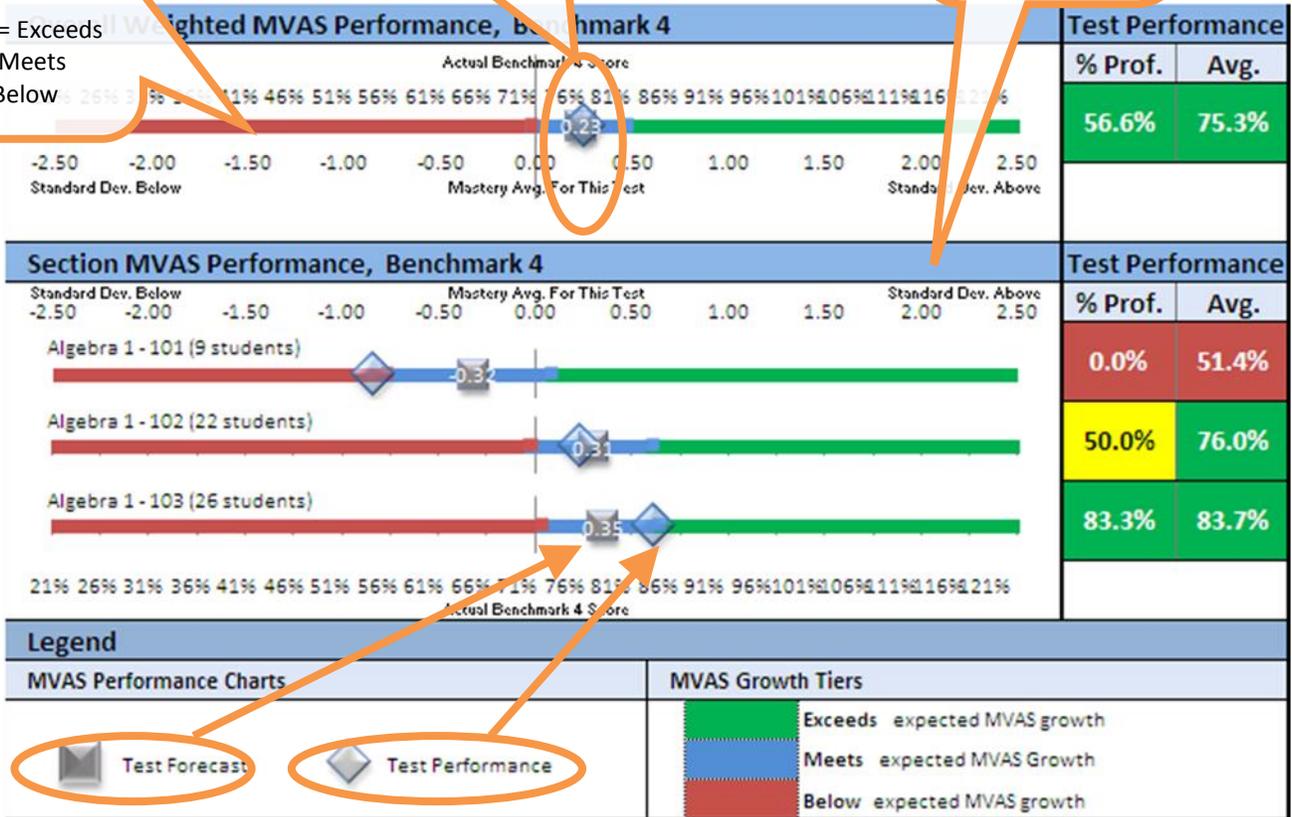
The colors on the line chart s represent the MVAS growth tiers

Green = Exceeds
Blue = Meets
Red = Below

0.00 standard deviations = Mastery average

On this benchmark, Mastery average was approximately 78%

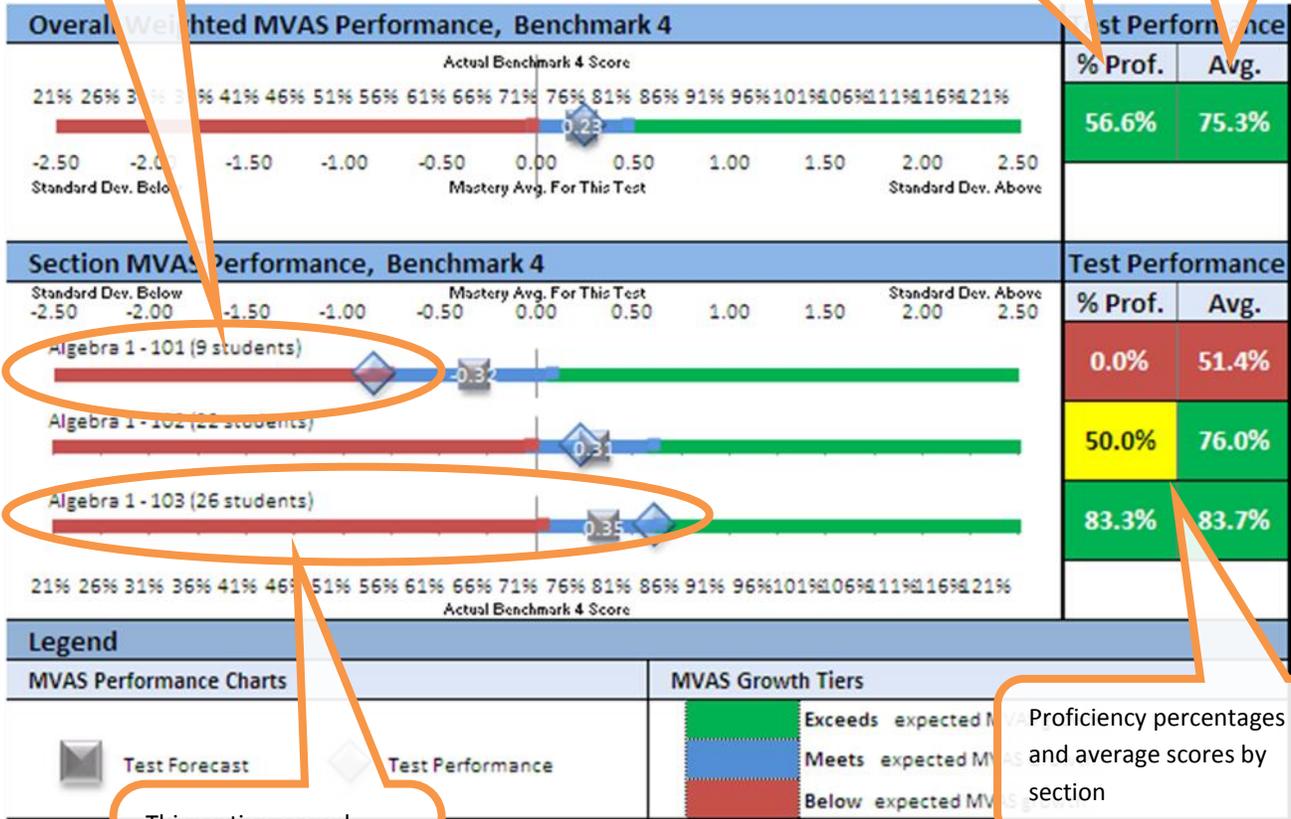
Because each benchmark is different, scores are based on the number of standard deviations above or below the Mastery average.



This section scored below their MVAS prediction on the most recent exam

Percentage of students scoring greater than 75% on most recent BM exam

Average score of students on most recent BM exam



This section scored above their MVAS prediction on the most recent exam

Proficiency percentages and average scores by section

Report Summary Gr 1-2 – Page 1

One report is created for each math and English teacher of students in grades 1-2.

MVAS Teacher Report

Linda Leonard (ABC Campus)
Elementary Ed (Grades 1-2) - Report Period Q1

Total MVAS Rating Conversion Chart

English Rating	5	3	3	4	5	5
	4	2	3	4	5	5
	3	2	3	3	4	4
	2	1	2	3	3	3
	1	1	1	2	2	3
	1	2	3	4	5	
	Math Rating					

Your Total MVAS rating is based on combined English and Math ratings. Use the table to the left to understand how your individual subject ratings will be combined to calculate your total rating.

English Rating: 5
 Math Rating: 5
 Total MVAS Rating: 5

Year-to-Date Subject and Total MVAS Ratings

Detailed MVAS performance by subject

MVAS Performance by Subject, Report Period Q1									
English					Math				
Students in Forecast:		23							
Students On Track for Year End:		19							
% of Students On Track:		83%							
% of Students On Track					Rating by BM and YTD				
0% - 39%	40% - 49%	50% - 69%	70% - 79%	80% - 100%	Q1	Q2	Q3	Q4	→ 2014-15
1	2	3	4	5	5				5

Legend

MVAS Performance Charts: Test Forecast Test Performance

MVAS Rating Color Scheme: 1 = Below 2 = Near 3 = Meets 4 = Above 5 = Exceeds

Legends for the charts

Proficiency by Subject		Proficient = benchmark scores above 75%			
<p>82.6%</p>	<p>78.3%</p>				
Q1	Q1				

Percentage of students on track for F&P or above 75% for Math

Report Summary Gr 1-2 – Page 2

Student Detail		English (F&P Scores)				Math				
Name	Baseline	Q1 Actual	Year End Forecast	Year End Growth Forecast	On Tract	Forecast	Actual	MVAS Growth By BI		MVAS YTD
Bass, A	1.83 (I)	1.83 (I)	2.90 (M to N)	1.07	GL	75% (0.61 SD)	100%			5
Boggs-Brown, Z	1.33 (F)	1.50 (G)	2.44 (K to L)	1.11	GL	65% (0.17 SD)	85%			4
Boozer, Z	0.75 (C)	1.00 (D)	1.83 (H to I)	1.08	GL	50% (-0.51 SD)	90%			5
Britt, D	1.33 (F)	1.50 (G)	2.44 (K to L)	1.11	GL	63% (0.05 SD)	75%			4
Clayton, M	1.67 (H)	1.83 (I)	2.82 (M to N)	1.15	GL	74% (0.55 SD)	80%			3
Dennis, K	2.33 (K)	3.00 (M)	3.89 (P to Q)	1.56	Both	55% (-0.29 SD)	95%			5
Gentles-Butts, T	1.00 (D)	1.00 (D)	1.96 (I to J)	0.96	GL	47% (-0.67 SD)	75%			4
Green, J	1.83 (I)	1.83 (I)	2.90 (M to N)	1.07	GL	76% (0.66 SD)	100%			5
Hargrove, T	1.83 (I)	2.33 (K)	3.22 (N to O)	1.39	Both	71% (0.42 SD)	100%			5
Harris, B	1.50 (G)	1.83 (I)	2.73 (L to M)	1.23	GL	77% (0.69 SD)	90%			4
Hicks, E	1.17 (E)	1.17 (E)	2.15 (J to K)	0.98	GL	47% (-0.68 SD)	65%			4
Hill, C	1.00 (D)	1.33 (F)	2.15 (J to K)	1.15	GL	58% (0.13 SD)	100%			5

Each student's actual score on the benchmark (only shown on scores report)

Each student's MVAS growth tier by report period

Baseline and current report period F&P scores

End of year Forecasted F&P Score

Forecasted year end GLE growth

On track (green) if the forecasted year end growth is 1.25 GLE and/or F&P Score is at grade level or above

Each student's Math YTD MVAS growth tier

Each student's test forecast for this benchmark. Prediction reports will show only standard deviations. Result reports will show score and standard deviation. The forecast is based on each student's test history.

Report Summary Case Worker – Page 1



Report Summary Case Worker – Page 2

Student Detail Report									
Linda Leonard (ABC Campus) Report Period Q1		Each student's actual score on the benchmark (only shown on scores report)							
Student Detail	English				Math				
Name	Forecast	Actual	MVAS Growth By BM	MVAS YTD	Forecast	Actual	MVAS Growth By BM	MVAS YTD	
Lee, T	No Prediction	Not Taken			No Prediction	Not Taken			
Murrell, A	32% (-1.76 SD)	Not Taken			11% (-1.42 SD)	29%		5	
Rodriguez, A	40% (-1.25 SD)	49%		4	No Prediction	15%			
Rucker, S	No Prediction	27%			No Prediction	6%			
Selmon, K	41% (-1.17 SD)	Not Taken			No Prediction	15%			
Young, K	38% (-1.35 SD)	35%		3	No Prediction	12%			

Each student's test forecast for this benchmark. Prediction reports will show only standard deviations, result reports will show score and standard deviation. The forecast is based on each student's test history.

Each student's MVAS growth tier by report period

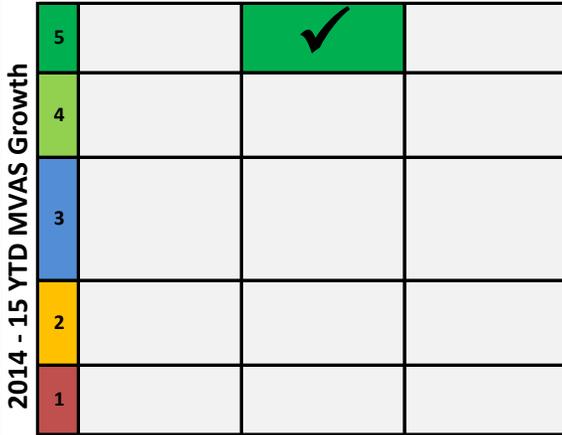
Each student's overall YTD

MVAS Teacher Report

Linda Leonard
English - Benchmark Q4



Your Overall Performance



0% - 9% Proficient 10% - 74% Proficient 75+ % Proficient

Overall Proficiency Rate - YTD

Key Performance Metrics, Year-to-date

YTD % of proficient students on BMs **23.7%**

Goal = 75%+ of your students at proficient or above

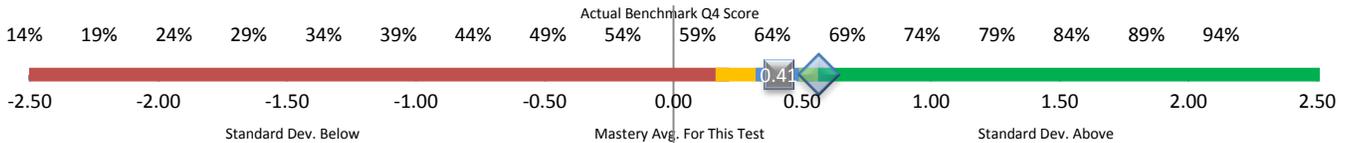
Avg score of your students on all BMs **61.6%**

Proficient = benchmark scores above 75%

MVAS growth for each BM and YTD, measuring your students' growth compared to expected growth

Q1	Q2	Q3	Q4	→	2014 - 15
5	3	4	4		5

Overall Weighted MVAS Performance, Benchmark Q4



Section MVAS Performance, Benchmark Q4



Legend

MVAS Performance Charts



Test Forecast



Test Performance

MVAS Description

If you have questions about MVAS, please contact: MVAS.Help@masterycharter.org

The Mastery Value Added System (MVAS) establishes personalized thresholds for each student based on their past test performance. Historical test scores were used to determine the appropriate performance forecast for each student. You can use the information on this report to understand more about the performance of your students and sections, including which students fared better or worse on this exam than their past test history would predict.



Student Detail Report

Linda Leonard
English - Benchmark Q4

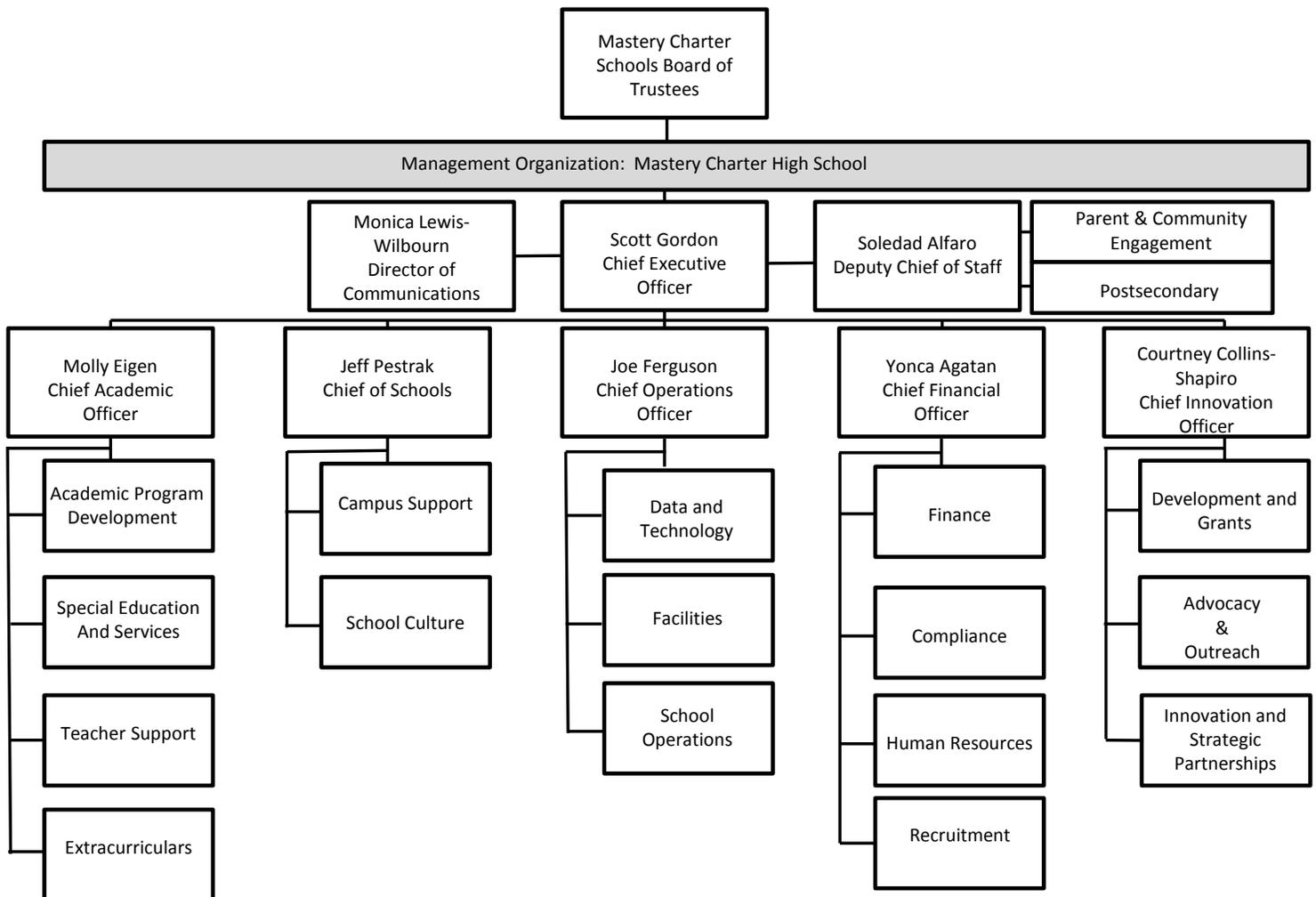


Student Detail

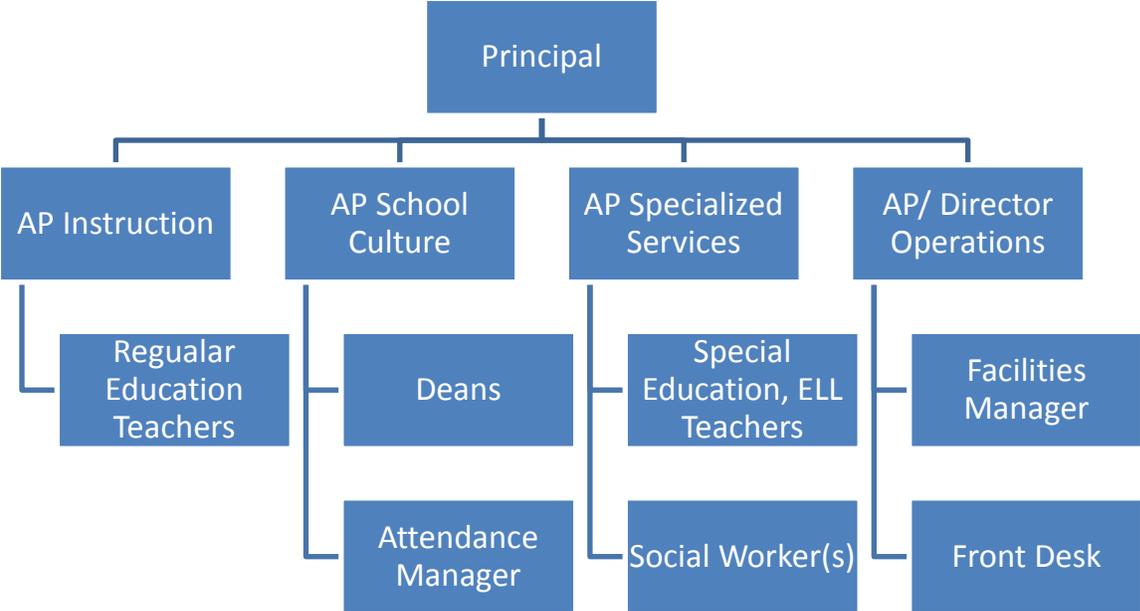
Name	Section	Forecast	Actual	MVAS Growth By BM	MVAS YTD
Sarah, B	Literature 7 (E07001) - 712	32% (-1.42 SD)	37%		3
Da'Joun, B	Literature 7 (E07001) - 712	58% (0.09 SD)	54%		3
James, B	Literature 7 (E07001) - 712	No prediction	46%		2
Luis, C	Literature 7 (E07001) - 712	48% (-0.50 SD)	49%		3
Timmy, C	Literature 7 (E07001) - 712	60% (0.21 SD)	62%		3
Sabrina, C	Literature 7 (E07001) - 712	71% (0.89 SD)	74%		4
Ailaisha, C	Literature 7 (E07001) - 712	59% (0.15 SD)	59%		3
Fareed, D	Literature 7 (E07001) - 712	47% (-0.54 SD)	62%		4
Aishah, F	Literature 7 (E07001) - 712	79% (1.35 SD)	66%		3
Jaila, F	Literature 7 (E07001) - 712	60% (0.24 SD)	Not Taken		4
Kathleen, G	Literature 7 (E07001) - 712	51% (-0.34 SD)	53%		5
Jessica, G	Literature 7 (E07001) - 712	65% (0.52 SD)	69%		3
Jalynn, H	Literature 7 (E07001) - 712	59% (0.18 SD)	63%		3
Charlisse, J	Literature 7 (E07001) - 712	74% (1.05 SD)	88%		3
Aaliyah, K	Literature 7 (E07001) - 712	81% (1.44 SD)	84%		5
Kiera, L	Literature 7 (E07001) - 712	75% (1.09 SD)	85%		3
Jeremy, L	Literature 7 (E07001) - 712	78% (1.30 SD)	85%		4
Tayla', M	Literature 7 (E07001) - 712	71% (0.90 SD)	69%		2
Jo'nay, M	Literature 7 (E07001) - 712	59% (0.18 SD)	68%		4
Miguel, M	Literature 7 (E07001) - 712	35% (-1.26 SD)	44%		3
John, M	Literature 7 (E07001) - 712	69% (0.74 SD)	63%		4
Tyseem, M	Literature 7 (E07001) - 712	38% (-1.08 SD)	43%		3
Annalees, P	Literature 7 (E07001) - 712	57% (0.02 SD)	Not Taken		
Tyreese, R	Literature 7 (E07001) - 712	73% (0.98 SD)	65%		3
Nettice, R	Literature 7 (E07001) - 712	42% (-0.86 SD)	41%		5
Sabrina, R	Literature 7 (E07001) - 712	No prediction	Not Taken		
Christopher, S	Literature 7 (E07001) - 712	77% (1.22 SD)	91%		4
Giovanni, T	Literature 7 (E07001) - 712	43% (-0.77 SD)	49%		4
Cristina, V	Literature 7 (E07001) - 712	81% (1.48 SD)	91%		4
Janae, B	Literature 7 (E07001) - 723	50% (-0.39 SD)	56%		5
Johny, C	Literature 7 (E07001) - 723	70% (0.84 SD)	69%		3
Raymond, C	Literature 7 (E07001) - 723	56% (0.01 SD)	71%		4
Dayanna, F	Literature 7 (E07001) - 723	75% (1.09 SD)	73%		3
Kaloom, H	Literature 7 (E07001) - 723	69% (0.76 SD)	74%		4
Hakiym, K	Literature 7 (E07001) - 723	47% (-0.58 SD)	46%		2
Jason, K	Literature 7 (E07001) - 723	68% (0.68 SD)	74%		4
Manee, L	Literature 7 (E07001) - 723	61% (0.27 SD)	59%		5
Cing, L	Literature 7 (E07001) - 723	65% (0.51 SD)	69%		3
Alycia, M	Literature 7 (E07001) - 723	37% (-1.16 SD)	31%		4
Daniel, M	Literature 7 (E07001) - 723	48% (-0.47 SD)	49%		3
Cianni, M	Literature 7 (E07001) - 723	50% (-0.35 SD)	68%		4
Bryanna, M	Literature 7 (E07001) - 723	63% (0.41 SD)	57%		4
Nevaeh, M	Literature 7 (E07001) - 723	37% (-1.13 SD)	24%		3
Christopher, M	Literature 7 (E07001) - 723	54% (-0.14 SD)	66%		4
Nicolas, M	Literature 7 (E07001) - 723	62% (0.34 SD)	63%		3
Amir, M	Literature 7 (E07001) - 723	56% (0.01 SD)	28%		1
Jessica, O	Literature 7 (E07001) - 723	62% (0.36 SD)	46%		2
Pah Shi, S	Literature 7 (E07001) - 723	40% (-0.96 SD)	43%		3
Molynia, S	Literature 7 (E07001) - 723	63% (0.42 SD)	73%		4
Dean, S	Literature 7 (E07001) - 723	60% (0.22 SD)	65%		4
Vith, S	Literature 7 (E07001) - 723	66% (0.58 SD)	74%		2
Bountha, V	Literature 7 (E07001) - 723	49% (-0.45 SD)	32%		2
Christopher, W	Literature 7 (E07001) - 723	47% (-0.53 SD)	54%		3
Nakira, W	Literature 7 (E07001) - 723	52% (-0.25 SD)	34%		1
Tyrique, W	Literature 7 (E07001) - 723	50% (-0.36 SD)	65%		3
Avani, A	Literature 7 (E07001) - 738	81% (1.45 SD)	78%		3
Sadim, A	Literature 7 (E07001) - 738	47% (-0.52 SD)	65%		3
Sierra, B	Literature 7 (E07001) - 738	59% (0.18 SD)	78%		4
Amber, C	Literature 7 (E07001) - 738	66% (0.59 SD)	57%		3

PR/Award # U282M150036

Student Detail					
Name	Section	Forecast	Actual	MVAS Growth By BM	MVAS YTD
Diamonique, C	Literature 7 (E07001) - 738	51% (-0.32 SD)	Not Taken		3
Sawsan, C	Literature 7 (E07001) - 738	65% (0.54 SD)	71%		3
Gianna, D	Literature 7 (E07001) - 738	67% (0.65 SD)	60%		3
Jordan, D	Literature 7 (E07001) - 738	63% (0.43 SD)	68%		2
Alix, F	Literature 7 (E07001) - 738	80% (1.41 SD)	81%		3
Sabrina, H	Literature 7 (E07001) - 738	81% (1.45 SD)	91%		4
Jezaalique, H	Literature 7 (E07001) - 738	87% (1.80 SD)	88%		4
Assirem, H	Literature 7 (E07001) - 738	67% (0.63 SD)	91%		5
Aniya, J	Literature 7 (E07001) - 738	65% (0.50 SD)	66%		5
Ebrima, K	Literature 7 (E07001) - 738	61% (0.26 SD)	Not Taken		4
Jeffrey, L	Literature 7 (E07001) - 738	83% (1.56 SD)	84%		3
Hannah, L	Literature 7 (E07001) - 738	85% (1.71 SD)	72%		3
David, L	Literature 7 (E07001) - 738	70% (0.80 SD)	84%		4
Khoi Anh, N	Literature 7 (E07001) - 738	78% (1.28 SD)	84%		5
Sopacc, P	Literature 7 (E07001) - 738	73% (0.97 SD)	71%		3
Monet, P	Literature 7 (E07001) - 738	56% (-0.02 SD)	38%		3
Christian, S	Literature 7 (E07001) - 738	69% (0.76 SD)	Not Taken		3
Aamir, S	Literature 7 (E07001) - 738	81% (1.47 SD)	88%		4
Bronte, S	Literature 7 (E07001) - 738	79% (1.37 SD)	91%		5
Gabriella, T	Literature 7 (E07001) - 738	65% (0.51 SD)	60%		3
Hien, T	Literature 7 (E07001) - 738	77% (1.20 SD)	91%		3
Yameek, W	Literature 7 (E07001) - 738	43% (-0.79 SD)	53%		3
Naim, A	Literature 7 (E07001) - 744	48% (-0.49 SD)	53%		3
Serenity, B	Literature 7 (E07001) - 744	84% (1.62 SD)	88%		4
Byron, C	Literature 7 (E07001) - 744	51% (-0.32 SD)	54%		3
Johny, C	Literature 7 (E07001) - 744	73% (0.99 SD)	82%		4
Damoni, C	Literature 7 (E07001) - 744	81% (1.44 SD)	78%		4
Nayeli, C	Literature 7 (E07001) - 744	75% (1.11 SD)	63%		3
Matthew, C	Literature 7 (E07001) - 744	51% (-0.31 SD)	Not Taken		4
Makai, D	Literature 7 (E07001) - 744	73% (0.96 SD)	79%		4
Quentin, D	Literature 7 (E07001) - 744	45% (-0.67 SD)	62%		4
Kihya, F	Literature 7 (E07001) - 744	61% (0.26 SD)	76%		5
Justin, H	Literature 7 (E07001) - 744	80% (1.39 SD)	79%		4
Deshaun, H	Literature 7 (E07001) - 744	69% (0.75 SD)	76%		5
Jalen, K	Literature 7 (E07001) - 744	61% (0.26 SD)	Not Taken		2
Nu, L	Literature 7 (E07001) - 744	69% (0.78 SD)	72%		4
Fay, L	Literature 7 (E07001) - 744	80% (1.41 SD)	88%		5
Ihciana, M	Literature 7 (E07001) - 744	39% (-1.03 SD)	37%		2
Bianca, N	Literature 7 (E07001) - 744	50% (-0.38 SD)	65%		3
Tommy, N	Literature 7 (E07001) - 744	78% (1.26 SD)	75%		3
Fahtene, P	Literature 7 (E07001) - 744	59% (0.17 SD)	49%		2
Nicholas, P	Literature 7 (E07001) - 744	65% (0.50 SD)	75%		3
Thomas, R	Literature 7 (E07001) - 744	69% (0.76 SD)	62%		5
Jasaan, R	Literature 7 (E07001) - 744	47% (-0.57 SD)	56%		2
Laura, S	Literature 7 (E07001) - 744	76% (1.15 SD)	73%		3
Nahijah, W	Literature 7 (E07001) - 744	61% (0.31 SD)	44%		2
Luke, W	Literature 7 (E07001) - 744	83% (1.58 SD)	81%		4
Michelle, Z	Literature 7 (E07001) - 744	78% (1.31 SD)	91%		3
Carlos, M	TRANSFER - 712	No prediction	Not Taken		
Mu, T	TRANSFER - 712	No prediction	Not Taken		
James, B	TRANSFER - 723	No prediction	Not Taken		
Giovanni, T	TRANSFER - 723	No prediction	Not Taken		
Colleen, N	TRANSFER - 738	No prediction	Not Taken		
Nykeira, A	TRANSFER - 744	No prediction	Not Taken		
Mikayla, B	TRANSFER - 744	No prediction	Not Taken		
Dylan, D	TRANSFER - 744	No prediction	Not Taken		
Treasure, D	TRANSFER - 744	No prediction	Not Taken		
Jimeisha, M	TRANSFER - 744	No prediction	Not Taken		

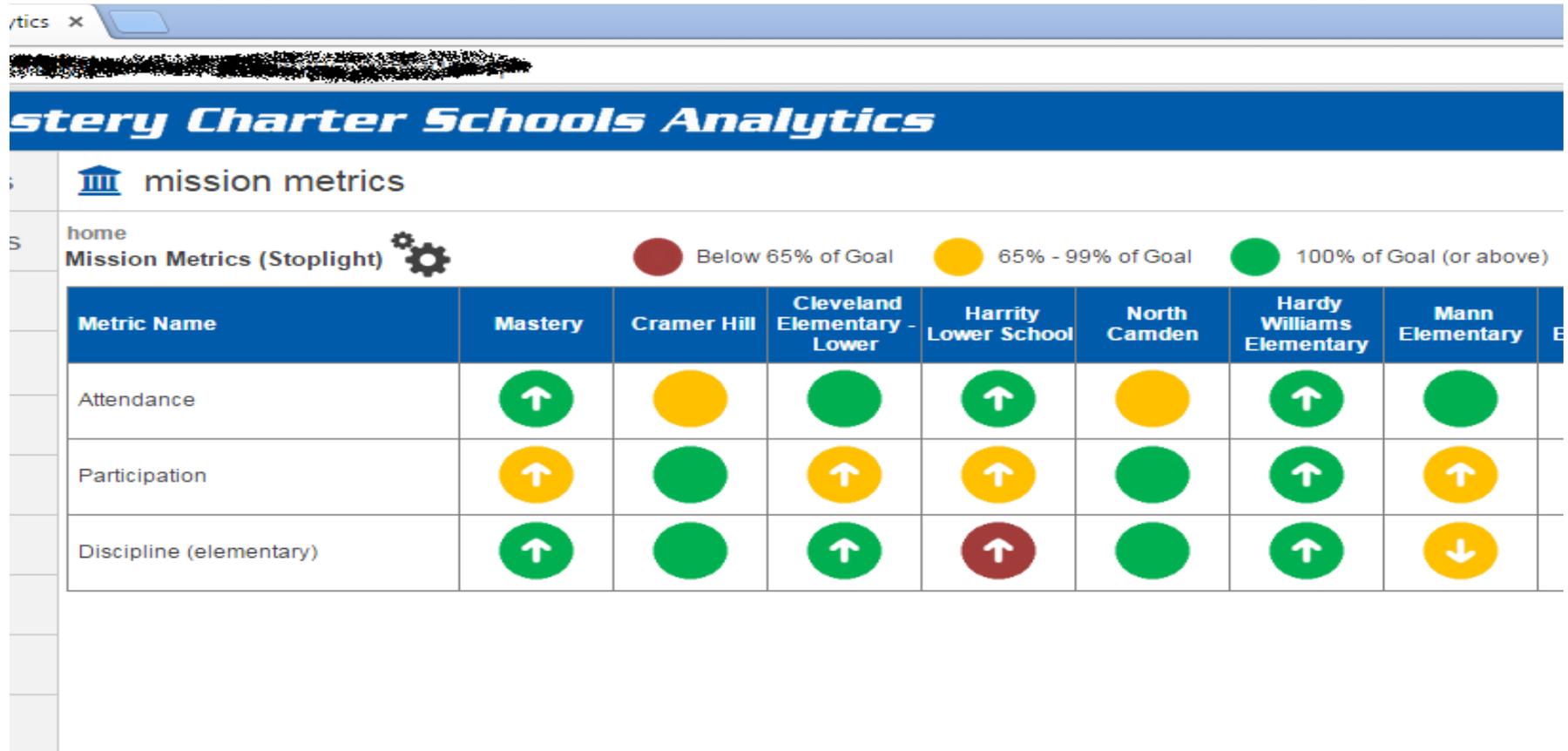


Mastery Charter School Organizational Chart



INTERNAL ANALYTICS RESOURCES

- 1) Data warehouse – internally developed SQL Server database that integrates data from all Mastery information systems including academic, HR, and student assessment data. Provides real-time interactive dashboards comparing current school performance vs. mission metrics



INTERNAL ANALYTICS RESOURCES

2) Operational reports – real-time Cognos reports used by school leaders to track daily student and school performance

IBM Cognos Viewer - Total Absences / Tardies Peter Lee Log On | Home | About IBM

Keep this version | Add this report

Student Attendance Totals 2015-06-01 to 2015-06-12 (AUE, AIL)														
Building	Student ID	Student Name	Grade	Cohort	Count	Last Date	Address_1	Address_2	City	State	ZIP	Guardian Name	Guardian Phone (Home)	Guardian Phone (Mobile)
MANN	104001	[REDACTED]	05	SOUN	7	6/12/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	119266	[REDACTED]	K	NWUN	5	6/12/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	116687	[REDACTED]	06	USAFA	4	6/12/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	116787	[REDACTED]	01	DRXEL	10	6/12/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	118037	[REDACTED]	K	YALE	5	6/12/2015	[REDACTED]	n Ave	Apt 1212	Philadelphia	PA	19131	[REDACTED]	[REDACTED]
MANN	110861	[REDACTED]	02	UPITT	4	6/12/2015	[REDACTED]	ue		Philadelphia	PA	19131	[REDACTED]	[REDACTED]
MANN	105116	[REDACTED]	05	SOUN	4	6/12/2015	[REDACTED]		Philadelphia	PA	19132	[REDACTED]	[REDACTED]	[REDACTED]
MANN	117075	[REDACTED]	02	A-KP1	4	6/12/2015	[REDACTED]	2nd Fl	Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	117962	[REDACTED]	K	NWUN	5	6/12/2015	[REDACTED]	e	Philadelphia	PA	19143	[REDACTED]	[REDACTED]	[REDACTED]
MANN	114214	[REDACTED]	01	UPENN	4	6/12/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	119618	[REDACTED]	K	NWUN	5	6/12/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	105104	[REDACTED]	05	UCINC	4	6/11/2015	[REDACTED]	e	Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	109783	[REDACTED]	03	STJOE	4	6/10/2015	[REDACTED]	Apt 2	Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	119388	[REDACTED]	K	YALE	4	6/10/2015	[REDACTED]	1904-14	Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	116789	[REDACTED]	01	UPENN	7	6/9/2015	[REDACTED]	2 Rear	Philadelphia	PA	19120	[REDACTED]	[REDACTED]	[REDACTED]
MANN	119846	[REDACTED]	03	SHPPN	5	6/8/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	120184	[REDACTED]	02	VIIIA	6	6/8/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]

INTERNAL ANALYTICS RESOURCES

3) Organization update reports – quarterly summary reports published in PDF and Excel that snapshot network-wide data including demographics, enrollment, academics, assessment scores, and student growth

School Demographics Summary		Mastery Charter Schools - Regional Report Elementary Schools (6/16/15)																										
		Thomas		Thomas El.		Mann		Smedley		Harrity		Harr. Lwr		Harr. Upr		Clymer		HWAMCS		HWAMCS El.		Cleveland		Clev. Lower		Clev. Upper		Pasto
Total Enrollment		1,311		658		547		728		848		580		268		543		1,109		629		757		558		199	54	
Gender	Female	647	49%	307	47%	273	50%	334	46%	396	47%	267	46%	129	48%	252	46%	597	54%	322	51%	375	50%	284	51%	91	46%	265
	Male	664	51%	351	53%	274	50%	394	54%	452	53%	313	54%	139	52%	291	54%	512	46%	307	49%	382	50%	274	49%	108	54%	276
Ethnicity	Native American	2	0%	1	0%		0%	2	0%	2	0%	2	0%		0%	2	0%		0%		0%		0%		0%		0%	1
	Black	611	47%	247	38%	484	88%	490	67%	825	97%	565	97%	260	97%	481	89%	1,090	98%	617	98%	707	93%	519	93%	188	94%	503
	White	241	18%	156	24%		0%	18	2%	2	0%	2	0%		0%	6	1%	2	0%	2	0%	1	0%		0%	1	1%	
	Hispanic	134	10%	84	13%	31	6%	130	18%	17	2%	10	2%	7	3%	52	10%	7	1%	3	0%	24	3%	18	3%	6	3%	21
	Multi-Ethnic	60	5%	38	6%	25	5%	84	12%	2	0%	1	0%	1	0%	2	0%	8	1%	7	1%	22	3%	19	3%	3	2%	16
	Asian	263	20%	132	20%	6	1%	4	1%		0%		0%		0%		0%	2	0%		0%	3	0%	2	0%	1	1%	
	Pacific Islander		0%		0%	1	0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%	
IEP		229	17%	127	19%	84	15%	154	21%	144	17%	94	16%	50	19%	143	26%	203	18%	125	20%	132	17%	86	15%	46	23%	89
GIEP		2	0%	2	0%	1	0%		0%		0%		0%		0%		0%	2	0%		0%	1	0%		0%	1	1%	
ELL		150	11%	125	19%	10	2%	37	5%	16	2%	12	2%	4	1%	17	3%	5	0%	1	0%	8	1%	7	1%	1	1%	2
Homeless		13	1%	13	2%	16	3%	8	1%	8	1%	4	1%	4	1%	8	1%	8	1%	6	1%	9	1%	5	1%	4	2%	5
Economically Disadvantaged		1,122	86%	558	85%	478	87%	659	91%	746	88%	522	90%	224	84%	505	93%	1,002	90%	595	95%	723	96%	533	96%	190	95%	503
Grades	K	99	8%	99	15%	83	15%	119	16%	95	11%	95	16%			69	13%	69	6%	69	11%	95	13%	95	17%		80	
	1	130	10%	130	20%	82	15%	110	15%	98	12%	98	17%			73	13%	74	7%	74	12%	97	13%	97	17%		74	
	2	81	6%	81	12%	81	15%	113	16%	101	12%	101	17%			86	16%	80	7%	80	13%	100	13%	100	18%		54	
	3	82	6%	82	12%	78	14%	106	15%	95	11%	95	16%			59	11%	76	7%	76	12%	92	12%	92	16%		54	
	4	108	8%	108	16%	79	14%	100	14%	102	12%	102	18%			54	10%	106	10%	106	17%	83	11%	83	15%		56	
	5	79	6%	79	12%	76	14%	86	12%	89	10%	89	15%			48	9%	99	9%	99	16%	91	12%	91	16%		71	
	6	79	6%	79	12%	68	12%	94	13%	101	12%			101	38%	53	10%	125	11%	125	20%	67	9%		67	34%	52	
	7	110	8%								77	9%			77	29%	57	10%	78	7%			67	9%		67	34%	44
	8	111	8%								90	11%			90	34%	44	8%	109	10%			65	9%		65	33%	56
	9	122	9%															99	9%									
10	99	8%															100	9%										

INTERNAL ANALYTICS RESOURCES

- 4) The Mastery Value Add System (MVAS) tracks student growth relative to each student’s academic history to identify changes in growth trajectory and aligns those changes to students, teachers, and schools. Predictive analytics uses statistical models to predict End Of Year (EOY) performance based on leading indicators and past history.

[home](#) → [metric details](#)

Elementary Math – Mann Elementary (Student Details)



Rows to Show: 100



Student ID	Student Name	School	Grade	% Likelihood	Actual Performance
105137	[REDACTED]	Mann Elementary	06	98%	
105148	[REDACTED]	Mann Elementary	06	96%	
105154	[REDACTED]	Mann Elementary	06	87%	
107195	[REDACTED]	Mann Elementary	06	76%	
104971	[REDACTED]	Mann Elementary	06	72%	
105139	[REDACTED]	Mann Elementary	06	53%	
104003	[REDACTED]	Mann Elementary	06	53%	
114267	[REDACTED]	Mann Elementary	06	51%	
115345	[REDACTED]	Mann Elementary	06	47%	
105156	[REDACTED]	Mann Elementary	06	46%	
105124	[REDACTED]	Mann Elementary	06	44%	
107191	[REDACTED]	Mann Elementary	06	42%	
104011	[REDACTED]	Mann Elementary	06	40%	

INTERNAL ANALYTICS RESOURCES

5) Item analysis reports – detailed analysis of internal benchmarks created for each teacher that tracks each student in the class vs each topic area taught in the quarter

Teacher : **[REDACTED]**
 Class : Math 4 - 403
 Test : BM2015_RP4_GR4_MATH

Mastery Average :	71%	42%	59%	89%	86%	81%	78%	72%	55%	53%	37%	83%	86%	51%
Class Average :	75%	61%	61%	87%	87%	87%	78%	65%	61%	65%	39%	78%	83%	65%

Student Name	Total Score	Prof Level	Mult Choice	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
[REDACTED]	100%		86%											
[REDACTED]	75%		71%							C	D			
[REDACTED]	85%		64%					C	A		D			
[REDACTED]	80%		79%											
[REDACTED]	80%		79%								B			
[REDACTED]	75%		57%				D	B	C					
[REDACTED]	30%		7%	A	D	D		B	A	A	C	A	C	A
[REDACTED]	60%		50%							B	B	B		C
[REDACTED]	80%		71%								B			C
[REDACTED]	90%		79%						B					
[REDACTED]	100%		86%											
[REDACTED]	80%		64%								D			A
[REDACTED]	90%		79%								B			
[REDACTED]	85%		79%									B		
[REDACTED]	55%		29%	D			C	B	B	B	B	A		D
[REDACTED]	100%		86%											
[REDACTED]	25%		7%	D		C	C	D	A	B	B	B	C	A

SY 2013-2014

SCHOOL PROGRESS REPORT

User Guide

**THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF THE SUPERINTENDENT**

**440 N. BROAD STREET, SUITE 301
PHILADELPHIA, PENNSYLVANIA 19130**

**WILLIAM R. HITE, JR., Ed.D.
SUPERINTENDENT**

**TELEPHONE (215) 400-4100
FAX (215) 400-4103**

April 2015

Dear Colleagues, Parents, Families, and Philadelphia Community:

On behalf of The School District of Philadelphia, I am excited to share with you the School Progress Report (SPR) for the 2013-14 school year. As highlighted in Action Plan 3.0, the SPR is our customized tool to help us support, respond to, and improve our schools to satisfy our core mission of equity – ensuring that all students attend great schools.

The SPR, created last school year, enables us to track our progress against our anchor goals, including 100 percent of eight-year-olds reading on grade level and 100 percent of students graduating ready for college and career. Importantly, the SPR looks at schools on multiple dimensions – academic achievement, academic progress, climate, and (for high schools only) college and career readiness – reflecting the richness and complexity of the educational experience.

This year, we have included additional data, including feedback from student and parent/guardian surveys as well as growth for the lowest-performing students. Additionally, the majority of Philadelphia's charter schools have participated in this endeavor, allowing us to compare performance across a wider spectrum of schools.

The SPR places a greater emphasis on student progress than on absolute achievement. This is a key way in which the School Progress Report differs from the state-developed School Performance Profile. Another unique feature of the SPR is the peer group comparison. Each school is compared to others that serve similar student populations based on key demographics (poverty, ethnicity, special education status, and English Language Learner status). By comparing schools to their peers, the SPR offers a fairer and more useful view of school performance.

We will use the SPR to celebrate schools that are meeting or exceeding our standard of educational excellence for all students. We will use it to learn from principals and teachers who are realizing exceptional success in, for example, serving particular student populations or establishing a positive school climate. We will use it to identify schools needing interventions and supports – and also the principals and teachers with innovative, evidence-based approaches for breaking down barriers to student success.

In the pages that follow, you will find detailed information about how the SPR works and additional resources. We hope that you will continue to use this tool to deepen your understanding of our system of schools, celebrate our bright spots, and hold us accountable. Thank you for supporting our efforts to build a system of great schools for all students.

Sincerely,



William R. Hite, Jr., Ed.D.

Welcome

This guide is intended to help you understand the various components that make up the SPR.

In this guide, we will cover the following topics:

Layout

This section provides an overview of the SPR layout and its main components.

Report Types

There are four SPR report types. This section explains how a school's report type is determined.

Domains

The SPR is organized into four domains: Achievement, Progress, Climate, and (for high schools only) College & Career. This section provides a brief overview of each domain.

Domain Weights

This section explains how each domain is weighted. Because the District is committed to ensuring that all students are learning, the Progress domain is weighted most heavily.

Performance Tiers

This section explains how a school's progress at the overall, domain, and metric levels is categorized into four performance tiers: Intervene, Watch, Reinforce, and Model.

City and Peer Ranks

This section explains how the SPR compares the scores of different schools. The Peer Rank accounts for differences in the student populations that schools serve and ensures that comparisons between schools are fair and equitable.

Scoring

This section explains how a school's overall and domain scores, performance tiers, and city and peer ranks are determined.

Appendix

This section provides supplementary information on the SPR.

If you have any questions or require additional information regarding the SPR, please contact us at performanceframework@philasd.org.

Layout

2013-2014 School Progress Report



1	Governance	District
	Address	[Redacted]
	Phone / Fax	[Redacted]
	Website	[Redacted]

2	Report Type	High School
	Enrollment	534
	Grade Range	9-12
	Admissions Category	Citywide
	Turnaround Model	N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards citywide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

TIER: ■ ■ ■ ■ INTERVENE (0-24%) ■ ■ ■ ■ WATCH (25-49%) ■ ■ ■ ■ REINFORCE (50-74%) ■ ■ ■ ■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

3	Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)	5
	25%	■ ■ ■ ■ WATCH	46th of 71 (-57)	7th of 27 (-39)	

Achievement

The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.

4	6%	■ ■ ■ ■ INTERVENE	46th of 70 (-78)	8th of 27 (-32)	6
	23%	■ ■ ■ ■ INTERVENE	48th of 71 (-61)	10th of 27 (-49)	
	47%	■ ■ ■ ■ WATCH	37th of 72 (-53)	6th of 28 (-31)	
	43%	■ ■ ■ ■ WATCH	48th of 70 (-55)	10th of 27 (-39)	

Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

Climate

The Climate domain measures school climate and student and parent/guardian engagement.

College & Career

The College & Career domain measures college and career readiness and post-secondary outcomes.

- | | | | |
|---|--|---|-------------------------------------|
| 1 | Contact information for <i>current</i> school year | 4 | Domain scores and performance tiers |
| 2 | School type information for <i>prior</i> school year | 5 | Overall city and peer ranks |
| 3 | Overall score and performance tier | 6 | Domain city and peer ranks |

Report Types

There are four report types:

- Elementary School (ES)
- K-8 School (K8)
- Middle School (MS)
- High School (HS)

A school's report type is determined by its grade configuration:

<u>ES</u>	<u>K8</u>	<u>MS</u>	<u>HS</u>
K – 2	K – 7	5 – 8	9 – 10
K – 4	K – 8	6 – 8	9 – 12
K – 5	1 – 8	7 – 8	
K – 6	4 – 8		
3 – 5	K – 3, 5 – 8		

Notes:

1. Schools that serve grades K-10, K-12, 1-12, or 4-12 receive two reports: a K-8 School report and a High School report.
2. Schools that serve grades 5-12, 6-12, or 7-12 receive two reports: a Middle School report and a High School report.
3. Schools that serve grades K-9 or 6, 9-12 receive one report only (a K-8 School report and a High School report, respectively).
4. Schools that serve one grade level only do not receive a report.

Domains

There are four SPR domains:

Achievement

The Achievement domain measures performance on standardized assessments, including the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), and reading assessments, including but not limited to Development Reading Assessment (DRA) and Fountas & Pinnell.

Progress

The Progress domain measures growth on standardized assessments—including the PSSA, Keystone Exams, and ACCESS for ELLs—and (for high schools only) progress towards graduation. Growth on the PSSA and Keystone Exams is measured using the Pennsylvania Value-Added Assessment System (PVAAS) Average Growth Index (AGI). Progress towards graduation is measured using credit accumulation for students in grades 9-11.

Progress, on Equity

This sub-section of the Progress domain measures growth on the PSSA and Keystone Exams for the lowest-performing 20% of students in a school.

Climate

The Climate domain measures student engagement and school climate, focusing on student attendance, student retention, and in- and out-of-school suspensions. We have also introduced survey results measuring student and parent/guardian perceptions of school climate as well as parent/guardian engagement; survey metrics are unscored and do not contribute to a school's overall or domain scores in SY 2013-2014.

College & Career (HS Only)

The College & Career domain measures college and career readiness and post-secondary outcomes. In addition to the four-year cohort graduation rate and the first-fall college matriculation rate, we have introduced three additional metrics: participation in and performance on advanced coursework (e.g., AP, IB), participation in and performance on standardized college entrance exams (e.g., ACT, SAT), and FAFSA completion rates. These new metrics are unscored and do not contribute to a school's overall or domain scores in SY 2013-2014.

Domain Weights

Elementary School (ES)

Achievement	30.00
Progress	50.00
Climate	20.00

OVERALL	100.00

K-8 School (K8)

Achievement	30.00
Progress	50.00
Climate	20.00

OVERALL	100.00

Middle School (MS)

Achievement	30.00
Progress	50.00
Climate	20.00

OVERALL	100.00

High School (HS)

Achievement	30.00
Progress	40.00
Climate	20.00
College & Career	10.00

OVERALL	100.00

Performance Tiers

A school's progress at the overall, domain, and metric levels is categorized into four performance tiers based on the percentage of possible points earned.

Intervene

0-24% of possible points

Watch

25-49% of possible points

Reinforce

50-74% of possible points

Model

75-100% of possible points

City Rank

The City Rank (e.g., 23rd of 98) compares a school's overall and domain scores to those of all schools with the same grade configuration.

A school is designated a City Leader if it ranks first among all schools with the same grade configuration.

Peer Rank

The Peer Rank (e.g., 4th of 7) compares a school's overall and domain scores to those of a peer group of schools with the same grade configuration and similar student demographics.

A school is designated a Peer Leader if it ranks first in its peer group.

The following school-level characteristics are used to identify peer groups:

Poverty: The percentage of students who receive Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), or Medicaid benefits;

Ethnicity: The percentage of students who are Black/African American or Hispanic/Latino (any race);

Special Education Status: The percentage of students with disabilities; and

Limited English Proficiency Status: The percentage of students who are English Language Learners.

Peer groups will be revised annually to reflect potential changes in school's student populations.

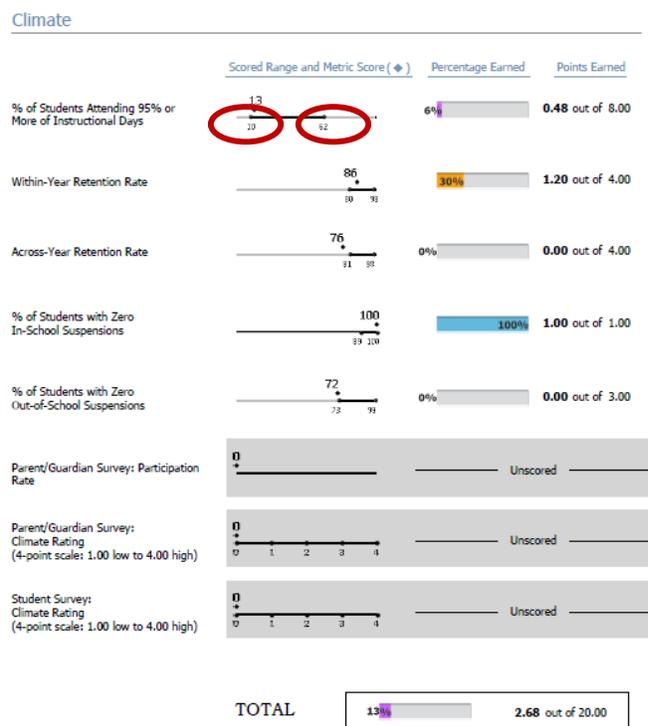
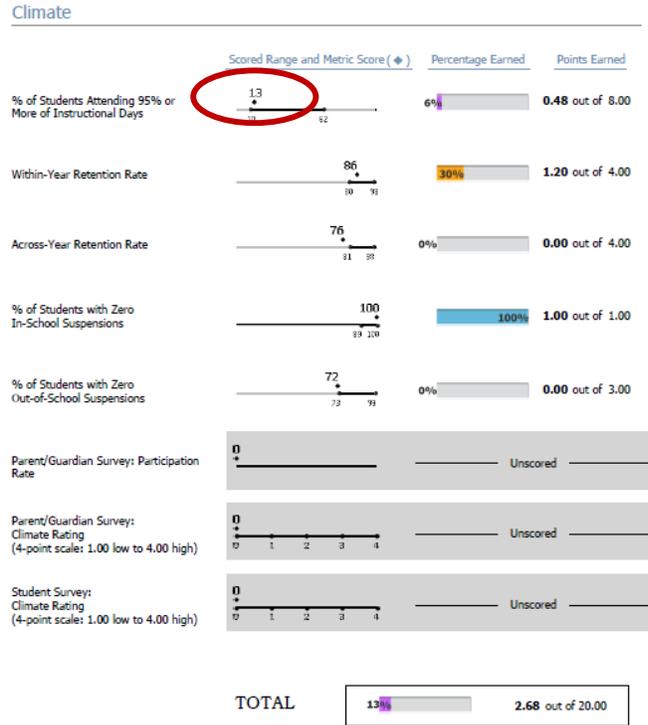
Scoring

The SPR includes multiple measures of school progress, organized by domain. Each of these measures, or metrics, provides information about a different aspect of the school. In this example, the first metric in the Climate domain is “% of Students Attending 95% or More of Instructional Days.” Beside the metric name, there is a number line. The bold number above this line is the school’s **Metric Score**. This score represents the school’s actual performance on the metric. For example, at this school, 13% of students attended 95% or more of instructional days.

Metric scores provide useful information about a school’s performance. The higher a school’s metric score, the more points the school will earn on its domain score and its overall score. But how do we translate a metric score into points?

In order to answer this question, we need to look at two numbers: the **Floor** and the **Target**. The floor is the minimum metric score required for a school to begin earning points for a metric. If a school’s metric score is less than or equal to the floor, the school receives no points for that metric.

The target is a metric score that represents a very high level of performance. If a school’s metric score is greater than or equal to the target, the school receives all possible points for that metric.



Scoring

Together, the floor and target determine the **Scored Range**, shown here by the thick dark line between the floor and target.

We know that schools below the scored range receive no points and that schools above the scored range receive all possible points, but what about schools that score somewhere in between? As it turns out, the closer a school's metric score is to the target, the more points the school receives. A school with a metric score halfway between the floor and target will receive half of the possible points for that metric. A school with a metric score 90% of the way between the floor and target will receive 90% of the possible points for that metric.

The **Percentage Earned** column tells you where a school's metric score falls relative to the scored range. In simpler terms, the percentage earned tells you the percentage of possible points the school receives for each metric. Higher percentages indicate higher levels of performance.

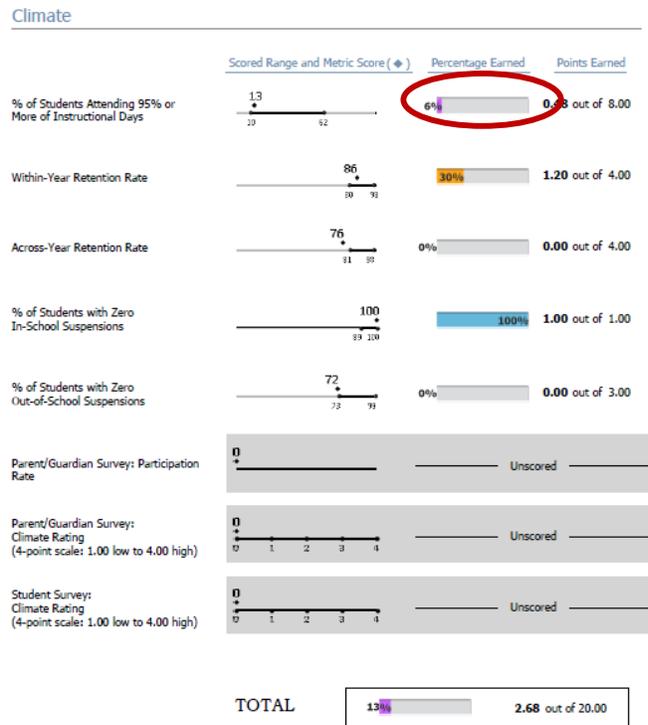
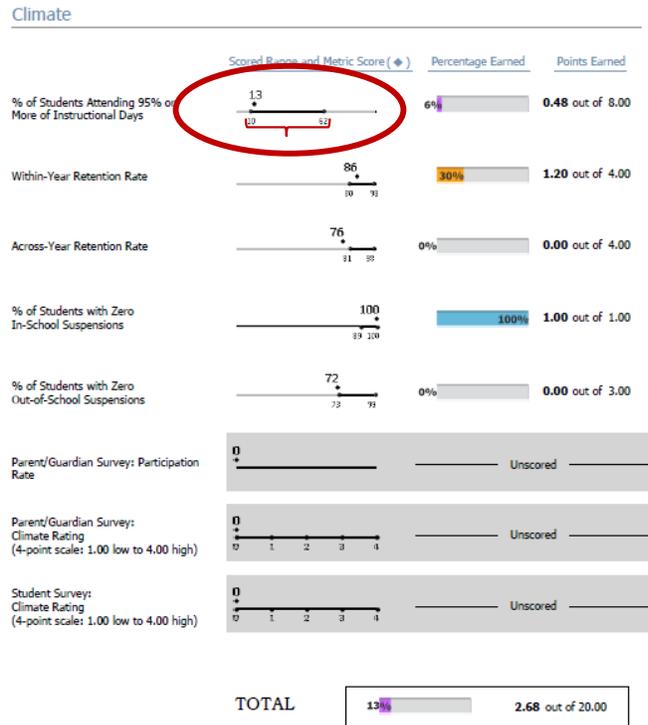
The formula for percentage earned is:

$$\frac{(\text{Metric score} - \text{Floor})}{(\text{Target} - \text{Floor})}$$

Which in this case is:

$$\frac{(13-10)}{(62-10)} = \frac{3}{52} \approx 6\%$$

Note: The floors, targets, and metric scores displayed on the SPR have been rounded to the nearest whole number. Using the displayed numbers in the formula above will result in percentages that are approximate but not exact.



Scoring

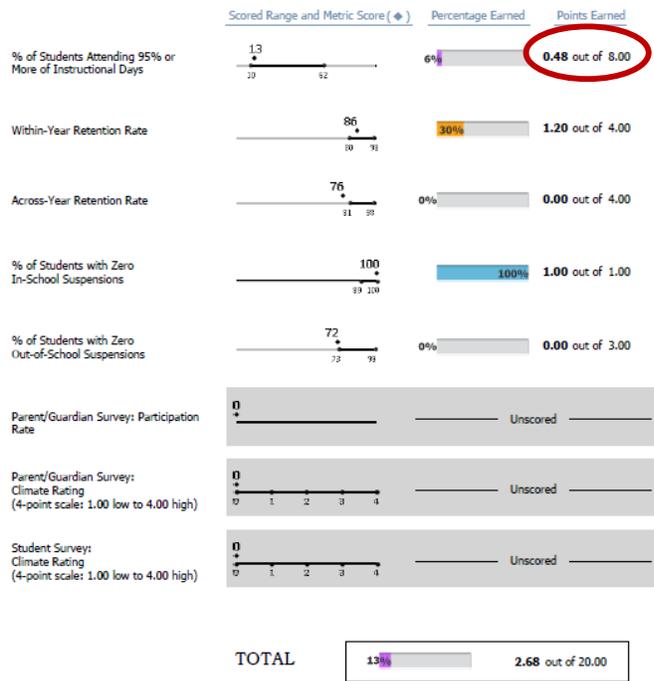
To calculate the **Points Earned** for a metric, or the number of points a school receives for that metric, multiply the percentage earned by the total **Points Possible**. In this example, the points possible for the attendance metric is 8. The percentage earned is 6%, so the school receives 6% of 8 points.

$$6\% \times 8 \text{ possible points} = 0.48 \text{ points earned}$$

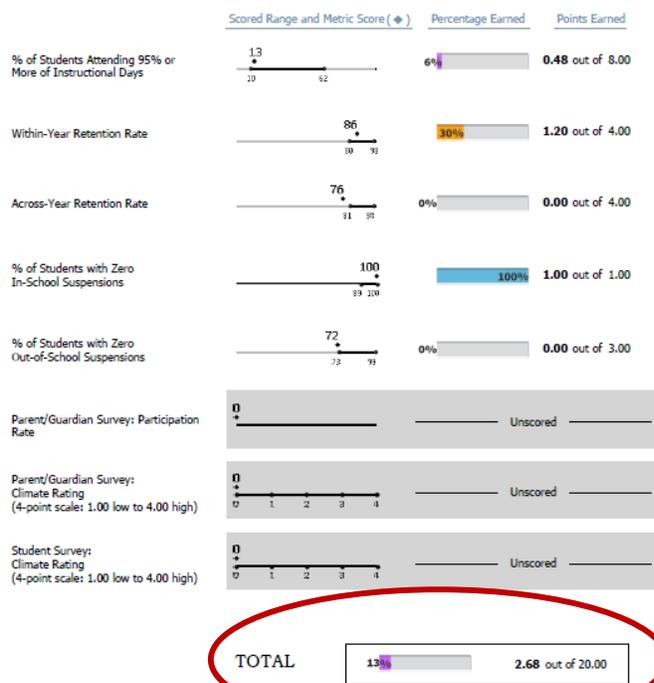
As you look through this report, you will notice that each metric has a slightly different number of points possible. The higher the possible points, the more impact this metric has on a school's domain score and overall score.

Once we know how many points a school has earned on a metric, we can use simple addition to calculate a school's **Domain Score**. The domain score is the total points earned across all metrics in the domain, divided by the total points possible for all metrics in the domain. As shown in the example, calculated domain scores are displayed below the list of metrics for that domain. In this example, the school's Climate domain score is 13%. This corresponds to the Climate domain score seen in the Scoring Summary on the cover page.

Climate



Climate



Scoring

A school's **Overall Score** is calculated by dividing the total points earned across all domains and metrics by the total points possible across all domains and metrics. In this example, the school's overall score is 25%. Because the school's overall score falls within the range of 25-49%, the school's overall **Performance Tier** is Watch.

Note: Schools with overall scores of less than 10% receive scores of "Less than 10%" in the Scoring Summary on the cover page. For these schools, domain scores of less than 10% are also marked "Less than 10%."

The SY 2013-2014 SPR also includes unscored metrics. These metrics appear on the report but do not contribute to a school's overall or domain scores. They are marked "Unscored" and displayed in a grey box.

Scoring Summary

TIER: ■ ■ ■ ■ INTERVENE (0-24%) ■ ■ ■ WATCH (25-49%) ■ ■ ■ REINFORCE (50-74%) ■ ■ ■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.



Achievement

The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.



Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).



Climate

The Climate domain measures school climate and student and parent/guardian engagement.

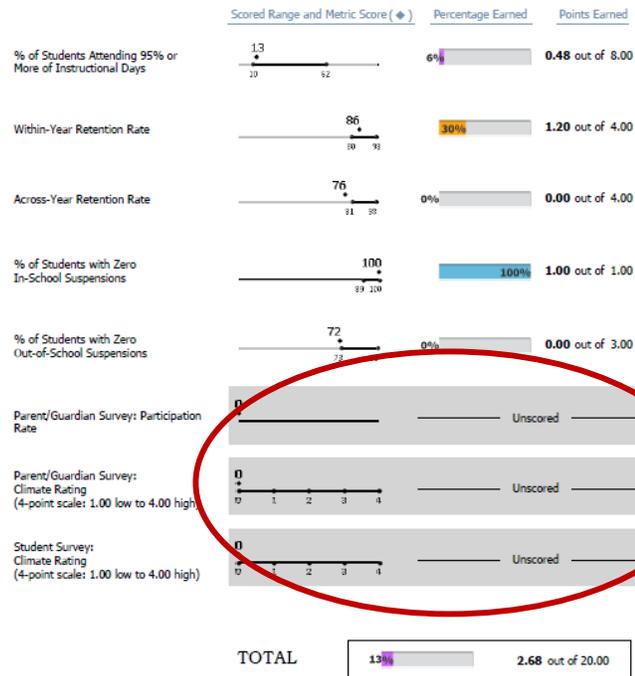


College & Career

The College & Career domain measures college and career readiness and post-secondary outcomes.



Climate



Scoring

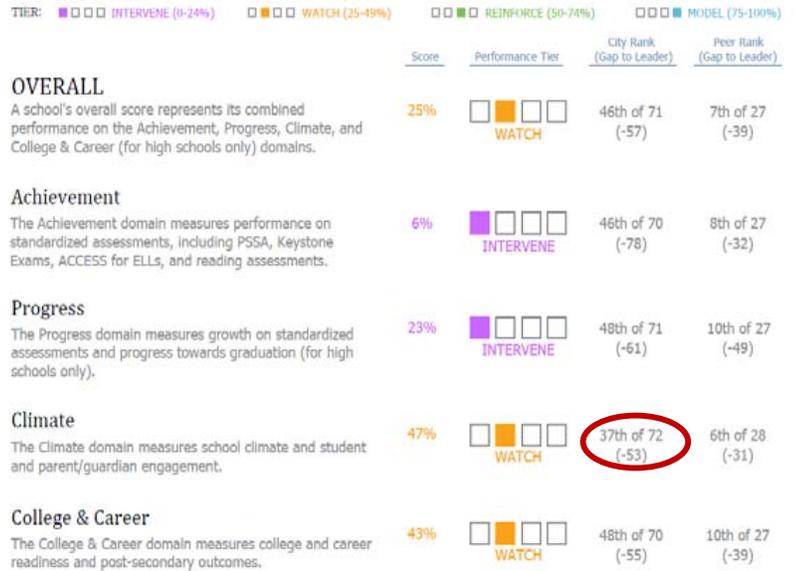
Each school also receives a **City Rank** and a **Peer Rank** at the overall and domain levels. The City Rank is determined by ranking all schools of the same grade configuration by their overall and domain scores, while the Peer Rank is determined by ranking all schools in the same peer group. Schools receive the same rank if they are tied on their overall or domain scores. In this example, the Climate domain score of 47% results in a City Rank of 37th out of 72 high schools. In the parentheses, the **Gap to Leader** indicates the difference between the school's Climate domain score and that of the **City Leader** (the school or schools ranked first in the Climate domain).

The gap of -53 indicates that the school's Climate domain score is 53 percentage points lower than that of the City Leader.

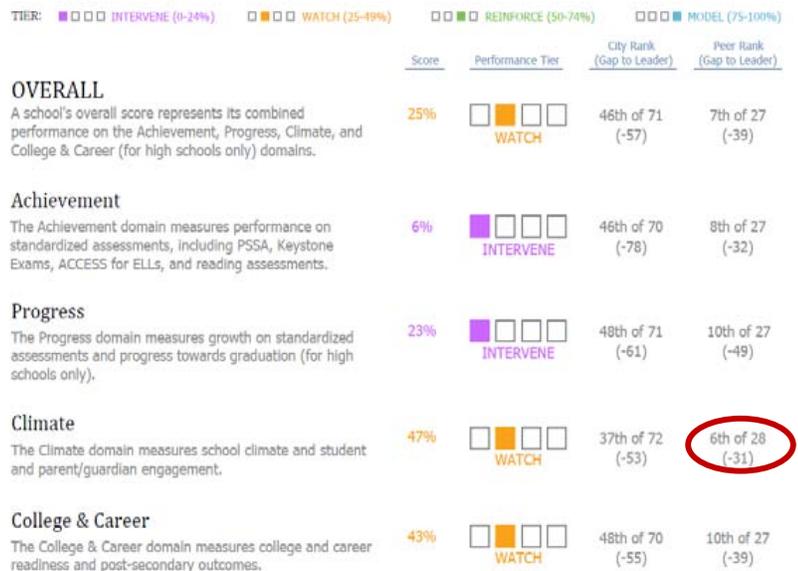
The same Climate domain score of 47% results in a Peer Rank of 6th out of 28 high schools. The gap of -31 indicates that the school's Climate domain score is 31 percentage points lower than that of the **Peer Leader** (the school or schools ranked first in the Climate domain in that peer group).

The Peer Rank provides useful information on how a school performs relative to other schools serving similar student populations. In this example, when it comes to Climate, the school is in the bottom half of all high schools citywide but in the top quarter of schools in its peer group.

Scoring Summary



Scoring Summary



Scoring

Throughout the SPR, you may see the following exceptions for a metric or domain:

Insufficient Sample: This exception applies to a metric when fewer than 25 students meet the criteria to count towards a school’s metric score.

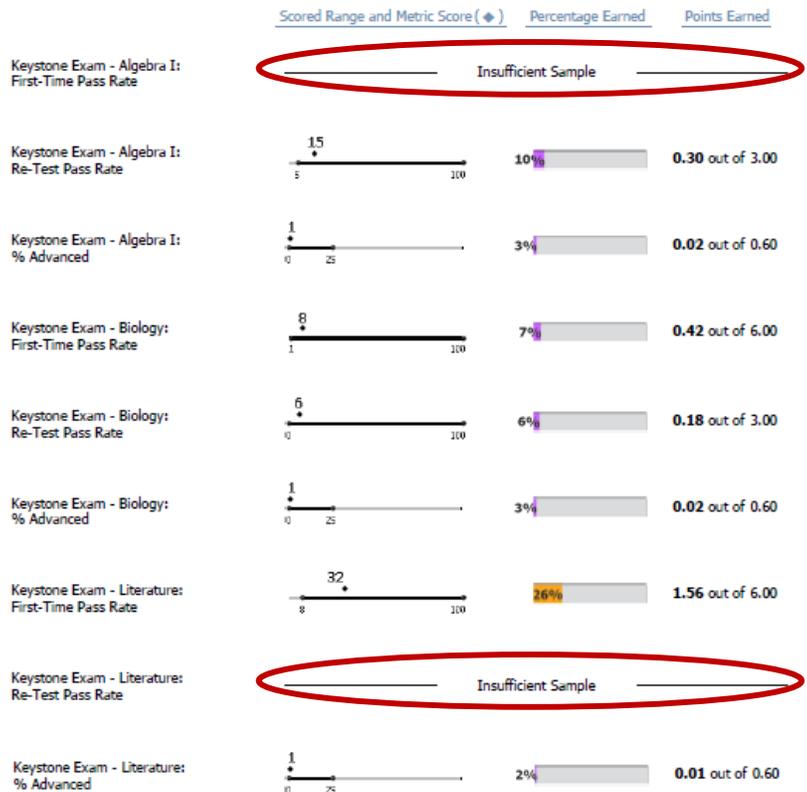
Not Applicable: This exception applies to metrics (or domains) that are relevant for a report type but not a particular school. (For example, the “PSSA – Writing: % Proficient or Advanced,” “PSSA – Writing: % Advanced,” and “PSSA – Writing: Average Growth Index” metrics apply to the Elementary School (ES) report but not to elementary schools with K-4 grade ranges as PSSA Writing is only administered in grades 5 and 8.)

Not Available: This exception applies to metrics where the data required for calculation were not available.

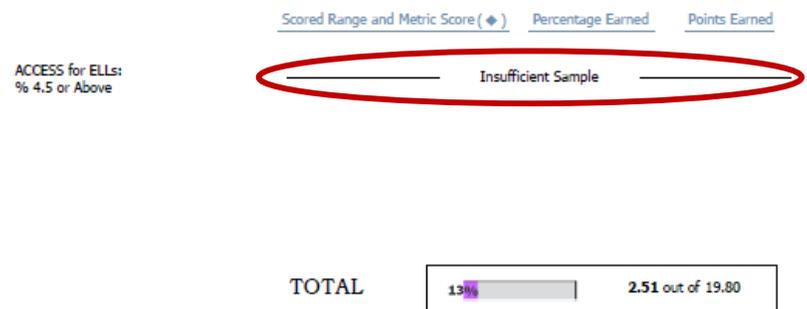
If a metric is marked Insufficient Sample, Not Applicable, or Not Available, that metric does not count towards a school’s overall or domain scores. Total possible points are adjusted accordingly.

In this example, the “Insufficient Sample” exception is applied to the “Keystone Exam – Algebra I: First-Time Pass Rate” (6.00 points), “Keystone Exam – Literature: Re-Test Pass Rate” (3.00 points) and “ACCESS for ELLs: % 4.5 or Above” (1.20 points) metrics. As a result, the total number of possible points for the Achievement domain is 19.80 instead of 30. If a school’s total number of possible points is less than 50% of the total possible points for that report type (at the overall or domain levels), the corresponding score, performance tier, city rank, and peer rank are marked **Insufficient Data**.

Achievement



Achievement (Cont'd.)



Appendix

Metric Definitions

Achievement

DRA: Percentage at Target Level (ES and K8 only)

The percentage of students in grades K-2 whose fourth-quarter reading level is at target level, as informed by the assessment administered at the school.

PSSA: Percentage Scoring Proficient or Advanced (ES, K8, and MS Only)

The percentage of students scoring proficient or advanced on the PSSA. Results are calculated by subject (Mathematics, Reading, Science, and Writing), and Reading results are calculated separately for grade 3 and grades 4-8. A student must be enrolled for a Full Academic Year to count towards a school's score.

PSSA: Percentage Scoring Advanced (ES, K8, and MS Only)

The percentage of students scoring advanced on the PSSA. Results are calculated by subject (Mathematics, Reading, Science, and Writing), and Reading results are calculated separately for grade 3 and grades 4-8. A student must be enrolled for a Full Academic Year to count towards a school's score.

Keystone Exams: First-Time Pass Rate (HS Only)

The percentage of first-time testers who score proficient or advanced on the Keystone Exams. Results are calculated by subject (Algebra I, Biology, Literature). Students are considered first-time testers if they have not previously tested in the same subject.

Keystone Exams: Re-Test Pass Rate (HS Only)

The percentage of re-testers who score proficient or advanced on the Keystone Exams. Results are calculated by subject (Algebra I, Biology, Literature). Students are considered re-testers if they have previously tested in the same subject.

Keystone Exams: Percentage Scoring Advanced (HS Only)

The percentage of first-time testers or re-testers who score advanced on the Keystone Exams. Results are calculated by subject (Algebra I, Biology, Literature).

ACCESS for ELLs: Percentage Scoring 4.5 or Above

The percentage of students scoring 4.5 or above on the composite score on the ACCESS for ELLs. (A score of 4.5 aligns to the state standard for proficiency.)

Metric Definitions

Progress

PSSA: Average Growth Index (ES, K8, and MS Only)

A measure of student growth across tested grade levels in a school. For PSSA, AGI is calculated by subject (Mathematics, Reading, Science, and Writing). For PSSA Science and Writing, AGI is calculated separately by grade level. A student must be enrolled for a Full Academic Year and have at least two years of data to count towards a school's score.

Keystone Exams: Average Growth Index (HS Only)

A measure of student growth across tested grade levels in a school. For Keystone Exams, AGI is calculated by subject (Algebra I, Biology, Literature). A student must be enrolled for a Full Academic Year and have at least two years of data to count towards a school's score.

ACCESS for ELLs: Percentage of Students with Growth in the 75th Percentile or Above

The percentage of students with growth in the 75th percentile or above on the ACCESS for ELLs. National norms are used to determine growth standards.

Percentage of On-Track Students Earning Credits Required for Promotion (HS Only)

The percentage of on-track students in grades 9-11 who earn the number of credits required for promotion to the next grade level by the end of the school year. Students are considered on-track if they have not repeated grades or failed to earn the number of credits required for promotion in the prior school year. A student must be enrolled for a minimum of 165 days to count towards a school's score.

Percentage of Off-Track Students Earning Credits Required for Promotion (HS Only)

The percentage of off-track students in grades 9-11 who earn the number of credits required for promotion to the next grade level by the end of school year. Students are considered off-track if they have repeated grades or failed to earn the number of credits required for promotion in the prior school year. A student must be enrolled for a minimum of 165 days to count towards a school's score.

Metric Definitions

Progress, on Equity (cont'd)

PSSA: AGI for Lowest-Performing 20% of Students

A measure of student growth for the lowest-performing 20% of students across tested grade levels in a school. For PSSA, AGI for this subgroup is calculated by subject for Mathematics and Reading only. A student must be enrolled for a Full Academic Year and have at least two years of data to count towards a school's score.

Keystone Exams: AGI for Lowest-Performing 20% of Students

A measure of student growth for the lowest-performing 20% of students across tested grade levels in a school. For Keystone Exams, AGI for this subgroup is calculated by subject for Algebra I, Biology, and Literature. A student must be enrolled for a Full Academic Year and have at least two years of data to count towards a school's score.

Metric Definitions

Climate

Percentage of Students who Attend 95% or More of Instructional Days

The percentage of students who attend 95% or more of instructional days. A student must be enrolled for a minimum of 10 days to count towards a school's score.

Within-Year Retention Rate

The percentage of students who remain enrolled at a school from the time they enter until June. A student must be enrolled for a minimum of 10 days to count towards a school's score.

Across-Year Retention Rate

The percentage of students retained within year who re-enroll as of October 1 of the following school year (excluding graduates and non-repeating students in terminal grades).

Percentage of Students with Zero

In-School Suspensions

The percentage of students with zero in-school suspensions during the school year. A student must be enrolled for a minimum of 10 days to count towards a school's score.

Percentage of Students with Zero

Out-of-School Suspensions

The percentage of students with zero out-of-school suspensions during the school year.

A student must be enrolled for a minimum of 10 days to count towards a school's score.

Student Survey: Climate Rating (Unscored)

The average rating of school climate and safety based on an annual survey completed by students at the end of the school year. The survey uses a four-point scale ranging from 1 to 4 (with 4 being the highest). A school's score is 0 if it does not meet the minimum participation threshold.

Parent/Guardian Survey: Climate Rating (Unscored)

The average rating of school climate and safety based on an annual survey completed by parents/guardians at the end of the school year. The survey uses a four-point scale ranging from 1 to 4 (with 4 being the highest). A school's score is 0 if it does not meet the minimum participation threshold.

Parent/Guardian Survey: Participation Rate (Unscored)

The percentage of parents/guardians per student who completed the annual survey.

Metric Definitions

College & Career

Four-Year Cohort Graduation Rate

The percentage of students in a first-time ninth-grade cohort who graduate within four years (excluding those who transfer out of the District). Students are attributed to the last school they attend in the four-year window, which ends on September 30 of their expected graduation year.

First-Fall College Matriculation Rate

The percentage of annual graduates who enroll in any post-secondary institution in the first-fall following their graduation date.

AP/IB: % of 12th Graders Scoring 3 (AP)/4 (IB) or Higher (Unscored)

The percentage of 12th graders who have scored a 3 or higher on an Advanced Placement exam or scored a 4 or higher on an International Baccalaureate exam. A student must be enrolled for a minimum of 165 days to count towards a school's score.

ACT/SAT: % of 12th Graders Scoring College & Career Readiness Benchmark (Unscored)

The percentage of 12th graders who have scored the ACT College Readiness Benchmark (18 or higher on English, 22 or higher on Mathematics, 22 or higher on Reading, and 23 or higher on Science) or the SAT College and Career Readiness Benchmark (1550 or higher). A student must be enrolled for a minimum of 165 days to count towards a school's score.

FAFSA Completion Rate (Unscored)

The percentage of 12th graders who completed a Federal Application for Federal Student Aid (FAFSA) form. A student must be enrolled for a minimum of 165 days to count towards a school's score.

Educator Effectiveness

This section provides additional data on instructional quality and applies to District-managed schools only. All data is unscored and for informational purposes only.

Percentage of Teachers Receiving an Effectiveness Rating of Distinguished (Unscored)

The percentage of teachers in a formal observation year who receive an effectiveness rating of Distinguished at a given school.

Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction (Unscored)

The percentage of teachers in a formal observation year who receive an observation score of Distinguished in Domain 3 – Instruction at a given school.

Percentage of Teachers Attending 95% or More of Days (Unscored)

The percentage of teachers who attend 95% or more of days.

Student Survey: Student Perception of Teacher Practice (Unscored)

The average rating of teacher practice based on an annual survey completed by students at the end of the school year. The survey uses a four-point scale ranging from 1 to 4 (with 4 being the highest).

Floors, Targets, and Points Possible

In most cases, floors and targets are set at the 10th and 90th percentiles, respectively. In other cases (marked as bold), floors and targets have been adjusted to reflect the aspirational goals of Action Plan v3.0.

Elementary School (ES)

	<u>Floor</u>	<u>Target</u>	<u>Points Possible</u>
Achievement			30.00
% Reading at Grade Level (Grades K-2)	37.41	67.74	2.25
PSSA - Reading (Grade 3): % Proficient or Advanced	29.27	100.00	3.00
PSSA - Reading (Grade 3): % Advanced	0.88	25.00	0.75
PSSA - Mathematics: % Proficient or Advanced	29.72	100.00	6.00
PSSA - Mathematics: % Advanced	6.86	36.94	1.50
PSSA - Reading (Grades 4-8): % Proficient or Advanced	19.79	100.00	6.00
PSSA - Reading (Grades 4-8): % Advanced	2.56	25.00	1.50
PSSA - Science: % Proficient or Advanced	31.03	100.00	3.00
PSSA - Science: % Advanced	2.04	26.67	0.75
PSSA - Writing: % Proficient or Advanced	15.38	100.00	3.00
PSSA - Writing: % Advanced	0.00	25.00	0.75
ACCESS for ELLS: % 4.5 or Above	14.67	42.45	1.50
Progress			50.00
PSSA - Mathematics: Average Growth Index (AGI)	-1.20	5.07	13.50
PSSA - Reading: Average Growth Index (AGI)	-1.13	3.69	13.50
PSSA - Science (Grade 4): Average Growth Index (AGI)	-2.00	2.00	5.00
PSSA - Writing (Grade 5): Average Growth Index (AGI)	-2.00	2.00	5.00
ACCESS for ELLs: % Growth in 75th Percentile or Above	17.02	50.00	5.00
PSSA - Mathematics: AGI for Lowest-Performing 20% of Students	-1.33	2.80	4.00
PSSA - Reading: AGI for Lowest-Performing 20% of Students	-1.85	2.00	4.00
Climate			20.00
% of Students Attending 95% or More of Instructional Days	32.43	57.66	8.00
Within-Year Retention Rate	88.29	97.05	4.00
Across-Year Retention Rate	78.23	89.86	4.00
% of Students with Zero In-School Suspensions	98.16	100.00	1.00
% of Students with Zero Out-of-School Suspensions	85.08	98.78	3.00

Floors, Targets, and Points Possible

In most cases, floors and targets are set at the 10th and 90th percentiles, respectively. In other cases (marked as bold), floors and targets have been adjusted to reflect the aspirational goals of Action Plan v3.0.

K-8 School (K8)

	<u>Floor</u>	<u>Target</u>	<u>Points Possible</u>
Achievement			30.00
% Reading at Grade Level (Grades K-2)	33.71	69.42	2.25
PSSA - Reading (Grade 3): % Proficient or Advanced	23.08	100.00	3.00
PSSA - Reading (Grade 3): % Advanced	0.00	25.00	0.75
PSSA - Mathematics: % Proficient or Advanced	23.03	100.00	6.00
PSSA - Mathematics: % Advanced	5.52	38.51	1.50
PSSA - Reading (Grades 4-8): % Proficient or Advanced	22.34	100.00	6.00
PSSA - Reading (Grades 4-8): % Advanced	4.94	31.27	1.50
PSSA - Science: % Proficient or Advanced	13.95	100.00	3.00
PSSA - Science: % Advanced	0.96	25.00	0.75
PSSA - Writing: % Proficient or Advanced	16.98	100.00	3.00
PSSA - Writing: % Advanced	0.00	25.00	0.75
ACCESS for ELLs: % 4.5 or Above	10.00	32.90	1.50
Progress			50.00
PSSA - Mathematics: Average Growth Index (AGI)	-2.00	4.33	13.50
PSSA - Reading: Average Growth Index (AGI)	-0.67	4.58	13.50
PSSA - Science (Grade 4): Average Growth Index (AGI)	-2.00	2.00	3.00
PSSA - Science (Grade 8): Average Growth Index (AGI)	-2.00	2.00	3.00
PSSA - Writing (Grade 5): Average Growth Index (AGI)	-2.00	2.00	3.00
PSSA - Writing (Grade 8): Average Growth Index (AGI)	-2.00	2.00	3.00
ACCESS for ELLs: % Growth in 75th Percentile or Above	13.85	40.23	3.00
PSSA - Mathematics: AGI for Lowest-Performing 20% of Students	-1.17	2.67	4.00
PSSA - Reading: AGI for Lowest-Performing 20% of Students	-1.18	2.17	4.00
Climate			20.00
% of Students Attending 95% or More of Instructional Days	31.23	64.90	8.00
Within-Year Retention Rate	87.79	97.91	4.00
Across-Year Retention Rate	78.30	92.05	4.00
% of Students with Zero In-School Suspensions	97.88	100.00	1.00
% of Students with Zero Out-of-School Suspensions	79.89	98.07	3.00

Floors, Targets, and Points Possible

In most cases, floors and targets are set at the 10th and 90th percentiles, respectively. In other cases (marked as bold), floors and targets have been adjusted to reflect the aspirational goals of Action Plan v3.0.

Middle School (MS)

	<u>Floor</u>	<u>Target</u>	<u>Points Possible</u>
Achievement			30.00
PSSA - Mathematics: % Proficient or Advanced	24.37	100.00	7.50
PSSA - Mathematics: % Advanced	6.15	71.82	1.50
PSSA - Reading (Grades 4-8): % Proficient or Advanced	25.31	100.00	7.50
PSSA - Reading (Grades 4-8): % Advanced	6.45	60.92	1.50
PSSA - Science: % Proficient or Advanced	6.12	100.00	3.75
PSSA - Science: % Advanced	0.00	25.00	1.50
PSSA - Writing: % Proficient or Advanced	10.96	100.00	3.75
PSSA - Writing: % Advanced	0.00	25.00	1.50
ACCESS for ELLs: % 4.5 or Above	5.88	44.19	1.50
Progress			50.00
PSSA - Mathematics: Average Growth Index (AGI)	-2.00	2.70	13.50
PSSA - Reading: Average Growth Index (AGI)	-1.70	6.39	13.50
PSSA - Science (Grade 8): Average Growth Index (AGI)	-2.00	2.00	3.75
PSSA - Writing (Grade 5): Average Growth Index (AGI)	-2.00	2.00	3.75
PSSA - Writing (Grade 8): Average Growth Index (AGI)	-2.00	2.45	3.75
ACCESS for ELLs: % Growth in 75th Percentile or Above	0.00	33.33	3.75
PSSA - Mathematics: AGI for Lowest-Performing 20% of Students	-1.79	5.48	4.00
PSSA - Reading: AGI for Lowest-Performing 20% of Students	-1.23	2.00	4.00
Climate			20.00
% of Students Attending 95% or More of Instructional Days	26.74	73.11	8.00
Within-Year Retention Rate	85.11	99.18	4.00
Across-Year Retention Rate	82.30	96.88	4.00
% of Students with Zero In-School Suspensions	74.02	100.00	1.00
% of Students with Zero Out-of-School Suspensions	70.00	99.59	3.00

Floors, Targets, and Points Possible

In most cases, floors and targets are set at the 10th and 90th percentiles, respectively. In other cases (marked as bold), floors and targets have been adjusted to reflect the aspirational goals of Action Plan v3.0.

High School (HS)

	<u>Floor</u>	<u>Target</u>	<u>Points Possible</u>
Achievement			30.00
Keystone Exam - Algebra I: First-Time Pass Rate	1.49	100.00	6.00
Keystone Exam - Algebra I: Re-Test Pass Rate	4.64	100.00	3.00
Keystone Exam - Algebra I: % Advanced	0.00	25.00	0.60
Keystone Exam - Biology: First-Time Pass Rate	1.10	100.00	6.00
Keystone Exam - Biology: Re-Test Pass Rate	0.00	100.00	3.00
Keystone Exam - Biology: % Advanced	0.00	25.00	0.60
Keystone Exam - Literature: First-Time Pass Rate	8.14	100.00	6.00
Keystone Exam - Literature: Re-Test Pass Rate	8.74	100.00	3.00
Keystone Exam - Literature: % Advanced	0.00	25.00	0.60
ACCESS for ELLs: % 4.5 or Above	12.22	45.71	1.20
Progress			40.00
Keystone Exam - Algebra I: Average Growth Index (AGI)	-2.00	2.81	6.50
Keystone Exam - Biology: Average Growth Index (AGI)	-2.00	2.00	6.50
Keystone Exam - Literature: Average Growth Index (AGI)	-2.00	3.93	6.50
ACCESS for ELLs: % Growth in 75th Percentile or Above	12.12	38.98	2.00
% On-Track Students Earning Credits Required for Promotion	75.88	99.35	8.00
% Off-Track Students Earning Credits Required for Promotion	30.00	80.00	6.00
Keystone Exam - Algebra I: AGI for Lowest-Performing 20% of Students	-2.00	2.00	1.50
Keystone Exam - Biology: AGI for Lowest-Performing 20% of Students	-1.35	2.99	1.50
Keystone Exam - Literature: AGI for Lowest-Performing 20% of Students	-2.00	2.00	1.50
Climate			20.00
% of Students Attending 95% or More of Instructional Days	9.58	62.03	8.00
Within-Year Retention Rate	80.28	98.27	4.00
Across-Year Retention Rate	80.97	98.08	4.00
% of Students with Zero In-School Suspensions	89.33	100.00	1.00
% of Students with Zero Out-of-School Suspensions	72.86	99.45	3.00
College & Career			10.00
Four-Year Cohort Graduation Rate	53.27	100.00	6.00
First-Fall College Matriculation Rate	22.55	79.05	4.00

Peer Groups

Elementary School (ES)

Peer Group 1

Alexander K. McClure School
Bayard Taylor School
Cayuga School
Clara Barton School
Feltonville Intermediate School
Frances E. Willard School
Isaac A. Sheppard School
James J. Sullivan School
James R. Lowell School
John H. Webster School
John M. Patterson School
John Marshall School
John Moffet School
Joseph W. Catharine School
Laura H. Carnell School
Lewis Elkin School
Mastery Charter School at Smedley
Philip H. Sheridan School
Stephen Girard School
Thomas G. Morton School
William Cramp School

Peer Group 2

Eleanor C. Emlen School
Ellwood School
Franklin S. Edmonds School
James Logan School
John B. Kelly School
John Wister School
Joseph Pennell School
Julia W. Howe School
Lewis C. Cassidy Academics Plus School
Mastery Charter School at Mann
Overbrook School
Philadelphia Montessori Charter School
Prince Hall School
Richard R. Wright School
Russell Byers Charter School
S. Weir Mitchell School
Samuel Gompers School
Samuel Pennypacker School
Samuel Powel School
Thomas M. Peirce School
Universal Charter School at Bluford
William Rowen School

Peer Group 3

Abram S. Jenks School
Anne Frank School
Bridesburg School
John Hancock Demonstration School
Watson Comly School
William H. Loesche School

Peer Group 4

Edwin Forrest School
Fox Chase School
Francis S. Key School
Henry W. Lawton School
Horatio B. Hackett School
J. Hampton Moore School
Joseph H. Brown School
Kennedy C. Crossan School
Rhawnhurst School
Richmond School
Robert B. Pollock School
Solomon Solis-Cohen School
Thomas Holme School

Peer Groups

K-8 School (K8)

Peer Group 1

Alain Locke School
Allen M. Stearne School
Alliance For Progress Charter School
Andrew J. Morrison School
Avery D. Harrington School
Belmont Charter School
Benjamin B. Comegys School
Delaplaine McDaniel School
Dr. Ethel Allen School
E. Washington Rhodes School
Edward Gideon School
Edward Heston School
Edward T. Steel School
Edwin M. Stanton School
Francis Hopkinson School
General George G. Meade School
Henry C. Lea School
Honorable Luis Munoz-Marin School
James G. Blaine School
James R. Ludlow School
James Rhoads School
Jay Cooke School
John Barry School
John F. Hartranft School
John Welsh School
Julia de Burgos School
Laura W. Waring School
Mary M. Bethune School
Mastery Charter School at Cleveland
Mastery Charter School at Clymer
Mastery Charter School at Pastorius
Morton McMichael School
Paul L. Dunbar School
People for People Charter School
Potter-Thomas School
Robert Morris School
Rudolph Blankenburg School
Samuel B. Huey School
Spring Garden School
Tanner G. Duckrey School
Theodore Roosevelt School
Universal Charter School at Alcorn
Universal Charter School at Daroff
William C. Bryant School
William C. Longstreth School
William D. Kelley School
William Dick School

Peer Group 1 (cont'd)

William H. Hunter School
William McKinley School
Young Scholars Charter School at Frederick Douglass
Young Scholars Charter School at Kenderton

Peer Group 2

Add B. Anderson School
Andrew Hamilton School
Anna B. Day School
Antonia Pantoja Charter School
Chester A. Arthur School
Eugenio Maria De Hostos Charter School
Fitler Academics Plus School
General David B. Birney Charter School
General Philip Kearny School
Harambee Institute of Science and Technology Charter School
KIPP Philadelphia Charter School
Martha Washington School
Mastery Charter School at Hardy Williams Academy
Mastery Charter School at Harrity
Math, Civics and Sciences Charter School
Penrose School
Sankofa Freedom Academy Charter School
Southwest Leadership Academy Charter School
Thomas Mifflin School
Thurgood Marshall School
Universal Institute Charter School

Peer Group 3

Andrew Jackson School
Bache-Martin School
Ethan Allen School
F. Amedee Bregy School
First Philadelphia Preparatory Charter School
George W. Childs School
George W. Nebinger School
Gilbert Spruance School
Hamilton Disston School
Henry A. Brown School
Juniata Park Academy
Mastery Charter School at Thomas Campus
Olney School
Universal Charter School at Creighton
Universal Charter School at Washington

Peer Groups

K-8 School (K8) *(Cont'd)*

Peer Group 4

Ad Prima Charter School
Anna L. Lingelbach School
Benjamin Franklin School
Charles W. Henry School
Henry H. Houston School
Independence Charter School
John F. McCloskey School
John S. Jenks School
Laboratory Charter School of Communication
and Languages
Northwood Academy Charter School
Overbrook Educational Center
Robert E. Lamberton School
Thomas K. Finletter School
William H. Ziegler School
Wissahickon Charter School

Peer Group 5

A.L. Fitzpatrick School
Albert M. Greenfield School
Joseph Greenberg School
Mathematics, Science, and Technology
Community Charter School (MaST)
Philadelphia Performing Arts: A String Theory
Charter School
Sadie Alexander School
Shawmont School
Stephen Decatur School
William M. Meredith School

Peer Group 6

Alexander Adaire School
Cook-Wissahickon School
D. Newlin Fell School
Elizabeth B. Kirkbride School
Folks Arts Cultural Treasures Charter
School
General George A. McCall School
George W. Sharswood School
James Dobson School
John H. Taggart School
Keystone Academy Charter School
Louis H. Farrell School
Maritime Academy Charter School
Mayfair School
Southwark School
Tacony Academy Charter School

Peer Groups

Middle School (MS)

Peer Group 1

Academy for the Middle Years at Northwest
Aspira Charter School at Stetson
Dimner Beeber School
Eastern University Academy Charter School
Feltonville School of Arts and Sciences
Freire Charter School
General Louis Wagner School
Grover Washington, Jr. School
Hill-Freedman World Academy
KIPP West Philadelphia Preparatory Charter School
Mastery Charter School at Gratz
Mastery Charter School at Lenfest Campus
Mastery Charter School at Pickett Campus
Mastery Charter School at Shoemaker Campus
Memphis Street Academy Charter School at J.P. Jones
Middle Years Alternative School
Morris E. Leeds School
New Media Technology Charter School
Penn Treaty School
Roberto Clemente School
Russell H. Conwell School
Universal Charter School at Vare
Warren G. Harding School
William T. Tilden School
World Communications Charter School
Young Scholars Charter School

Peer Group 2

Alternative Middle Years at James Martin
Austin Meehan School
Baldi School
General J. Harry LaBrum School
Girard Academic Music Program (GAMP)
Julia R. Masterman School
Woodrow Wilson School

Peer Groups

High School (HS)

Peer Group 1

A. Philip Randolph Career and Technical High School
Aspira Charter School at Olney
Benjamin Franklin High School
Delaware Valley Charter High School
Frankford High School
High School of the Future
John Bartram High School
Jules E. Mastbaum Area Vocational Technical High School
KIPP Philadelphia Charter School
Kensington Health Sciences Academy
Kensington High School for Creative and Performing Arts
Kensington International Business, Finance, and Entrepreneurship HS
Kensington Urban Education Academy
Martin Luther King High School
Mastery Charter School at Gratz
Mastery Charter School at Hardy Williams Academy
Mastery Charter School at Pickett Campus
Mastery Charter School at Shoemaker Campus
Murrell Dobbins Career and Technical High School
Overbrook High School
Paul Robeson High School for Human Services
Sankofa Freedom Academy Charter School
Strawberry Mansion High School
Thomas A. Edison High School
Universal Charter School at Audenried
West Philadelphia High School
William L. Sayre High School
The Workshop School

Peer Group 2

Architecture and Design Charter School
Boys' Latin of Philadelphia Charter School
Eastern University Academy Charter School
Freire Charter School
Imhotep Institute Charter High School
Lankenau High School
Mastery Charter School at Lenfest Campus
Math, Civics and Sciences Charter School
Motivation High School
Multi-Cultural Academy Charter School
New Media Technology Charter School
Parkway Center City High School
Parkway Northwest High School
Parkway West High School

Peer Group 2 (cont'd)

Philadelphia Military Academy
Roxborough High School
Samuel Fels High School
World Communications Charter School

Peer Group 3

Abraham Lincoln High School
Academy at Palumbo
Constitution High School
Franklin Learning Center
Furness High School
George Washington High School
High School for Creative and Performing Arts
High School of Engineering and Science
Maritime Academy Charter School
Mastery Charter School at Thomas Campus
Northeast High School
Penn Treaty School
Philadelphia Electrical and Technology Charter School
Philadelphia High School for Girls
Preparatory Charter School of Mathematics, Science, Technology and Careers
Science Leadership Academy
South Philadelphia High School
Swenson Arts and Technology High School
Tacony Academy Charter School
Walter B. Saul High School
William W. Bodine High School

Peer Group 4

Arts Academy at Benjamin Rush
Central High School
Girard Academic Music Program (GAMP)
Julia R. Masterman School
Mathematics, Science, and Technology Community Charter School (MaST)



EXECUTIVE SUMMARY

Introduction

The PA School Performance Profile serves several purposes:

- Provide a building level score for educators as part of the Educator Effectiveness System
- Provide parents with comparative measures for schools, neighboring schools, and schools across the state
- Inform the public of the academic performance measures of each school, comprehensive career and technical center, cyber charter and charter school in Pennsylvania
- Offer a resource for LEAs to communicate and compare performance, analyze performance indicators as related to achievement, and encourage best practice
 - Employ as an analysis tool to inform goal setting, planning, and allocating resources to improve student achievement
 - Compare performance to local schools
 - Compare performance to schools with similar demographics
 - Communicate performance to various constituencies

PA School Performance Profile

The Educator Effectiveness System (Act 82 of 2012) is designed to evaluate both principals and teachers. Teacher evaluations are based upon classroom observations, teacher specific data, elective data, and building level data. The building level data is the school academic performance score derived from the Pennsylvania School Performance Profile. The academic performance score comprises 15% of each teacher and principal's evaluation and will be a part of the Educator Effectiveness system starting with the 2013-2014 school year for classroom teachers and 2014-2015 for non-teaching professional educators and principals.

The score for a school is based upon indicators that define a high performing school. Many data elements contribute to the academic score. These elements are categorized into five areas.

Indicators of Academic Achievement (40%)*

- Percent Proficient or Advanced on Pennsylvania System of School Assessment (PSSA)/Keystone Exams in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing
- Percent Competent or Advanced on Industry Standards-Based Competency Assessments [NOCTI (a job ready assessment for career and technology center students) and/or NIMS]

* Full time comprehensive CTCs are weighted as follows: Indicators of Academic Achievement – 44%; Closing the Achievement Gap – All Students - 3%; Closing the Achievement Gap – Historically Underperforming Students - 3%

(National Institute for Metalworking Skills certification)]

- Percent Proficient or Advanced on PSSA grade 3 reading
- SAT/ACT College Ready Benchmark

Indicators of Closing the Achievement Gap – All Students (5%)*

- Percent of gap closure met in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing

Indicators of Closing the Achievement Gap – Historically Underperforming Students (5%)*

- Percent of gap closure met in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing

Indicators of Academic Growth / PVAAS (40%)

- The PVAAS Average Growth Index
 - A measure of student progress across the tested grade levels in a school in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing

Other Academic Indicators (10%)

- Cohort graduation rate
- Promotion rate
- Attendance rate
- Advanced Placement, International Baccalaureate, or College Credit
- PSAT/Plan participation

Extra Credit for Advanced Achievement (up to 7 points)

- Percent Advanced on Pennsylvania System of School Assessment (PSSA)/Keystone Exams in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing
- Percent Advanced on Industry Standards-Based Competency Assessments [NOCTI (a job ready assessment for career and technical center students) and/or NIMS (National Institute for Metalworking Skills certification)]
- Percent scoring 3 or higher on Advanced Placement Exams

Fast Facts

Fast Facts provide demographic and other relevant information for each component. District Fast Facts include such items as district enrollment, number of schools, average years of educational experience, and geographic size of district. Links to related agencies, such as career and technical centers and intermediate units, are available. School Fast Facts include similar information but are school specific (e.g., school enrollment, average years of educational experience, school enrollment data).

* Full time comprehensive CTCs are weighted as follows: Indicators of Academic Achievement – 44%; Closing the Achievement Gap – All Students - 3%; Closing the Achievement Gap – Historically Underperforming Students - 3%



PENNSYLVANIA SCHOOL PERFORMANCE PROFILE

Frequently Asked Questions

Introduction

The Pennsylvania School Performance Profile (SPP) is an integral part of the Educator Effectiveness System (teacher and principal evaluation). As an online site, the SPP provides a school level academic score for public schools, charter and cyber charter schools, and full-time comprehensive career and technical centers.

General Questions

1. What is the purpose of the School Performance Profile?

The PA School Performance Profile is designed to serve several purposes:

- Provide a building level score for educators as part of the Educator Effectiveness System
- Provide parents with performance measures for the school of residence, neighboring schools, and schools across the state
- Inform the public of the academic performance measures of each district, school, comprehensive career and technical center, cyber charter and charter school in Pennsylvania.
- Provide a tool to inform goal setting, planning, and resource allocation to improve student achievement.

2. What role does the School Performance Profile play in Educator Effectiveness?

Act 82 of 2012 addresses the evaluation of the effectiveness of professional employees and temporary professional employees serving as classroom teachers and principals. The School Performance Profile academic performance score comprises 15% of each teacher and principal's evaluation and will be a part of the educator effectiveness system for teachers starting with the 2013-2014 school year and for principals in the 2014-2015 school year.

3. What is the source of the data used in the calculations? Who performs the calculations?

All data comes from PDE's authoritative data sources such as PSSA results from Data Recognition Corporation, Bureau of Assessment and Accountability, Bureau of Special Education, Bureau of Career and Technical Education, Education Names and Addresses (EdNA), Pennsylvania Information Management System (PIMS), Pennsylvania Value-Added Assessment System (PVAAS) results from SAS, Inc., Advanced Placement (AP), SAT results

from the College Board, and ACT results from ACT, Inc.

4. Is the School Performance Profile (SPP) replacing Adequate Yearly Progress (AYP)?

With the approval of Pennsylvania’s ESEA Flexibility Waiver, AYP is no longer the federal accountability measure. The SPP provides an academic performance score for all schools while waiver designations are designed for Title I schools only.

5. How frequently will the School Performance Profile be released?

The Pennsylvania School Performance Profile will be released annually each fall.

6. How will educators be trained to use the PA SPP website?

Intermediate units across the state have been trained by PDE and have provided introductory training to LEAs. PDE will continue to conduct informational sessions around the state as well as offer statewide webinars. Updates will be provided to IUs who will then communicate with their LEAs.

7. Will individual educator performance ratings be made available to the public?

The PA School Performance Profile is designed to provide a building level score. No educator specific data or individual performance data are included in the SPP.

8. Are charter schools included in the School Performance Profile?

Yes, charter schools are included in the SPP and receive an academic performance score based upon its configuration.

Data Elements and Calculations

9. What is included in the School Performance Profile?

- Fast Facts for districts and schools include such specifics as enrollment, number of schools, average years of educational experience, and geographic size of district. Student enrollment for the district is also displayed by ethnicity. Links to related agencies, such as career and technical centers and intermediate units are displayed as well as links to supplemental reports.
- The Scoring tab provides an explanation of the factors that contribute to the academic score.
- The Academic Performance tab displays the school’s academic score, academic performance fast facts, the academic performance elements and scores, and the federal accountability designation, as applicable.
- The Compare tab offers options to select schools for comparison – whether in the same LEA or schools in other LEAs across the state.
- The School Supports tab, when fully operational, will provide specific improvement strategies directly related to the elements of the SPP.

10. How are school scores calculated?

The PA School Performance Profile will provide a quantitative academic score based

upon a 100-point scale, using the following source data:

Indicators of Academic Achievement 40% (44% for CTCs)

- Percent Proficient or Advanced on Pennsylvania System of School Assessment (PSSA)/Keystone Exams in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing
- Percent Competent or Advanced on industry certification exams [NOCTI (a job ready assessment for career and technical center students) and/or NIMS (National Institute for Metalworking Skills certification)]
- Percent Proficient or Advanced on PSSA grade 3 reading
- SAT/ACT College Ready Benchmark

Indicators of Closing the Achievement Gap – All Students 5% (3% for CTCs)

- Percent of required gap closure met in Mathematics, Reading, Science, and Writing

Indicators of Closing the Achievement Gap – Historically Underperforming Students 5% (3% for CTCs)

- Percent of required gap closure met in Mathematics, Reading, Science, and Writing for historically underperforming students (economically disadvantaged, English Language Learners, students with disabilities)

Indicators of Academic Growth / PVAAS (40%)

- The PVAAS growth index representing the school's impact on the academic progress of groups of students from year-to-year in each of the assessed content areas.

Other Academic Indicators (10%)

- Cohort graduation rate
- Promotion rate
- Attendance rate
- Advanced Placement (AP) or International Baccalaureate (IB) Diploma or college credit
- PSAT/PLAN Participation

Extra Credit for Advanced Achievement (up to 7 points)

- Percent Advanced on Pennsylvania System of School Assessment (PSSA)/Keystone Exams in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing
- Percent Advanced on industry standards-based competency assessments [NOCTI (a job ready assessment for career and technical center students) and/or NIMS (National Institute for Metalworking Skills certification)]
- Advanced Placement achievement (scores 3 or higher)

Scores are calculated based upon defined weighted data elements. If a school has insufficient data to calculate a representative score, the display area will reflect that circumstance and adjust total points accordingly.

11. How were the academic data elements chosen? How was the weighting for each data element determined?

Teams of educators, statisticians, and psychometricians analyzed research to identify factors that define high performing schools. Data elements are linked to research related to high achieving schools.

12. For AYP calculations, schools had to have an N count of 40. What is the minimum number (N) count for the SPP?

The minimum count for the SPP measures is a count of 11. The intent is to represent as many groups as possible. When calculating at the school level and particularly for subgroups, 40 is a large number. The smaller numerical threshold for schools allows for the inclusion of more subgroup populations in a school; thereby including subgroups that might otherwise not be represented.

13. How are Historically Underperforming Students identified?

This category replaces the various subgroups previously identified for purposes of AYP. With an N count of 11, Historically Underperforming Students are defined as a non-duplicated count of students with disabilities, economically disadvantaged students, and English Language Learners enrolled for a full academic year taking the PSSA/Keystone Exams. If a student is in more than one of the individual groups (e.g., special education and English Language Learner), s/he is only included in the Historically Underperforming Student group one time – a non-duplicated count. This group is not a cohort but rather students currently in the building meeting the definition during the reported year.

14. How is Closing the Achievement Gap calculated?

Closing the Achievement Gap is calculated for each of the PSSA/Keystone Exam subjects (Mathematics/Algebra I, Reading/Literature, Writing, and Science/Biology). The achievement gap is determined by comparing the baseline percent of students who are proficient or advanced to the goal of 100% proficiency. The benchmark for success is defined as closing one-half of the achievement gap over a six-year period. (See Closing the Achievement Gap handout for more detail.)

15. Can you explain how Advanced Placement, International Baccalaureate, and college credit are calculated?

If a school offers any combination of International Baccalaureate (IB), college credit or AP courses covering the four core academic areas (Mathematics, English Language Arts, Science, Social Studies), it is awarded maximum points. (Example: A minimum of one course in each of the three core areas would be 75 points.)

16. How is student mobility factored into a school's score?

In calculating Proficient/Advanced related to academic achievement, students must be in school by October 1 and stay in the school through the PSSA/Keystone Exam testing date

in order to be attributed to a school.

17. How will Keystone Exams impact calculations in PVAAS?

PVAAS reporting for the Keystone Exams will be provided in September 2013. This reporting will include students who have taken a Keystone related course and the corresponding Keystone Exam in SY12-13. This will NOT include students who are not enrolled in a Keystone course in SY12-13 (Example: taking a Keystone for federal accountability purposes only).

The SY12-13 PVAAS reporting of the Keystone Exams will be included in the School Performance Profile (SPP). Each Keystone Exam area is included in that PVAAS subject area for the SPP.

- Keystone Algebra I will be included in the PVAAS Math reporting section of a school's SPP.
- Keystone Literature will be included in the PVAAS Reading reporting section of a school's SPP.
- Keystone Biology will be included in the PVAAS Science reporting section of a school's SPP.

There may be some schools that have PVAAS reporting for PSSAs and Keystone Exams in the same subject area (Example: PSSA Math and Keystone Algebra I. They would both be included in that PVAAS Math growth reporting for the SPP.)

18. Why is grade 3 reading a separate data element in the calculation?

Research reveals that reading proficiently by the end of third grade can be a “make-or-break” benchmark in a child’s educational development. Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing a child’s reading skills by the end of third grade

19. How does a school determine whether or not it is meeting its annual target in Closing the Achievement Gap?

The six-year target will be defined in the baseline year, 2012-2013; as each year progresses, the annual cumulative closure will be calculated. As long as a school is meeting the overall closure, it will be defined as meeting its annual target.

Extra Credit for Advanced Achievement

20. What is the rationale for extra credit?

Extra credit for students demonstrating advanced performance is designed to recognize schools for their efforts in promoting excellence. Although established proficiency acknowledges satisfactory performance, it is important to recognize advanced levels of academic achievement.

21. How is Advanced Placement (AP) achievement calculated?

A school can earn up to two additional points (Extra Credit for Advanced Achievement) for AP performance based upon the percent of students earning 3 or higher on at least one AP Exam. This is based upon the number of students in the grade 12 cohort – not the number of tests taken. It does not matter when students take the test. A student scoring 3 or higher on more than one exam is only counted as one student achieving this benchmark.

Building Level Scores

22. Does a school receive an academic performance score in its first year of operation?

A school will receive a score the year after its first year of operation based upon first year data. While some data elements may not yet be available for that school, the available data elements will be used to create a score.

23. Is a school score calculated each year based upon the prior year's data?

For most measures, data from the current year reported is used; however, due to availability, previous year data is used for graduation rate, promotion rate, and attendance rate.

For the Keystone achievement results in the SPP, keep in mind that Keystone Exam scores are banked, and it is the 11th grade cohort that is used in the calculation of the achievement data.

24. What if a school does not have one or more data elements included in the grading parameters?

Some school configurations may not have each data element included within a specific factor area. The calculation of the score is adjusted accordingly; i.e., the calculation only includes the data elements that are possible for a school to earn. While a grade 6-8 school will have academic performance data in math, reading, science, and writing, a grade 6 only school will only have math and reading performance data. The academic score will only reflect those subjects tested in the school. For elements not applicable to a school, the points for each particular element are nulled out so that the total possible points decreases proportionally.

25. Do part time and full time Career and Technical Centers (CTC) receive scores?

Part time CTCs will display Fast facts only because academic instruction occurs in the students' home schools; thus, the attribution for these students is with the home schools. Full time comprehensive CTCs have Fast Facts and receive an academic performance score.

Communicating the School Performance Profile

26. How might a district or school use this data?

The SPP is a resource for LEAs to communicate and compare performance, analyze performance indicators as related to achievement, and encourage best practice. Potential

applications include the following:

- Employ as an analysis tool to inform goal setting, planning, and allocating resources to improve student achievement
- Compare performance to local schools
- Compare performance to schools with similar demographics
- Communicate performance to various constituencies

27. How might a parent use this data?

Parents can use the information on this website to examine the performance of their local district/schools. They can also compare the performance of their school to other schools across the state.

28. There are many qualitative factors beyond the data presented in the SPP. How can schools communicate that data?

While PDE can only report on statewide data currently collected, LEAs are encouraged to use their websites to provide other important facts and considerations which will more fully inform the public of school/district programs and initiatives. Such factors as arts offerings, athletic and other extra-curricular activities, and special programs and courses beyond what the SPP details will present a broader picture of the school.

Questions

29. Who can I contact if I have questions?

Questions about the Pennsylvania School Performance Profile may be sent to ra-paprofile@pa.gov

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Philadelphia City SD	Central HS	
Philadelphia	Philadelphia City SD	Carver HS	
Philadelphia	Philadelphia City SD	Masterman Julia R Sec Sch	
Philadelphia	Folk Arts-Cultural Treasures CS	Folk Arts-Cultural Treasures CS	
Philadelphia	Christopher Columbus CS	Christopher Columbus CS	
Philadelphia	MAST Community Charter School	MAST Community Charter School	
Philadelphia	Philadelphia City SD	Girls HS	
Philadelphia	Franklin Towne CHS	Franklin Towne CHS	
Philadelphia	Philadelphia City SD	Powel Samuel Sch	
Philadelphia	Philadelphia City SD	Penn Alexander Sch	
Philadelphia	Laboratory CS	Laboratory CS	
Philadelphia	Green Woods CS	Green Woods CS	
Philadelphia	Philadelphia City SD	McCall Gen George A Sch	
Philadelphia	Philadelphia City SD	Conwell Russell MS	
Philadelphia	Philadelphia City SD	Greenberg Joseph Sch	
Philadelphia	Philadelphia City SD	Gamp	
Philadelphia	Planet Abacus CS	Planet Abacus CS	
Philadelphia	Philadelphia City SD	Baldi C C A MS	
Philadelphia	Mastery CS-Thomas Campus	Mastery CS - Thomas Campus	
Philadelphia	Mastery CS-Pickett Campus	Mastery CS-Pickett Campus	
Philadelphia	Mastery CS-Shoemaker Campus	Mastery CS -Shoemaker Campus	
Philadelphia	Philadelphia City SD	Bodine William W HS	
Philadelphia	Philadelphia City SD	Arts Academy at Benjamin Rush	
Philadelphia	Philadelphia City SD	Meredith William M Sch	
Philadelphia	Philadelphia City SD	Hill J E/Freedman Samson	
Philadelphia	Philadelphia City SD	Kirkbride Eliza B Sch	
Philadelphia	Philadelphia City SD	Frank Anne Sch	
Philadelphia	Philadelphia City SD	Mayfair Sch	
Philadelphia	Ad Prima CS	Ad Prima CS	
Philadelphia	Wissahickon CS	Wissahickon CS	
Philadelphia	Philadelphia City SD	Overbrook Edu Ctr	
Philadelphia	Philadelphia Academy CS	Philadelphia Academy CS	
Philadelphia	KIPP West Philadelphia Preparatory Charter School	KIPP West Philadelphia Preparatory Chart	
Philadelphia	Mastery CS-Mann Campus	Mastery Charter School Mann Campus	
Philadelphia	Philadelphia City SD	Farrell Louis H Sch	
Philadelphia	Independence CS	Independence CS	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Russell Byers CS	Russell Byers CS	
Philadelphia	Mastery CS - Cleveland Elementary	Mastery CS - Cleveland Elementary	
Philadelphia	Philadelphia City SD	Dobson James Sch	
Philadelphia	Philadelphia City SD	Catharine Joseph Sch	
Philadelphia	Philadelphia Performing Arts CS	Philadelphia Performing Arts CS	
Philadelphia	Franklin Towne Charter Elementary School	Franklin Towne Charter Elementary School	
Philadelphia	Pan American Academy CS	Pan American Academy CS	
Philadelphia	Philadelphia City SD	Creative and Performing Arts	
Philadelphia	Philadelphia City SD	Greenfield Albert M Sch	
Philadelphia	Preparatory CS of Mathematics Science Tech and Careers	Preparatory CS of Mathematics Science	
Philadelphia	Northwood Academy CS	Northwood Academy CS	
Philadelphia	Philadelphia City SD	Comly Watson Sch	
Philadelphia	Philadelphia City SD	Jenks Abram Sch	
Philadelphia	Philadelphia City SD	Parkway-Center City	
Philadelphia	Philadelphia City SD	Henry Charles W Sch	
Philadelphia	Freire CS	Freire CS	
Philadelphia	Philadelphia City SD	Hancock John Sch	
Philadelphia	Philadelphia City SD	Decatur Stephen Sch	
Philadelphia	Philadelphia City SD	Cook-Wissahickon Sch	
Philadelphia	Philadelphia City SD	Amy NW	
Philadelphia	Mastery CS-Harrity Campus	Mastery CS-Harrity Campus	
Philadelphia	Philadelphia City SD	Academy at Palumbo	
Philadelphia	Philadelphia City SD	Science Leadership Academy	
Philadelphia	Hardy Williams Academy CS	Hardy Williams Academy CS	
Philadelphia	Discovery Charter School	Discovery Charter School	
Philadelphia	Philadelphia Montessori CS	Philadelphia Montessori CS	
Philadelphia	Philadelphia City SD	Juniata Park Academy	
Philadelphia	Alliance for Progress CS	Alliance for Progress CS	
Philadelphia	Philadelphia City SD	Loesche William H Sch	
Philadelphia	Philadelphia City SD	Fell D Newlin Sch	
Philadelphia	Philadelphia City SD	Holme Thomas Sch	
Philadelphia	Community Academy of Philadelphia CS	Community Academy of Philadelphia CS	
Philadelphia	Philadelphia City SD	Hackett Horatio B Sch	
Philadelphia	Philadelphia City SD	Brown Joseph H Sch	
Philadelphia	The Philadelphia CS for Arts and Sciences at HR Edmunds	The Philadelphia CS for Arts and Science	
Philadelphia	Philadelphia City SD	Franklin LC	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Multi-Cultural Academy CS	Multi-Cultural Academy CS	
Philadelphia	Philadelphia City SD	Amy At Martin	
Philadelphia	New Foundations CS	New Foundations CS	
Philadelphia	Philadelphia City SD	McCloskey John F Sch	
Philadelphia	First Philadelphia Preparatory Charter School	First Phila CS For Literacy	
Philadelphia	Philadelphia City SD	Middle Years Alternative	
Philadelphia	Philadelphia City SD	Wilson Woodrow MS	
Philadelphia	Philadelphia City SD	La Brum Gen J Harry MS	
Philadelphia	Philadelphia City SD	Olney El Sch	
Philadelphia	Universal Daroff Charter School	Universal Daroff Charter School	
Philadelphia	Philadelphia City SD	Fitler Academics Plus	
Philadelphia	Philadelphia City SD	Shawmont Sch	
Philadelphia	Mastery CS-Gratz Campus	Mastery CS-Gratz Campus	
Philadelphia	Philadelphia City SD	Moffet John Sch	
Philadelphia	Philadelphia Harambee Inst CS	Philadelphia Harambee Inst CS	
Philadelphia	Philadelphia City SD	Willard Frances E Sch	
Philadelphia	Philadelphia City SD	Adaire Alexander Sch	
Philadelphia	Philadelphia City SD	Childs George W Sch	
Philadelphia	Philadelphia City SD	Jenks John S Sch	
Philadelphia	Mastery Charter High School	Mastery Charter High School	
Philadelphia	Philadelphia City SD	Motivation HS	
Philadelphia	Maritime Academy Charter School	Maritime Academy CS	
Philadelphia	Philadelphia City SD	Solis-Cohen Solomon Sch	
Philadelphia	Philadelphia City SD	Rhawnhurst Sch	
Philadelphia	Philadelphia City SD	Washington Grover Jr Sch	
Philadelphia	Philadelphia City SD	Moore J Hampton Sch	
Philadelphia	Philadelphia City SD	Kelly John B Sch	
Philadelphia	Philadelphia City SD	Bridesburg Sch	
Philadelphia	Khepera CS	Khepera CS	
Philadelphia	Belmont Charter School	Belmont Charter School	
Philadelphia	Philadelphia City SD	Jackson Andrew Sch	
Philadelphia	Philadelphia City SD	Ludlow James R Sch	
Philadelphia	Philadelphia City SD	Parkway West	
Philadelphia	Mariana Bracetti Academy CS	Mariana Bracetti Academy CS	
Philadelphia	Philadelphia City SD	Richmond Sch	
Philadelphia	Mastery CS-Smedley Campus	Mastery CS-Smedley Campus	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Global Leadership Academy CS	Global Leadership Academy CS	
Philadelphia	Philadelphia City SD	Waring Laura W Sch	
Philadelphia	Antonia Pantoja Community Charter School	Antonia Pantoja Community Charter School	
Philadelphia	Philadelphia City SD	Mifflin Thomas Sch	
Philadelphia	Philadelphia City SD	Northeast HS	
Philadelphia	Philadelphia City SD	Fox Chase Sch	
Philadelphia	Philadelphia City SD	Crossan Kennedy C Sch	
Philadelphia	Philadelphia City SD	Kearny Gen Philip Sch	
Philadelphia	Mastery CS - Francis D. Pastorius Elementary	Mastery CS - Francis D. Pastorius Elemen	
Philadelphia	Philadelphia City SD	Nebinger George W Sch	
Philadelphia	Philadelphia City SD	Edmonds Franklin S Sch	
Philadelphia	West Phila. Achievement CES	West Phila. Achievement CES	
Philadelphia	Philadelphia City SD	Day Anna B Sch	
Philadelphia	Philadelphia City SD	Saul W B Agricultural School	
Philadelphia	Philadelphia City SD	Sharswood George Sch	
Philadelphia	Philadelphia City SD	Barton Clara Sch	
Philadelphia	Southwest Leadership Academy CS	Southwest Leadership Academy CS	
Philadelphia	Philadelphia City SD	Harrington Avery D Sch	
Philadelphia	Philadelphia City SD	Ellwood Sch	
Philadelphia	Philadelphia City SD	Key Francis Scott Sch	
Philadelphia	Philadelphia City SD	Feltonville Intermediate School	
Philadelphia	Philadelphia City SD	Lankenau HS	
Philadelphia	Philadelphia City SD	Bache-Martin Sch	
Philadelphia	Philadelphia City SD	Marshall Thurgood	
Philadelphia	Philadelphia City SD	Allen Ethan Sch	
Philadelphia	Mastery CS-Clymer Elementary	Mastery CS-Clymer Elementary	
Philadelphia	West Oak Lane CS	West Oak Lane CS	
Philadelphia	Philadelphia City SD	Fitzpatrick Aloysius L Sch	
Philadelphia	Sankofa Freedom Academy Charter School	Sankofa Freedom Academy Charter School	
Philadelphia	Philadelphia City SD	Girard Stephen Sch	
Philadelphia	Philadelphia City SD	Pennypacker Samuel Sch	
Philadelphia	Philadelphia City SD	Randolph A. Philip AVT HS	
Philadelphia	Imani Education Circle CS	Imani Educationl Circle CS	
Philadelphia	Philadelphia City SD	Brown Henry A Sch	
Philadelphia	Philadelphia City SD	Lawton Henry W Sch	
Philadelphia	Philadelphia City SD	Patterson John M Sch	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	People for People CS	People for People CS	
Philadelphia	Universal Institute CS	Universal Institute CS	
Philadelphia	Philadelphia City SD	Carnell Laura H Sch	
Philadelphia	Philadelphia City SD	Lamberton Robert E Sch	
Philadelphia	Math Civics and Sciences CS	Math Civics and Sciences CS	
Philadelphia	Philadelphia City SD	Philadelphia Military Acad at Elverson	
Philadelphia	Philadelphia City SD	Elkin Lewis Sch	
Philadelphia	Universal Creighton Charter School	Universal Creighton Charter School	
Philadelphia	Philadelphia City SD	Pollock Robert B Sch	
Philadelphia	Philadelphia Electrical & Tech CHS	Philadelphia Electrical & Tech CHS	
Philadelphia	Philadelphia City SD	Cayuga School	
Philadelphia	Tacony Academy Charter School	Tacony Academy Charter School	
Philadelphia	Philadelphia City SD	Meehan Austin MS	
Philadelphia	Eugenio Maria De Hostos CS	Eugenio Maria DE Hostos CS	
Philadelphia	Philadelphia City SD	Stanton Edwin M Sch	
Philadelphia	Philadelphia City SD	Ziegler William H Sch	
Philadelphia	Philadelphia City SD	Constitution HS	
Philadelphia	Philadelphia City SD	Sheppard Isaac Sch	
Philadelphia	Philadelphia City SD	Southwark Sch	
Philadelphia	Philadelphia City SD	Stearne Allen M Sch	
Philadelphia	Charter High School for Architecture and Design	Charter High School for Architecture and	
Philadelphia	Esperanza Academy Charter High School	Esperanza Academy Charter High School	
Philadelphia	Philadelphia City SD	DeBurgos Bilingual Magnet MS	
Philadelphia	Philadelphia City SD	Lea Henry C Sch	
Philadelphia	Philadelphia City SD	Logan James Sch	
Philadelphia	Philadelphia City SD	Spring Garden Sch	
Philadelphia	Philadelphia City SD	Swenson Arts & Technology HS	
Philadelphia	Philadelphia City SD	Sheridan Sch	
Philadelphia	Philadelphia City SD	Barry Comm John Sch	
Philadelphia	Philadelphia City SD	Lingelbach Anna L Sch	
Philadelphia	Philadelphia City SD	Taggart John H Sch	
Philadelphia	Philadelphia City SD	Lowell James R Sch	
Philadelphia	Philadelphia City SD	Finletter Thomas K Sch	
Philadelphia	Philadelphia City SD	Penrose Sch	
Philadelphia	Philadelphia City SD	Howe Julia Ward Sch	
Philadelphia	Philadelphia City SD	Washington George HS	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Philadelphia City SD	Gompers Samuel Sch	
Philadelphia	Philadelphia City SD	Forrest Edwin Sch	
Philadelphia	Birney Preparatory Academy	Birney Preparatory Academy	
Philadelphia	Philadelphia City SD	Mastbaum Jules E AVTS	
Philadelphia	Philadelphia City SD	Houston Henry E Sch	
Philadelphia	Philadelphia City SD	Beeber Dimner MS	
Philadelphia	Philadelphia City SD	Cassidy Lewis C AC Plus Sch	
Philadelphia	Philadelphia City SD	Dobbins AVT HS	
Philadelphia	Philadelphia City SD	Wister John Sch	
Philadelphia	Philadelphia City SD	Vare-Washington El Sch	
Philadelphia	Philadelphia City SD	Franklin Benjamin Sch	
Philadelphia	Philadelphia City SD	Bregy F Amedee Sch	
Philadelphia	Philadelphia City SD	Morrison Andrew J Sch	
Philadelphia	Philadelphia City SD	Spruance Gilbert Sch	
Philadelphia	Philadelphia City SD	Emlen Eleanor C Sch	
Philadelphia	Philadelphia City SD	Huey Samuel B Sch	
Philadelphia	Philadelphia City SD	Locke Alain Sch	
Philadelphia	Philadelphia City SD	Morton Thomas G Sch	
Philadelphia	Philadelphia City SD	Washington Martha Sch	
Philadelphia	Memphis Street Academy CS @ JP Jones	Memphis Street Academy CS @ JP Jones	
Philadelphia	Philadelphia City SD	Rowen William Sch	
Philadelphia	Philadelphia City SD	Steel Edward Sch	
Philadelphia	Philadelphia City SD	Potter-Thomas Sch	
Philadelphia	Philadelphia City SD	Hunter William H Sch	
Philadelphia	Philadelphia City SD	Bryant William C Sch	
Philadelphia	Philadelphia City SD	Dick William Sch	
Philadelphia	Philadelphia City SD	Overbrook Elementary School	
Philadelphia	Philadelphia City SD	Wagner Gen Louis MS	
Philadelphia	Philadelphia City SD	Prince Hall	
Philadelphia	Philadelphia City SD	Bethune Mary McLeod Sch	
Philadelphia	Philadelphia City SD	Hamilton Andrew Sch	
Philadelphia	Philadelphia City SD	Webster Sch	
Philadelphia	Philadelphia City SD	Welsh John Sch	
Philadelphia	Philadelphia City SD	Allen Dr Ethel Sch	
Philadelphia	Philadelphia City SD	McMichael Morton Sch	
Philadelphia	Truebright Science Academy CS	Truebright Science Academy CS	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Philadelphia City SD	Heston Edward Sch	
Philadelphia	Philadelphia City SD	Kelley William D Sch	
Philadelphia	Richard Allen Preparatory CS	Richard Allen Preparatory CS	
Philadelphia	Philadelphia City SD	Hartranft John F Sch	
Philadelphia	Philadelphia City SD	Cooke Jay MS	
Philadelphia	Philadelphia City SD	Hopkinson Francis Sch	
Philadelphia	Eastern University Academy Charter School	Eastern University Academy Charter Schoo	
Philadelphia	Philadelphia City SD	Cramp William Sch	
Philadelphia	Wakisha CS	Wakisha CS	
Philadelphia	Olney Charter High School	Olney Charter High School	
Philadelphia	Imhotep Institute CHS	Imhotep Institute CHS	
Philadelphia	Philadelphia City SD	Arthur Chester A Sch	
Philadelphia	Philadelphia City SD	Dunbar Paul L Sch	
Philadelphia	Universal Bluford Charter School	Universal Bluford Charter School	
Philadelphia	Philadelphia City SD	Anderson Add B Sch	
Philadelphia	Philadelphia City SD	Marshall John Sch	
Philadelphia	Philadelphia City SD	Peirce Thomas M Sch	
Philadelphia	Philadelphia City SD	Blankenburg Rudolph Sch	
Philadelphia	Philadelphia City SD	Edison HS/Fareira Skills	
Philadelphia	Philadelphia City SD	Disston Hamilton Sch	
Philadelphia	Philadelphia City SD	McClure Alexander K Sch	
Philadelphia	John B Stetson Charter School	John B. Stetson Charter School	
Philadelphia	Philadelphia City SD	McDaniel Delaplaine Sch	
Philadelphia	Philadelphia City SD	Comegys Benjamin B Sch	
Philadelphia	Philadelphia City SD	Morris Robert Sch	
Philadelphia	Philadelphia City SD	Taylor Bayard Sch	
Philadelphia	Philadelphia City SD	Longstreth William C Sch	
Philadelphia	Philadelphia City SD	Gideon Edward Sch	
Philadelphia	Universal Vare Charter School	Universal Vare Charter School	
Philadelphia	Philadelphia City SD	Parkway Northwest	
Philadelphia	Philadelphia City SD	McKinley William Sch	
Philadelphia	Philadelphia City SD	Blaine James G Sch	
Philadelphia	Philadelphia City SD	Feltonville Sch of Arts & Sciences	
Philadelphia	Philadelphia City SD	Wright Richard R Sch	
Philadelphia	Delaware Valley CHS	Delaware Valley CHS	
Philadelphia	Philadelphia City SD	Duckrey Tanner Sch	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Philadelphia City SD	Sullivan James J Sch	
Philadelphia	Philadelphia City SD	Harding Warren G MS	
Philadelphia	Boys Latin of Philadelphia CS	Boys Latin of Philadelphia CS	
Philadelphia	Philadelphia City SD	Munoz-Marin Luis	
Philadelphia	Philadelphia City SD	Rhoads James Sch	
Philadelphia	Philadelphia City SD	West Philadelphia HS	
Philadelphia	New Media Technology CS	New Media Technology CS	
Philadelphia	Philadelphia City SD	South Philadelphia HS	
Philadelphia	Philadelphia City SD	Roxborough HS	
Philadelphia	Philadelphia City SD	Mitchell El Sch	
Philadelphia	Philadelphia City SD	Furness Horace HS	
Philadelphia	Philadelphia City SD	Paul Robeson HS for Human Services	
Philadelphia	Philadelphia City SD	Meade Gen George C Sch	
Philadelphia	Universal Alcorn CS	Universal Alcorn CS	
Philadelphia	Philadelphia City SD	Widener Memorial Sch	
Philadelphia	Philadelphia City SD	School of the Future	
Philadelphia	Philadelphia City SD	Clemente Roberto MS	
Philadelphia	Philadelphia City SD	Pennell Joseph Sch	
Philadelphia	Walter D Palmer Leadership Learning Partners CS	Walter D Palmer Leadership Learning Part	
Philadelphia	Philadelphia City SD	King Martin Luther HS	
Philadelphia	Philadelphia City SD	Overbrook HS	
Philadelphia	Philadelphia City SD	Kensington Intern Business Finance & En	
Philadelphia	Philadelphia City SD	Kensington Culinary Arts	
Philadelphia	Philadelphia City SD	Lincoln HS	
Philadelphia	Universal Audenried Charter School	Universal Audenried Charter School	
Philadelphia	Philadelphia City SD	Frankford HS	
Philadelphia	Philadelphia City SD	Leeds Morris E MS	
Philadelphia	Philadelphia City SD	Kensington Creative & Performing Arts HS	
Philadelphia	Philadelphia City SD	Sayre William L MS	
Philadelphia	Philadelphia City SD	Bartram John - Main	
Philadelphia	Philadelphia City SD	Rhodes E Washington Sch	
Philadelphia	Philadelphia City SD	Fels Samuel HS	
Philadelphia	Philadelphia City SD	Penn Treaty Sch	
Philadelphia	Philadelphia City SD	Strawberry Mansion HS	
Philadelphia	Philadelphia City SD	Tilden William T MS	
Philadelphia	Philadelphia City SD	Roosevelt Theodore MS	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	ARISE Academy Charter High School	ARISE Academy Charter High School	
Philadelphia	Philadelphia City SD	Franklin Benjamin HS	
Philadelphia	Philadelphia City SD	Kensington Urban Education Academy	
Philadelphia	Philadelphia City SD	The Workshop School	
Philadelphia	Philadelphia City SD	The SD of Philadelphia Virtual Academy	



MASTERY AFFILIATED BOARDS OF TRUSTEES 2014-15

Mastery Charter High School (Lenfest Campus and NST offices)

Bob Victor (Chair)	Business Leader
Robin Olanrewaju (Secretary, MPAC)	Parent
Gerry Emery (Treasurer)	Business Leader

Mastery Schools in PA: Thomas, Shoemaker, Pickett, Mann, Harrity, Smedley, Hardy Williams, Gratz, Clymer, Cleveland, Pastorius

Bob Victor (Chair)	Business Leader
Ron Biscardi (Secretary)	Business Leader
Charles Corpening (Treasurer)	Business Leader
Victoria Harrison (MPAC)	Parent
Tony Payton	Community Leader
Don Kimelman	Community Leader
Graham Finney	Community Leader

Mastery Schools of Camden – Cramer Hill, North Camden

Judith Tschirgi (Chair)	Civic Leader
Graham Finney	Mastery Network Liaison, Regional Civic Leader
Stacy Holland	Philanthropic Leader
Reuel Robinson	Parent/Community Member



2015 School Level Program Summary & Principles

Mastery schools are organized around a common vision: “Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for post-secondary success.” Our work is rooted in an unwavering belief that our students can achieve at the highest levels. To fulfill our vision, we recognize that we must attend to the whole child – we value personal as well as academic skills, and we match our high expectations for students with high levels of support. Our program is comprised of four interlocking systems:

1. Curriculum, Instruction, and Teacher Development
2. School Culture
3. Assessment & Data
4. Student Support

1. Curriculum, Instruction, and Teacher Development

Mastery’s Common Core-aligned curriculum integrates specific instructional strategies and robust teacher support so that all teachers can deliver engaging, rigorous instruction.

Rigorous Common Curricula

Mastery’s curriculum is Common Core-aligned and is designed to develop students’ critical thinking and problem-solving skills. We believe in “pitching high” – exposing our students to rigorous material and concepts that significantly stretch and challenge them. Our curriculum develops students’ conceptual understanding and analytical skills and fluency with foundational academic skills. To ensure quality and coherency, curricula and materials are developed by Mastery’s central academic team with ongoing teacher input. By using common curricula across our network, teachers are able to work collaboratively with their peers and focus their energy on refining lessons and instruction rather than creating or finding materials.

Active, Engaging Instruction

Mastery instruction requires students to think and carry the cognitive load. Learning is active, enabling students to construct meaning and develop a deep understanding of difficult material. To achieve this level of instructional quality, Mastery lessons revolve around a series of common subject and age specific instructional approaches or structures. These structures are essentially pedagogical best practices – lesson formats and routines that require students to think and do. The structures are synced to specific elements and materials in the curriculum, thus ensuring that difficult material and concepts are taught in the most effective manner.

To ensure a common bar for success, Mastery has developed a set of instructional standards that describe core teacher actions and student outcomes regardless of subject; these standards set the bar for Rigorous Instruction, Student Work, Classroom Culture and Responsive & Individualized Instruction. The standards are tangible and thoroughly described.

Collaborative Planning

Mastery believes that teachers' intellectual preparation, planning, and practice drive quality instruction. We allocate planning time and use a common meeting protocol for teachers to learn content, plan, and rehearse together in subject-grade level teams or 1-1 with expert administrators. Through this collaboration, they develop an in-depth understanding of lesson content and the nuances of lesson delivery. Planning and professional development time includes two weeks of preparation before school opens, daily common planning periods, and two hours every Wednesday afternoon.

Comprehensive Teacher Development

We believe teaching is a craft that is developed through an ongoing cycle of feedback, reflection, and practice. By adopting common instructional structures and standards we are able to closely align our professional development to the content and actual classroom instruction. Accordingly, we provide detailed manuals, videos, and ongoing training sessions on the structures and standards.

Leaders as Instructional Experts

We believe the role of school leaders is to work directly with teachers on planning and instruction. Mastery school leaders are trained as content and pedagogical experts so they can effectively fulfill this role. They, together with Instructional Coaches from Mastery's central office and school-based Teacher Leaders, provide intensive feedback and support that is ongoing, real-time, and specific so teachers can rapidly develop their skills. Our goal is to be one of the nation's best places for teachers to master their craft. We are proud that the Bill & Melinda Gates Foundation recognized our teacher development system as a national model.

2. School Culture

Mastery's school culture systems are designed to create joyful school communities that support students' sense of belonging and the development of their independence and personal responsibility. Mastery believes a positive school community – based on genuine relationships between teachers and students and rooted in a belief in students' ability to achieve at the highest levels – is the foundation of a successful school.

Intentional School Culture Model

Each Mastery school has a dedicated school culture team that is responsible for ensuring a positive and safe school community. Our schools adopt common rituals such as morning circles, community meetings, and school events that celebrate the school community and the joy of learning. At the same time, we ensure that school rules and values are consistently supported and enforced. Our teachers adopt common school-wide classroom behavior systems so students are held to consistently high expectations. We intentionally create a community that balances structure and student independence so schools feel both orderly and joyful. College banners and hallways full of student work send the message that students are expected to achieve at the highest levels.

Restorative Practices

Our school disciplinary system is organized around *Restorative Practices*, an approach that supports students in taking personal responsibility for their wrongdoing and repairing any negative impact their actions caused to relationships within the school community. Our approach blends emotional support systems, leadership opportunities, restorative consequences, traditional consequences, and well-defined expectations and limits. Our goal is to establish clear boundaries for behavior while building students personal effectiveness and reinforcing the value of relationships and the school community.

Mindset & Social-Emotional Programming

Mastery intentionally develops grit and resilience in students by fostering a “success through hard work” culture. Teachers develop students’ “growth mindset”, encouraging them to persevere through difficult work and providing them opportunities to lead. We believe social-emotional skills can be explicitly taught and nurtured. At the elementary level, social emotional skills curricula is integrated into the regular school day. At the middle and high school level, students take social emotional courses focused on decision skills, conflict resolution, and emotional self-management. The capstone to the program is a required 18-week workplace-based internship for all 10th grade students.

Cultural Context & Professional Learning Communities

We believe that culture, race, and identity strongly influence how we teach, how students learn, and how the school community interacts; we also believe the cultural backgrounds of our students and families are a source of strength and opportunity. Consequently, Mastery has initiated a comprehensive training program to develop staff’s ability to be aware of – and responsive to -- cultural, racial and individual identities. We believe candid conversations about race and bias create a healthier and more effective school community.

All school-based staff members participate in professional learning communities (PLCs) once every three weeks. These peer-led, small groups are designed to facilitate thoughtful reflection about teaching and the way in which staff members’ individual experiences and background affect their work. The ultimate goal of the PLCs is to positively influence staff members’ interactions with one another and their students.

3. Assessment & Data

Mastery has built a comprehensive data tracking and reporting system that enables staff to focus on the areas of greatest student need and drive results.

Benchmark Assessments

Common-core aligned benchmark assessments form the foundation of our data system. Students take the assessments in all primary subjects at the end of each nine-week report period. These benchmarks assess the skills and knowledge students are expected to master in a given report period.

Mastery Value-Added System

To pinpoint student growth and areas of need, we have also built a sophisticated “Mastery Value Added System” (MVAS) that considers students’ previous performance trajectory to determine the value-added -- the change in students’ growth in each new assessment period relative to their previous growth trajectory. This system enables us to efficiently and accurately identify students whose progress is lagging as well as teachers who are exceptionally effective or require additional support.

Data-Informed Decisions

Mastery teachers use the benchmark and MVAS data to inform individualized student support and differentiation. A professional development day at the conclusion of each report period provides teachers the time to review data and develop plans for re-teaching and reassessment. At this time school leaders also review a streamlined data dashboard of academic and behavior data and develop intervention plans. New goals are set for the upcoming report period and the cycle begins again.

4. Student Support Systems

To ensure all students succeed, Mastery has developed a comprehensive safety net to support students in overcoming their academic and emotional challenges.

Response to Instruction & Intervention

Our data systems enable us to identify students who are not responding to classroom differentiation and require more assertive interventions. All Mastery schools have a Response To Intervention & Instruction (RTII) period built into the regular school day. During this period, students in need of additional support participate in small groups where they receive individually targeted reading and math interventions. We use a limited set of research-based interventions and align staff training and support to ensure effectiveness.

Emotional Support & Trauma Informed Care

Mastery’s schools are located in some of Philadelphia’s most impoverished neighborhoods. According to the Adverse Childhood Experience (ACE) study (a survey of exposure to trauma events such as death of a family member, violence, and sexual abuse) our students are exposed to trauma at a four to eight times greater rate than the general population. Such exposure correlates with difficulty regulating emotions, inability to concentrate, and depression. To support our students, Mastery trains staff on trauma informed approaches and contracts with trauma- trained therapists. At the secondary level, students in need participate in support groups based around Dialectical Behavior Therapy (DBT), a research-based emotional skills curriculum. Finally, Mastery contracts with an outside provider to provide an off-campus intensive therapeutic program for students who are unable to thrive in a regular school setting.

Mastery 3.0- Vision & Principles

Vision:

Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for post-secondary success

Principles:

1. Pitch High

We believe our students are brilliant and capable of rigorous work. Instruction is based on materials and concepts that require students to stretch.

2. Think & Do

Mastery instruction requires students to think and carry the cognitive load. Learning is active, enabling students to construct meaning and develop deep understanding of difficult and engaging material.

3. Joy!

Our schools are joyful places. Students shine because they experience wonder, express themselves, and feel connected to their school community. Student learning is joyful and engaging, student centered and authentic.

4. Cultural Context

We believe that culture, race, and identity strongly influence how we teach, students learn, and the school community interacts. We believe the cultures of our students and families are a source of strength and opportunity. Staff are aware and responsive to culture and individual identities, and so are better equipped to connect with and engage our students.

5. Preparation

Intellectual preparation, planning, & practice drives quality instruction. Teachers develop an in-depth understanding of lesson content and the nuances of lesson delivery. We allocate time and provide structure for teachers to collaboratively learn content, rehearse, and plan.

6. Leaders Proactively Impact Instruction

We believe the role of school leaders is to work directly with teachers on planning and instruction. Leaders are curricular experts and content knowledgeable. Leaders support instruction in real time.

7. Build Mindset

School culture, discipline, SEL programming, and support systems are designed to teach students to act responsibly and make good decisions. We balance structure and independence. We intentionally create community and provide opportunities for students to lead.

8. Responsive & Individualized

Teachers meet individual student's needs by constantly gathering qualitative and quantitative data about student learning and use that data to inform and individualize instruction.

Principal

Morning Logistics Daily staffing, facilities issues, schedule adjustments, etc... <i>Daily 30m</i>
Arrival Principal confirms smooth entrance; parent engagement. Principal not locked into post. <i>Daily 30m</i>
Morning Walk-Through/Observation Quick check, greetings, observations. <i>Daily 30m</i>
Office Hours Parents, community, teachers... <i>Daily 30m</i>
Dismissal Principal confirms smooth exit; parent engagement. Principal not locked into post. <i>Daily 30m</i>
PD
Leadership Huddle Updates, coordination, alignment, requests for add'l support and meetings. <i>Daily, 15m</i>
Leadership Meeting Leadership development, team problem solving, initiative coordination <i>Weekly, 75m</i>
Strategy Meeting Review progress towards goals and strategize. <i>Triweekly, 90m</i>
AP Coaching Active shadowing, practice and norming. <i>API- twice-weekly 60m; APSS, APSC, APO- weekly 60m</i>
AP Check In Review of performance, coaching reflections, problem solving. <i>Weekly 30m</i>
Coordinator Check-ins Check ins with non-AP direct reports (social worker ,AD, internship coordinator, college advisor, Parent Assoc liason, EC coordinator, etc...) <i>Biweekly 30m</i>
Walk-Through/Observation Quality check (culture systems, facility, instruction) utilizing rubrics and targeted areas. Conducting observations. <i>5-12 potential events weekly (including morning walkthrough)</i>
Principal PD Committed time out of building for development. Principal collaboration, central PD, excellent school visits, etc... <i>Triweekly 5-7 hrs</i>
Weekly Planning Scheduling big rocks and preparation time for big rocks <i>Weekly 45m</i>
Weekly Principal Call
RSO Check in and Walk Thru

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
7:15	Morning Logistics					Morning Logistics					Morning Logistics				
7:30	Morning Logistics					Morning Logistics					Morning Logistics				
7:45	Morning Logistics					Morning Logistics					Morning Logistics				
8:00	Arrival					Arrival					Arrival				
8:15	Morning Walk-Through-Observation					Morning Walk-Through-Observation					Office Hours				
8:30	Morning Walk-Through-Observation					Morning Walk-Through-Observation					Office Hours				
8:45	Morning Walk-Through-Observation					Morning Walk-Through-Observation					Office Hours				
9:00	Office Hours					Office Hours					Morning Walk-Through-Observation				
9:15	API: TL Coaching	APSC Check in	†	API: Check in	Walk Thru-Obs	APSS Coaching	APSC Check in	Walk Thru-Obs	API: Check in	APSC Coaching	APSC Check in	Coordinator Check-Ins	API: Check in		
9:30		†	†		†		†	API: TL Coaching		†		†			
9:45		Walk Thru-Obs	†	Leadership Meeting	†		Walk Thru-Obs		Leadership Meeting	†		Walk Thru-Obs	†		
10:00		†	†		†		†		Leadership Meeting	†		†			
10:15		Leadership Huddle	†	Leadership Meeting	†		Leadership Huddle		Leadership Meeting	†		Leadership Huddle	†		Strategy Meeting
10:30		†	†		†		†		Leadership Meeting	†		Leadership Huddle	†		
10:45	APO †:†	API: TL Coaching	†	RSO Check in & Walk Thru	†	APO Check in	†	†	†	†	APO Check in	†	†	†	
11:00		†	†		†		†		†		†	†	†	†	
11:15		API: TL Coaching	Walk Thru-Obs	API: TL Coaching	†	APO Coaching	†	†	†	†	†	†	†	†	
11:30		†	†		†		†		†		†	†	†	†	
11:45		†	†		†		†		†		†	†	†	†	
12:00		†	†		†		†		†		†	†	†	†	
12:15	Walk Thru-Obs	†	APSS Coaching		†	†	†	†	†	†	†	†	†	†	
12:30		†	†		†		†		†		†	†	†	†	
12:45		†	†		†		†		†		†	†	†	†	
1:00	APSS Check in	†	†		†	APSS Check in	†	†	†	†	APSS Check in	†	†	†	
1:15		Coordinator Check-Ins	Dismissal	APSC Coaching	Walk Thru-Obs	†	†	†	†	†	†	†	†	†	
1:30	API: TL Coaching	†	†		†	†	†	†	†	†	†	†	†	†	
1:45		Walk Thru-Obs	†		†	Coordinator Check-Ins	Walk Thru-Obs	†	†	†	†	†	†	†	
2:00		†	†		†	†	†	†	†	†	†	†	†	†	
2:15	Walk Thru-Obs	†	†		†	†	†	†	†	†	†	†	†	†	
2:30		†	†		†	†	†	†	†	†	†	†	†	†	
2:45		†	†		†	†	†	†	†	†	†	†	†	†	
3:00		API: Check in	†		†	†	†	†	†	†	†	†	†	†	
3:15		Dismissal	†		†	Dismissal	†	†	†	†	Dismissal	†	†	†	
3:30		†	†		†	†	†	†	†	†	†	†	†	†	
3:45		†	†		†	†	†	†	†	†	†	†	†	†	
4:00		†	†		†	†	†	†	†	†	†	†	†	†	
4:15		†	Weekly Principal Call	Weekly Planning	†	†	†	†	†	†	†	†	†	†	
4:30		†	†		†	†	†	†	†	†	†	†	†	†	
		2.75	3	2.75	2.5	3.75	3	2.75	1.5	3	4.25	2.75	2.75	2	2
		28.2%	30.8%	30.3%	25.6%	38.5%	30.8%	28.2%	15.4%	30.8%	43.6%	28.2%	28.2%	20.5%	20.5%

Preparation prepare for meetings, coaching sessions, check-ins, PD, etc...	Talent Hiring	HR/Finance/Recruitment Mtgs
Performance Reviews Mid year and End of Year reviews preparation and meetings, PIP management.	After School and EC Support	Staff Morale and Teacher Engagement
Data Reviews	Scheduling	Student Engagement
Parent/Community Engagement	Discipline/Expulsion Hearings	Special Education Support

Student Admission Information

Outreach/Recruitment

- **Website Information**

All information regarding the application process (including forms, timelines, and a place for online application) are placed on the “Apply” section of the www.masterycharter.org website.

Application

- **Common Application Usage**

The Philadelphia Charter School Common Application has been adopted and used at all Mastery sites as the singular form of application to the schools. The forms available at Mastery sites have been slightly modified to include a question of the student’s current grade level, to avoid lottery/placement confusion.

- **Promotion/Access**

Paper forms are available on the Mastery website, as well as at all Mastery sites, as well as at any charter school involved in the Common Application (list on pg. 2 of the application). Paper applications could be submitted only for a single Mastery site per application, but could be returned to any Mastery location (via mail, fax, scan, or drop-off). Applications can also be submitted on the Mastery website.

- **Application Process**

The online application portal collects all critical information for the lottery (student basic demographic information, grade level/age, family contact information, sibling information, school interest, etc.) through the Wufoo web portal. Families applying online submit all information directly into the portal and certify their understanding and accuracy via e-signature. For paper applications, following submission to the school, the form is entered by a school staff member (typically the Administrative Assistant) into the web portal, so that all applications are in a singular location. Applications are downloaded from Wufoo by the Network Director of School Operations (NDSO) and sent directly to Assistant Principals of Operations (APO) at each site to create their own lottery list of applicants (per grade, based on charter guidelines). Applications received post-lottery follow the same process, with applications received by APOs from the NDSO being added in receipt order to appropriate waitlists.

Lottery

- The lottery is led by the Assistant Principal of Operations at the school. The lottery is open to the public and advertised on our website. The lottery is run in grade order, from youngest to oldest. Each group will have a lottery run for it by running their lottery numbers through a random number generator (located at Random.Org). Students up to the number of spaces available (spaces are available based on the number of spots totally available less the number of re-enrolling students for that grade) are

MASTERY CHARTER SCHOOLS ADMISSIONS & ENROLLMENT POLICIES

accepted to the school; the remaining students are then assigned their waitlist priority based on their new position on the list following acceptances. Following the lottery, a group of employed and non-employed witnesses will sign to verify the lottery took place/is run appropriately.

- **Lottery Results**

Lottery results are retained for any issues/future reviews in a digital PDF format.

Post-Lottery

- **Lottery Notification Process**

Following the lottery, families are notified either of their acceptance to the school or their placement on the waitlist via a letter mailed home. For accepted students, the letter is also mailed with an Enrollment Packet for completion and return by the family. This notification takes place within one week of the lottery.

- **Enrollment Process**

Students who are accepted via the lottery are mailed home their letter and Enrollment Packet, which is a ten-page document of essential information for their start of school. Only certain documents are fully required for a student to retain a space/attend a Mastery school (Charter School Student Enrollment Notification Form, Home Language Survey, Act 26 statement, Proof of Residency, Proof of child's birth/age, current immunization records, and special education records as applicable); other pieces of information are requested, however, to better serve students upon joining the school community. These documents are required to hold a space in the school- if after at least three points of documented contact the family is non-responsive/unwilling to complete the paperwork required, their space may be given to the next student on the waitlist.

- **Waitlist Protocol**

The waitlist at each school is kept per grade. When a student is needed in a grade, the next student on the list is reached out to via phone call or letter to offer the space. If the student declines, or is non-responsive after three points of documented contact, the space may be offered to the next student on the waitlist. Students applying after the lottery are added to the appropriate waitlist in the order that they applied.

Other Application/Enrollment Details

- It is the policy of Mastery Charter School to not discriminate on the basis of race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability in providing educational services, activities and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964 as amended/ Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended/ the Age Discrimination Act of 1975, as amended/ and Title II of the Americans with Disabilities Act. Mastery Charter School take steps to ensure that the lack of English language skills not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Executive Schools Officer, Jeffrey Pestrak, at 5700 Wayne Avenue Philadelphia, PA 19144, [REDACTED].

MASTERY CHARTER SCHOOLS ADMISSIONS & ENROLLMENT POLICIES

- Parents who need translation services should contact the school. The school will work with all families to make accommodations for translators and documents in alternative languages to the extent practicable.

CHARTER SCHOOLS PROGRAM ASSURANCES – REPLICATION AND EXPANSION

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a Replication and Expansion of High-Quality Charter Schools Grant under the CSP must contain the following assurances.

As the duly authorized representative of the grantee, I certify that the grantee has submitted to the Secretary, or will submit within 30 days of the date of the Grant Award Notification, the following items:

1. All items described in section V (Application Requirements) of the Notice Inviting Applications for New Awards for Fiscal Year 2015, published in the Federal Register on June 12, 2015.
2. Proof that the grantee has applied to an authorized public chartering authority to operate each charter school and provided to that authority adequate and timely notice, and a copy, of this application;
3. Proof of the grantee's non-profit or not for-profit status;
4. A statement as to whether the charter school the applicant is proposing to replicate or expand currently receives, or has previously received, funding for this program either through a State subgrant or directly from the Department;
5. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
6. A description of the State or local rules generally applicable to public schools that will be waived for, or otherwise not apply to, the charter schools the applicant proposes to create or expand; and
7. Such other information and assurances as the Secretary may require.

As the duly authorized representative of the grantee, I also certify to the following assurances:

8. That the grantee will annually provide the Secretary such information as the Secretary may require to determine if the charter schools created or expanded under this grant are making satisfactory progress toward achieving the objectives described in 5203(b)(3)(C)(i);
9. That the grantee will cooperate with the Secretary in evaluating this program;
10. That the grantee will use the funds to replicate or expand a high-quality charter school in accordance with the requirements of the CSP;
11. That the grantee will ensure that a charter school that receives funds under this program will not receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or the initial implementation of a charter school; and

12. That the State will grant waivers of State statutory or regulatory requirements, and a description of the State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the schools the applicant proposes to replicate or expand.

Scott Gordon
NAME OF AUTHORIZED OFFICIAL

[REDACTED SIGNATURE]

SIGNATURE OF AUTHORIZED OFFICIAL

Chief Executive Officer
TITLE

7/10/15

DATE

Mastery Charter High School
APPLICANT ORGANIZATION

7/15/15

DATE SUBMITTED

APPENDIX B: RESUMES/ CURRICULUM VITAE

I. Scott Gordon, Chief Executive Officer	Page 2
II. Jeffery Pestrak, Executive Schools Officer	Page 5
III. Molly Eigen, Chief Academic Officer	Page 8
IV. Courtney Collins-Shapiro, Chief Innovation Officer/ Project Director	Page 10
V. Debra Durso, Regional Schools Officer (Expansion Sites)	Page 12
VI. Yonca Agatan, Chief Financial Officer	Page 14
VII. Joseph Ferguson, Chief Operations Officer	Page 17
VIII. Soledad Alfaro, Deputy Chief of Staff	Page 20
IX. Peter Lee, Deputy Chief of Technology	Page 23
X. Elizabeth Farruggia, Deputy Chief of Specialized Services	Page 25

SCOTT GORDON

EXPERIENCE

CEO

Mastery Charter Schools Philadelphia, Pennsylvania

July 2000 to Present

Founder and CEO of Mastery Charter Schools in Philadelphia. Opened the first Mastery high school in September 2001. Mastery currently operates fifteen schools serving 9,500 students in grades K-12. Eleven of Mastery's schools are turnarounds of previously low-performing district schools. Four years after Mastery assumed management of these schools, test scores have increased an average of 40 percentage points per grade and subject, violence decreased by 80%, and student turnover dropped by half. Several Mastery schools, formerly the lowest performing in Philadelphia, have closed the achievement gap. Mastery's school turnaround work has been recognized by President Obama as a national model.

Mastery's success is built upon a robust teacher development system that includes aligned instructional standards, comprehensive teacher training and professional development, and classroom-based Instructional Coaches. In 2011, Mastery received a Bill and Melinda Gates Foundation grant to disseminate its teacher development model to other districts and charter schools.

Consultant

Greater Philadelphia First Philadelphia, Pennsylvania

January 2000 - May 2000

Conducted research to determine employer demand for non-degreed technology workers. Interviewed employers, researched industry employment trends and skill standards and identified national best practices for technology worker training.

President

Home Care Associates Philadelphia, Pennsylvania

1993-1999

Founded worker-owned home health company with a mission to train and employ public assistance recipients. The company is a replication of the nationally recognized Cooperative Home Care Associates of S. Bronx, NYC.

Business Development:

- Secured funding, negotiated loan agreements (\$500k), organized facility, developed MIS system, and hired staff. Obtained contracts with regional health care organizations.
- Grew business to \$2 million in revenue and 85 employees -- 90% of whom were former public assistance recipients.
- Received *Better Business Bureau's Best Health Service Award* for high quality service.

Management

- Created team-based, participatory, management system to improve work flow, encourage innovation and develop staff capabilities. Developed internal mentoring program.
- Trained employees to be worker-owners and sold shares to over 50 field employees. Worked with majority worker-owner Board of Directors.

Education & Training:

- Designed welfare-to-work job training program that trained and placed over 200 adults in health care and clerical jobs.
- Achieved 78% job placement and 70% 12 month job retention for former welfare recipients. Received *Pennsylvania Governors Achievement Award*.
- Developed innovative curriculum that uses experiential activities and group work to build work-appropriate problem solving skills and critical thinking.
- Created "Job Coaching" program to support graduates' welfare-to-work transition by providing intensive feedback and personal counseling.
- Introduced internet accessed, self-directed, computer-based literacy module.
- Secured over \$900,000 in foundation funding and training contracts.

Product Manager - New Product Development

General Foods Corporation, Post Cereal Division White Plains, New York

1988 -1992

- Developed concept and led successful launch of a new cereal called Great Grains. Supervised market research, packaging development, test market, advertising, promotions, trade sell-in and logistical support.
- Managed \$20 million budget for national introduction.
- Achieved highest share of market for a cereal introduced from 1988-92.
- Awarded "Post Quality Achievement Award".

Associate Product Manager, Assistant Product Manager

- Supervised marketing strategies for Grape-Nuts cereal. Analyzed industry trends and competitive strategies and recommended new business opportunities.

RELATED ACTIVITIES

Founded Philadelphia Cares -- a volunteer community service organization with over 3,000 volunteers. Recruited Board of Directors and hired Executive Director. Currently serving as Board Chair. 1993-present.

Philadelphia Private Industry Council board member. 1998

Yale University Elm and Ivy award for work with local homeless project. 1988

EDUCATION

Yale School of Management

Master's of Business Administration, 1988.

Teaching Assistant, "Designing Organizations for Self-Management".

State University of New York at Binghamton

BA, Economics, 1984.

Academic Honors, Phi Beta Kappa.

Harry S. Truman Scholar: One of fifty recipients of national award for "Outstanding potential for public service leadership".

Jeffrey Pestrak

EDUCATION

Jan. 1997 – May 1999

Temple University- Philadelphia Pennsylvania
Master of Education, Secondary Science Education, GPA 3.94

Aug. 1990 – June 1994

Bloomsburg University- Bloomsburg Pennsylvania
Bachelor of Science, Biology, Cum Laude, GPA 3.53

CERTIFICATION

Pennsylvania Instructional II Teaching Certificate- Biology

EMPLOYMENT EXPERIENCE

August 2012- current

Executive Schools Officer

June 2005 - Current

Chief Academic Officer, Mastery Charter Schools

- Develop and supervise instruction, curricula, assessment and professional development for a four school public charter school district

April 2005 – Current

Principal, Mastery Charter School – Thomas Campus

- Oversee the daily operations of a 400 student secondary school
- Supervise administrators, teachers and support staff
- Develop and implement academic, discipline and enrichment programs

November 2002 – April 2005

Science Academic Coach, North Regional Office, School District of Philadelphia

- Work with teachers on an individual basis and in small groups to design and implement grade-level instructional strategies and best practices
- Develop and conduct various science education professional development workshops
- Ensure that the educational needs of all students are met, including those with diverse learning needs

September 2002 – May 2005

Adjunct Instructor, Temple University, Department of Curriculum, Instruction and Technology in Education

- Teach “Teaching Science N-6” to undergraduate juniors and seniors majoring in elementary education

May 2004 – May 2005

Adjunct Instructor, Community College of Philadelphia, Chemistry Department

- Teach General Chemistry 101 to undergraduates

June 1999 – June 2004

Science Teacher/Curriculum Developer, Community College of Philadelphia

- Design and implement inquiry-based science curricula to Philadelphia high school students in the following programs: Upward Bound, Gear-Up, and Health Careers Opportunity Program

December 2001- November 2002

Coordinator, Philadelphia Futures: Sponsor-A-Scholar Program

- Facilitated parent-mentor-student relationships of approximately 50 high school students
- Developed, planned and implemented activities that encourage a successful high school experience and a positive transition into college
- Tracked students' school and extracurricular performance

May 2001 – December 2001

Education Specialist- Sub-Saharan Africa Region, Nonprofit International Consulting Firm

- Conducted assessments of government, UN and NGO HIV/AIDS education and communication organizations and programs in Sub-Saharan Africa
- Developed education and communication project proposals and recommendations for the HIV/AIDS development community
- Identified methods to assess impact of intervention programs on epidemic

Sept. 1997 – June 2001

High School Biology Teacher, William Penn High School, School District of Philadelphia

- Taught tenth grade Biology and twelfth grade Advanced Biology
- Designed and utilized activity and lab based Biology and Advanced Biology curriculum
- Attended all progress meetings with parents and maintained positive and informative relationships by routine mailings, on-line grading and phone conferences
- Established and facilitated robotics club that competed locally and nationally
- Organized several fundraising endeavors
- Served as Junior Class Sponsor

Jan. 1999 – Aug 2000

Night School Substitute Science Teacher, Franklin High School, School District of Philadelphia

- Taught Environmental Science, Biology and General Math to high school students and adults.

Jan. 1999 – June 1999

Science Teacher, The Bridge (residential rehabilitation center)

- Designed and implemented general science curriculum to detained adolescents with drug addictions

June 1998– Aug 1998

Math Teacher, Korean Catholic Community Church Summer Education Program

- Designed and taught activity based math program to 3rd and 4th grade Korean immigrants with a wide range of English language skills

June 1997 – Aug. 1997

Science Coordinator, Sat-Turn Summer Day Camp

- Developed and taught a physics curriculum that emphasized the mechanics of amusement rides to 6th, 7th and 8th graders

Oct. 1994 – Dec. 1996

U.S. Peace Corps Volunteer, U.S. Peace Corps/Zimbabwe

- Taught general science to 8th through 11th grade rural Zimbabweans
- Appointed as Head of Science Department
- Designed school science syllabus
- Trained and supervised the performance of other teachers in the science department
- Initiated and organized World Map Mural Club
- Coordinated the first local science fair
- Established and coached the first baseball team in the province
- Wrote grants and received funding from USAID and the Peace Corps Small Project Assistance Program to establish the Fast Winds Windmill Manufacturing Cooperative and install a running water system in a rural village

- Wrote grants, received funding and assisted in establishing several rural based cooperatives including a dress making business, women's uniform producing business, family poultry farm and community based cross-cultural service in which tourists pay a fee to experience rural Shona life

PROFESSIONAL COMMUNITY INVOLVEMENT

October 2004 – December 2004

Pearson Scott Foresman, Critic Reader/Editor- Elementary Science Program

May 2001 – November 2002

International Center for HIV/AIDS Communication, Technical Advisor

September 2002 – January 2003

Chestnut Hill College, Act 101 Advisory Board Member

December 2002 – April 2005

Philadelphia Urban Systemic Program, Fellow and Teacher Leader

December 2004 – Current

Pennsylvania Science Teachers Association, Member

January 2003 – Current

National Science Teachers Association, Member

Molly K. Eigen

Relevant Experience

Mastery Charter Schools, Philadelphia, Pennsylvania

10/2012 – Present

Chief Academic Officer

Manage 30 person central team that designs and implements academic programming across an 8,000 student, 14 school charter network including curriculum and assessment, teacher coaching, professional development, special education and academic operations. Design and execute principal and school administrator trainings in school management, teacher training and data analysis. Serve as a member of the senior leadership decision making team for entire network. Work closely with Chief of Schools and Regional Directors to support principals and site programming.

Mastery Charter Schools, Philadelphia, Pennsylvania

5/2010 – 10/2012

Deputy Chief Academic Officer

Managed the academic design team ensuring that Mastery wide curricular and assessment resources are rigorous, effective, and implemented appropriately across ten schools. Managed a team of 22 people to create all academic resources, run college initiatives, implement academic operations, coach teachers and design and present teacher and administrator professional development.

Mastery Charter Schools, Philadelphia, Pennsylvania

5/2009-5/2010

Director of Teacher Coaching and Professional Development

Designed and implemented a coaching and professional development program across four campuses including robust multi day administrator training, ongoing coach management and support, and accountability to concrete campus coaching goals. Trained administrators and teachers on school wide data analysis and conferencing. Designed explanation documents and accompanying trainings for a variety of instructional strategies utilized across 130 teachers. Managed the curricular design team.

Teach For America, Philadelphia, Pennsylvania

7/2007-5/2009

National Senior Managing Director of Program

Set strategy for teacher support and development to be executed by 29 urban and rural regions and with over 6,000 teachers. Create strategic vision for Philadelphia-Camden regional teacher training and supervision; oversee 300+ teachers in 100+ schools in Camden and Philadelphia working toward significant measurable academic achievement; hire, train and manage full time staff of 12; design multiple week content specific teacher training programming;; create data based performance management system for teacher coaches; manage relationships with diverse constituencies including School District of Philadelphia, University of Pennsylvania and charter school partners; serve on senior leadership team charged with decision making and strategy development in all aspects of our presence in the region.

Teach For America, Philadelphia, Pennsylvania

5/2005 – 7/2007

Managing Director of Program

Designed a region-wide programmatic revamp with new strategies and structures to address corps culture and satisfaction, corps member efficacy, teacher retention and teacher hiring and placement. Managed a six person team to design and implement teacher professional development structures for a corps of 200+ teachers in 80+ schools in Philadelphia. Worked closely with Teach For America national Teacher Support and Development Team to provide feedback on design and strategy initiatives nationwide.

Teach For America, Phoenix, Arizona

7/2002-6/2005

Program Director

Supervised and supported 50 first and second year teachers annually to ensure student achievement of dramatic and measurable gains. Developed and implemented strategic large scale programmatic structures including learning teams, certification and university partnerships, summer programming, inter regional conference, principal relationships, and resource collection and creation.

McAllen High School, McAllen, Texas

8/1999-5/2002

Special Education Math and Science Teacher (Teach For America Corps Member)

Instructed 80+ students daily in Title 1 under-resourced high school; created and implemented differentiated curriculum for Biology, Physical Science, and Health. Monitored 35-45 students' IEPs annually, completing required paperwork and collaborating closely with general education teachers. Selected by administration to chair school wide professional development committee and represent special education on the school site based decision making committee

Education

Northern Arizona University Graduate School, Flagstaff, AZ

Master's of Education in Educational Leadership (K-12 Focus), December 2007

University of Texas, Pan American, Edinburg, TX

Special Education Teacher Certification Coursework, 2001

University of Michigan, Ann Arbor, MI

B.S., Resource Ecology and Management, 1999

COURTNEY COLLINS-SHAPIO

Dedicated educational entrepreneur with more than 17 years innovating in higher education, public K-12 and charter schools

PROFESSIONAL EXPERIENCE

MASTERY CHARTER SCHOOL NETWORK, Philadelphia, PA 5/2010 – present

Chief Innovation Officer

8/2012 – present

- Lead six functional teams (College Initiatives, Extracurricular Programs, Development and Grants, Communications, Strategic Partnerships, Parent and Community Engagement) in design and implementation of core functions supporting school expansion and student outcomes
- Oversee implementation of new initiatives such as alternative teacher and leader certification program creation and a full-time dual enrollment program for 12th grade students
- Serve as liaison to charter authorizer(s) – negotiating charter agreements, troubleshooting issues, and managing renewal processes
- Lead charter expansion efforts by securing new schools. Supported growth from 4 schools and 2,100 students to 12 schools and 9,500 students in three years, with plans for continued growth to 22 schools and 17,000 students.
- All functions of DCIO below

Deputy Chief Innovation Officer

5/2010-8/2012

- Develop and incubate new initiatives for multi-school charter school network
- Lead external affairs, including governance, marketing, communications, and board relations
- Direct Mastery's fundraising efforts: Generated \$50 million in competitive private, federal, and state grant awards to support network expansion and core innovations
- Oversee Mastery's relationship with all federal, state, and private funders, including accountability of Mastery staff and schools to funded outcomes

SCHOOL DISTRICT OF PHILADELPHIA, Philadelphia, PA

8/2003 – 5/2010

OFFICE OF MULTIPLE PATHWAYS TO GRADUATION

3/2006 – 5/2010

Founding Director

- Created and led new office which created the 2nd largest and most successful set of alternative schools for at-risk youth in the nation in less than three years
- Directed growth of program from \$8m to \$50m in annual operating and grant funds serving more than 20,000 students in grades 7-12 across including sixteen (16) accelerated high schools, eight (8) night schools, Gateway to College, the Literacy Bridge, and an Occupational Skills programs
- Supervise 12 professional staff and manage contracts with external providers for more than 200 school-based positions
- Serve as the District's representative for the citywide Project U Turn Collaborative to identify key policy initiatives, seek legislative action on issues related to at-risk youth, and target funding opportunities for strategic investment between city, state, District, and private investors
- Design and implement the Student Success Center and Reengagement Center initiatives serving more than 14,000 youth annually and replicated nationally

COURTNEY COLLINS-SHAPIO

PROFESSIONAL EXPERIENCE *(continued)*

OFFICE OF COLLEGE AND CAREER AWARENESS 8/2003 – 3/2006

Assistant Director

- Led creation of new Office of College and Career Awareness to design and implement district-wide programs and supports to increase postsecondary enrollment for 91,000 primarily low-income, minority, middle and high school public school students
- Supervised 12 professional staff and 10 graduate fellows
- Served as budget officer for new office and created program plans and accountability systems for annual allocation of \$15 million in operating and grant funds
- Designed new standards-based guidance curriculum for college guidance counselors

UNIVERSITY OF MARYLAND, College Park, MD 8/1997 – 8/2002

OFFICE OF CAMPUS PROGRAMS

Program Coordinator (Student Affairs) 7/1999 – 8/2002

Adjunct Faculty, College of Education 8/1997 – 8/2002

Housing Coordinator/Panhellenic Advisor 8/1997- 8/1999

UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA 8/1996 – 7/1997

Graduate Assistant, Office of the Vice Provost for University Life

US HEALTHCARE, Blue Bell, PA 8/1994 – 10/1996

Sales and Marketing Representative

DELTA DELTA DELTA FRATERNITY, Arlington, TX 6/1993 – 7/1994

Field Consultant

EDUCATION

University of Maryland, College Park, MD
 Doctor of Philosophy, Education Policy and Leadership
Coursework completed, Anticipated degree completion: December 2014

University of Pennsylvania, Philadelphia, PA
 Master of Science in Higher Education Administration, June 1997

Villanova University, Villanova, PA
 Bachelor of Arts, English, May 1993, *Cum Laude*

Debra Durso

Experience

Regional School Officer

Mastery Charter Schools, July 2013 – Present

- Oversee and drive the implementation of the Mastery model related to the academic and school culture program in his/her network of schools
- Ensure that all schools meet performance outcomes and achieve dramatic student performance gains in all subject areas
- Collaborate with the Chief Academic Officer (CAO) and Deputy Chief of Academic Programs on an ongoing basis to improve Mastery's systems and model
- Regularly review data to spot strengths and growth areas; work with principals to develop clear plans to address growth areas
- Work with principals to design and implement rigorous intervention programs
- Work with principals to set teacher professional development priorities for the year and to design outstanding site-based and network-wide professional development
- Drive strong talent practices at schools, and support, coach, train, and supervise principals and administrators to help develop leadership skills
- Create and deliver midyear development plans and end-of-year reviews for principals
- Achieve strong survey results on key measures of principal/administrators satisfaction and team function
- Understand the concerns and constraints of schools and the Network Support Team (NST) to facilitate positive working relationships
- Ensure schools are getting a high level of service from the NST
- Work with peer RSO's and the Executive Schools Officer to problem-solve challenges in network

Principal, Mastery Charter School – Harrity Elementary

Mastery Charter Schools, June 2010 – June 2013

- Managed 850 student Kindergarten – 8th grade elementary school during conversion year.
- Focused on data-driven instruction to boost student achievement in first year of turnaround; school-wide PSSA scores saw an increase of 19 points in math and 11 points in reading.
- Conducted regular observation of all 57 teachers, including quick visits, targeted observations, and formal observations.
- Build capacity among the staff through targeted professional development sessions, such as effective reading instruction and differentiation in the classroom, as well as an intensive teacher coaching program.
- Worked with teachers to implement six-week action plans based on benchmark data.
- Managed the school leadership team, which included Assistant Principals in instruction, school culture, special education, and operations.
- Incorporated a community engagement program that brought in various community groups to support the school, including Harrity Concerned Citizens and State Representative Roebuck.
- Initiated the Non-Violence Campaign for the 2011-2012 school year.
- Managed a \$7million budget throughout the school year.
- Oversaw major construction projects each year, including the installation of a new heating system and \$1million upgrade.

***College Advisor & Testing Coordinator, Mastery Charter School – Thomas Campus
Mastery Charter Schools, June 2009 – June 2010***

- Worked directly with all 89 students in the Class of 2010 to complete and submit college applications, complete FAFSA forms, and transition to college.
- Oversaw 93% of students earned college acceptance and 64% of students earning college acceptance to a four-year institution.
- Created and taught Senior Seminar class, focused on college applications, financial aid, financial literacy, and transition to college.
- Created and implemented the Senior Project curriculum, which included a 90-hour service learning project and portfolio for all seniors.
- Managed all standardized testing, including the PSSA, PSAT, SAT, and Advanced Placement exams for the entire school.
- Directed first graduation ceremony for Mastery Charter School – Thomas Campus.

Assistant Principal of Instruction & Master Teacher, Mastery Charter School – Thomas Campus

Mastery Charter Schools, August 2007 – June 2009

- Taught 10th grade Humanities and 11th grade American Literature.
- Created and implemented English, history, foreign language, and social emotional learning curriculum in grades 7 – 11.
- Focused on data-driven instruction and supported the school in making AYP two years in a row.
- Conducted regular observation of all 41 teachers, including quick visits, targeted observations, and formal observations.
- Facilitated and participated in teacher development through the professional development program and the teacher coaching program.
- Managed all after-school, extra-curricular activities, including academic intervention programs, art clubs, sports programs, and academic clubs.
- Facilitated data-day conferences with teachers to analyze benchmark results and create an action plan every six weeks.

Teacher Coach & Master Teacher, Mastery Charter School – Thomas Campus

Mastery Charter Schools, August 2005 – August 2007

- Taught 8th grade and 9th grade general literature and writing.
- Created 9th grade literature curriculum for all Mastery Charter Schools.
- Worked as a teacher coach supporting individual teachers in developing classroom systems, utilizing classroom management techniques and incorporating best practices in the classroom.
- Created and supervised the Student Government Association

Program Coordinator, Sponsor-A-Scholar Program

Philadelphia Futures, January 2004 – August 2005

English Teacher, Martin Luther King High School

The School District of Philadelphia, September 1999 – January 2005

Education

Bachelors of Art, English/Secondary Education Certification
Shippensburg University, May 1999

Masters of Science in Education, Student Personnel Services & Counseling in Higher Education
Widener University, May 2004

Mastery of Science in Education, Educational Leadership
Chestnut Hill College, January 2012 (expected)

Yonca Agatan, CPA

PROFESSIONAL EXPERIENCE

Mastery Charter Schools, Philadelphia, PA

Sep 2011 – Present

Chief Financial Officer

- Management of finance and compliance functions
- Planning, budgeting and forecasting for schools and central office
- Oversight of external and internal reporting: annual audit, finance committee and Board reporting, monthly financial reporting package for the schools, etc.
- Oversight of transaction unit work including accounts receivable, accounts payable, ACCESS program billing and payroll
- Oversight of all grants accounting and reporting activities
- Supervision of a Compliance Director responsible for ensuring compliance with all federal, state, and district regulatory requirements

CMF Associates, Philadelphia, PA

Sep 2006 – Sep 2011

Director, Financial Consulting

- Act as CFO for various middle market companies with revenues in the range of \$20 million to \$150 million
- Offer executive business counsel to CEO's, presidents and business owners
- Oversee finance, accounting, information technology, human resources and other administrative functions
- Deliver merger and acquisition services, including financial and accounting due diligence, financial modeling, and transaction structuring
- Manage financial system selection and implementation projects

Select experience includes:

- **CFO of a \$70 million cosmetics company** – Came in when company was acquired by a private equity fund. Implemented new accounting and reporting processes to meet expectations of new owners and lenders. Converted the company from cash to GAAP basis accounting. Prepared the company for its first year audit and managed the audit process. Developed and managed an annual budgeting and planning process, and as well as monthly forecasting processes. Assessed and improved inventory management and costing processes. Managed an IT project to build a stand-alone IT infrastructure after separation from previous owners. Visited European subsidiary and standardized and enhanced international accounting and reporting processes. Project duration: 1.5 years
- **CFO of a \$30 million provider of information technology and performance management services** - Managed the accounting, finance and other administrative staff. Streamlined and simplified accounting and reporting processes. Developed a monthly management reporting process. Developed the annual budgeting process and facilitated completion of the strategic plan, operating and financial budgets. Supported the CEO with a pending management buy-out transaction. Project duration: 8 months
- **CFO of a \$100 million supplier of industrial and commercial lubricants** - Significantly enhanced all back office infrastructure: processes, controls and systems. Institutionalized the month-end close and reporting processes and significantly accelerated the month-end close

timeline. Developed new reporting and analytics processes and tools. Established cash management processes and tools to enhance cash flow. Managed implementation of new accounting and reporting systems. Supported company owners with a merger and managed the integration. Project duration: 1 year

Deloitte Consulting, Philadelphia, PA

1996 – Sep 2006

Senior Manager (2002 – 2006), CFO Services Practice

- Worked with CFOs and finance organizations to deliver services in the areas of: global finance transformation; business process improvement; accounting policy and procedure development; budgeting, planning and forecasting; close, consolidation and reporting optimization; strategic systems planning, selection and implementation
- Led large project teams, and managed multiple complex engagements and customer relationships simultaneously

Select engagements include:

- Led a planning, forecasting and budgeting process review project at a provider of services and products to the healthcare industry
- Led a finance transformation project at a large pharmaceutical company to improve accounting to reporting function, streamline close, consolidation and reporting processes, and realign the organizational structure with business objectives
- Led a global implementation of Hyperion Financial Management (HFM) to facilitate close acceleration and meeting SOX 404 requirements at a specialty chemicals manufacturer
- Led development of a corporate controller's manual that included a comprehensive set of policies and procedures to help the organization manage risk on a timely basis and support the organization's increased focus on controls in preparation for compliance with SOX-404
- Developed a Strategic Information Systems Plan for a grocery store chain
- Practice Development responsibilities included participation in on and off campus recruiting efforts, leading local office Women's initiative program to retain and advance women professionals, serving in the local office learning committee and development of point-of-views for financial reporting, controls monitoring for SOX-404 and financial close optimization

Representative clients included:

Merck

Rohm and Haas

NCR

Wawa

Cardinal Health

Endo Pharmaceuticals

Radian Group, Inc.

Clemens Markets

Tyco International

Bank One

University of Pennsylvania

Henkel

Deloitte & Touche, Philadelphia, PA

1992 – 1996

Senior Auditor

- Provided accounting and auditing services to a variety of public and privately held clients in multiple industries
- Supervised and planned the execution of numerous client engagements
- Facilitated the preparation of audited financial statements in accordance with generally accepted accounting principles
- Led filings of 10-K, 10Q and 8-K documents

EDUCATION

University of Pennsylvania, Philadelphia, PA
Bachelor of Science in Economics, Finance and Accounting concentration

May 1992

OTHER EXPERIENCE AND INTERESTS

Certified Public Accountant

Certified by American Production and Inventory Control Society “APICS”

Speak, read, and write Turkish fluently

Enjoy dancing (Latin and ballroom) and traveling

JOSEPH FERGUSON III

SUMMARY OF QUALIFICATIONS

Operations executive with strong project management skills. Extensive background in organizational and process re-design, cost-reduction, and technology strategy. Expanding knowledge of school reform practices, education policy and governance models. Excellent communications and leadership skills.

PROFESSIONAL EXPERIENCE

Mastery Charter Schools, Philadelphia, PA (2009-Present)

Chief Operating Officer

Selected to serve as operations executive for \$100 million, 800 employee charter school network. Mastery currently operates 12 schools, serving over 8000 students and their families. Provided leadership over school operations, human resources, recruitment, facilities, technology and finance. Reports directly to CEO.

Notable Accomplishments:

Human Resources

- Created and implemented Mastery's 403b alternative to the state's pension system. Over 95% of eligible employees selected 403B over pension. Year 2 projected savings estimated to be \$500K.
- Switched health-care providers and moved to a self-insurance model, resulting in lower employer costs.
- Designed and executed cost-reduction initiatives including job re-classifications and teacher contract revisions.

Recruitment

- Oversaw recruitment, selection and placement of over 600 instructional and non-instructional staff over a 3 year period. Successfully opened schools 3 years in a row with zero teacher vacancies.
- Formalized partnership with organizations such as TFA, TNTP, CityYear, and PTF to drive quality instructional candidates to the organization.
- Collaborated with Chief Academic Office to create Apprentice School Leaders program. Program objective is to build and cultivate leadership pipeline with internal and external high potentials.

Technology:

- Built a centralized data center and employed a 'thin campus model' enabling greater efficiencies in infrastructure support and capital cost avoidance at the individual school level of approximately \$30k per new school.
- Re-bid telecommunications vendor contracts producing savings of approximately \$40K in professional services and telco charges per school, while substantially improving bandwidth.
- Applied and received ERate reimbursement (\$100K per school).
- Moved from dedicated support to a shared services model for technology support in an effort to address funding shortfalls in academic areas.

Finance:

- Successful implementation of new accounting software and human resource information systems software resulting in increased controls on personnel and payroll, as well as greater self-service tools for financial stakeholders and employees, respectively.

Capital:

- Oversaw \$32mm in capital program and school start up work related to our recent expansion efforts. Capital scope ranged from light carpentry to gym and 4-classroom building expansions. School start up work included the procurement and setup of new computers, furniture, and books for school turnarounds.

Food Services:

- Identified and engaged alternative food service providers to operate our 5 high schools. 4 out of 5 schools experienced > 20% increases in lunch participation and no operational cost impact.

Expansion:

- Paired with Chief Executive Officer, presented to school community teams as part of Renaissance Schools turnaround RFP process. Led successful bid presentations at Gratz High School, Clymer Elementary, and Mann Elementary.

The School District of Philadelphia, Philadelphia, PA (2004-2009)

Chief of Staff, School Reform Commission

Executive Director, Chief Operating Office

Selected to serve as senior executive for state/city appointed governing body, the School Reform Commission. Manage day-to-day operations of \$18 million, 60-person organization consisting of General Counsel, Internal Audit, Inspector General, and Strategic Development offices. Work closely with District leadership, community and parent organizations, and communications/media relations.

Notable Accomplishments:

- Project managed the 2007-08 CEO Search process which resulted in the March 2008 appointment of Dr. Arlene Ackerman. Search process included coordinating search firm efforts, organizing 11 community meetings, and convening a 30-person Search Advisory Committee.
- Managed the selection process for a Harrisburg-based government relations firm for the School District. Activities included drafting the Request for Proposals, coordinating Commissioner-firm interviews and negotiating contract terms for selected firm.
- Served as co-chair for the Financial Accountability Unit – a cross-SRC/District steering committee responsible for implementing budgetary and expenditure-related controls, improving management reporting, and identifying financial policies for Commission adoption. As a result of these actions and other expense reduction decisions, a \$181 million District-wide Budget Deficit was reduced by 40% over the fiscal years 06-08.
- Worked with COO Leadership team to identify \$20 Million in operating savings in response to Budget Deficit. Savings initiatives included energy programs, Reduction in Force (RIF), contract elimination, and tighter controls on travel and overtime expenditures.
- Served as logistics lead for execution of two Reductions in Force (RIF) of 180 and 170 central office positions in December 2006 and June 2007, respectively. Led internal coordination meetings with Finance, Technology, Security, Behavioral Health, and Human Resources.
- Worked with outside counsel to facilitate non-renewal hearings for two low-performing charter schools. These hearings were the first of their type since the Commission's inception.

Manager, Program Analysis and Support

Selected as 1 of 16 from over 300 candidates to participate in The Broad Foundation's Residency in Urban Education, an intensive two-year management development program designed to recruit and prepare high-potential individuals from outside the education sector for senior leadership roles in public education.

Notable Accomplishments:

- Served as lead facilitator for cross-functional District team responsible for the consolidation of over 1400 District central office staff from 4 separate locations into new Education Center. Team activities include building construction, move planning, building management and operating procedures development.
- Performed financial and management process review of Facilities Maintenance area to investigate and eliminate recurrence of cost-overruns. Implemented an off-line invoice repository for financial commitments and used trade-specific encumbrances based on historical data. Long-term recommendations included creation of Region-based budgets and a Preventive Maintenance Program. One-year reduction in cost-overruns estimated to be over 80%.

Deloitte Consulting, New York, NY (1997- 2004)

PR/Award # U282M150038

Promoted to Senior Manager, 2004
Manager and Senior Consultant, 1999-2004

Notable Project Accomplishments:

- Cost Reduction Performance Review: Led review of \$84 Million Cost Savings program. Managed cross-functional team aimed at designing and performing testing procedures, quantifying savings offsets, and recommending process improvements for future savings program tracking and expense reporting. Analysis resulted in net adjustment -8% of sample tested.
- Product Strategy for Internal Infrastructure Technology Organization: Communicated product information to potential customers by developing service catalogs and coordinating product manager efforts. Designed and implemented annual demand planning and technology investment processes.
- Organization Structure Design: Evaluated and recommended options for incorporating business and program management organization into the current product management structure. Developed operating model materials and business case.
- Latin American E-banking / Brokerage: Developed a greenfield multi-channel retail bank/brokerage targeting affluent Latin Americans for a leading global bank, positioned across North and South Americas.
 - Created Request for Information (RFI) on financial systems and designed preliminary set of process models for client's "dream state" banking solution.
 - Led vendor evaluation, selection process, and client negotiations around financial systems, investment tools and market data.
 - Facilitated workshops to drive business and operational requirements around a proprietary online investment advice service offering, which resulted in a provisional patent.

American Management Systems (1995-1997)

Public Sector Senior Analyst

Notable Project Accomplishments:

- Directed transformation of personnel, budget and performance measurement information into data warehouse for federal civilian agency which provided users with immediate, on-line access to the most current cost data available.
- Designed and implemented time management system which resulted in improved ability of managers to track labor hours to activity-project combinations for cost management purposes.

EDUCATION

M.B.A., Marketing and Finance, New York University – Stern School of Business, 1999
B.S.Econ, Strategic Management, University of Pennsylvania – Wharton School, 1995
B.A.S., Systems Engineering, University of Pennsylvania, 1995

AFFILIATIONS

Philadelphia Futures, Mentor
Association of Hispanic and Black Business Students (NYU), Past President
Society of Black Engineers (UPENN Chapter), Past President

Soledad Alfaro

SUMMARY

Multi-faceted, efficient and committed professional with a unique combination of creativity and analytical skills, dedicated to the development of children and youth. A proven leader with a diverse skill set covering strategic planning and tactical capacity building, external relations, writing and project and fiscal management.

CAREER ACCOMPLISHMENTS

- Conducted a system-wide analysis that resulted in streamlined services for Special Education students that allows students to receive appropriate services more quickly and efficiently at a cost savings of \$1M
- Developed the first, full-time dual enrollment program for high school seniors, designed to afford students an authentic college experience with an academic and social safety net. Full-time dual enrollment resulted in an overall savings of \$186,000 across five secondary school campuses
- Secured a \$10M contract for the creation of the professional development and technical assistance web portal for the US Department of Education
- Awarded \$5M in competitive grant dollars for out-of-school time programming to support academic enrichment, extracurricular activities and parent literacy classes

RELEVANT PROFESSIONAL EXPERIENCE

Mastery Charter Schools

4/2014 – Present

Philadelphia, PA

Chief of Staff

- Provide leadership for Postsecondary Initiatives, focused on access and success for Mastery graduates to postsecondary opportunities
- Lead Parent and Community Engagement, develop trainings and systems to support Mastery parents and families with the academic achievement of their children
- Develop and implement innovative programming and strategies across the Mastery network – including the development of the Mastery Teacher Residency program
- Support and manage special projects – to include charter applications and renewals, development, and capacity building across the Mastery Schools network

Philadelphia Education Fund

4/2013 – 2/2014

Philadelphia, PA

Vice President, Teaching, Learning and Innovation

- Incubate and demonstrate innovative programs and strategies designed to bolster and catalyze student achievement in urban schools
- Provide leadership for the Early Warning System, develop tools and strategies to assist school district and charter schools to implement a tiered system of academic and social interventions to support academic achievement and on-time graduation for students
- Lead the Philadelphia Teacher Residency, an initiative designed to recruit, train and place science and math professionals in high need Philadelphia Public Schools

Mastery Charter Schools**9/2011 – 4/2013****Philadelphia, PA*****Director, Special Projects and Innovation***

- Provide system-wide leadership for innovative programming and opportunities for new learning across twelve Mastery Charter Schools
- Led the blended learning team, which was comprised of academic and technical leadership team members resulting in a 150 student pilot program of on-line learning to high school freshmen
- Developed the expansion strategy in support of Mastery Charter's mission to close the achievement gap in Philadelphia. Identified geographic clusters of failing schools throughout the city to become part of Mastery's turnaround model. Meet with city education leaders to partner on education reform and Mastery's role in leading the citywide effort to transform public education
- Project Director for Mastery's expansion to Camden, NJ. Responsibilities include facility and land acquisition, student enrollment, faculty and staff recruitment as well as community outreach
- Designed and implemented the first, full-time dual enrollment program in Philadelphia in partnership with the Community College of Philadelphia to admit 65 Mastery Charter Seniors
- Administer \$30M in public and private grant dollars that are appropriated throughout the Mastery system for out-of-school time programming, merit pay for teachers and school expansion. Ensure all dollars are spent in the specified time frame and as provided for in the grant. Work the finance team to ensure accurate reporting.

Foundations, Inc.,**1/2009-9/2011****Moorestown, NJ*****Executive Director, Expanded Learning*****10/2010- 9/2011**

- Led a department of 20 professional staff members responsible for providing professional development and technical assistance support to educators nationwide
- Managed a \$3M departmental budget comprised of public and private funds. Maintained weekly analysis to ensure appropriate and accurate administration of grant dollars
- Developed, trained and managed a diverse team of highly skilled education specialists responsible for the delivery of national training programs
- Designed and delivered trainings including: STEM for All, Cultural Competence, Youth Development and Literacy Across the Curriculum to both school-day teachers and youth development professionals. Created tools such as STEM Graffiti Wall and engaging strategies to ensure programs have maximum impact in diverse education markets
- Initiated accountability measures to assess impact and make course corrections

Director of Special Projects**1/2009- 10/2010**

Worked across the organization to build internal capacity, support strategic direction and innovation

- Developed new funding sources to support innovative programming
- Conceptualized and headed a new multi-dimensional sustainability initiative
- Designed programs to bridge schools and communities

Temple University**Philadelphia, PA****College of Education, *Adjunct Professor*****3/2008 – 6/2009**

Collaborated with colleagues to design and pilot a University general education course

- Taught undergraduates with a combination of lecture, collaborative projects and multimedia presentations
- Selected textbooks, developed syllabus and assessments in partnership with lead professor
- Evaluated student performance, provided feedback to shape future iterations of the course

Awbury Arboretum Association, *Education Coordinator*

6/2004- 3/2008

Revamped field studies curriculum to reflect State and School District Environment and Ecology standards. Increased field studies attendance by 20%

- Hired, trained and supervised teaching guides
- Developed and conducted teacher trainings for local elementary and secondary teachers
- Created and managed multi-table databases that streamlined processes and increased effectiveness
- Developed evaluation tools used to measure outcomes and increase grant revenue

EDUCATION

Temple University, Philadelphia, Pennsylvania, M.Ed., Urban Education, 2008

University of Colorado, Boulder, Colorado, B.A., Biology, 2004

Cornell University, Project Leadership Certificate, Completed January 2011

COMMUNITY LEADERSHIP

- Relay GSE Pennsylvania Program Advisory Committee
- Urban Tree Connection, Board of Directors

Synogy, Inc. **Chester, PA** **7/00 – 5/09**
Market leader in individual and organizational performance management applications software and services

Managing Consultant

- Overall lead of business unit responsible for designing the system architecture and data warehouse of all new client implementations
- Developed and deployed new implementation methodology that reduced average implementation time by 25%
- Established data modeling and data warehousing standards for all new client project implementations
- Served as primary bridge between technical development team and product management team

McMaster-Carr Supply **Dayton, NJ** **4/96 – 5/00**
Multi-billion dollar distributor of commercial and industrial supplies

Project Manager

- Managed special projects designed to improve systems and efficiency of a national distribution center and sales facility
- Implemented large-scale material tracking system that resulted in greater control of material in-transit and resulted in 40% decrease in material loss
- Designed process to estimate shipping charges prior to weighing, resulting in a 99.7% average recovery of charges and reducing processing times by 75%

Neva, Ltd. **Wilmington, DE** **6/93 – 4/96**
Start-up that designed and manufactured high-tech composite engine and body components for race cars

President

- Founding principal and lead engineer

EDUCATION

Carnegie Mellon University, Pittsburgh, PA **1993**
BS Civil/Structural Engineering

- Instructor for undergraduate computing skills course during junior and senior years
- Co-authored course textbook and curriculum 1992

SKILLS

Professional

- Data modeling, Data analytics, Regression analysis, Data transformations, Data integration, Data warehousing, Product management, Technical sales, Theory of constraints, Project management (critical chain and critical path), Six-sigma, Various implementation methodologies/SDLC

Technical

- Oracle, SQL Server, SAS, MiniTab, ERWin, PS8, MS Project, FoxPro, MS Access, MS Office, C, SQL, UML, HTML, Visual Basic, FORTRAN

Elizabeth Farruggia

Objective:

To lead the Student Services department in a diverse learning environment, focusing on improving academic and behavioral performance of students with disabilities and students with specific needs.

Professional Experiences:

Sept. 2014-Present **Deputy Chief of Specialized Services**, Mastery Charter Schools, Philadelphia, Pa

- ◆ Designs and Coordinates Special Education and all other specialized services to a network of 17 charter schools that service 10,000 students and 1900 student identified with disabilities.
- ◆ Monitors the effectiveness of each specialized service.
- ◆ Manage and supports services provided by the Directors of Specialized Services, Director of Interventions, English Language Learning Leader, Director of Alternative Education to ensure school are provided with a high quality support system.
- ◆ Ensure that all special education and specialized programs are run in compliance with state and federal laws and support schools throughout State Cyclical Monitoring process and annual State Data Reporting.
- ◆ Manages contractual Related Service partners providing school based services.
- ◆ Developed and provided ongoing professional development for school based administration and teachers.

2013-August 2014 **Director of Specialized Services**, Mastery Charter Schools, Philadelphia, Pa

- ◆ Provided weekly, direct supervision to 8 school based special education administrator.
- ◆ Recruited and selected special education professional including administrators, teachers, and related service providers.
- ◆ Ensured that all special education and specialized programs are run in compliance with state and federal laws and supported schools throughout State Cyclical Monitoring process and annual State Data Reporting.
- ◆ Supported school teams through Resolution Meetings and Due Process Hearings.
- ◆ Ensured that all special education documentation is accurate, completed in a timely fashion, and used to effectively drive programs.
- ◆ Developed a comprehensive Transition to Adulthood continuum of services for Special Education students.

2010-2013 **Assistant Principal of Student Services**, Mastery Charter Schools Mann Campus, Philadelphia, Pa

- ◆ Renaissance Charter School, Re-opened school as a Mastery School, administrator on original TurnAround year Administration Team
- ◆ Grew Student Services department from serving 21 students to: 71 students with disabilities, 5 students with 504 plans, 34 English Learners, and 50 students participating in pilot Response to Instruction and Intervention.
- ◆ Managed Student Study Team – multidisciplinary team focused on providing varied and individualized interventions to students.
- ◆ Completed State Cyclical Compliance monitoring process.
- ◆ Managed a team in the Student Service department – 3 Case Manager/teachers, 1 Social Worker, 1 School Based Therapist, 1 Speech Therapist, 1 School Psychologist, and 1 Occupational Therapist, and Interagency Implementation point person
- ◆ Managed compliance of all special education and English learner documentation and programming.
- ◆ Supported Student Services team members to better support students with specific needs and their team.
- ◆ Ensured all disciplinary decisions for students with specific needs are aligned with state and federal laws.
- ◆ Conducted formal and informal evaluations for school teaching staff.
- ◆ Managed all intervention programming throughout school.

2009-2010 **Assistant School Leader of Student Services**, Mastery Charter Schools Lenfest Campus, Philadelphia, Pa

- ◆ Year long internship in the Management and Execution of leading the Student Service department at a Mastery School.

- ◆ Responsible for all roles held by the Assistant Principal of Specialized Services

2006-2009 **Special Education Teacher**, Santa Monica High School, Santa Monica Malibu USD, Santa Monica, Ca; Community Day School, Santa Monica Malibu USD, Santa Monica, Ca

- ◆ Self Contained English, Reading, and Tutorial teacher for 9-12th grade student with disabilities.
- ◆ Collaborated with general education teachers to implement IEP goals/accommodations into general education classes.
- ◆ Developed curriculum to incorporate Ca State Standards, CaHSEE standards, and students' IEP goals.
- ◆ Managed a caseload of 21 students' with IEPs. Prepared and held annual and triannual IEP meetings, including academic testing, goal setting and monitoring, parent communications, teacher communications, and transition planning.
- ◆ Taught variety of classes for students with IEP's and general education students identified with emotional and behavioral disorders in an alternative placement setting.
- ◆ Held Individualized Education Plan meetings and managed cases for 11 students with IEP's, and parent conferences for general education students.
- ◆ Collaborated on and Implemented a behavior modification levels system to effectively manage classroom behaviors of students with emotional disturbances and behavioral disorders.

2004-2006 **Special Education Teacher**, John Muir Middle School, San Leandro USD, San Leandro, Ca

- ◆ Special Education teacher with a caseload of 28 students.
- ◆ Team-taught with a general education teacher full inclusion general and EL English classes.
- ◆ Taught math, reading, and english intervention courses to students with mild to moderate disabilities.
- ◆ Held Individualized Education Plan meetings and managed cases for 28 students with IEP's.
- ◆ Completed both formal and informal academic assessments of students with IEP.
- ◆ Monitored and consulted with staff and families on the academic and social progress of 28 students with IEP's.

1997-2004 **General Education Teacher**, Horace Mann Academic Middle School, San Francisco USD, San Francisco, Ca; Bohannon Middle School, San Lorenzo USD, San Lorenzo, Ca

- ◆ Worked on a team to create and teach integrated Reading, Language Arts, and History units which met the California state standards and included special education and EL students.
- ◆ Worked on a team to create and teach integrated Math and Science units which met the California state standards and included special education and EL students.
- ◆ Worked on a team to create an Academic Reading Toolkit, awarded the APPLE award by the San Francisco Educators Fund.
- ◆ Team-taught a full inclusion humanities core with a special education teacher.
- ◆ Elected to the Student Achievement Study Team.
- ◆ Collaborated on aligning state standards to a middle school program with cross grade level teams.
- ◆ Created appropriate assessment tools for all curricular assignments with a team.
- ◆ Communicated conscientiously with students and families about progress in school.

Educational Background and Certifications:

- ◆ 2014 Administrative Certificate, Level 1, PA – Completed in June 2014
- ◆ 2009 Special Education N-12 Certificate, Instructional 1, PA
- ◆ 2006 Clear Crosscultural, Language and Academic Development Certificate, CA
- ◆ 2006 M.A. Learning and Instruction, University of San Francisco, San Francisco, CA
- ◆ 2006 Level II Educational Specialist Professional Clear Credential (Mild/Moderate Disabilities), University of San Francisco, San Francisco, CA
- ◆ 2004-2006 Educational Specialist Intern Credential, University of San Francisco, San Francisco, CA
- ◆ 2003 Professional Clear Multiple Subject Teaching Credential, CA
- ◆ 1997 Preliminary Multiple Subject Teaching Credential
- ◆ 1996 B.A. Elementary Education, Saint Mary's University, Winona, MN
- ◆ 1996 Early Childhood, Elementary K-9, Upper Elementary/Jr. High general education teaching credential by MN and IL, St. Mary's University, Winona, MN

APPENDIX C: LETTERS OF SUPPORT

I.	School District of Philadelphia	Page 2
II.	Camden City School District	Page 3
III.	Charter School Growth Fund	Page 4
IV.	Rodel Foundation of Delaware	Page 5
V.	DC Public Charter School Board	Page 6
VI.	Mastery Parent Advisory Council	Page 7
VII.	Mastery Parent Action Team	Page 8
VIII.	Michael & Susan Dell Foundation	Page 9
IX.	Philadelphia School Partnership	Page 10
X.	New Jersey Department of Education	Page 12

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF THE SUPERINTENDENT
440 N. BROAD STREET, SUITE 301
PHILADELPHIA, PENNSYLVANIA 19130

WILLIAM R. HITE, JR., Ed.D.
SUPERINTENDENT

TELEPHONE (215) 400-4100
FAX (215) 400-4103

July 9, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Re: Mastery Charter School's Proposal to the Charter Schools Program

Dear Secretary Duncan:

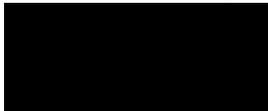
On behalf of The School District of Philadelphia ("School District"), I write in support of the proposal submitted by Mastery Charter Schools ("Mastery") to the Charter Schools Program ("CSP") for High Quality Replication and Expansion competition.

I understand that Mastery was a CSP grantee from 2010-2015 and used CSP funds to open or significantly expand 11 schools in Philadelphia. Mastery's students consistently outperform their peers in the areas of reading and math on multiple measures of assessment, and Mastery is the School District's most consistently successful turnaround charter operator in Philadelphia through the School District's Renaissance Initiative. Mastery's success to date has contributed to the School District's goal of increasing high-quality seats for students in Philadelphia, but we recognize that there is still work to be done to close the achievement gap and to ensure that all students have the opportunity to receive a high-quality education.

A CSP grant would allow Mastery to expand upon its education reform agenda in Philadelphia. The School Reform Commission, the School District's governing body, recently approved Mastery as the new operator for an existing Renaissance Initiative turnaround charter school beginning in fall 2015 and recently granted a new charter to Mastery for a school opening in fall 2016. Mastery's proposal would further the Department's goals of increasing the number of high-quality charter schools around the nation and increasing the percentage of students who are achieving at or above the proficient level on State examinations in mathematics and reading/language arts. Our goals in Philadelphia similarly focus on improved student learning outcomes and ensuring that all students have access to great schools, close to where they live.

On behalf of the School District, we respectfully request that you favorably consider the proposal submitted by Mastery for the Charter School Program for High Quality Replication and Expansion.

Very truly yours,



William R. Hite, Jr., Ed.D.

WRH/dpw

c: Scott Gordon, Mastery Charter Schools
Lauren Thum Iannuccilli, Charter Schools Office
Peng Chao, Charter Schools Office



PAYMON ROUHANIFARD
SUPERINTENDENT

CAMDEN CITY SCHOOL DISTRICT

201 N. FRONT ST, CAMDEN, NEW JERSEY 08102

856-966-2000 • 856-966-2138

www.camden.k12.nj.us

July 14, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my enthusiastic support for Mastery Charter Schools' proposal to enter the Charter Schools Program for High Quality Replication and Expansion (CSP) competition.

Mastery was a CSP grantee from 2010-2015. With the support of CSP funds, Mastery was able to open or significantly expand 13 schools in Philadelphia.

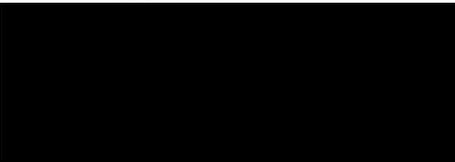
Here in Camden, we are thrilled to have had the opportunity to partner with Mastery. As part of the Urban Hope Act, Mastery will lead a renaissance school project in Camden, opening high-quality schools for our students. In New Jersey's ESEA waiver request, 23 out of 26 District schools in Camden were designated priority schools. Mastery's efforts will assist the city in transforming this community of schools. Last year, Mastery opened two elementary schools, serving approximately 400 students. This year, Mastery will operate a total of five schools, serving over 1300 students.

To date, Mastery's students in Philadelphia consistently outperform their peers in reading and math on multiple measures of assessment. We are enthusiastic about the prospect that Mastery can replicate that success here in Camden, as part of our vision to have a high-quality school available to every child in our city.

In Camden, Mastery has also focused on engaging the local community. They have engaged with individual families and residents, as well as grassroots leaders. Mastery has demonstrated an ability to both provide quality schools and mobilize families around the need for additional high-quality schools.

Mastery's Charter Schools Program for Replication and Expansion proposal would allow Mastery to play a key role in education reform efforts in Camden and in other parts of New Jersey, through both new start schools and transformations. We have enjoyed our partnership thus far, and we hope that you give your fullest consideration to Mastery's proposal.

With Regards,



Paymon Rouhanifard
Superintendent
Camden City School District



July 13, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We are writing to express our enthusiastic support for Mastery Charter Schools' proposal for a Charter Schools Program for High Quality Replication and Expansion grant.

The Charter School Growth Fund ("CSGF") is a non-profit venture philanthropy fund that invests philanthropic funds in the nation's highest-performing charter school operators to dramatically expand their impact on underserved students. Approximately 95% of CSGF's portfolio members are enabling students to outperform comparable district schools in both math and reading. Many portfolio members are also outperforming state averages in both math and reading and with strong performances on college entrance exams like the ACT are supporting high numbers of low income students matriculate to college.

Before making any investment, CSGF undertakes a rigorous due diligence process that considers all factors that may affect a charter organization's success. Mastery joined the Charter School Growth Fund portfolio shortly after they began their first CSP High Quality Expansion and Replication grant in fall 2010. During this time, they have been able to leverage the federal CSP dollars and Charter School Growth Fund dollars to open or expand 11 schools serving more than 7900 additional students in Philadelphia. We have also been supportive of their opening five Renaissance charters in Camden, New Jersey during this time where they will be serving approximately 1,300 students in fall 2015.

Mastery continues to be the leader in our portfolio in transforming low performing schools into high performing charter schools through their Renaissance Schools partnership with Philadelphia and more recently in Camden NJ. Through their focus on school turnarounds they have been able to transform schools with some of the lowest performing students in Philadelphia and consistently outperform their peers in the areas of reading and math on multiple measures of assessment. Given the number of communities trying to recruit Mastery to open in their city, we are enthusiastic about their possible expansion in Philadelphia, New Jersey, Delaware, and the District of Columbia as proposed in this application.

On behalf of Charter School Growth Fund, we hope that you will give your full consideration to Mastery Charter Schools' Charter School Program for High Quality Replication and Expansion proposal.

Sincerely,



Kevin Hall
President & CEO
Charter School Growth Fund



100 West 10th Street, Suite 704
Wilmington, Delaware 19801
T: 302.571.1536
F: 302.571.1538
www.rodelfoundationde.org

July 11, 2015

Scott Gordon, CEO

[Redacted]

Dear Scott,

I am writing to express our support for Mastery Charter School's possible expansion to Delaware. We [Redacted] Delaware and why the state is an attractive market. This is still [Redacted] a charter, the Rodel Foundation of Delaware would be prepared

Delaware has been at the forefront of education reform for much of the past ten years and continues to be a national leader. We were selected number one in the country on Race to the Top and were a first [Redacted] the Education Challenge. The state has garnered national recognition from the [Redacted] Harvard University's Strategic Data Project, the Policy Innovators in [Redacted] Quality Campaign. A national study found that Delaware's growth on [Redacted] was the third fastest in the nation. Our high school drop-out rate is at a historic low and we have more students taking AP courses and graduating from high school than ever before.

[Redacted] ve schools, both district and charter, that need to rethink how [Redacted] exist across our state, from Wilmington in the north to western [Redacted] ed proven, strong organizations to help bring change to these communities.

Given Delaware's proximity to Mastery's home base in Philadelphia, and Mastery's strong track record of success in both Philadelphia and Camden, we would welcome you as a partner. Our support could [Redacted] helping you navigate the community, and partnering with you to

We hope you will consider expanding to Delaware and would welcome your partnership in our mission to help make Delaware one of the best systems of education in the world by 2025.

[Redacted]

P
President & CEO
Rodel Foundation of Delaware





SCOTT PEARSON, EXECUTIVE DIRECTOR

July 14, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We are writing to express our enthusiastic support for Mastery Charter Schools' proposal to the Charter Schools Program for High Quality Replication and Expansion competition.

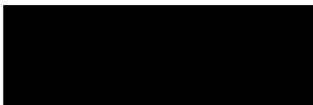
Mastery was a CSP grantee from 2010-2015 and used CSP funds to open or significantly expand 13 schools in Philadelphia, and we have strong interest in becoming a Mastery expansion location via a new CSP grant. Mastery's students consistently outperform their peers in the areas of reading and math on multiple measures of assessment in Philadelphia and, we are enthusiastic about the possibility of having such a successful turnaround charter operator in Washington, DC.

The District of Columbia is home to one of the most vibrant charter sectors in the country and Mastery's Charter Schools Program for Replication and Expansion proposal would allow Mastery to catalyze an ambits part of the education reform agenda with us here in DC through charter turnarounds. While we are in early discussion with Mastery about expansion to DC, we have a climate that is very welcoming of high quality charters, and we would be very interested in their application to join our city's charter community. Mastery has a track record of partnering with LEAs in Philadelphia and Camden to help solve the problem of failing schools in those cities, and we would welcome the opportunity to explore a similar partnership with Mastery.

Mastery's proposal shares in the Department's mission to increase the number of high-quality charter schools around the nation and the percentage of students who are achieving at or above the proficient level on Common Core aligned examinations in mathematics and reading/language arts – goals we espouse here in DC as well.

On behalf of the DC Public Charter School Board, we hope that you will give your fullest consideration to Mastery Charter Schools' Charter School Program for High Quality Replication and Expansion proposal.

Sincerely,



Scott Pearson

**Mastery Parent Advisory Council
c/o Mastery Charter Schools
5700 Wayne Avenue
Philadelphia, PA 19144**

July 14, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

This letter comes to offer our support of Mastery Charter Schools' program grant application under the Charter Schools Program for High Quality Replication and Expansion competition as a show of our continued support for more quality school options in Philadelphia.

The Mastery Parent Advisory Council is a city-wide organization of parents who advise Mastery's board of directors on the policies and programs that support parent engagement across the Mastery schools network. Many of our parent leaders represent schools that were once were failing neighborhood schools where students suffered from chronically low test scores, epidemic violence, crumbling buildings and low teacher moral.

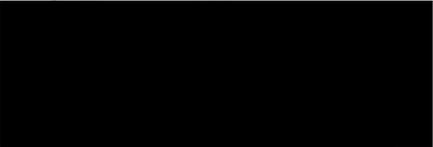
We have seen the difference Mastery's model of transformative education has made for our children. Our neighborhood schools are now beacons of change, where violence is low, teacher moral is high, building structures are safe and our children are excelling academically, right in our own neighborhood.

As leaders, we want more communities to benefit from high quality schools. That's why we are writing this letter in support of Mastery's efforts to expand its work to more communities who need it. We hope you will support Mastery's application for the resources it needs so that this important work can continue.

Thank you for your consideration of Mastery's CSP Expansion application.

Sincerely,


Elizabeth Moffit
Chairperson, MPAC


Marlee Dean
Officer, MPAC


Robin Olanrewaju
MPAC representative to the
Board of Trustees

**Mastery Parent Action Team * 5700 Wayne Avenue *
Philadelphia, PA 19144**

July 15, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

This letter comes to offer our support of **Mastery Charter Schools' program grant application under the Charter Schools Program for High Quality Replication and Expansion competition**. As representatives of the Mastery Parent Action Team, we represent thousands of families across Philadelphia and Camden who are seeking high quality options for their children.

The Mastery Parent Action Team is a city-wide network of parents and community members who advocate for great schools and for more high quality school choice options for all children in and families in Philadelphia. As education advocates, we have seen the difference Mastery has made in neighborhood schools across Philadelphia and Camden. Many of these schools were once failing schools where students suffered from low test scores, violence, poor building structures and low teacher morale.

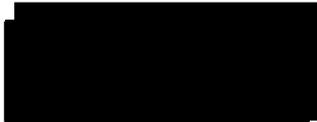
This letter comes to offer our support of Mastery Charter Schools' application for a Charter Schools Program High Quality Expansion and Replication grant as we press for more high quality school options in Philadelphia and Camden, and we stand ready to help families in other expansion cities prepare to advocate for their children.

We believe all children should have access to a great neighborhood school. To that end, we support Mastery's efforts to expand its work to more communities who need it. We hope you will support Mastery's application for the resources it needs so that this important work can continue.

Sincerely,


Juliet Reyes

Parent Leader, MPAT Philadelphia


Maritza Guridy

Parent Leader, MPAT Philadelphia
Lead Organizer, MPAT Camden



July 14, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We are writing to express our enthusiastic support for Mastery Charter Schools' proposal to the Charter Schools Program for High Quality Replication and Expansion competition.

Mastery was a CSP grantee from 2010-2015 and used CSP funds to open or significantly expand 13 schools in Philadelphia. We have served as a national funder supporting Mastery's growth and partnering with them on their work in supporting low income students to get to and successfully through college.

At the Michael & Susan Dell Foundation (MSDF), we are supportive of the growth of proven, high quality charter school operators. But we have also noticed a significant national need for more charter school operators to take on the pressing challenge of school restart (or turnaround). There are few operators willing to take on this challenge: Mastery is one of them. Further, our internal analysis of school turnarounds, supplemented by MSDF commissioned research on turnaround operators around the nation, has shown that Mastery is the most successful turnaround operators in existence. They consistently and dramatically improve student learning outcomes.

Mastery is a part of the solution to turning around struggling schools and we support their plans for expansion in the four states (PA, NJ, DE, DC) and six sub markets included in this proposal. Mastery's students in Philadelphia continue to make dramatic gains in Reading and Math compared to their peers statewide and we are enthusiastic about the prospect that Mastery can continue to replicate their past success in more schools between 2015-2020.

Mastery's Charter Schools Program for Replication and Expansion proposal would allow Mastery to catalyze an ambitious part of the education reform agenda nationally through District turnarounds of the lowest 5% of schools. We have seen evidence of success for students through our research, and we hope that you will give your fullest consideration to Mastery Charter Schools' Charter School Program for High Quality Replication and Expansion proposal.

Sincerely,



Joe Siedlecki
Director, Quality School Options
Michael & Susan Dell Foundation

July 14, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We wish to express our enthusiastic support for Mastery Charter Schools' proposal to the Charter Schools Program for High Quality Replication and Expansion competition.

Mastery was a CSP grantee from 2010-2015 and used CSP funds to open or significantly expand 13 schools in Philadelphia. PSP has served as a local partner to support Mastery's expansion during the same period. The bulk of Mastery's expansion has occurred through its conversion of long-struggling district schools into Mastery "Renaissance" schools, which are charter-run, catchment-area neighborhood schools. These conversions, made possible by CSP funds, have had the practical and beneficial effect of moving more than 7,500 low-income students into quality schools.

PSP's Great Schools Fund was created in 2010 to fund the startup, expansion and turnaround of schools in Philadelphia, with the goal of moving 35,000 students into high-performing schools. To date, we have invested \$40 million in more than 35 schools run by more than a dozen providers. Mastery has been the vital engine of our portfolio. Its focus on preparing teachers and school leaders for urban environments, on supporting teachers with year-round coaching, and on leveraging data to drive differentiated instruction have enabled it to deliver consistent improvements in school performance even as it has been the fastest-growing provider in the city.

A brand new report from the CREDO research arm at Stanford University showed that in Philadelphia the majority of charter schools deliver better educational outcomes for minority students than their traditional-school peers. PSP supports high-performing schools of all types, but with such clear evidence of the efficacy of charters in closing our local achievement gap, we are especially committed to growing Philadelphia's charter sector. What's remarkable about Mastery is its track record in closing the achievement gap in catchment-area neighborhood schools, doing it via whole-school turnarounds. Done well, the Mastery turnaround model minimizes stranded costs for the School District and leads to transformative change for more students, more quickly. Few charter providers anywhere have delivered such consistent results with a turnaround model.

Locally, we are advocating for continued public investment in Mastery. We are continuing to flow private philanthropic dollars to support Mastery's growth—our board just approved another \$1.5 million to help Mastery engineer the turnaround of a low-performing charter school. And I urge the Department of Education to continue investing, as well. This is what good government should look like: finding a partner that delivers results for students and taxpayers, and investing to help it expand its impact. Please give your fullest consideration to Mastery's Charter School Program for High Quality Replication and Expansion proposal.

Sincerely,



Mark Gleason
Executive Director



State of New Jersey

DEPARTMENT OF EDUCATION

PO Box 500

TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

July 15, 2015

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We are writing to express our enthusiastic support for Mastery Charter Schools' proposal to the Charter Schools Program for High Quality Replication and Expansion competition.

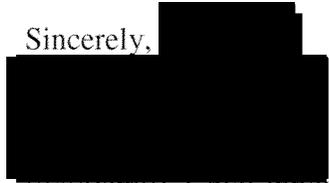
Mastery was a CSP grantee from 2010-2015 and used CSP funds to open or significantly expand 13 schools in Philadelphia. In 2014, the New Jersey Department of Education approved the initial charter school application for Mastery under the name Excellence Charter School to open schools in Camden as well as a Renaissance charter contract for the same city. Mastery opened two schools under their Renaissance LEA agreement as Mastery Schools of Camden in fall 2014 and will open three more in fall 2015. We are hopeful they will also seek to expand via the existing charter application and would invite them to apply to operate charters in other cities in New Jersey where there is evidence of need for high quality seats.

While we cannot guarantee approval of future charter applications prior to submission and review, we have been impressed by Mastery's track record of student achievement and growth through their turnarounds of some of the lowest performing schools in Philadelphia. We are pleased they have chosen to expand to New Jersey in Camden and we look forward to opportunities to explore more high quality Mastery (Excellence) schools in our state in the future.

The State of New Jersey is dedicated to quality authorizing and has been focused on developing a high quality charter sector under the Christie administration. Mastery's Charter Schools Program for Replication and Expansion proposal would allow Mastery to catalyze an ambitious part of the education reform agenda with us here in New Jersey by focusing on educational options for students in our low income communities with failing schools.

We hope that you will give your fullest consideration to Mastery Charter Schools' Charter School Program for High Quality Replication and Expansion proposal.

Sincerely,



Evo Popon, Chief Innovation Officer
Division of Innovation
New Jersey Department of Education

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF STATE

JANUARY 6, 2010

TO ALL WHOM THESE PRESENTS SHALL COME, GREETING:

I DO HEREBY CERTIFY THAT,

MASTERY CHARTER HIGH SCHOOL

is duly incorporated under the laws of the Commonwealth of Pennsylvania and remains a subsisting corporation so far as the records of this office show, as of the date herein.



IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Seal of the Secretary's Office to be affixed, the day and year above written.


Secretary of the Commonwealth

Certification Number: 8506490-1

Verify this certificate online at <http://www.corporations.state.pa.us/corp/soskb/verify.asp>

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF STATE

JANUARY 6, 2010

TO ALL WHOM THESE PRESENTS SHALL COME, GREETING:

MASTERY CHARTER HIGH SCHOOL

I, Pedro A. Cortés, Secretary of the Commonwealth of Pennsylvania

do hereby certify that the foregoing and annexed is a true and correct

copy of

**ARTICLES OF INCORPORATION-NON-PROFIT filed on November 8, 2000,
ARTICLES OF AMENDMENT-NONPROFIT filed on March 27, 2001,
ARTICLES OF AMENDMENT-NONPROFIT filed on August 27, 2003**

which appear of record in this department.



**IN TESTIMONY WHEREOF, I have
hereunto set my hand and caused
the Seal of the Secretary's Office to
be affixed, the day and year above
written.**

Secretary of the Commonwealth

200034 - 824

Microfilm Number _____

Filed with the Department of State on _____

Entry Number 2971942



Secretary of the Commonwealth [Signature]

ARTICLES OF INCORPORATION-DOMESTIC NONPROFIT CORPORATION

DESB-15-8901 (Rev. 81)

In compliance with the requirements of 15 Pa.C.S. § 5305 (relating to articles of incorporation), the undersigned, desiring to incorporate a nonprofit corporation, hereby state(s) that:

1. The name of the corporation is: TECH HIGH CHARTER SCHOOL

2. The (a) address of this corporation's initial registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is:

<u>Two Penn Center Plaza, Ste 1100 Phila PA 19102 Philadelphia</u>
Number and Street
City
State
Zip
County

(b) c/o: _____
Name of Commercial Registered Office Provider _____
County _____

For a corporation represented by a commercial registered office provider, the county in (b) shall be deemed the county in which the corporation is located for venue and official publication purposes.

3. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes:
Basic education for children (see rider)

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

5. The corporation is organized upon a nonstock basis.

6. (Strike out if inapplicable): The corporation shall have no members.

7. (Strike out if inapplicable): The incorporators constitute a majority of the members of the committee authorized to incorporate: _____
by the requisite vote required by the organic law of the association for the amendment of such organic law.

8. The name and address, including street and number, if any, of each incorporator is:

<u>Scott Gordon</u>	Name	<u>1308 Race Street, 3rd Floor</u>	Address
		<u>Phila PA 19107</u>	

9. The specified effective date, if any, is: _____
month day year month, if any

10. Additional provisions of the articles, if any, attach on 8 1/2 x 11 sheet.

IN TESTIMONY WHEREOF, the incorporator(s) has (have) signed these Articles of Incorporation this 7 day
of November, 2000.

X 

(signature)

(signature)

(signature)

R I D E R
TO THE ARTICLES OF INCORPORATION
OF
TECH HIGH CHARTER SCHOOL

The corporation is incorporated under the Nonprofit Corporation Law of the Commonwealth of Pennsylvania for the following purpose or purposes:

To provide basic elementary education to charter school students.

The corporation is organized exclusively for charitable, literary, scientific, religious and educational purposes provided for under Section 501(c)(3) of the Internal Revenue Code of 1986 and does not contemplate pecuniary gain or profit, incidental or otherwise.

No part of the net earnings of the corporation shall inure to the benefit, or be distributable to, its members, trustees, officers or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its purposes.

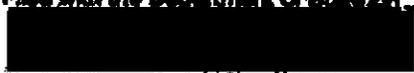
No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the preparation or distribution of any statements) any political campaign on behalf of or in opposition to any candidate for public office. The corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purpose.

Microfilm Number 200125-588

Filed with the Department of State on MAR 27 2001

Entry Number 2971942



Secretary of the Commonwealth

ARTICLES OF AMENDMENT-DOMESTIC NONPROFIT CORPORATION DEC-15-1997 (REV 87)

In compliance with the requirements of 15 Pa.C.S. § 2815 (relating to articles of amendment), the undersigned nonprofit corporation, desiring to amend its articles, hereby states that:

1. The name of the corporation is: TECH HIGH CHARTER SCHOOL

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is (the Department is hereby authorized to correct the following information to conform to the records of the Department):

(a) 1302 Race Street Phila PA 19107 PHILA
Number and Street City State Zip County

(b) c/o: _____
Name of Commercial Registered Office Provider County

For a corporation represented by a commercial registered office provider, the county in (b) shall be deemed the county in which the corporation is located for venue and official publication purposes.

3. The statute by or under which it was incorporated is: PA Non Profit Law of 1988

4. The date of its incorporation is: November 8, 2000

5. (Check, and if appropriate complete, one of the following):

The amendment shall be effective upon filing these Articles of Amendment in the Department of State.

The amendment shall be effective on: _____ at _____
Date Hour

6. (Check one of the following):

The amendment was adopted by the members (or shareholders) pursuant to 15 Pa.C.S. § 2814(a).

The amendment was adopted by the board of directors pursuant to 15 Pa.C.S. § 2814(b).

7. (Check, and if appropriate complete, one of the following):

The amendment adopted by the corporation, set forth in full, is as follows:

The amendment adopted by the corporation is set forth in full in Exhibit A attached hereto and made a part hereof.

U.S. SUPREMACY COMPANY
ONE BOSTON PLACE, SUITE 100
BOSTON, MA 02111

8. (Check, if the amendment restates the Articles):

The restated Articles of Incorporation supersede the original Articles and all amendments thereto.

IN TESTIMONY WHEREOF, the undersigned corporation has caused these Articles of Amendment to be signed by a duly authorized officer thereof this 27th day of March 2001.

HIGH TECH HIGH PHILADELPHIA CHARTER
SCHOOL
BY: [Redacted Signature]
(Signature)
TITLE: President

TECH HIGH CHARTER SCHOOL
ARTICLES OF INCORPORATION

EXHIBIT A

The name should be changed from Tech Charter High School, Inc. to:

HIGH TECH HIGH PHILADELPHIA CHARTER SCHOOL

The additional provisions are as follows:

Notwithstanding any other provision set forth herein, the corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax laws, or (b) by a corporation contributions to which are deductible under section 170(c)(3) of the Internal Revenue Code of 1986 (or corresponding section of any future United States Internal Revenue law).

Upon the dissolution of the corporation, the assets of the corporation, shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax laws, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be distributed by the Court of Common Pleas of the county in which the principal office of the corporation is then located, or as otherwise provided by law, exclusively to such exempt organizations, as the Court shall determine.

2003073-14

PENNSYLVANIA DEPARTMENT OF STATE
CORPORATION BUREAU

Articles of Amendment-Domestic Corporation
(15 Pa.C.S.)

Entry Number

2971942

Business Corporation (§ 1915)

Nonprofit Corporation (§ 5915)

Name

Address

City

State

Zip Code

Document will be returned to the
name and address you enter to
the left.

Fee: \$52

AUG 27 2003

Filed in the Department of State on

Secretary of the Commonwealth

In compliance with the requirements of the applicable provisions (relating to articles of amendment), the undersigned,
desiring to amend its articles, hereby states that:

1. The name of the corporation is:

High Tech High Philadelphia Charter School

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its
commercial registered office provider and the county of venue is (the Department is hereby authorized to
correct the following information to conform to the records of the Department):

(a) Number and Street City State Zip County
2 Penn Center Plaza, Ste 1100 Phila, PA 19102 Philadelphia

(b) Name of Commercial Registered Office Provider

County

3. The statute by or under which it was incorporated:

PA Non Profit Law of 1988

4. The date of its incorporation:

11-8-00

5. Check, and if appropriate complete, one of the following:

The amendment shall be effective upon filing these Articles of Amendment in the Department of State.

Certification# 8506489 Page 7 of 7
The amendment shall be effective on _____ at _____
Date Hour

DCB:15-1915/5915-2

6. Check one of the following:

- The amendment was adopted by the shareholders or members pursuant to 15 Pa.C.S. § 1914(a) and (b) or § 5914(a).
- The amendment was adopted by the board of directors pursuant to 15 Pa. C.S. § 1914(c) or § 5914(b).

7. Check, and if appropriate, complete one of the following:

- The amendment adopted by the corporation, set forth in full, is as follows:

- The amendment adopted by the corporation is set forth in full in Exhibit A attached hereto and made a part hereof.

8. Check if the amendment revises the Articles:

- The revised Articles of Incorporation supersede the original articles and all amendments thereto.

IN TESTIMONY WHEREOF, the undersigned corporation has caused these Articles of Amendment to be signed by a duly authorized officer thereof this

26 day of August,
2002

Name of Corporation

Signature

CEO
Title

2003073-16

HIGH TECH HIGH PHILADELPHIA CHARTER SCHOOL

ARTICLES OF INCORPORATION

EXHIBIT A

The name should be changed from High Tech High Philadelphia Charter School to Mastery Charter High School.

The registered office should be changed from 2 Penn Center Plaza, Suite 1100, Philadelphia, PA 19102, Philadelphia County to 35 S. 4th Street, Philadelphia, PA 19106, Philadelphia County.

PENNSYLVANIA DEPARTMENT OF STATE
CORPORATION BUREAU

Articles of Amendment-Domestic Corporation

(15 Pa.C.S.)

Entity Number

Business Corporation (§ 1915)
 Nonprofit Corporation (§ 5915)

Name
High Tech High Philadelphia Foundation

Address
1302 Race Street, 3rd Floor

City State Zip Code
Philadelphia, PA 19107

Document will be returned to the name and address you enter to the left.

Fee: \$52

Filed in the Department of State on _____

Secretary of the Commonwealth

In compliance with the requirements of the applicable provisions (relating to articles of amendment), the undersigned, dealing to amend its articles, hereby states that:

1. The name of the corporation is:
High Tech High Philadelphia Foundation

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is (the Department is hereby authorized to correct the following information to conform to the records of the Department):

(a) Number and Street City State Zip County
1302 Race Street, 3rd Floor, Philadelphia, PA 19107 Phila.

(b) Name of Commercial Registered Office Provider County
c/o

3. The statute by or under which it was incorporated: Pennsylvania Nonprofit Corporation Law

4. The date of its incorporation: August 20, 2001

5. Check, and if appropriate complete, one of the following:

The amendment shall be effective upon filing these Articles of Amendment in the Department of State.

The amendment shall be effective on: _____ at _____
Date Hour

PA DEPT OF STATE

6. Check one of the following:

- The amendment was adopted by the shareholders or members pursuant to 15 Pa.C.S. § 1914(a) and (b) or § 5914(a).
- The amendment was adopted by the board of directors pursuant to 15 Pa. C.S. § 1914(c) or § 5914(b).

7. Check, and if appropriate, complete one of the following:

The amendment adopted by the corporation, set forth in full, is as follows

The amendment adopted by the corporation is set forth in full in Exhibit A attached hereto and made a part hereof. Exhibit A is attached hereto to provide for tax exempt status of the corporation as described under Section 501(c)(3) of the Internal Revenue Code.

8. Check if the amendment restates the Articles:

The restated Articles of Incorporation supersede the original articles and all amendments thereto.

IN TESTIMONY WHEREOF, the undersigned corporation has caused these Articles of Amendment to be signed by a duly authorized officer thereof this

26 day of September

2001

High Tech High Philadelphia Foundation


Signature
CEO + Chief Admin Officer
Title

EXHIBIT A

ATTACHMENT TO AND A PART OF ARTICLES OF INCORPORATION

The corporation is organized and operated exclusively for charitable, educational and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). The corporation is organized and operated for the benefit of, to perform the functions of, or to carry out the purposes of (within the meaning of section 509(a)(3) of the Code) High Tech High Philadelphia Charter School, a Pennsylvania nonprofit corporation that has been recognized by the Internal Revenue Service as an organization described under sections 501(c)(3) and 509(a)(1) of the Code. The corporation shall engage in any and all lawful activities incidental to the foregoing purposes, except as specifically restricted herein. The corporation will be operated, supervised, or controlled by the directors of High Tech High Philadelphia Charter School to develop, implement and support innovative educational practices at the High Tech High Philadelphia Charter School.

The corporation does not contemplate pecuniary gain or profit, incidental or otherwise. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to any private person; except that reasonable compensation may be paid for services rendered on behalf of the corporation, and no trustee, director or officer of the corporation or any individual shall be entitled to share in any distribution of any of the assets of the corporation upon its dissolution.

No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation except as may otherwise be permitted in accordance with an election pursuant to section 501(h) of the Code; the corporation shall not directly or indirectly participate in or intervene in any political campaign on behalf of or in opposition to any candidate for public office (including the publishing or distributing of statements); nor shall the corporation engage in any activities that are unlawful under applicable federal, state or local laws.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Code, or corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under sections 170, 2055, or 2522 of the Code, or corresponding section of any future federal tax code.

In the event of dissolution of the corporation, whether voluntary or involuntary or by operation of law, the assets of the corporation (a) shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or corresponding section of any future federal tax code, or (b) shall be distributed to the federal government or to a state or local government for a public purpose, or (c) shall be distributed by a court to another organization to be used in such manner as in the judgment of the court will best accomplish the general purposes for which the dissolved organization was organized.

1-PH/1488906.1

M. BURR KEIM COMPANY

Microfilm Number _____

Filed with the Department of State on _____

**M. BURR KEIM COMPANY
DATE STAMPED COPY**

Entity Number _____

Secretary of the Commonwealth

ARTICLES OF INCORPORATION-DOMESTIC NONPROFIT CORPORATION
02CR10-8004 (Rev 10)

In compliance with the requirements of 15 Pa.C.S. § 8904 (relating to articles of incorporation), the undersigned, desiring to incorporate a nonprofit corporation, hereby state(s) that:

1. The name of the corporation is: _____

High Tech High Philadelphia Foundation

2. The (a) address of the corporation's initial registered office in the Commonwealth or (b) name of its commercial registered office provider and the county of venue is:

(a) 1302 Race Street, 3rd Floor Phila, PA 19107 Phila.
Number and Street City State Zip County

(b) c/o: _____
Name of Commercial Registered Office Provider County

For a corporation registered by a commercial registered office provider, the county in (b) shall be deemed the county in which the corporation is located for venue and official publication purposes.

2. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes:

to act as an educational improvement organization for Phila. area

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

5. The corporation is organized upon a nonstock basis.

6. (Strike out if inapplicable): The corporation shall have no members.

7. (Strike out if inapplicable): The incorporators constitute a majority of the members of the committee authorized to incorporate, by the requisite vote required by the organic law of the association for the amendment of such organic law.

8. The names and address, including street and number, if any, of each incorporator is:

Name	Address
<u>Scott Gordon</u>	<u>1302 Race St., 3rd Floor Phila PA 19107</u>
_____	_____
_____	_____

9. The specified effective date, if any, is: _____
month day year hour, if any

10. Additional provisions of the articles, if any, attach on 6 1/2 x 11 sheet.

RECEIVED
SEPT 10 1999
DEPT OF STATE
6:24 AM EDT '99

APPENDIX E: SCHOOLS OPERATED BY THE APPLICANT

I. List of Schools Operated by Mastery Charter Schools	Page 2
II. Pennsylvania Charter Agreements and Approving Board Resolutions	
i. Charter Agreement for Applicant – Mastery Charter HS	Page 3
• Renewal Resolutions 2010 and 2015 for Mastery Charter HS	
• Executed Charter Agreement for Applicant- Mastery Charter HS 2005	
• Draft Renewal Agreement for Applicant- Mastery Charter HS 2015	
ii. Copy of Resolutions & First Page of Charter Agreements per Campus	
• Thomas	Page 70
• Shoemaker	Page 75
• Pickett	Page 78
• Harrity	Page 83
• Mann	Page 88
• Smedley	Page 93
• Clymer	Page 98
• Hardy Williams	Page 101
• Gratz	Page 106
• Cleveland	Page 109
• Pastorius	Page 113
III. New Jersey Renaissance School Project Management & Operation Agreement	Page 117
IV. Letters or Resolutions Authorizing Future Charter Agreements	
i. Mastery Charter School Gillespie Campus	Page 139
ii. Frederick Douglas Mastery Charter School	Page 144
iii. Excellence Charter Schools, New Jersey	Page 150
V. Pennsylvania and New Jersey Management Agreements	
i. PA Management Agreement- Pastorius	Page 154
ii. NJ Management Agreement – Mastery Schools of Camden	Page 167
iii. First & Last Page of Management Agreement – All Schools	Page 182
VI. Documentation Recognizing Schools as Separate Under State Law	Page 204

APPENDIX E: SCHOOLS OPERATED BY APPLICANT *Each Mastery Charter School Campus has its own Principal, administration, faculty, student body, facility and governing board representatives. All campuses have signed a management agreement with Mastery Charter High School to serve as the Network lead and to provide consulting services including: teacher recruitment, orientation, professional development, and support; general human resources and finance functions; facility planning and improvements, common data systems management, instructional benchmark assessments, etc.*

SCHOOL NAME	STATE ID/ LOC. CODE	YEAR OPEN	GRADES SERVED	LOCATION (S)	CHARTER AUTHORIZER	SEPARATE CHARTER
Mastery Charter Lenfest Campus	126510002/ 7678	2001	7-12	35 South 4 th Street Philadelphia, PA 19106	School District of Philadelphia	Yes
Mastery Charter School Thomas Campus (2 Principals)	126510023/ 7910	2005	K-12	927 Johnston Street (7-12) 814 Bigler Street (K-6) Philadelphia, PA 19148	School District of Philadelphia	Yes
Mastery Charter Shoemaker Campus	126510022/ 7909	2006	7-12	5301 Media Street Philadelphia, PA 19131	School District of Philadelphia	Yes
Mastery Charter Pickett Campus	151514721/ 7961	2007	6-12	5700 Wayne Avenue Philadelphia, PA 19144	School District of Philadelphia	Yes
Mastery Charter Harrity Elementary	126516457/ 8153	2010	K-8	5601 Christian Street Philadelphia, PA 19143	School District of Philadelphia	Yes
Mastery Charter School Mann Elementary	126519433/ 8152	2010	K-6	5376 W. Berks Street Philadelphia, PA 19131	School District of Philadelphia	Yes
Mastery Charter School Smedley Elementary	126517286/ 8151	2010	K-6	1790 Bridge Street Philadelphia, PA 19124	School District of Philadelphia	Yes
Mastery Charter School Clymer Elementary	126511748/ 8208	2011	K-8	1201 W. Rush Street Philadelphia, PA 19133	School District of Philadelphia	Yes
Hardy Williams Academy Mastery Charter School (2 Principals)	126513290/ 7588	2011	K-11	5400 Warrington Avenue Philadelphia, PA 19143	School District of Philadelphia	Yes
Simon Gratz High School Mastery Charter (3 Principals)	126513734/ 8207	2011	6-12	1798 W. Hunting Park Avenue Philadelphia, PA 19140	School District of Philadelphia	Yes
Grover Cleveland Mastery Charter School (2 Principals)	126519644/ 8259	2012	K-8	3701 North 19 th Street Philadelphia, PA 19140	School District of Philadelphia	Yes
Francis D. Pastorius Mastery Charter School	126518795/ 8288	2013	K-8	5650 Sprague Street Philadelphia, PA 19138	School District of Philadelphia	Yes
Mastery Schools of Camden-- North Camden	County: 07 District: 1802	2014	K-5	800 Erie Street Camden, NJ 08102	State of New Jersey	Yes (Both Schools on 1 Charter)
Mastery Schools of Camden-- Cramer Hill	School: 112	2014	K-2	1033 Cambridge Avenue Camden, NJ 08105		

RESOLUTION

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et. seq.*, the Board of Education of the School District of Philadelphia (the "School District") granted a charter to the Board of Trustees of MASTERY CHARTER HIGH SCHOOL (the "Charter School") to operate a charter school from September 1, 2001 through August 31, 2005; and

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et. seq.*, the SRC renewed the Charter School's Charter for a five-year term from September 1, 2005 through June 30, 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, and information sought during the renewal process, and has examined school and student performance; now be it

RESOLVED, that the Charter School must comply with the following conditions (the "Conditions"):

1. The Board of Trustees shall submit to the School District by August 1, 2010 a Conflicts of Interest Policy that complies with the Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act and that is applicable to trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School. The Charter School shall comply with the Conflicts of Interest Policy during the term of the Charter.
2. The Board of Trustees shall submit to the School District by August 1, 2010 an Admissions Policy that complies with the Pennsylvania Charter School Law and shall comply with the Admissions Policy during the term of the Charter.
3. The Board of Trustees shall comply with the requirement that 75% of the Charter School's professional staff are certified in accordance with the Charter School Law during the term of the Charter.
4. The Board of Trustees shall submit evidence to the School District by August 1, 2010 that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher" and shall comply with this requirement during the term of the Charter.
5. The Board of Trustees shall ensure that all employees have required federal and state criminal and child abuse background checks and shall comply with the Charter School's Employment Policies and Procedures during the term of the Charter.

6. The Board of Trustees shall submit to the School District by August 1, 2010 the curriculum and instruction plan for the Charter School's Multiple Alternatives Pupil Support Program ("MAPS"), and the Charter School shall provide to the School District the names of the students attending the MAPS program on a monthly basis during the term of the Charter;

and be it

FURTHER RESOLVED, that the Charter is RENEWED, subject to the satisfaction of the Conditions set forth above and upon the timely submission of all of the evidence identified above, for a five-year period commencing on July 1, 2010 and ending on June 30, 2015, with current grades and enrollment, effective upon the full execution of the Charter Agreement by the School District and by the President of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the SRC, pursuant to section 6-696(i)(3) of the Public School Code, partially suspends the corrective action status provision in Section 17-1729-A(a.1) of the Charter School Law that authorizes the SRC to place specific reasonable conditions in the charter that require the charter school to meet specific student performance targets within reasonable stated periods of time. All other provisions of Section 1729-A(a.1) shall remain in full force and effect; and be it

FURTHER RESOLVED, that during the term of the Charter, the Charter School shall meet reasonable specific student performance targets within reasonable stated time periods as set forth in the Charter between the School District and the Charter School; and be it

FURTHER RESOLVED, that the Charter School is approved for a total enrollment of 600 students in grades 7-12; and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

RESOLUTION

Re: Mastery Charter High School; Renewal of Charter

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the Board of Education of the School District of Philadelphia (“School District”) granted a charter (“Charter”) to the Board of Trustees of the predecessor in interest to MASTERY CHARTER HIGH SCHOOL (“Charter School”) to operate a charter school for a term of four (4) years commencing in 2001; and

WHEREAS, the School Reform Commission (“SRC”) renewed the Charter School’s Charter for five-year terms in 2005 and in 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the Charter Schools Office of the School District setting forth the agreed terms and conditions of renewal; and

WHEREAS, the Charter Schools Office staff have recommended to the SRC that the SRC renew the Charter School’s Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School’s request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2015 and ending on June 30, 2020, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply certain conditions for renewal (the “Conditions for Renewal”) as set forth below. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply

with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.

2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year or between school years for grades 7-9, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. If seats open in grades other than 7-9, the Charter School shall seek to fill the open seats in the best way feasible. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall submit to the Charter Schools Office by August 31, 2015 a plan for ESL programing which complies with 22 Pa. Code Chapter 4 standards.
4. The Board of Trustees shall comply with the Charter School's Bylaws regarding term limits for Board members. If the Board of Trustees decides to amend Bylaws, updated Bylaws shall be sent to the Charter Schools Office by August 31, 2015.
5. Voting members of the Board of Trustees of the Charter School shall not be voting members of the Board of Trustees of other Philadelphia charter schools operated by Mastery Charter Schools so long as the Charter School has a management contract with another Philadelphia charter school operated by Mastery Charter Schools or provides services as the Network Support Team for such charter school.
6. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
7. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic

subjects demonstrate that they satisfy the definition of a “Highly Qualified Teacher”.

8. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee’s personnel file, along with each employee’s complete timesheet records. The Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.
9. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
10. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School’s website. Furthermore, minutes from Board meetings shall be posted on the Charter School’s website within two weeks of approval by the Board of Trustees.

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades K through 12 with a maximum of 600 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School shall have admission preferences for all students enrolled at Mastery Charter School Smedley Elementary ("Mastery-Smedley"); provided, however, that students enrolled at Mastery-Smedley in the Autistic Support program may enroll at the Charter School but shall receive their educational program at Mastery Charter School Simon Gratz Campus. The School District shall arrange and pay for the transportation costs for such students formerly enrolled at Mastery-Smedley in the Autistic Support program who enroll at the Charter School but receive their educational program at Mastery Charter School Simon Gratz Campus; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District’s accountability performance system for charter schools:

- i. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile (“SPP”) score of 70 or better, the Pennsylvania Value-Added Assessment System (“PVAAS”)

growth measure, and the Average Growth Index (“AGI”) growth measure consistent with the Pennsylvania Department of Education’s Accountability System pursuant to No Child Left Behind Act.

- ii. If the Charter School achieves a ranking in the bottom two levels on the School District’s academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District’s accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

THE SCHOOL DISTRICT OF PHILADELPHIA

CHARTER

FOR

MASTERY CHARTER HIGH SCHOOL

THIS CHARTER (the "Charter") is made and entered into as of August 31, 2005 (the "Execution Date"), by and between the SCHOOL REFORM COMMISSION (the "SRC") of THE SCHOOL DISTRICT OF PHILADELPHIA (the "School District"), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and MASTERY CHARTER HIGH SCHOOL, a Pennsylvania nonprofit corporation (the "Charter School") acting through and by its Board of Trustees (the "Charter Board"), with its principal place of business at 35 S. 4th Street, Philadelphia, PA 19106.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the "School Code"), the Secretary of Education of the Commonwealth of Pennsylvania (the "Secretary") issued a certificate declaring The School District of Philadelphia to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 ("Act 83"); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the "Board of Education") of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the "Charter School Law") and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, the founding coalition of the Charter School submitted to the Board of Education an Application to operate the Charter School ("the Application"); and

WHEREAS, the Board of Education of the School District duly approved said Application and authorized the issuance of a charter to the Charter Board for a term of four (4) years commencing on September 1, 2001; and

WHEREAS, on or about November 15, 2004, the Charter Board filed its application for renewal of its charter with the School District; and

WHEREAS, on March 16, 2005, the SRC adopted Resolution SRC-12 and on April 20, 2005, the SRC adopted Resolution SRC-6 (collectively, the "Resolutions") attached hereto as Exhibit A and made a part hereof, which authorized the renewal of the Charter for the Charter School upon meeting the condition(s) set forth in said Resolutions; and

WHEREAS, the Charter Board is authorized to sign this Charter;

NOW THEREFORE, in consideration of the promises and the mutual covenants and agreements set forth herein, the SRC and the Charter School intending to be legally bound, hereby mutually agree to the above Recitals and the following:

GRANT OF CHARTER

Subject to all of the terms and conditions set forth in this Charter, the SRC hereby grants to the Charter Board this Charter to operate the Charter School as a public school under and pursuant to the Charter School Law and all other Applicable Laws (as hereinafter defined), commencing on September 1, 2005 (the "Effective Date") and ending on June 30, 2010, unless earlier terminated pursuant to the terms of this Charter or Applicable Laws (the "Term").

It is specifically understood and agreed between the parties hereto that:

1. The Charter School shall comply with the Resolutions, common law, court decisions, court orders, the Charter School Law, the Individuals With Disabilities Education Act, 20 U.S.C.S. §1400 *et seq.* ("IDEA"), the No Child Left Behind Act, P.L. 107-110, and all other applicable state, federal and local laws, statutes, codes, ordinances and regulations as in effect from time to time ("Applicable Laws"). In furtherance of and without limitation to the covenants contained herein, the Charter School shall comply with Applicable Laws prohibiting discrimination on the basis of disability, race, age, creed, color, gender, religion, marital status, veteran status, national origin, ancestry and any other protected category or classification as required by law, and shall not unlawfully discriminate in student admissions, hiring and operations. Any reference in this Charter to any statute or ordinance shall mean such statute, as the same may hereafter be duly amended.

2. The Application, including the representations, certifications and assurances set forth therein, is hereby incorporated in this Charter as if set forth herein in full. As used in this Charter, "Application" means the application originally filed by or on behalf of the Charter School and the Charter Board in connection with the original issuance of a charter to the Charter Board for the Charter School, as said application may subsequently have been amended by (a) duly authorized agreement of the SRC and the Charter Board, or (b) the Charter Board's application for approval of the renewal ("Application for Renewal") of its Charter, or (c) both. To the extent that materials submitted to the School District in connection with an Application

for Renewal of an existing charter should reasonably be construed as amendments to the Application, the Charter Board and the School District acknowledge and agree that the original application shall be deemed amended thereby and such amendment or amendments shall constitute part of the "Application" only to the extent that the SRC has specifically approved by resolution any differences in policies, procedures or terms of operation between the application and the Application for Renewal.

2. The Charter Board agrees that it shall operate the Charter School in strict adherence to: (a) the terms of the Application, attached hereto as Exhibit B; (b) the Statement of Assurances, and all Application appendices and attachments referred to therein (collectively, the "Statement of Assurances"), attached hereto as Exhibit C; (c) the Accountability Agreement ("Accountability Agreement"), attached hereto as Exhibit D; and (d) the Standard Terms and Conditions ("Standard Terms and Conditions"), attached hereto as Exhibit E; all as submitted by the Charter Board and approved by the SRC and School District staff.

3. The Charter School shall provide to the School District no later than August 29, 2005 the documents ("Required Documentation"), in form and substance acceptable to the School District, set forth on Exhibit F. If the Charter Board fails to provide the Required Documentation to the School District by August 29, 2005, the SRC and/or the School District may withhold payments to the Charter School, may revoke the Charter, may declare the Charter void, and/or may benefit from any other remedies provided by the Charter School Law or Applicable Laws. The Charter Board shall report to the School District any changes to the Required Documentation during the Term of this Charter within fifteen (15) days after the occurrence of the change. Additionally, in accordance with the Applicable Laws, the Charter School shall maintain on-site at its facility for inspection by the School District and its representatives and agents all of certain current Charter School records ("Current Charter School Records") as set forth on Exhibit G attached hereto and made a part hereof.

4. The Charter School, during the Term of this Charter, shall operate facilities located at the following addresses: 35 S. 4th Street, Philadelphia, PA 19106 and at the former Thomas School at 927 Johnston Street, Philadelphia, PA 19148.

5. The Application, Statement of Assurances, Accountability Agreement, Standard Terms and Conditions, and Required Documentation, and all other Exhibits, appendices and attachments hereto are incorporated herein by reference as if fully set forth. This Charter and all Exhibits hereto constitute a legally binding agreement for the Term set forth above and the terms of this Charter cannot be changed absent a written amendment to this Charter signed by both parties.

6. Notices required by this Charter shall be sent to the following individuals:

	School District	Charter School
Name:	James E. Nevels	Scott Gordon
Title:	Chairman	Chief Executive Officer
Address:	School Reform Commission Administration Building Room 114 2120 Winter Street Philadelphia, PA 19103	Mastery Charter High School 35 South 4 th Street Philadelphia, PA 19106

With required copy to:

	School District	Charter School
Name:	Charter School Office	Robert W. O'Donnell, Esquire
Title:	Executive Director	
Address:	The School District of Philadelphia Charter School Office Administration Building - Rm. 309 2120 Winter Street Philadelphia, PA 19103	O'Donnell Associates 1515 Market Street Suite 1800 Philadelphia, PA 19102

7. The School District reserves the right to terminate and or revoke this Charter in accordance with 24 P.S. §17-1729-A and Applicable Laws. This Charter may be terminated by mutual written agreement prior to the expiration of the Term, which agreement shall state the effective date of termination. The Charter School and the School District agree that unless the safety and health of the students and or staff is otherwise threatened, the effective date of termination by mutual agreement will be at the end of a semester or academic year. After the disposition of any liabilities and obligations of the Charter School, any remaining assets of the Charter School shall be distributed on a proportional basis to the school entities (as defined in 24 P.S. § 17-1703-A) with students enrolled in the Charter School for the last full or partial school year of the Charter School.

8. This Charter may not be transferred or assigned by the Charter School.

IN WITNESS WHEREOF, the undersigned have executed this Charter the day and year first written above.

THE SCHOOL REFORM COMMISSION
OF THE SCHOOL DISTRICT OF
PHILADELPHIA

APPROVED AS TO FORM:

By: 
James E. Nevels, Chairman
School Reform Commission


Interim General Counsel

MASTERY CHARTER HIGH SCHOOL

ATTEST:

By: 
Name: Jeremy Nowak
Title: President

By: 
Name: Ron Biscardi
Title: Secretary

EXHIBIT A

SRC RESOLUTIONS

RESOLUTION

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et. seq.*, the Board of Education of the School District of Philadelphia granted a charter to the Board of Trustees of MASTERY CHARTER HIGH SCHOOL ("the Charter School") on September 1, 2000 to operate a charter school from September 1, 2001 through August 31, 2005; and

WHEREAS, the Charter School seeks renewal and expansion of its Charter; and

WHEREAS, pursuant to Act 83 of 2001, the Commonwealth amended §696 of the Public School Code, entitled "Distress in school districts of the first class" and, as so amended, § 696(e)(1) states: "[a]ll powers and duties granted heretofore to the board of school directors of a school district of the first class under this act or any other law, including its authority to levy taxes and incur debt, shall be vested in the School Reform Commission..."; and

WHEREAS, pursuant to § 691 of the School Code, the Pennsylvania Secretary of Education declared the School District of Philadelphia (the "School District") to be a distressed school district effective December 22, 2001, and pursuant to § 696 of the School Code, a School Reform Commission ("SRC") has been appointed; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the information sought during the renewal process and examined school and student performance; now be it

RESOLVED, that the Charter School must by April 1, 2005:

- Submit evidence that 75% of the professional staff is certified in accordance with the Charter School Law; and be it

FURTHER RESOLVED, that upon meeting the requirement set forth in the paragraph above, the request for renewal of the charter for a period commencing on September 1, 2005 and ending on August 31, 2010 shall be GRANTED upon signing a new Charter Agreement. Renewal of the Charter will not take effect until the Charter Agreement has been signed by the President of the Board of Trustees of the Charter School or another member of the Board duly designated by the President; and be it

FURTHER RESOLVED, that upon meeting the requirement set forth above, the Charter School's request for expansion of grades and enrollment is hereby GRANTED and the school shall be authorized to enroll a maximum of 600 students and serve grades 7 through 12.

WHEREAS, pursuant to Act 83 of 2001, the Commonwealth amended §696 of the Public School Code, entitled "Distress in school districts of the first class" and, as so amended, §696(e)(1) states: "[a]ll powers and duties granted heretofore to the board of school directors of a school district of the first class under this act or any other law, including its authority to levy taxes and incur debt, shall be vested in the School Reform Commission... "; and

WHEREAS, pursuant to § 691 of the School Code, the Pennsylvania Secretary of Education declared the School District of Philadelphia (the "School District") to be a distressed school district effective December 22, 2001, and pursuant to § 696 of the School Code, a School Reform Commission ("SRC") has been appointed; and

WHEREAS, §696(k)(2)(v) states that the SRC may approve or designate a school as a charter school; and

WHEREAS, the SRC wishes to replicate successful charter schools in other areas of Philadelphia; and

WHEREAS, the SRC has identified Thomas Middle School, located at 927 Johnston Street, Philadelphia, PA 19148 as an appropriate school to convert to a charter school; and

WHEREAS, the Board of Trustees of Mastery Charter School ("Mastery") submitted a proposal; NOW
BE IT

RESOLVED, that Thomas Middle School shall be converted to a charter school and operated by the Board of Trustees of Mastery Charter School as a second campus provided the following are met:

Mastery shall submit the items below for approval by the SRC, and if so approved, shall receive a charter to operate the above-mentioned charter school commencing in school year 2005/06:

1. Evidence that the Board has met and authorized the signing of a charter school contract for a second campus; and
2. A detailed proposal for the composition and operation of the Board of Trustees, including a list of initial board members and specific provisions for the replacement of board members. No governance plan will be approved in which the majority of board seats are held by representatives of organizations that are unrelated to the subject school's parents, staff and local community; and

3. A detailed proposal for the improvement of academic outcomes for students in the subject school, including proposals for school management, instructional design, school calendar, curriculum and instruction, staff recruitment, professional development, special education, school climate/school safety, and other components of instructional strategy; and

4. A set of measurable minimum targets for academic improvement that the school will be expected to reach in each year of the charter school's charter in order to maintain its status as a charter school. Conversion proposals will not be approved unless the measurable minimum targets represent improvements in academic achievement levels, compared to current performance; and

5. A proposal for parent/caregiver involvement and community involvement in advancing the school's academic objectives; and

6. A public accountability plan that will periodically inform the SRC and the community at large as to the school's performance, including measures of academic achievement, attendance rates, promotion rates, and school climate/school safety; and

7. Proof that the details of the school conversion plan have been shared with parents in the school catchment area who have children eligible to attend the subject charter school, and evidence can be presented that there is strong parental support for the conversion plan; and

8. Evidence that the charter school is registered under section 501(C)(3) of the Internal Revenue Code as a nonprofit organization; and be it

FURTHER RESOLVED, that upon approval of the above-mentioned submissions, Mastery shall receive a charter containing the terms and conditions of the agreement between the SRC and the charter board, including provisions related to the facility; and be it

FURTHER RESOLVED, that the above-described charter school, upon approval, may enroll up to six hundred (600) students, serve grades as follows:

2005/06: Enrollment cap of two hundred-forty (240), grades six through eight;
2006/07: Enrollment cap of three hundred-sixty (360), grades seven through nine;
2007/08: Enrollment cap of four hundred-forty (440), grades seven through ten;
2008/09: Enrollment cap of five hundred-fifty (550), grades seven through eleven;
2009/10: Enrollment cap of six hundred (600), grades seven through twelve; and be it

FURTHER RESOLVED, that all students attending Thomas Middle School at the time of conversion shall be offered enrollment in the charter school. The charter school will have admissions preferences thereafter for up to 95% of the population for students who reside in the catchment area (to be determined by the School District).

EXHIBIT B
APPLICATION

EXHIBIT C

STATEMENT OF ASSURANCES

The School District of Philadelphia

**Statement of Assurances for
Charter School Applicants for 2005-2006**

By duly authorized signature below, Mastery Charter High School ("Charter School") hereby agrees that the following terms and conditions will prevail for any charter school that may be established through the attached Charter School Application, and understands that any material deviation from any of these terms and conditions is cause for revocation or nonrenewal of any charter that may be granted by the School Reform Commission of The School District of Philadelphia ("SRC") at any time during the term of such charter:

- 1) The Charter School will comply with all applicable federal and state laws and regulations, and the authorizing legislation for charter schools.
- 2) The Charter School will be nonsectarian in all operations.
- 3) The board of trustees of the Charter School ("Charter Board") has been authorized to sign a written contract with the SRC. The Charter School will submit the formal resolution adopted by the Charter Board to the SRC according to the timelines specified in SRC Resolution No. SRC-12, dated March 16, 2005 and SRC Resolution No. SRC-6, dated April 20, 2005.
- 4) The Charter School will provide a minimum of one-hundred eighty (180) days of instruction or nine hundred (900) hours per year of instruction at the elementary level, or nine hundred ninety (990) hours per year of instruction at the secondary level.
- 5) Prior to employing any individual who shall have direct contact with students, the Charter School shall ensure that criminal history and child abuse/injury records are obtained in compliance with §1-111 of the Public School Code and 23 Pa. C.S.A. subchapter C2, regarding background checks.
- 6) The Charter School will provide the SRC with access to all of its records and facilities to ensure that the Charter School is in compliance with its written charter.
- 7) The Charter School will reimburse the School District for all student participation in extra-curricular activities according to the established fee schedule.
- 8) The Charter School will utilize a management structure that is consistent with Charter School Application Appendix B: Required Management Organization of the Board of Trustees and Requirements for Bylaws.
- 9) The Charter School will enroll each student using the School District of Philadelphia's School Computer Network.
- 10) The Charter School will administer the School District's citywide academic assessments and set forth as a minimum performance standard the performance targets associated with the academic components of the School District's professional responsibility system, and the annual yearly progress as required by "No Child Left Behind".
- 11) The Charter School will adopt an admissions policy in accordance with charter school legislation Sections 1723-A and 1730-A. In the event of a surplus of applicants, the Charter School immediately shall notify the School District if it intends to conduct an admissions "lottery" so that the School District may place an observer at the Charter School to monitor such a lottery.
- 12) The Charter School will send letters of intent to all school districts from which the Charter School could reasonably expect to draw at least 25 percent of its students.
- 13) The Charter School will submit the following legal documentation to the SRC according to the timelines specified in SRC Resolution No. SRC-12, dated March 16, 2005 and SRC Resolution No. SRC-6, dated April 20, 2005:
 - a) Evidence that the Charter School itself has been organized as a public nonprofit corporation in accordance with Section 1714-A of Act 22 of 1997;
 - b) Valid occupancy certificates for each facility serving the Charter School's students;

- c) Fire and health and safety regulation compliance as set forth by the City of Philadelphia;
 - d) A copy of a signed lease or recorded deed for each facility serving the Charter School's students.
- 14) The Charter School will submit the following to the SRC according to the timelines specified in SRC Resolution No. SRC-12, dated March 16, 2005 and SRC Resolution No. SRC-6, dated April 20, 2005:
 - a) Employment Verification forms, which will be supplied by the School District, indicating that a sufficient staff with complete and appropriate criminal and child abuse records checks have been hired to serve the actual enrollment of the Charter School;
 - b) Student Enrollment Notification forms, which will be supplied by the School District, signed by the parent/legal guardian, indicating that a sufficient number of students have enrolled in the proposed Charter School;
 - c) Evidence that the Charter School has obtained the insurance coverages required by the charter as set forth in Exhibit E attached to the charter and made a part thereof.
 - 15) The Charter School will comply with the *Provision of Special Education Services to Charter School Students: Guidelines*, attached hereto as Exhibit C-1 and made a part hereof.
 - 16) The Charter School adopts detailed procedures for suspension and expulsion that comply with the Public School Code, including due process.
 - 17) The Charter School will meet the legal, professional and ethical standards for maintaining school records and disseminating information.
 - 18) The Charter School will follow State child accounting procedures (24 PS 13-1332).
 - 19) If the Charter School plans to offer food services, State regulations for student participation must be followed (24 PS 13-1337).
 - 20) The Charter School will adopt a plan for providing school health services that complies with Article XIV of the Public School Code.
 - 21) The Charter School's insurance coverage plans, including health, general liability (including school operation, extra-curricular activities and parent volunteer activities), property, and Director's and Officer's liability coverage is in compliance with Section 1724-A of the Charter School legislation. The Charter School offers a health benefits package comparable to the local school district's package as required in Section 1724-A of the charter school legislation.
 - 22) The Charter School will be responsible for insuring, safeguarding and replacing all equipment on loan from the School District of Philadelphia, including, but not limited to computers, modems, and other equipment necessary for the School Computer Network.
 - 23) The Charter School will develop a purchasing procedure that addresses a competitive way to purchase goods and services. (For additional financing procedures see Section 1725-A of the Charter School Legislation.)
 - 24) The Charter School will follow the financial procedures listed in Charter School Application Appendix C: Required Financial Procedures.
 - 25) The Charter School will have a plan for regular financial reviews and audits in accordance with Section 1719-A of the charter school legislation.
 - 26) The Charter School's board of trustees agrees to direct the Charter School's staff to record and report daily attendance on the School Computer Network.

Signature Duly Authorized Representative of Charter School

Date

[Redacted Signature]

8/29/05

Typed Name and Title of Authorized Representative

Scott Gordon, CEO

EXHIBIT C-1

THE SCHOOL DISTRICT OF PHILADELPHIA

Provision of Special Education Services to Charter School Students Guidelines

The following duties will apply to charter schools:

- 1) Each charter school is responsible for providing a free appropriate public education to students with disabilities enrolled in that charter school who have been determined by an Individualized Education Program (IEP) team to require specially designed instruction. The cost of implementing the specially designed instruction will be borne by the Charter School. Students provided such services by the Charter School and with a valid Nora, CER and IEP will be considered eligible for additional special education payment to the Charter School. Charter schools are required to input relevant data to the School Computer Network (valid dates of Nora, CER and IEP) and submit the first page of the IEP to the School District. The appropriate format for an IEP may be found at [http://www.pde.state.pa.us/special edu/lib/charter annotated IEP_w.pdf](http://www.pde.state.pa.us/special%20edu/lib/charter%20annotated%20IEP_w.pdf). Assuming valid Nora and CER, payments are effective as of the date listed on the IEP.
- 2) Each charter school must ensure full compliance with the Individuals with Disabilities Education Act (IDEA). This includes, but is not limited to child find, identification, and procedural safeguards, including: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, the right to a due process hearing, and assurance of the Free and Appropriate Public Education (FAPE).
- 3) Each charter school must ensure that students who are suspected of having disabilities are properly evaluated and re-evaluated at established intervals required by IDEA, using culture-fair, non-biased assessment tools, by properly certified personnel, adhering to required timelines, and providing required notification to parents.
- 4) When a student enrolled in a charter school presents a valid and current IEP, and/or the charter school IEP team determines that a student with disabilities requires specially designed instruction, the charter school must ensure that the IEP is implemented in accordance with the IDEA, and reviewed at least annually.
- 5) Charter schools must maintain the confidentiality of personally identifiable information regarding students with disabilities as per the Family Educational Rights and Privacy Act (FERPA) and IDEA.
- 6) The charter school is responsible for providing the names of all students eligible for special education services provided by the charter school along with all other data required for the federal child count. This data is to be submitted electronically through the District's School Computer Network (SCN) no later than November 30 of each year.
- 7) Continuation of the additional special education payment is contingent on the Charter School maintaining current and valid IEP, Nora and CER documentation. As stated in Section 1728-A of Act 22 of 1997, the Charter School will provide to the School District "ongoing access to records and facilities of the Charter School to ensure that the Charter School is in compliance with its charter and this Act and that requirements for testing, civil rights, and student health and safety are being met."
- 8) Verification of students' eligibility for the additional special education funding will be based on the Charter School's performance of all necessary procedures relative to the evaluation and re-evaluation for special education services in accordance with the timelines and criteria specified by law.

EXHIBIT D

ACCOUNTABILITY AGREEMENT

The attached document outlines the Accountability Agreement between the School District of Philadelphia and each newly formed charter school. The Agreement includes an accountability/school improvement plan that must identify specific student performance, school operations and compliance indicators, as well as anticipated achievement levels for those indicators. In addition to the required components, the Agreement provides a voluntary opportunity for each charter school to develop unique standards and assessments that reflect the unique mission of each school and measure students' achievement in these unique areas. **An approved charter school is expected to enter into an Accountability Agreement and complete an accountability plan as part of its Charter with the School District.** (Accountability and school improvement information, including a sample plan template, can be found on the Pennsylvania Department of Education web site: www.pde.state.pa.us; type "getting results" in the site search box.)

ACCOUNTABILITY AGREEMENT

In accordance with the federal law, No Child Left Behind, the Public School Code and the Charter School Law, the School District of Philadelphia has implemented an accountability system which includes, but is not limited to, the following:

- Development of an Accountability /School Improvement Plan
- Monitoring of student performance goals and all other requirements as per "No Child Left Behind"
- Participate in any accountability related site visits as required by the School District of Philadelphia as per "No Child Left Behind"

We agree to participate in and comply with all aspects of the School District of Philadelphia's Accountability System.





Signature Duly Authorized Representative of Charter School

Date

Scott Gordon, CEO

Typed Name and Title of Authorized Representative

EXHIBIT E

STANDARD TERMS AND CONDITIONS

1. INSURANCE

a. **Insurance Requirements.**

All insurance policies required hereunder shall be maintained in full force and effect for the Term of this Charter. Each policy shall contain the provision that there is to be thirty (30) days prior written notice given to the School District in the event of cancellation, non-renewal, or material change to the insurance coverages. A certificate of insurance evidencing all insurance coverages as outlined below, shall be provided to the School District for review, seven (7) working days prior to the execution of this Charter. Within thirty (30) days of the Effective Date, certified copies of all insurance policies required by this Charter shall be delivered to the School District for review. The insurance companies indicated as the carriers on the insurance certificates, shall be authorized to do business in the Commonwealth of Pennsylvania, shall have a Best rating no less than "A," and the carriers shall be acceptable to the School District. The School District and the SRC shall be named as Additional Insureds, ATIMA, with respect to all coverages, except Workers' Compensation and professional liability/malpractice insurance. The Charter School's liability insurance coverage shall be endorsed to state that its coverage will be primary to any other coverage available to the SRC and School District and its officers, employees and agents, and that no act or omission of the School District will invalidate the coverage and that the insurance company waives subrogation against the School District, and any of the School District's officers, employees and agents and the SRC and any of its members.

The Charter School shall maintain the following insurance policies in full force during the term of this Charter:

1. **Commercial General Liability:**

Commercial General Liability coverage, on an occurrence basis, including Contractual Liability, with limits not less than the following: (a) \$2,000,000 General Aggregate (including bodily injury, or property damage or both); (b) \$2,000,000 Products – Completed Operations Aggregate; (c) \$1,000,000 Per Occurrence; (d) \$1,000,000 Personal and Advertising Injury; (e) \$500,000 Fire Damage or Fire Legal Liability; and \$5,000 Medical Expense (any one person).

2. **Automobile Liability:**

Automobile coverage with limits not less than the following: \$1,000,000 Combined Single Limit for all owned autos and/or hired / non-owned autos.

3. **Workers' Compensation and Employers Liability:**

a. Workers' Compensation coverage for its employees with limits not less than the statutory limits for the Commonwealth of Pennsylvania.

b. Employer's Liability: \$100,000 Each Accident–Bodily Injury by Accident; \$100,000 Each Employee-Bodily Injury by Disease; and \$500,000 Policy Limit-Bodily Injury by Disease. Other states insurance including Pennsylvania.

4. **Excess / Umbrella Liability:**

The Charter School shall maintain Excess / Umbrella Liability coverage in an amount not less than \$4,000,000 per occurrence. The Excess/Umbrella Policy shall schedule all underlying liability coverages required under the Charter unless a separate \$4,000,000 limit is maintained for Professional Liability.

5. Professional Liability/Educators Liability/ Malpractice/Errors and Omissions Insurance.

Professional Liability/Educators Liability / Malpractice/Errors and Omissions Insurance with limits not less than the following: (a) \$1,000,000 General Aggregate; (b) \$1,000,000 Per Occurrence. The Charter School shall obtain a Sexual Molestation and Child Abuse Endorsement.

6. Directors and Officers Liability:

The Charter School shall maintain Directors and Officers Liability Insurance in an amount not less than \$1,000,000.

b. No effect on indemnity Obligations:

The insurance requirements set forth in this Charter are not intended and shall not be construed to modify, limit or reduce the indemnification obligations set forth below or limit the Charter School's liability to the limits of the policies of insurance required to be maintained hereunder.

2. **INDEMNIFICATION; LITIGATION COOPERATION; NOTICE OF CLAIMS:**

a. The Charter School hereby agrees to indemnify and hold harmless the School District, Board of Education, the SRC and any governing body authorized to carry out the terms, supervise, or have any control over of this Charter and their respective members, designees, agents, directors, employees and representatives ("the Indemnified Parties") and, at the option of the School District, defend by counsel approved by the School District in its sole discretion; provided that the cost to the Charter School of such School District counsel shall not exceed the rates then generally paid by the School District to its outside counsel handling comparable matters on behalf of the School District; the Indemnified Parties from and against any and all claims, liabilities, demands, costs, charges, liens, expenses, actions, causes of action, lawsuits, administrative proceedings, (including informal proceedings), investigations, audits, demands, assessments, adjustments, settlement payments, deficiencies, penalties, fines, interests, judgments and or executions, (including without limitation reasonable expenses of investigation, legal fees, and court costs) past and present, known, and unknown, suspected or unsuspected, asserted, or unasserted in contract, tort, statutory or common law, whether or not ascertainable at the time of the execution of this Charter which arise out of the willful or negligent act or omission of the Charter Board, the Charter School or any member, officer, director, employee or agent thereof, or out of any misfeasance, malfeasance or nonfeasance of the Charter School, the Charter Board or its or their members, officers, directors, employees or agents.

b. The Charter School, for itself, the Charter Board, and the Charter School's members, officers, directors, employees and agents, hereby irrevocably waives and releases any right of or claim for contribution or in recoupment from the SRC or the School District with respect to any claims, liabilities, demands, etc. covered by subparagraph 2.a above.

c. The Charter School agrees that the indemnification obligation in this Charter shall survive any termination, expiration or revocation of this Charter.

d. The Parties agree to cooperate fully with one another in responding to any allegation, claim, lawsuit, administrative action, investigation, audit or demand arising out of this Charter. This obligation shall survive the termination of this Charter and revocation of the Charter. The Charter School and School District agree to notify one another if either Party receives notice of such a matter by providing a copy of

the relevant document to the other Party.

3. **SCHOOL DISTRICT STATUTORY IMMUNITY:** Any other provision of this Charter to the contrary notwithstanding, the School District, its officers, employees and agents and the members of the School Reform Commission and the Board of Education retain their statutory governmental, official and any other immunity provided pursuant to the laws of the Commonwealth of Pennsylvania, including under 42 Pa. C.S.A. §§ 8501 and 8541 *et seq.*, and do not waive the defenses of governmental and official immunity derived from such laws. The School District does not waive for itself or for its officers, employees, agents and the members of the School Reform Commission and Board of Education any other defenses or immunities available to it or any of them.

EXHIBIT F

REQUIRED DOCUMENTATION

The following Items shall be attached hereto:

	<i>Document</i>	<i>Description</i>
A	Certified Articles of Incorporation of the Charter School	The Articles of Incorporation of the Charter School, certified as of a date reasonably proximate to the Execution Date by the Secretary of State.
B	Certified Charter Board Resolution(s)	<p>A resolution of the Charter Board, certified by the Charter School's secretary or an assistant secretary as of the Execution Date authorizing the execution and delivery of this Charter and the performance of the transactions contemplated hereby.</p> <p>A duly approved resolution of the Charter Board stating that no members of the Charter Board or their immediate family will have business dealings with the school, and that the Charter Board will comply with the Pennsylvania Public Official and Employee Ethics Act</p>
C	Good Standing or Subsistence Certificate of the Charter School	A good standing certificate for the Charter School dated a date reasonably proximate to the Execution Date issued by the Secretary of State.
D	Certified copy of the By-laws of the Charter School and incumbency of Charter School officers and related documents	A certificate of the secretary of the Charter School dated as of the Execution Date certifying (i) that the copy of the bylaws attached thereto is true, correct and complete; and (ii) that the names and signatures of the officers of the Charter School set forth in the Certificate are correct and authentic and that such persons are authorized to execute and request payments under this Charter.
E	Employment Verification Forms, with background checks and all necessary certifications	Copies of Employment Verification Forms, indicating that a sufficient staff, with complete and appropriate criminal and child abuse records checks, and all necessary certifications as required by this Charter and Applicable Laws, have been hired to serve the actual enrollment of the Charter School.
F	Copy of Signed Lease or Recorded Deed for each Charter School Facility.	A copy of the signed lease or recorded deed for each facility the Charter School shall utilize.
G	Valid Certificate of Occupancy for each Charter School Facility	A valid certificate of occupancy for use as a school for each facility the Charter School shall utilize.
H	Management Contracts (if any)	Any contracts for the provision of management, consulting, or similar services to the Charter School.
I	School Calendar	A calendar showing the dates on which the Charter School is in session, in compliance with School District requirements and Applicable Law.
J	Insurance Certificates	Copies of the insurance documentation required by the Standard Terms and Conditions, attached to the Charter at Exhibit E.

	<i>Document</i>	<i>Description</i>
K	Certified Copy of Admissions Policy	An admissions policy that complies with the Applicable Laws and the Application.
L	Board Meetings; Contact and Financial Interest Disclosure Information	A schedule of all 2005-2006 board meetings and a list of all board members with complete contact information, including email addresses. Charter Board members also shall disclose any direct or indirect financial interest in the Charter School or operations thereof.

EXHIBIT G

CURRENT CHARTER SCHOOL RECORDS

Every charter school must maintain the following records ("Current Charter School Records") on-site at the charter school's facility and make such Current Charter School records available for inspection by the School District:

1. Up-to-date Clearances for Every Employee and Volunteer of the Charter School:
 - Child Abuse Clearances
 - Criminal Record Checks by the Pennsylvania State Police or FBI (where required)
2. Student Immunization Records
3. Home Language Survey Results
4. Parent/Student Handbook
5. Statements of Financial Interests for Members of the Charter Board of Trustees (due May 1 of each year)
6. Posted Charter Board of Trustees Meeting Dates, Times and Locations
7. Charter Board of Trustees Meeting Minutes
8. Charter School Bylaws

Contract No. ___/F15

School Reform Commission
Resolution No. SRC-____
_____, 2015

**CHARTER FOR
MASTERY CHARTER HIGH SCHOOL**

This Charter (the “Charter”) is made and entered into as of July 1, 2015 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and the **MASTERY CHARTER HIGH SCHOOL**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 35 S. 4th Street, Philadelphia, PA 19106. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, the founding coalition of the Charter School submitted to the SRC an application to operate the Charter School; and

WHEREAS, the SRC duly approved said application and authorized the issuance of a Charter to the Charter Board for a term of four years commencing on September 1, 2001 and

WHEREAS, the SRC renewed the Charter for five years in 2005 and 2010; and

WHEREAS, in October 2014, the Charter Board filed its application for renewal of its charter with the School District; and

WHEREAS, on _____, the SRC adopted Resolution SRC-_____, attached hereto as Exhibit A and made a part hereof, which authorized the grant of this Charter for the Charter School upon meeting the condition(s) set forth in the Resolutions; and

WHEREAS, the Charter Board is authorized to sign this Charter;

NOW THEREFORE, in consideration of the promises and the mutual covenants and agreements set forth herein, the School District and the Charter School intending to be legally bound, hereby mutually agree to the above Recitals and the following:

**ARTICLE I. LEGAL REQUIREMENTS, REPRESENTATIONS
AND WARRANTIES; GRANT**

- A. **School Reform Commission Resolution.** Resolution No. _____, dated _____, 2015 (“Resolution”) is attached hereto as Exhibit A and are made a part hereof.

- B. **Grant of the Charter.** Subject to all of the terms and conditions set forth in this Charter, the School District grants to the Charter Board this Charter to operate the Charter School as a public school under and pursuant to the Charter School Law and all other Applicable Laws (as hereinafter defined).

- C. **Legal Requirements Associated With Grant of the Charter.** Prior to the execution of this Charter by the School District, the Charter School has provided the following documentation (“Required Documentation”) to the School District, in form and substance acceptable to the School District:
 - 1. a certified copy of the Articles of Incorporation of the Charter School, and any amendments thereto, certified by the Secretary of State of the Commonwealth of Pennsylvania as of a date reasonably proximate to the Effective Date;

 - 2. a good standing certificate for the Charter School issued by the Secretary of State of the Commonwealth of Pennsylvania, dated a date reasonably proximate to the Effective Date;

 - 3. a duly approved Charter Board Resolution, certified by the Secretary of the Charter Board (i) authorizing the execution and delivery of this Charter and the performance of the transactions contemplated hereby, (ii) stating that no members of the Charter Board or their immediate family will have business dealings with the Charter School, and that the Charter Board will comply with the Pennsylvania Public Official and Employee Ethics Act; and (iii) providing the names and addresses (including email addresses) of the officers of the Charter Board and stating that such persons are authorized to execute and request payments under the Charter.

4. a copy of the Charter School's current bylaws. Such bylaws shall describe the method for replacing Board members and officers and shall adopt the requirements set forth in the "Required Management Organization of the Board of Trustees and Requirements for Bylaws", attached hereto as Exhibit B and incorporated herein;
5. a copy of the determination letter issued by the Internal Revenue Service ("IRS") stating that the Charter School is a federally tax exempt entity as described in Section 501(c)(3) of the Internal Revenue Code;
6. an affidavit signed by the chair of the Board of Trustees, indicating that a sufficient staff, with complete and appropriate criminal and child abuse records checks, and all necessary certifications as required by this Charter and Applicable Laws (as hereinafter defined), have been hired to serve the actual enrollment of the Charter School;
7. a copy of the Charter School's Student Records Policy for the collection, maintenance, and dissemination of student records as required by 22 Pa. Code Chapter 12;
8. a copy of the signed lease or recorded deed for each facility the Charter School shall utilize during the Term (as defined herein) of the Charter;
9. a valid Certificate of Occupancy or memorandum that a new Certificate of Occupancy is not required for use as a school, issued by the City of Philadelphia Office of Licenses and Inspections for each facility the Charter School shall utilize during the Term of the Charter;
10. a Certificate of Insurance evidencing all required insurance coverages, in the form required in Article XIV herein and satisfactory to the School District's Office of Risk Management;
11. the Statement of Assurances, and all Application appendices and attachments referred to therein (collectively, the "Statement of Assurances"), attached hereto as Exhibit C; and
12. any contracts for the provision of management, consulting or similar services to the Charter School.

E. **Application of the Charter School.** The application and any renewal application or amendments, and the representations, certifications and assurances set forth therein (collectively, the "Application"), are hereby incorporated in this Charter as if set forth herein in full. The Charter Board represents and warrants that the information provided to the School District in the Application was true, correct and complete when submitted to the School District and remains true, correct and complete as of the Effective Date. To the extent that the Charter Board has modified the Application between the date submitted to the School District and the Effective Date, such modifications are (a) reflected in the body of the original Application, or in an amendment to its original Application, and (b) have been duly approved in writing by the School

District. The Application may not be modified after the Effective Date except by an amendment to this Charter duly authorized, executed and delivered by the Parties. The Parties acknowledge and agree that the Application sets forth the overall goals, standards and general operational policies of the Charter Board relating to the Charter School, and that the Application is not a complete statement of each detail of the Charter Board's operation of the Charter School. To the extent that the Charter Board determines to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Application, the Charter Board shall have the right to implement such policies, procedures and specific terms of operation, provided that such policies, procedures and terms of operation are (i) not otherwise prohibited or circumscribed by any Applicable Law or Laws (as hereinafter defined) or this Charter, and (ii) not materially different from those set forth in the Application. To the extent any conflict exists or arises between the terms of this Charter and the terms of the Application, the terms of this Charter shall govern and control. The Charter Board shall operate the Charter School in conformity with the mission statement set forth in the Application.

F. **Current Charter School Records.** In accordance with the Applicable Laws, the Charter School shall maintain on-site at its facility for inspection by the Charter Schools Office and its representatives and agents all of certain current Charter School records ("Current Charter School Records") as set forth on Exhibit D attached hereto and made a part hereof.

G. **Representations and Warranties.** The Charter Board represents and warrants to the SRC and the School District that:

1. It has the power and authority to enter into and perform this Charter; and
2. This Charter, when executed and delivered, shall be a valid and binding obligation of the Charter School, enforceable in accordance with its terms.
3. There is no claim, action, suit, proceeding, investigation or inquiry pending before any federal, state or other court or governmental or administrative agency, or to the knowledge of the Charter Board or the Charter School, threatened against the Charter Board or the Charter School, or any of the Charter School's or the Charter Board's properties, assets, operations or businesses, that might prevent or delay the consummation of the transactions contemplated by this Charter.
4. The execution, delivery and performance by the Charter Board and the Charter School of their obligations under this Charter will not (with or without the giving of notice or the lapse of time, or both) (i) violate any provision of the Articles of Incorporation or Bylaws of the Charter School; (ii) violate, or require any consent, authorization, or approval of, or exemption by, or filing under any provision of any law, statute, rule or regulation to which the Charter Board or the Charter School is subject; (iii) violate any judgment, order, writ or decree of any court applicable to the Charter Board or the Charter School; (iv) conflict with, result in a breach of, constitute a default under, or require any consent, authorization, or approval under any contract, agreement or instrument to which the Charter Board or the Charter School is a party, or by which any of their assets are bound; or (v)

result in the creation or imposition of any encumbrance upon the assets of the Charter Board or the Charter School.

H. **Conditions for Renewal.** Pursuant to the Resolutions the Charter School must comply with certain conditions for renewal (the “Conditions for Renewal”) as set forth in the Resolutions and in this Paragraph. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.
2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year or between school years for grades 7-9, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. If seats open in grades other than 7-9, the Charter School shall seek to fill the open seats in the best way feasible. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
2. The Board of Trustees shall submit to the Charter Schools Office by August 31, 2015 a plan for ESL programming which complies with 22 Pa. Code Chapter 4 standards.
3. The Board of Trustees shall comply with the Charter School’s Bylaws regarding term limits for Board members. If the Board of Trustees decides to amend Bylaws, updated Bylaws shall be sent to the Charter Schools Office by August 31, 2015.
4. Voting members of the Board of Trustees of the Charter School shall not be voting members of the Board of Trustees of other Philadelphia charter schools operated by Mastery Charter Schools so long as the Charter School has a management contract with another Philadelphia charter school operated by Mastery Charter Schools or provides services as the Network Support Team for such charter school.

5. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
5. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
6. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file, along with each employee's complete timesheet records. The Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.
7. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
8. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.

ARTICLE II. APPLICABLE LAWS

- A. **Compliance with Applicable Laws:** The Charter School acknowledges and agrees that it shall comply with the Resolution, School District charter school policies and procedures, common law, court decisions, court orders, the Charter School Law, the Individuals With Disabilities Education Act, 20 U.S.C.S. §1400 *et seq.*, as amended ("IDEA"), the No Child Left Behind Act, P.L. 107-110 ("NCLB"), and all other applicable state, federal and local laws, statutes, codes, ordinances, regulations and guidance as in effect from time to time (the "Applicable Laws"). In furtherance of and without limitation to the covenants contained herein, the Charter School shall comply with all Applicable Laws prohibiting discrimination on the basis of disability, race, age, creed, color, gender, religion, marital status, veteran status, national origin, ancestry and any other protected category or classification as required by law, and shall not unlawfully discriminate in

student admissions, hiring and operations. Any reference in this Charter to any statute or ordinance shall mean such statute, as the same may hereafter be duly amended.

ARTICLE III. TERM

- A. **Term.** The term of this Charter shall be for a term of five (5) years and shall commence on July 1, 2015 and shall end on June 30, 2020 (“the Term”), unless revoked or not renewed sooner pursuant to the terms of this Charter and Applicable Laws.

ARTICLE IV. OPERATIONS AND MANAGEMENT

- A. **Operation of Charter School.** Subject to 24 P.S. §17-1714-A, the terms of this Charter and Applicable Laws, the Charter Board shall be responsible for the operation of the Charter School and shall decide all matters relating to the Charter School, including but not limited to the following: budgeting, curriculum development, testing, operating procedures, hiring and firing of Charter School staff, contracting with necessary professional and nonprofessional employees and all other powers provided by Applicable Laws.
- B. **School Calendar.**
1. The School Calendar shall show the dates on which the Charter School is in session, the first day of school for students, and the dates of all lotteries, in compliance with School District requirements and Applicable Law.
 2. The Charter School shall use its best efforts to provide the Charter Schools Office with the School Calendar for the following academic year by April 30th of each calendar year in order for School District offices, including without limitation, Transportation and Food Services, if applicable, to schedule for the provision of services for the next academic year.
 3. In accordance with Applicable Laws, including but not limited to the requirements of 24 P.S. §17-1715-A (9), the Charter School shall provide a minimum of one hundred eighty (180) days of instruction or nine hundred (900) hours per year of instruction at the elementary level or nine hundred ninety (990) hours of instruction at the secondary level.
 4. The Charter School shall not remain open for students or staff on Sundays, the Fourth of July, Memorial Day or Christmas Day.
- C. **Legal and Other Documentation. Non-Sectarian Status.** The Charter Board shall operate the Charter School as a public, non-sectarian, nonprofit corporation during the Term of this Charter and any renewals thereof.
- D. **LEA Status.** The Charter Board shall operate the Charter School as a Local Education Agency (“LEA”) with respect to NCLB, to Child Find pursuant to 22 Pa. Code §711.21, and to the provision of special education services under IDEA.

- E. **Transportation.** The School District shall provide transportation services to the students enrolled in the Charter School in accordance with 24 P.S. § 17-1726-A and any guidance issued by the Department during the Term of this Charter.
- F. **Review of Parental Complaints.** The Charter School shall establish a procedure for reviewing parental complaints regarding the operation of the Charter School.
- G. **Child Accounting Procedures.** The Charter School shall follow the child accounting procedures set forth in 24 P.S. §13-1332.
- H. **Student Accounts.** The Charter Board shall adopt and implement policies and procedures which provide for the handling by the Charter School, as a trustee for the benefit of the Charter School's students for educational purposes, of any funds associated with the activities of the Charter School's student groups, associations or organizations.
- I. **Health Service.** The Charter School shall adopt and implement a plan for providing school health services that complies with 24 P.S. §14-1401 *et seq.* of the Public School Code and other Applicable Laws.
- J. **Management Contracts.** The Charter School shall submit to the Charter Schools Office copies of management agreements for the management or operation of all or substantially all of the Charter School's functions, or all or substantially all of the Charter School's instructional, curricular and senior administrative functions, including without limitation, special education or behavioral support services.
- K. **Charter Board Membership, Meetings.**
1. The Charter Board shall post and maintain in a public or common area of the Charter School, a true, correct and current list of the names of the individual members of the Charter Board. The Charter Board shall promptly and regularly revise such list to reflect any changes in the membership of the Charter Board. The Charter Board shall provide annually, pursuant to Charter Schools Office guidance (as provided in Section XVIII.M. below), the names, addresses (including email addresses) and telephone numbers of the individual members of the Charter Board.
 2. The Charter Board shall prior to the commencement of the academic year of the Charter School (i) adopt and duly publish in accordance with Applicable Law the schedule for regular meetings of the Charter Board; (ii) conspicuously post or cause to be posted in a public or common area of the Charter School a true, correct and complete copy of its duly adopted schedule of regular meetings for such academic year; and (iii) give notice to the Charter Schools Office of its duly adopted schedule of regular meetings for such academic year. The Charter Board shall immediately upon the approval or calling of any special or emergency meeting of the Charter Board, conspicuously post or cause to be posted in a public or common area of the Charter School a true, correct and complete copy of all notices or other acts scheduling any such special or emergency meeting of the Charter Board.

- L. **Charter School Facilities.** The Charter School shall operate a charter school only at the following locations: 35 S. 4th Street, Philadelphia, Pennsylvania 19106. The Charter School shall not suspend nor terminate operations, nor relocate from the premises at which the Charter School proposes to operate as set forth in the Application without the prior written consent of the Charter Schools Office. The Charter School shall properly maintain the Charter School facility in compliance with all Applicable Laws.
- M. **Confidential and Proprietary Information.** The Charter School shall keep in strictest confidence all information acquired in connection with or as a result of this Charter as required by Applicable Law.
- N. **Publication Rights.** The Charter School agrees with regard to publication of reports, studies, or other works, if any, developed during the Term of this Charter, or as a result thereof, that the publication thereof will not contain information supplied to the Charter School by the School District which is confidential, or which identifies students, employees or officers of the School District by name without first obtaining their written consent. Title to and the right to determine the disposition of any copyrights and copyrightable materials first produced by the Charter School as a result of performance of this Charter shall remain with the Charter School.

ARTICLE V. CURRICULUM, SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNERS

- A. **Education and Curriculum Plan.**
 - 1. The Charter School shall implement a complete educational program and curriculum (“Educational Plan”) which is described generally in the Application.
 - 2. The Charter School shall provide for the management, administrative services and professional staff training and technology to implement the Educational Plan, and shall have the discretion to determine textbooks, supplies, equipment and technology necessary therefor.
 - 3. The Charter School shall be solely responsible for the costs of providing textbooks, supplies, equipment, technology and the like.
 - 4. The Educational Plan may be amended from time to time by the Parties upon agreement in writing.
 - 5. The Educational Plan shall prepare students at the Charter School for participation in the Pennsylvania System of School Assessment (the “PSSA”) and on the Keystone Exams as provided for in 22 Pa. Code Ch. 4, or subsequent regulations promulgated to replace or amend 22 Pa. Code Ch. 4, in the manner in which the School District is scheduled to participate.
- B. **Special Education.**

1. The Charter School, as a LEA, shall provide appropriate special education services in accordance with Applicable Laws, to all students enrolled in the Charter School.
 2. The Charter School shall comply with the “Provision of Special Education Services to Charter School Students: Guidelines,” a copy of which is attached hereto as Exhibit C-1 and incorporated as if fully set forth herein.
 3. The Charter School agrees to annually provide to the School District a de-identified list of all students enrolled in the Charter School who are attending out-of-Charter School programs, such as approved private schools, including the names and types of programs, the grade levels of such students, and the costs of such placements, pursuant to Charter Schools Office guidance.
- C. **English Education of English Language Learners.** The Charter School shall provide appropriate services, in accordance with Applicable Laws, for students who are English Language Learners (“ELL’s”).

ARTICLE VI. STUDENT ENROLLMENT

- A. **Student Enrollment.** The School District and the Charter School acknowledge and agree that the Charter School will enroll students only in grades K through 12 with a maximum of 600 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution.
- B. **Student Admissions.**
1. The Charter School has agreed that the Charter School shall have an admission preference for all students enrolled at Mastery Charter School Smedley Elementary ("Mastery-Smedley"); provided, however, that students enrolled at Mastery-Smedley in the Autistic Support program may enroll at the Charter School but shall receive their educational program at Mastery Charter School Simon Gratz Campus. The School District shall arrange and pay for the transportation costs for such students formerly enrolled at Mastery-Smedley in the Autistic Support program who enroll at the Charter School but receive their educational program at Mastery Charter School Simon Gratz Campus.
 2. If enrollment slots are still available after admitting (i) students having sibling or founder preferences and (ii) all applicants from Mastery-Smedley, the Charter School shall fill the remaining slots on a random basis in accordance with Section 17-1723-A. All other provisions of Section 17-1723-A and the Public School Code shall remain in force, and the Charter School may not exclude children on any basis other than that set forth in Section VI.B.1.

3. In addition to providing copies of School Enrollment Forms as required under Paragraph I.C.1. of this Charter, annually on or before August 15th, the Charter School shall provide documentation to the School District demonstrating that the Charter School has given priority to applicants attending Mastery-Smedley. Additionally, upon request, the Charter School shall provide information about its recruitment efforts at Mastery-Smedley.
4. The Charter School shall enroll students in accordance with Applicable Laws and may not exclude students based on race, color, familial status, religious creed, ancestry, sex, national origin, handicap or disability.
5. The Charter School shall enter into the School District Computer Network (“SCN”) the names and addresses of all students who voluntarily or involuntarily transfer out of the Charter School within five (5) business days of the date of the transfer.
6. The Charter School shall implement an admissions policy that complies with Applicable Laws, its Application, and any additional requirements as set forth in Charter Schools Office procedures on admission and enrollment policies.
7. The Charter School shall submit Enrollment Forms to the School District for each student enrolled in the Charter School within ten (10) days after receipt by the Charter School. Each Enrollment Form shall be signed by the student’s parent(s) or legal guardian(s).
8. The Charter School acknowledges and agrees that the School District and the Commonwealth of Pennsylvania shall not provide any per-pupil funding in excess of the amount derived from the enrollment limits set forth in this Charter.
9. The Charter School shall provide the School District’s Charter Schools Office notice of the date, time and location of any and all admissions lotteries at least thirty (30) days prior to the scheduled date of each admissions lottery. The School District reserves the right to observe the admissions lottery process.

C. **Accounting for and Recording Student Enrollment and Attendance.**

1. The Charter School shall be responsible for accounting for enrollment and disenrollment, including withdrawals and expulsions, and shall report such data to the School District via the SCN. Subject to 17-1729-A of the Charter School Law, failure to provide timely and accurate student enrollment data may result in revocation of this Charter.
2. All Enrollment Reports will be disaggregated such that the School District will be able to determine enrollment by factors such as race, family income (to the extent practicable), ELL status and special education exceptionality.

3. The Charter School acknowledges and agrees that it will not charge any fees or costs associated with or in connection to student admissions or enrollment to the School District, any parent, any student or any other person or entity.
 4. The Charter School shall provide to the School District verified attendance information through the SCN or in another electronic form on a monthly basis on or before the 15th of each month for the prior month. If such attendance information is not provided through the SCN, the Charter School shall provide such attendance information in electronic form by email to the Charter Schools Office.
- D. **Truancy.** The Charter School's truancy program shall align with truancy elimination procedures developed by the Philadelphia Court of Common Pleas Family Court, the Department of Human Services, the Mayor's Office of the City of Philadelphia, and the School District and with Applicable Laws regarding truancy. The Charter School shall adopt a truancy elimination program including provisions for truancy intervention plans for Charter School students with more than three (3) unexcused absences. If participating in the truancy collaborative between the School District, Philadelphia Court of Common Pleas Family Court, and the Department of Human Services, the Charter School shall mail to the School District's Office of Attendance and Truancy information for students with unexcused absences of any duration greater than three (3) days. The Charter School shall terminate any student from enrollment after ten (10) consecutive days of unexcused absence.
- E. **Student Withdrawals, Suspensions and Expulsions.**
1. The Charter School shall adopt a Student Code of Conduct with suspension and expulsion provisions in compliance with Applicable Laws.
 2. The Charter School shall provide annually, pursuant to Charter Schools Office guidelines, a list of students recommended for expulsion, the reason for such expulsion, and whether the student withdrew prior to expulsion.
 3. If any student was expelled or withdrew from the Charter School as a result of an Act 26 weapons violation, pursuant to 24 P.S. § 13-1317.2, the Charter School shall provide to the School District the student's name and documentation related to the violation within two (2) business days after the student is expelled or withdraws.

ARTICLE VII. PERSONNEL

- A. **Personnel.**
1. The Charter Board shall be responsible for hiring, firing, supervising and disciplining Charter School staff and shall be responsible for employee relations.
 2. Charter School instructional professional staff, including but not limited to the Principal, teachers and other professional instructional staff shall be direct

employees or direct independent contractors of the Charter School; that is, such professional instructional staff may not be employees or independent contractors of management or educational management entities, including but not limited to any entity functioning under a Management Agreement.

3. Charter School staff shall be subject to the terms and conditions of employment as established by the Charter Board, including the determination of wages, hours and other conditions of employment.
4. In accordance with Section 1714-A(h)(1) of the Charter School Law, in the event the Charter School dismisses a teacher who is on an approved leave of absence from the School District for the purpose of teaching in the Charter School, the Charter Board shall provide the School District with the following: (1) a written explanation detailing the reasons for the dismissal at the time the dismissal occurs; and (2) a copy of any public record developed at any dismissal proceeding conducted by the Charter School.

B. Licensure and Qualifications of Staff.

1. The Charter School shall ensure that all staff utilized in providing educational services at the Charter School have all necessary licenses, certifications and credentials required by this Charter and Applicable Laws, including without limitation the seventy-five percent (75%) certification requirement under the Charter School Law and the one hundred percent (100%) highly-qualified teacher (“HQT”) requirement under the NCLB.
2. Personnel of the Charter School who provide special education or related services to children with disabilities shall have appropriate certification as required by Applicable Laws.
3. Personnel of the Charter School who provide services to students who are English Language Learners shall have appropriate certification as required by Applicable Laws.

C. Background Clearance and Criminal History Checks.

1. The Charter School shall ensure that any personnel who may have direct contact with students shall be required to submit Pennsylvania State Police and federal criminal history record information prior to being employed by the Charter School, in accordance with 24 P.S. §1-111. This provision shall also apply to individuals who volunteer to work at the Charter School on a part time or full time basis.
2. The Charter School shall ensure that all applicants for a position shall be required to submit the official clearance statement regarding child injury or abuse from the Department of Public Welfare prior to being employed by the Charter School, in accordance with 23 Pa. C.S. Ch. 63 Subch. C.2. This provision shall also apply to all others to the extent required by Applicable Law.

ARTICLE VIII. STUDENT RECORDS

- A. Except as limited by Applicable Law, and as required under 17-1728-A of the Charter School Law, the Charter School shall, with respect to each student enrolled in the Charter School, maintain and make available to the School District within ten (10) days after receipt of a request (which need not take the form of notice under Article XVIII., Section M. below) therefore, or such shorter period as may be provided under Applicable Law, all information required by the School District, including but not limited to: academic performance, demographic information (to the extent practicable), attendance, transfers, report cards, standardized test results, special education, truancy, disciplinary matters and health, at such times, in such reasonable format or formats, and by such reasonable means as the School District requires of its own public schools according to School District policies. If the School District requires any of such information at a time, in a format or by a means not specified in School District policy, the School District shall make a request (which in the discretion of the School District may, or may not, take the form of notice under Article XVIII., Section M. below) to the Charter School therefore, stating with reasonable specificity the information required from the Charter School, and the Charter School shall have not less than forty-five (45) days from the date of such request to comply with said request for information, or such shorter period as may be provided under Applicable Law. To enable the Charter School to accumulate, maintain and furnish such information, the School District shall give to the Charter School access to the SCN. The School District and the Charter School each mutually covenant and agree to cooperate in a reasonable manner as to notices, timely response, expense of copying and delivering records, formats of reports and other pertinent matters, in order to facilitate timely exchange of the records and information required under this subparagraph, subject in any event to 17-1728-A of the Charter School Law.
- B. Except to the extent expressly waived by the School District and, as applicable, state or federal authorities, the Charter School shall comply with all Applicable Laws concerning the maintenance and disclosure of student records.
- C. The Charter School shall adopt a policy for the collection, maintenance, and dissemination of student records as required by 22 Pa. Code Chapter 12. Such policy shall include provisions (i) on the disposition of student records in the event the Charter School's charter is not renewed or is revoked and (ii) on the maintenance of student records after a student graduates from the Charter School. Additionally, such policy shall provide that upon transfer of a student from the Charter School to another school within the School District, the Charter School will forward such student's records expeditiously and in accordance with the School District's reasonable instructions.
- D. The Charter School shall comply with all federal student record requirements as outlined in 20 U.S.C. 1232g and the regulations promulgated there under, 34 C.F.R. Part 99 et seq. (commonly known as the Family Educational Rights and Privacy Act or "FERPA"), and in the IDEA regulations, 34 C.F.R. Part 300 et seq. The School District hereby designates employees of the Charter School as having a legitimate educational interest such that they are entitled access to education records pursuant to FERPA. The Charter School, its officers and employees, shall comply with FERPA at all times.

- E. The School District will make available to the Charter School for review any existing copies of student records in its possession which pertain to any students who enroll in the Charter School, including academic records, disciplinary records, Individualized Education Programs (“IEPs”) and previous standardized test scores promptly after execution of this Charter and prior to the commencement of each successive academic year. The School District shall maintain its existing records for such period as may be required under any Applicable Law or under applicable School District records retention policies, whichever is the longer, at the School District’s expense. The Charter School shall ensure that the information required by the SCN is properly maintained and provided by the Charter School’s staff in the manner and at the times required by the School District.
- F. Except as may be restricted or directed by Applicable Law or as may be reasonably requested by the Charter School, the School District may treat student information it receives from the Charter School pursuant to this Charter as public information.

ARTICLE IX. TESTING, REPORTS AND SURVEYS

- A. **Standardized Tests.** The Charter School shall administer all required federal, state and local standardized tests in compliance with all Applicable Laws. The Charter School shall provide classroom instruction which shall include, but not be limited to, instruction on the essential knowledge and skills necessary to achieve course completion or course credit, including end of course examinations (if required by the School District), and scores on the PSSA, PASA (Pennsylvania Alternative State Assessment, and Keystone Exams, if applicable, and all other tests and exams required by Applicable Laws.
- B. **Charter School Annual Reports.** By August 1st of each year, the Charter School shall submit through the Pennsylvania Department of Education website or such other means required by Pennsylvania Department of Education the Charter School’s complete Annual Report completed in accordance with Applicable Laws, including but not limited to 24 P.S. §17-1728-A and 22 Pa. Code §711.6, in the form prescribed by the Secretary. The Charter School shall also, upon written request made by the School District, provide the School District with any other records necessary to properly assess the performance and operations of the Charter School under the charter school performance framework, pursuant to Charter Schools Office procedures.
- C. **School District Surveys of Charter Schools.** The Charter School understands that the School District may conduct surveys of charter school teachers, students and parents/guardians as part of efforts to collect information on charter school programs. The Charter School agrees to participate in and to work cooperatively with the School District on such efforts.

ARTICLE X. ACCOUNTABILITY

- A. **Charter School Performance Framework.** The Charter School agrees to participate in the School District’s charter school performance framework and monitoring system as set forth and updated in the School

District charter school policies and procedures. The charter school performance framework will include annual assessment of the charter school's academic, financial, and organizational performance. Organizational performance shall include review of the School's admissions policies and practices, discipline practices, special education programming, English Language Learner programming, and Board of Trustees governance in order to assess compliance with this agreement and relevant state and local laws and policies. Financial performance shall include review of financial health and generally accepted standards of fiscal management.

The Charter School acknowledges that achieving the performance objectives identified in the performance framework is critical to meeting the needs of students in the School District. The Charter School shall actively monitor its own progress towards achieving objectives identified in the performance framework. If the Charter School continues to fail to meet standards for academic performance, organizational compliance, and/or financial stewardship, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School.

B. Academics.

1. The Charter School agrees to adopt and administer the most current version of the PSSA assessments and the Keystone Exams.
2. The Charter School agrees to submit to the School District all student-level data required for assessment of academic performance as part of the charter school performance framework.
3. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile ("SPP") score of 70 or better, the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and the Average Growth Index ("AGI") growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to NCLB.
4. If the Charter School achieves a ranking in the bottom two levels on the School District's academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School.
5. To the extent that the Charter School must under the provisions of NCLB or other Applicable Law submit to any Commonwealth or federal agency an accountability plan (any such plan, an "Accountability Plan"), then, not later than the date which is thirty (30) days after the submission of said Accountability Plan to the agency

requiring it, the Charter Board shall submit to the School District a true, correct and complete copy of its Accountability Plan. The Charter School is required to comply with NCLB and must submit to the School District any and all school improvement plans, corrective action plans and any other improvement plans.

C. Charter Board Governance and Management.

1. During the Term of the Charter, the Charter Board shall implement the provisions for publication of Board members names and the current year regular meeting dates as specified in Art. IV, Sec. K.
2. The Charter Board shall adopt policies regarding petty cash management and other internal controls, employment of relatives, admissions procedures, promotion and graduation criteria, parent and public engagement, and due process procedures for student expulsions and staff terminations.
3. The Charter Board agrees to maintain a record of its meetings and decisions consistent with the Sunshine Act and the Pennsylvania Nonprofit Law.
4. The Charter Board shall adopt policies mandating (i) that the health benefits for employees will be the comparable to those of School District employees and (ii) that all employees shall be enrolled in PSERS, in accordance with 24 P.S. § 17-1724-A, or an alternative retirement plan approved by PSERS.
5. The Charter School shall provide student support services, including without limitation, counseling, health services, and behavioral interventions, consistent with the provision of an optimal learning environment.

D. Charter School Financial Accountability.

1. The Charter School agrees to cooperate fully with all School District audits of the Charter School.
2. The Charter School agrees to provide annually to the School District an independent audit of the Charter School's financial operations by December 31 after the close of each of its fiscal years.
3. The Charter School agrees to complete Addendum B (Preliminary Statement of Revenues, Expenditures and Fund Balances) as a part of the Annual Report.
4. The Charter School agrees to seek health services reimbursements as well as non-resident student reimbursements in a timely manner.
5. The Charter School agrees that it shall pay to the School District, within sixty (60) days after receipt of written notice from the School District, all monies paid to the Charter School by the School District for resident and for non-resident students who (i) have left the school but who have been carried on the school rolls for longer than ten (10) days, (ii) who reside outside of Philadelphia, or (iii) who are

identified on the SCN as special education students but who do not have a legally sufficient IEP or NOREP.

- E. The Charter School acknowledges and agrees that failure to meet, in all material respects, the accountability criteria specified in this Charter, in whole or in part, constitutes grounds for nonrenewal or revocation of this Charter.

ARTICLE XI. BOOKS, RECORDS, AUDITS AND ACCESS

- A. **Maintenance of Books and Records.** The Charter School shall keep accurate and complete books and records of all funds received hereunder in accordance with generally accepted accounting principles, government accounting standards, or in such other format and under such other generally applicable standards as may be duly designated by the Pennsylvania Department of Education and the United States Department of Education, subject to the limitations of the Charter School Law. The Charter School shall maintain its records at one central location and shall maintain and preserve the records and all other documentation relating to this Charter for a period of six (6) years from the end of the Term. The Charter School shall cooperate with the School District in supplying information and or documentation based on specific issues communicated to the Charter School in advance to the School District or its representatives, in the form and format used by the School District, when needed in order for the School District to meet its reporting obligations under Applicable Laws.
- B. **Audit.** The Charter School shall conduct an annual audit in accordance with the requirements of Article 24 of the Public School Code.
- C. **School District Access.** The Charter School shall provide ongoing access to the records and facilities of the Charter School to ensure that the Charter School is in compliance with this Charter and the Charter School Law and that requirements for testing, civil rights and student health and safety are being met. The School District reserves the right to audit the Charter School's books, records, facilities and operations.

ARTICLE XII. FUNDING

- A. The School District shall make monthly payments to the Charter School in accordance with the funding method described in 24 P.S. §17-1725-A. The SCN or its equivalent shall be the system of record for making monthly payments.
- B. In the event that the School District has, at any time, paid the Charter School more than the sums due under this Charter or under 24 P.S. §17-1725-A, the School District shall withhold the amount of overpayment from the subsequent monthly payment or payments to be provided to the Charter School until the School District has recovered the full amount of any such overpayment.
- C. All payment obligations by the School District hereunder shall be unsecured obligations of the School District and the Charter School shall have no lien, security interest, claim or right to any revenues, receipts, accounts or income of the School District whether paid or payable to the School District.

- D. The Charter School shall adopt procedures that comply with the “Required Financial Procedures” attached hereto as Exhibit E and incorporated as if fully set forth herein.
- E. The Charter Board shall pay to the School District an amount for each Charter School student’s participation in the School District’s extra-curricular activities, in accordance with a fee schedule to be established from time to time by the Parties.

ARTICLE XIII. TECHNOLOGY.

- A. The School District will provide all necessary software (“Technology”) and training to permit the Charter School to have access to the SCN. The School District will also provide technology and training for any system implemented by the School District to replace the SCN.
- B. The Charter School shall take all necessary steps and precautions to safeguard the Technology from damage, destruction, misuse and theft, and shall maintain appropriate insurance protecting the Technology against damage, destruction, misuse and theft.
- C. The Charter School shall use the SCN or an equivalent system implemented by the School District to provide all relevant information and data for the charter performance framework. The Charter School shall take all necessary steps to ensure that data and information shared through the SCN or its equivalent is accurate and consistent with information contained within the Charter School’s own student information systems.

ARTICLE XIV. INSURANCE

A. **Insurance Requirements.**

1. **Insurance Requirements.**

All insurance policies required hereunder shall be maintained in full force and effect for the Term of this Charter. Each policy shall contain the provision that there is to be thirty (30) days prior written notice given to the School District in the event of cancellation, non-renewal, or material change to the insurance coverages. A Certificate of Insurance evidencing all insurance coverages as outlined below, shall be provided to the School District for review, prior to the execution of this Charter. The insurance companies indicated as the carriers on the Certificates of Insurance, shall be authorized to do business in the Commonwealth of Pennsylvania, shall have an A.M. Best rating of no less than “A:VIII,” and the carriers shall be acceptable to the School District. The School District and the SRC shall be named as Additional Insureds, ATIMA, with respect to all coverages, except Workers’ Compensation. The Charter School’s liability insurance coverage shall be endorsed to state that its coverage will be primary to any other coverage available to the SRC and School District and its officers, employees and agents, that no act or omission of the School District will invalidate the coverage, and that the insurance company waives subrogation against the School District, and any of the School District’s officers, employees and agents and the SRC and any of its members.

2. The Charter School shall maintain the following insurance policies in full force during the Term of this Charter:

(a) **Commercial General Liability:**

Commercial General Liability coverage, on an occurrence basis, including Contractual Liability, with limits not less than the following: (a) \$2,000,000 General Aggregate (including bodily injury, or property damage or both); (b) \$2,000,000 Products – Completed Operations Aggregate; (c) \$1,000,000 Per Occurrence; (d) \$1,000,000 Personal and Advertising Injury; (e) \$1,000,000 Fire Damage or Fire Legal Liability; and \$10,000 Medical Expense (any one person).

(b) **Automobile Liability:**

Automobile coverage with limits not less than the following: \$1,000,000 Combined Single Limit for bodily injury and property damage for all owned autos and/or hired / non-owned autos.

(c) **Workers' Compensation and Employers Liability:**

- (i) Workers' Compensation coverage for its employees with limits not less than the statutory limits for the Commonwealth of Pennsylvania.
- (ii) Employer's Liability: \$500,000 Each Accident–Bodily Injury by Accident; \$500,000 Each Employee-Bodily Injury by Disease; and \$500,000 Policy Limit-Bodily Injury by Disease. Other states insurance including Pennsylvania.

(d) **Excess /Umbrella Liability:**

The Charter School shall maintain Excess / Umbrella Liability coverage in an amount not less than 5,000,000 per occurrence. The Excess/Umbrella Policy shall schedule all underlying liability coverages required under the Charter unless a separate 5,000,000 limit is maintained for Professional Liability.

(e) **Professional Liability/Educators Liability/ Malpractice/Errors and Omissions Insurance.**

Professional Liability/Educators Liability / Malpractice/Errors and Omissions Insurance with limits not less than the following: (a) \$1,000,000 General Aggregate; (b) \$1,000,000 Per Occurrence. The Charter School shall obtain a Sexual Molestation and Child Abuse Endorsement.

(f) **Directors and Officers Liability and Employment Practices Liability:**

The Charter School shall maintain Directors and Officers Liability and Employment Practices Liability Insurance in an amount not less than \$1,000,000.

3. No effect on Indemnity Obligations:

The insurance requirements set forth in this Charter are not intended and shall not be construed to modify, limit or reduce the indemnification obligations set forth below or limit the Charter School's liability to the limits of the policies of insurance required to be maintained hereunder.

ARTICLE XV. TERMINATION

A. **Termination, Nonrenewal or Revocation of Charter.**

1. Revocation or Nonrenewal. The School District reserves the right to not renew this Charter at the end of the Term or to revoke this Charter at any time during the Term in accordance with 24 P.S. §17-1729-A and Applicable Laws.
2. Mutual Written Agreement. This Charter may be terminated by mutual written agreement prior to the expiration of the Term, which agreement shall state the effective date of termination. The Charter School and the School District agree that unless the safety and health of the students and or staff is otherwise threatened, the effective date of termination by mutual agreement will be at the end of a semester or academic year.

- B. **Disposition of Assets upon Revocation or Termination:** After the disposition of any liabilities and obligations of the Charter School, any remaining assets of the Charter School shall be distributed on a proportional basis to the school entities (as defined in 24 P.S. § 17-1703-A) with students enrolled in the Charter School for the last full or partial school year of the Charter School.

ARTICLE XVI. INDEMNIFICATION

A. **Indemnification.**

1. The Charter School hereby agrees to indemnify and hold harmless the School District, the Board of Education, the SRC, and any governing body authorized to carry out the terms, supervise, or have any control over of this Charter, and their respective members, designees, agents, directors, employees and representatives ("the Indemnified Parties") and, at the option of the School District, defend by counsel approved by the School District in its sole discretion (provided that the cost to the Charter School of such School District counsel shall not exceed the rates then generally paid by the School District to its outside counsel handling

comparable matters on behalf of the School District) from and against any and all claims, liabilities, demands, costs, charges, liens, expenses, actions, causes of action, lawsuits, administrative proceedings, (including informal proceedings), investigations, audits, demands, assessments, adjustments, settlement payments, deficiencies, penalties, fines, interests, judgments and or executions, (including without limitation reasonable expenses of investigation, legal fees, and court costs) past and present, known, and unknown, suspected or unsuspected, asserted, or unasserted, in contract, tort, statutory, constitutional, equity or common law, whether or not ascertainable at the time of the execution of this Charter which arise out of the willful or negligent act or omission of the Charter Board, the Charter School or any member, officer, director, employee or agent thereof, or out of any misfeasance, malfeasance or nonfeasance of the Charter School, the Charter Board or its or their members, officers, directors, employees or agents.

2. The Charter School, for itself, the Charter Board, and the Charter School's members, officers, directors, employees and agents, hereby irrevocably waives and releases any right of or claim for contribution or in recoupment from the SRC or the School District with respect to any claims, liabilities, demands, etc. covered by subparagraph XVI.A.1 above.
 3. The Charter School agrees that the indemnification obligation in this Charter shall survive any termination, expiration or revocation of this Charter.
 4. The Parties agree to cooperate fully with one another in responding to any allegation, claim, lawsuit, administrative action, investigation, audit or demand arising out of this Charter. This obligation shall survive the termination of this Charter and revocation of the Charter. The Charter School and School District agree to notify one another if either Party receives notice of such a matter by providing a copy of the relevant document to the other Party.
- B. School District Statutory Immunity. Any other provision of this Charter to the contrary notwithstanding, the School District, its officers, employees and agents and the members of the School Reform Commission and the Board of Education retain their statutory governmental, official and any other immunity provided pursuant to the laws of the Commonwealth of Pennsylvania, including under 42 Pa. C.S.A. §§ 8501 and 8541 et seq., and do not waive the defenses of governmental and official immunity derived from such laws. The School District does not waive for itself or for its officers, employees, agents and the members of the School Reform Commission and Board of Education any other defenses or immunities available to it or any of them.

ARTICLE XVII.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND INELIGIBILITY

- A. **Certification.** By signing this Charter, in addition to binding itself to the terms and conditions of this Charter, the Charter Board and the Charter School hereby certify for themselves, their principals and including, without limitation, their affiliates, if any, that none of them are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from performing services under any contract, bid, request for proposals or other governmental contracting opportunity by any federal government department, agency or instrumentality, or any Commonwealth of Pennsylvania department, agency or instrumentality, including any other School District in the Commonwealth of Pennsylvania, or by The City of Philadelphia.
- B. **Notices.** In the event the Charter School is unable to certify to any of the statements in the above certification, the Charter School shall provide **an immediate written explanation** to the School District representative named in Article XVIII, Paragraph M (Notices) of this Charter. The Charter School shall provide **immediate written notice** to the School District representative named in Article XVIII, Paragraph M of this Charter if at any time, during the Term of this Charter, the Charter School learns that the above certification was erroneous when the Charter School signed this Charter or subsequently became erroneous by reason of changed circumstances.
- C. **Reimbursement of Costs.** If the Charter School is unable to certify to any statements in the above certification, or has falsely certified, then in that event the Charter School shall reimburse the School District for any and all reasonable costs incurred by the School District as a result of any investigation by the School District, the federal government or the Commonwealth of Pennsylvania concerning the Charter School's compliance with the terms and conditions of this Charter that results in the debarment or suspension of the Charter School.
- D. **Survival.** This Article XVII shall survive termination of this Charter.

ARTICLE XVIII. MISCELLANEOUS

- A. **Applicable Law.** This Charter shall be governed by, and construed in accordance with the laws of the Commonwealth of Pennsylvania notwithstanding any conflict-of-law doctrines of said jurisdiction to the contrary and without aid of any canon, custom or rule of law requiring construction against the draftsman.
- B. **No Waiver.** No waiver of any provision of this Charter shall be construed to be a waiver of any breach of any other provision and no delay in acting with any regard to any breach of any provision shall be construed to be a waiver of any such breach.
- C. **Venue.** The Charter School and the School District agree that with respect to any suit, claim, action or proceeding relating to this Charter, other than a proceeding involving the State Charter School Appeal Board (24 P.S. § 17-1703-A), each irrevocably submits to the exclusive jurisdiction of the courts of the Commonwealth of Pennsylvania and the United States District Court sitting in Philadelphia, Pennsylvania. With respect to any suit, action or proceeding related to this Charter, the Charter School (i) waives any objection it may have to the laying of venue in such proceeding brought in any such

court; (ii) waives any claim that such proceeding has been brought in an inconvenient forum and (iii) further waives the right to object with respect to such proceeding that such court does not have jurisdiction over the Charter School.

- D. **Assignment.** This Charter may not be transferred or assigned by the Charter School.
- E. **Illegal Activities/Conflict of Interest.** Neither the Charter School nor the Charter Board shall share with or pay to any School District official or employee, and no School District official or employee shall accept, any portion of the funding to the Charter School paid by the School District in connection with this Charter, or any other payment of whatever kind from the School District, except in accordance with the law and School District policy. The Charter School shall disclose to the School District the name(s) of any School District official or employee sharing in the compensation or fee, or otherwise receiving payment of whatever kind with funds received from the School District. Any fees or compensation shared by the Charter School and a School District officer or employee in violation of the law or School District policy shall be recoverable from the Charter School as damages. The Charter School, its staff and members of the Charter Board shall not at any time accept or receive any form of payment, fee, compensation or benefit of any kind whatsoever, including but not limited to, referral or finder's fees, goods or services offered by hospitals, physicians, psychologists or any other healthcare provider for a recommendation or referral of a student to another agency or healthcare provider. The Charter Board and the Charter School hereby represent and warrant that there is no conflict of interest between any other contracts or any other employment or work and its rights and duties under this Charter. The Charter School shall advise the School District if such a conflict of interest arises during the Term of this Charter.
- F. **Public Official and Employee Ethics Act.** The Charter School acknowledges that all Charter School trustees and administrators must comply with the Public Official and Employee Ethics Act and that all Charter School trustees and administrators shall submit their completed Statement of Financial Interests forms by May 1st to the Charter School, with copies to the School District.
- G. **No Third Party Beneficiary Rights.** No third party, whether a constituent of the School District or otherwise, may enforce or rely upon any obligation of or the exercise of or the failure to exercise any right of the School District or the Charter School in this Charter. This Charter is not intended to create any rights of a third party beneficiary; except, however, the SRC and its respective members are intended beneficiaries of the indemnification provisions, sovereign, governmental and official immunity, as each may apply, and limitation of liability provisions of this Charter.
- H. **No Personal Recourse.**
1. Any other provision of this Charter or any Addendum or Exhibit to the contrary notwithstanding, the SRC and the School District retain their respective statutory immunity as provided pursuant to the laws of the Commonwealth of Pennsylvania, 42 Pa. C. S. A. §§8501 and 8541. The Charter School acknowledges that the School District is a local agency, as defined in 42 Pa. C. S.

- A. §§8501 and 8541 and that the School District does not waive its defense of statutory immunity derived therefrom.
2. No personal recourse shall be had for any claim based on this Charter against any member, official, officer, director, employee or agent, past, present or future of the SRC, Board of Education, the School District or any successor body as such, under any constitutional provision, statute, rule or law or by enforcement of any assessment or penalty or otherwise.
- I. **Appendices and Exhibits.** The parties agree to the terms and conditions of this Charter and the Exhibits that are attached hereto and incorporated herein by reference.
- J. **Entire Agreement and Modification.** This Charter supersedes all negotiations and all prior agreements, oral or written, between the Parties and their respective representatives and constitutes the entire agreement between the Parties with respect to the matters set forth herein. This Charter may not be amended, modified, supplemented or changed in any respect except by written agreement duly executed and signed by all Parties to this Charter. The recitals set forth in this Charter are hereby incorporated by reference.
- K. **Severability.** The terms of this Charter are severable. In the event of the unenforceability or invalidity of any one of more of the terms, covenants, conditions or provisions of this Charter under federal state or other applicable law, such unenforceability or invalidity shall not render any other term, covenant, condition or provision hereunder unenforceable or invalid.
- L. **Force Majeure.** Neither party shall be liable if the performance of any part or all of this Charter is prevented, delayed, hindered or otherwise made impractical or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control and which cannot be overcome by reasonable diligence or without unusual expense.
- M. **Notices.** When notices are required under this Charter, they shall be sent by: (a) registered mail or certified mail, return receipt requested; (b) hand delivery; (c) nationally recognized overnight courier service, or (d) facsimile with an original copy delivered by one of methods specified in (a) – (c) above, to the parties at the address set forth below. All notices shall be effective upon receipt, facsimile notice as evidenced by the confirmation thereof provided by the transmitter's machine. All notices shall be addressed as follows:

To the School District:	Charter Schools Office The School District of Philadelphia 440 North Broad Street, 1 st Floor Philadelphia, PA 19130
With a courtesy copy to	School Reform Commission The School District of Philadelphia 440 North Broad Street, 1 st Floor Philadelphia, PA 19130 Attn: Chairman
With a required copy to:	Office of General Counsel The School District of Philadelphia 440 North Broad Street, Suite 313 Philadelphia, PA 19130 Attn: General Counsel
To the Charter School:	Mastery Charter High School 35 S. 4 th Street Philadelphia, PA 19106 Attn: Chief Executive Officer
With a required copy to:	O'Donnell and Associates 1601 Market Street, Suite 2310 Philadelphia, PA 19103 Attn: Robert O'Donnell, Esquire

Each party hereto may change one or more of the addresses set forth above for receipt of notices under this Charter, by notice to the other party delivered in the manner set forth in this Section XVIII.M.

- N. **Survival.** Any and all agreements set forth in this Charter which by its or their nature, would reasonably be performed after termination of this Charter, shall survive and be enforceable after such termination. Any and all liabilities, actual or contingent, which shall have arisen in connection with this Charter shall survive any termination of this Charter.
- O. **Headings.** The headings of the provisions and paragraphs contained herein are intended for convenience of reference only and in no way define, limit or describe the scope or intent of this Charter, nor in any way affect the interpretation of this Charter.
- P. **Counterparts.** This Charter may be executed in counterparts, each of which shall be deemed an original and shall have full force and effect as an original, but all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, the undersigned have executed this Charter the day and year first written above.

THE SCHOOL DISTRICT OF
PHILADELPHIA

APPROVED AS TO FORM:

By: _____
Marjorie G. Neff
Chair, School Reform Commission

Assistant General Counsel

MASTERY CHARTER HIGH SCHOOL

ATTEST:

By: 
Name: ROBERT S. VICTOR
Chair
Board of Trustees

By: 
Name: Robin Olanrewaju
Secretary
Board of Trustees

TABLE OF EXHIBITS

- Exhibit A - SRC Resolution No. SRC-___, dated _____, 2015
- Exhibit B - Required Management Organization of the Board of Trustees and Requirement for Bylaws
- Exhibit C - Statement of Assurances
- Exhibit C-1 - Provision of Special Education Services to Charter School Student Guidelines
- Exhibit D - Current Charter School Records
- Exhibit E - Required Financial Procedures

EXHIBIT A

[SRC RESOLUTION]

EXHIBIT B

**REQUIRED MANAGEMENT ORGANIZATION
OF
THE BOARD OF TRUSTEES
AND
REQUIREMENTS FOR BYLAWS**

An affirmative vote of a majority of the members of the Board of Trustees of the Charter School, duly recorded, (“Board of Trustees” or “Board”) showing how each member voted, shall be used in order to take action on the following subjects:

* School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7 – 12] and 900 hours or 180 days for elementary students [grades 1 – 6]. School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day or Christmas).

* Adopting textbooks.

* Appointing or dismissing charter school administrators.

* Adopting the annual budget.

* Purchasing or selling of land.

* Locating new buildings or changing the location.

* Creating or increasing any indebtedness.

* Adopting courses of study.

* Designating depositories for school funds.

* Fixing salaries or compensation of administrators, teachers, or other employees of the charter school.

* Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter’s proportionate share of the cost of services provided or to be provided by the foregoing entities.

Requirements for the bylaws:

1. The bylaws must contain a provision for “failure to organize or neglect of duty.” Specifically, the bylaws must outline a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter School Law.
2. No board member shall as a private person engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.
3. A charter school board of trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the board of trustees, signed by the president or vice-president of the board. The treasurer may pay out such funds on orders which have been properly signed without the approval of the board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the board, and by which prompt payment the charter will receive discount or other advantage.
4. Procedures for dismissal of an employee must be contained in the bylaws.

EXHIBIT C

STATEMENT OF ASSURANCES

The School District of Philadelphia

Statement of Assurances for Charter Schools With Charters Commencing July 1, 2015

By duly authorized signature below, Mastery Charter High School (“Charter School”) hereby agrees to the following terms and conditions in connection with its Charter and acknowledges and understands that any material deviation from any of these terms and conditions is cause for revocation or nonrenewal of its Charter during the Term of such Charter:

- 1) The Charter School shall comply with all applicable federal, state and local laws.
- 2) The Charter School shall be nonsectarian in all operations.
- 3) The Board of Trustees of the Charter School (“Charter Board”) shall be authorized to sign a written Charter with the School District of Philadelphia (“School District”). The Charter School shall submit to the School District the formal resolution adopted by the Charter Board.
- 4) The Charter School shall provide a minimum of one-hundred eighty (180) days of instruction or nine hundred (900) hours per year of instruction at the elementary level, or nine hundred ninety (990) hours per year of instruction at the secondary level.
- 5) Prior to employing any individual or engaging any contractor and contractor’s employees who shall have direct contact with students, the Charter School shall ensure that criminal history and child abuse/injury records are obtained and reviewed in compliance with §1-111 of the Public School Code and 23 Pa. C.S.A. subchapter C2, regarding background checks.
- 6) The Charter School shall provide the School District with access to all of its records and facilities to ensure that the Charter School is in compliance with its written Charter.
- 7) The Charter School shall utilize a management structure that is consistent with Exhibit B to the Charter, entitled: ***Required Management Organization of the Board of Trustees and Requirements for Bylaws.***
- 8) The Charter School shall enroll and disenroll each student using the School District’s School Computer Network.
- 9) The Charter School agrees to adopt and administer the most current version of the PSSA assessments and the Keystone Exams.
- 10) For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile (“SPP”) score of 70 or better, the

Pennsylvania Value-Added Assessment System (“PVAAS”) growth measure, and the Average Growth Index (“AGI”) growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to NCLB.

- 11) If the Charter School achieves a ranking in the bottom two levels on the School District’s accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District’s accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School.
- 12) The Charter School shall adopt an admissions policy in accordance with the Charter School Law Sections 1723-A and 1730-A. In the event of a surplus of applicants, the Charter School immediately shall notify the School District if it intends to conduct an admissions “lottery” so that the School District may place an observer at the Charter School to monitor such a lottery. The Charter School shall develop an equitable waiting list policy.
- 13) The Charter School shall submit the following legal documentation to the School District:
 - a) A copy of a signed lease or recorded deed for each facility serving the Charter School’s students.
 - b) Evidence that the Charter School itself has been organized as a public nonprofit corporation in accordance with Section 1714-A of the Charter School Law and is exempt from federal taxes under Section 501(c)(3) of the Internal Revenue Code.
 - c) Valid occupancy certificates for each facility serving the Charter School’s students.
 - d) Fire and health and safety regulation compliance as set forth by the City of Philadelphia.
- 14) The Charter School shall submit the following to the School District:
 - a) Employment Verification forms indicating that a sufficient staff with complete and appropriate criminal and child abuse records checks have been hired to serve the actual enrollment of the Charter School;
 - b) Student Enrollment Notification forms, signed by the parent/legal guardian, indicating that a sufficient number of students have enrolled in the Charter School;
 - c) Evidence that the Charter School has obtained the insurance coverages required by the Charter.
- 15) The Charter School shall comply with the ***Provision of Special Education Services to Charter School Students: Guidelines***, attached hereto as Exhibit C-1 and made a part hereof.
- 16) The Charter School shall adopt detailed procedures for suspension and expulsion that comply with the Public School Code, including providing every student with due process.
- 17) The Charter School shall meet the legal, professional and ethical standards and applicable laws for maintaining school records and confidential student records, and for disseminating information.
- 18) The Charter School shall follow State child accounting procedures (24 PS § 13-1332).

- 19) If the Charter School plans to offer food services, the Charter Shall follow all federal, state and local regulations for student participation.
- 20) The Charter School shall adopt a plan for providing school health services that complies with Article XIV of the Public School Code and shall maintain student health and immunization records in compliance with applicable law.
- 21) The Charter School's insurance coverage plans, including general and excess liability, professional and educators liability, workers' compensation and employers liability, property, and director's and officer's liability coverage is in compliance with Section 1724-A of the Charter School Law. The Charter School shall offer a health benefits package the same as the local school district's package as required in Section 1724-A of the Charter School Law.
- 22) The Charter School shall develop a purchasing procedure that addresses a competitive way to purchase goods and services and shall have appropriate board oversight of all spending in the Charter School's bylaws.
- 23) The Charter School shall follow the financial procedures outlined in Exhibit E to the Charter, entitled: **Required Financial Procedures**.
- 24) The Charter School shall have a plan for regular financial reviews and audits in accordance with Section 1719-A of the Charter School Law. The Charter School shall submit annual reports to the Pennsylvania Department of Education and to the School District by August 1st of every year.
- 25) The Charter School shall provide copies of any amendments to the Charter School's Articles of Incorporation or Bylaws to the School District within thirty (30) days after such amendments have been approved by the Charter Board.

Signature


ROBERT S VICTOR
Chair, Board of Trustees

Date

8. MAY. 2015

EXHIBIT C-1

The School District of Philadelphia Provision of Special Education Services to Charter School Students Guidelines

The following duties shall apply to charter schools:

- 1) Each charter school is responsible for providing a free appropriate public education to students with disabilities enrolled in that charter school who have been determined by an Individualized Education Program (IEP) team to require specially designed instruction. The cost of implementing the specially designed instruction shall be borne by the Charter School. Students provided such services by the Charter School and with a valid Nora, CER and IEP shall be considered eligible for additional special education payment to the Charter School. Charter schools are required to input relevant data to the School Computer Network (valid dates of Nora, CER and IEP) and submit the first page of the IEP to the School District. Assuming valid Nora and CER, payments are effective as of the date listed on the IEP.
- 2) Each charter school must ensure full compliance with the Individuals with Disabilities Education Act (IDEA). This includes, but is not limited to child find, identification, and procedural safeguards, including: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, the right to a due process hearing, and assurance of the Free and Appropriate Public Education (FAPE).
- 3) Each charter school must ensure that students who are suspected of having disabilities are properly evaluated and re-evaluated at established intervals required by IDEA, using culture-fair, non-biased assessment tools, by properly certified personnel, adhering to required timelines, and providing required notification to parents.
- 4) When a student enrolled in a charter school presents a valid and current IEP, and/or the charter school IEP team determines that a student with disabilities requires specially designed instruction, the charter school must ensure that the IEP is implemented in accordance with the IDEA, and reviewed at least annually.
- 5) Charter schools must maintain the confidentiality of personally identifiable information regarding students with disabilities as per the Family Educational Rights and Privacy Act (FERPA) and IDEA.
- 6) The charter school is responsible for providing the names of all students eligible for special education services provided by the charter school along with all other data required for the federal child count. This data is to be submitted electronically through the District's School Computer Network (SCN) no later than November 30 of each year.

- 7) Continuation of the additional special education payment is contingent on the Charter School maintaining current and valid IEP, Nora and CER documentation. As stated in Section 1728-A of the Charter School Law, the Charter School shall provide to the School District “ongoing access to records and facilities of the Charter School to ensure that the Charter School is in compliance with its charter and this Act and that requirements for testing, civil rights, and student health and safety are being met.”
- 8) Verification of students’ eligibility for the additional special education funding shall be based on the Charter School’s performance of all necessary procedures relative to the evaluation and re-evaluation for special education services in accordance with the timelines and criteria specified by law.

EXHIBIT D

CURRENT CHARTER SCHOOL RECORDS

Every charter school must maintain the following records (“Current Charter School Records”) on-site at the charter school’s facility and make such Current Charter School records available for inspection by the School District:

1. Up-to-date Clearances for Every Employee and Volunteer of the Charter School:
 - Child Abuse Clearances
 - Criminal Record Checks by the Pennsylvania State Police and FBI
2. Student Immunization Records
3. Home Language Survey Results
4. Parent/Student Handbook
5. Statements of Financial Interests for Members of the Charter Board of Trustees and for all administrators (due May 1 of each year)
6. Posted Charter Board of Trustees Meeting Dates, Times and Locations
7. Charter Board of Trustees Meeting Minutes
8. Charter School Bylaws
9. Charter Enrollment Forms for all students enrolled in the Charter School as of the date of enrollment.

EXHIBIT E

REQUIRED FINANCIAL PROCEDURES

The treasurer of the charter shall deposit the funds belonging to the charter school in a depository approved by the board and shall at the end of each month make a report to the charter board of trustees of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The charter school board of trustees may delegate by resolution the duties and responsibilities of treasurer in this paragraph to the charter school's third-party business manager or financial manager.

The board of trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:

- * United States Treasury bills
- * Short-term obligations of the United States Government or its agencies or instrumentalities
- * Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided bylaw therefor shall be pledged by the depository.
- * Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania and any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- * Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat. 789, 15 U.S.C. § 80a-1 *et seq.*) as defined in 24 P.S. § 4-440.1 of the Public School Code.

NOTE: All investments shall be subject to the standards set forth in 24 P.S. § 4-440.1 of the Pennsylvania Public School Code.

An annual school audit shall be conducted according to the requirements of Article 24 of the Public School Code of 1949 as amended. Charter school boards of trustees shall follow requirements set forth for school boards in this section.

RESOLUTION

Re: Mastery Charter School Thomas Campus; Renewal of Charter

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) granted a charter (“Charter”) to the Board of Trustees of MASTERY CHARTER SCHOOL THOMAS CAMPUS (“Charter School”) to operate a charter school for a term of five (5) years commencing in 2005; and

WHEREAS, the SRC renewed the Charter School’s Charter for five-year terms in 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the Charter Schools Office of the School District of Philadelphia (“School District”) setting forth the agreed terms and conditions of renewal; and

WHEREAS, the Charter Schools Office staff have recommended to the SRC that the SRC renew the Charter School’s Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2015 and ending on June 30, 2020, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply certain conditions for renewal (the “Conditions for Renewal”) as set forth below. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of

Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.

2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year for grades K-9 or between school years for grades 1-9, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. If seats open in grades other than K-9, the Charter School shall seek to fill the open seats in the best way feasible. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall submit to the Charter Schools Office by August 31, 2015 a plan for ESL programing which complies with 22 Pa. Code Chapter 4 standards.
4. The Board of Trustees shall comply with the Charter School's Bylaws regarding term limits for Board members. If the Board of Trustees decides to amend Bylaws, updated Bylaws shall be sent to the Charter Schools Office by August 31, 2015.
5. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
6. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
7. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file, along with each employee's complete timesheet records. The Board of Trustees shall submit a signed affidavit to the Charter Schools Office

annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.

8. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades K through 12 with a maximum of 1300 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School shall have admission preferences for the Primary Catchment Area as set forth in an exhibit to the Charter, and then for Zip Code 19148, and then for Zip Codes 19145, 19146, and 19147; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's accountability performance system for charter schools:

- i. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile ("SPP") score of 70 or better, the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and the Average Growth Index ("AGI") growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to No Child Left Behind Act.
- ii. If the Charter School achieves a ranking in the bottom two levels on the School District's academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

Contract No. 427/F11

**School Reform Commission
Resolution No. SRC-38,
dated June 16, 2010,
Resolution No. SRC-53,
dated June 16, 2010, and
Resolution No. SRC-2,
dated September 22, 2010**

**CHARTER FOR
MASTERY CHARTER SCHOOL – THOMAS CAMPUS**

This Charter (the “Charter”) is made and entered into as of July 1, 2010 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and the **MASTERY CHARTER SCHOOL – THOMAS CAMPUS, INC.**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 927 Johnston Street, Philadelphia, PA 19148. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

RESOLUTION

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et. seq.*, the School Reform Commission (the "SRC") of the School District of Philadelphia ("School District") granted a charter ("Charter") to the Board of Trustees of MASTERY CHARTER SCHOOL – SHOEMAKER CAMPUS ("Charter School") to operate a charter school from September 1, 2006 through June 30, 2011; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the SRC has reviewed the Charter School's renewal application and information sought during the renewal process, and has examined school and student performance; now be it

RESOLVED, that the Charter School must comply with the following conditions (the "Conditions"):

1. The Board of Trustees shall submit to the School District by June 1, 2011 a Conflicts of Interest Policy, satisfactory to the School District, that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act and that is applicable to trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School. The Charter School shall comply with the Conflicts of Interest Policy during the term of the Charter.
2. The Board of Trustees shall submit to the School District by May 1, 2012 evidence that 75% of the Charter School's professional staff are certified in accordance with the Charter School Law and shall comply with this requirement during the term of the Charter.
3. The Board of Trustees shall submit to the School District by May 1, 2012 evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher" and shall comply with this requirement during the term of the Charter.
4. The Board of Trustees shall ensure that all employees have required federal and state criminal and child abuse background checks and shall comply with the Charter School's Employment Policies and Procedures during the term of the Charter.

FURTHER RESOLVED, that the Charter is RENEWED, subject to the satisfaction of the Conditions set forth above and upon the timely submission of all of the evidence identified above, for a five-year period commencing on July 1, 2011 and ending on June 30, 2016, with current grades and enrollment, effective upon the full execution of the Charter Agreement by the School District and by the President of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the SRC, pursuant to section 6-696(i)(3) of the Public School Code, partially suspends the corrective action status provision in Section 17-1729-A(a.1) of the Charter School Law that authorizes the SRC to place specific reasonable conditions in the charter that require the charter school to meet specific student performance targets within reasonable stated periods of time. All other provisions of Section 1729-A(a.1) shall remain in full force and effect; and be it

FURTHER RESOLVED, that during the term of the Charter, the Charter School shall meet reasonable specific student performance targets within reasonable stated time periods as set forth in the Charter between the School District and the Charter School; and be it

FURTHER RESOLVED, that the SRC, pursuant to section 6-696(i)(3) of the Public School Code, partially suspends Section 17-1723-A(a) of the Charter School Law, which states: "all resident children in this Commonwealth qualify for admission to a charter school" for this Charter School only, as follows: the Charter School shall have admissions preferences for students who reside in the Charter School's attendance zone (to be determined by the School District and a map of which shall be attached to the Charter). If enrollment slots are still available after admitting ninety-five percent (95%) of all applicants from the attendance zone, the Charter School shall fill the remaining slots on a random basis in accordance with Section 17-1723-A. All other provisions of Section 17-1723-A shall remain in force and the Charter School may not exclude children on any basis other than that set forth in this paragraph; and be it

FURTHER RESOLVED, that the Charter School is approved for a total enrollment of 714 students in grade 7-12; and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

FURTHER RESOLVED, that the Lease ("Lease") between the School District and the Charter School for the leasing of the Shoemaker Middle School, 5301 Media Street, Philadelphia, PA 19131, is hereby renewed under the same terms and conditions as in the current Lease; and the SRC authorizes the School District, by and through its Chief Executive Officer or her designee, to enter into any and all documents necessary to effect the renewal of the Lease.

School Reform Commission
Resolution No. SRC-18
dated February 16, 2011
Resolution No. SRC-39
dated May 18, 2011

CHARTER FOR

MASTERY CHARTER SCHOOL – SHOEMAKER CAMPUS

This Charter (the “Charter”) is made and entered into as of July 1, 2011 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and the **MASTERY CHARTER SCHOOL – SHOEMAKER CAMPUS**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 5301 Media Street, Philadelphia, Pennsylvania 19131. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, the founding coalition of the Charter School submitted to the SRC an application to operate the Charter School; and

RESOLUTION

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission ("SRC") granted a charter ("Charter") to the Board of Trustees of **MASTERY CHARTER SCHOOL – PICKETT CAMPUS** ("Charter School") to operate a charter school commencing in 2007; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the School District of Philadelphia ("School District") and the Charter School have met to discuss certain terms and conditions in connection with the renewal of the Charter; and

WHEREAS, the Charter School, after discussions with the School District, has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a letter of intent ("Letter of Intent") to the School District setting forth the agreed terms and conditions of renewal; and

WHEREAS, School District staff have recommended to the SRC that the SRC renew the Charter School's Charter based on the renewal report for the Charter School and on the terms and conditions in the Charter School's Letter of Intent; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal and Letter of Intent, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter School, after discussions with the School District, has agreed to comply with the following statutory conditions:

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall approve a resolution adopting a Conflicts of Interest policy that is aligned to the provisions outlined in the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act Pennsylvania to the School District by November 1st of each year of the charter term as evidence that the Charter School adheres to this requirement.
2. The Board of Trustees shall submit to the School District by August 1st of each year during the term of the Charter as part of the Charter School's Annual Report evidence that 75% of the Charter School's professional staff are certified in accordance

with the Charter School Law and shall comply with this requirement during the term of the Charter.

3. The Board of Trustees shall submit to the School District by August 1st of each year during the term of the Charter as part of the Charter School's Annual Report evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
4. The Board of Trustees shall ensure that all employees have required federal and state criminal and child abuse background checks and shall comply with the Charter School's Employment Policies and Procedures during the term of the Charter. The Board of Trustees shall submit a signed affidavit to the School District by November 1st of each year of the term of the Charter as evidence that the Charter School has complied with this requirement.
5. The Board of Trustees shall submit to the School District signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law by June 1st of each year during the term of the Charter;

and be it

FURTHER RESOLVED, that the Charter School, after discussions with the School District, has agreed to comply with the following charter-school specific conditions:

1. The Board of Trustees shall develop and submit to the School District, for approval by August 31, 2012, a five-year performance plan with academic and non-academic school-specific goals using formative and summative assessments to identify students' strengths and weaknesses. The School District and the Charter School annually shall monitor and shall revise, if necessary, such five-year performance plan to ensure increased academic achievement for the Charter School's students over the term of the Charter.
2. The Board of Trustees shall adopt and submit to the School District, for approval by August 31, 2012, an Admissions Policy and Process which complies with the Charter School Law and which includes provisions on application deadlines, recruitment communications, lottery dates, and results. The School District annually shall monitor such Admissions Policy and Process to ensure that all students have equitable access to the Charter School during the term of the Charter;

and be it

FURTHER RESOLVED, that the Charter School, after discussions with the School District, has agreed that the Charter School will enroll students only in grades 6 through 12 with a maximum of 890 students during the Term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment for

more students or enroll students in different grades without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School, after discussions with the School District, has agreed to the following provisions related to the School Performance Index ("SPI"):

1. The Charter School has achieved a ranking of 3 on the School District's 2010-11 SPI - Charter to School District ranking.
2. If the Charter School achieves a ranking of 8, 9, or 10 on the School District's current SPI - Charter to School District ranking, or an equivalent ranking on any subsequent accountability performance standard developed by the School District and charter schools and adopted by the SRC, during any year of the Term of the Charter, the School District may require that the Charter School prepare and submit an academic accountability plan to address the Charter School's strategy to increase student performance, and the School District shall review such academic accountability plan at least annually. If the Charter School achieves a ranking of 8, 9, or 10 on the School District's SPI - Charter to School District ranking for two consecutive years during the Term of the Charter, the SRC by resolution shall provide notice to the Charter School's Board of Trustees and to the public that the Charter School has failed to increase student performance in accordance with its academic accountability plan. The School District and the Charter School acknowledge and agree that SPI shall not be the sole criteria used by the SRC in choosing to revoke or not to renew the Charter School's Charter.
3. If the Charter School should fall four (4) rankings from its current ranking over two consecutive years during the Term of the Charter, the School District reserves the right to request that the Charter School prepare and submit an academic accountability plan which addresses the Charter School's strategy to increase student performance. The School District shall review such academic accountability plan at least annually;

and be it

FURTHER RESOLVED, that the SRC, pursuant to section 6-696(i)(3) of the Public School Code, partially suspends Section 17-1723-A(a) of the Charter School Law, which states: "All resident children in this Commonwealth qualify for admission to a charter school ..." for this Charter School only. The Charter School agrees to enroll its students from the attendance zones of J.B. Kelly Elementary School and John Wister Elementary School. The Charter School first may fill open enrollment slots with students having sibling or founder preferences, as applicable. If enrollment slots are still available after admitting (i) students having sibling or founder preferences and (ii) all applicants from the attendance zones for J.B. Kelly Elementary School and John Wister Elementary School, the Charter School shall fill the remaining slots on a random basis in accordance with Section 17-1723-A. All other provisions of Section 17-1723-A and the Public School Code shall remain in force, and the Charter School may not exclude children on any basis other than that set forth in this paragraph; and be it

FURTHER RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth above, for a five-year period commencing on July 1,

2012 and ending on June 30, 2017, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

CHARTER FOR

MASTERY CHARTER SCHOOL – PICKETT CAMPUS, INC.

This Charter (the “Charter”) is made and entered into as of July 1, 2007 (the “Effective Date”), by and between the **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and the **MASTERY CHARTER SCHOOL—PICKETT CAMPUS, INC.**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 35 South 4th Street, Philadelphia, PA 19106. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the School Reform Commission (“SRC”) was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, the founding coalition of the Charter School submitted to the SRC an Application to operate the Charter School (“the Application”); and

RESOLUTION

Re: Mastery Charter School Harrity Elementary; Renewal of Charter

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) granted a charter (“Charter”) to the Board of Trustees of to MASTERY CHARTER SCHOOL HARRITY ELEMENTARY (“Charter School”) to operate Harrity Elementary School as a Renaissance charter school for a term of five (5) years commencing in 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the Charter Schools Office of the School District of Philadelphia (“School District”) setting forth the agreed terms and conditions of renewal; and

WHEREAS, the Charter Schools Office staff have recommended to the SRC that the SRC renew the Charter School’s Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2015 and ending on June 30, 2020, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply certain conditions for renewal (the “Conditions for Renewal”) as set forth below. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of

Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.

2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year for grades K-8 or between school years for grades 1-8, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall submit to the Charter Schools Office by August 31, 2015 a plan for ESL programing which complies with 22 Pa. Code Chapter 4 standards.
4. The Board of Trustees shall ensure that the Charter School maintain a compliant Individualized Education Program (“IEP”) for every student with special needs.
5. The Board of Trustees shall comply with the Charter School’s Bylaws regarding term limits for Board members. If the Board of Trustees decides to amend Bylaws, updated Bylaws shall be sent to the Charter Schools Office by August 31, 2015.
6. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School’s Annual Report, or separately if not included in the Charter School’s Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
7. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School’s Annual Report, or separately if not included in the Charter School’s Annual Report, evidence that 100% of the Charter School’s teachers with primary responsibility for direct instruction in one or more of No Child Left Behind’s core academic subjects demonstrate that they satisfy the definition of a “Highly Qualified Teacher”.
8. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee’s personnel file, along with each employee’s complete timesheet records. The

Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.

9. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
10. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades K through 8 with a maximum of 850 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School shall only enroll students who reside in the Harranty School catchment area ("Attendance Zone"), as may be revised by the School District during the Term of the Charter. The Charter School may not enroll any students who live outside the Attendance Zone. Once a student has enrolled in the Charter School, such student may remain enrolled in the Charter School even if such student moves to a residence in the City of Philadelphia which is outside of the Attendance Zone; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's accountability performance system for charter schools:

- i. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile ("SPP") score of 70 or better, the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and the Average Growth Index ("AGI") growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to No Child Left Behind Act.
- ii. If the Charter School achieves a ranking in the bottom two levels on the School District's academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's accountability

performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

CHARTER FOR
MASTERY CHARTER SCHOOL HARRITY ELEMENTARY

This Charter (the “Charter”) is made and entered into as of July 1, 2010 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and **MASTERY CHARTER SCHOOL HARRITY ELEMENTARY**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 5601 Christian Street, Philadelphia, PA 19143.. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, by Resolution No. SRC-36, dated January 20, 2010, the SRC adopted the Renaissance Schools Initiative Policy (“Renaissance Schools Policy”), which authorized the SRC to grant Renaissance charters as part of the School District’s Renaissance Schools Initiative; and

RESOLUTION

Re: Mastery Charter School Mann Elementary; Renewal of Charter

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) granted a charter (“Charter”) to the Board of Trustees of MASTERY CHARTER SCHOOL MANN ELEMENTARY (“Charter School”) to operate Mann Elementary School as a Renaissance charter school for a term of five (5) years commencing in 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the Charter Schools Office of the School District of Philadelphia (“School District”) setting forth the agreed terms and conditions of renewal; and

WHEREAS, the Charter Schools Office staff have recommended to the SRC that the SRC renew the Charter School’s Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2015 and ending on June 30, 2020, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply certain conditions for renewal (the “Conditions for Renewal”) as set forth below. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of

Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.

2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year for grades K-6 or between school years for grades 1-6, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall submit to the Charter Schools Office by August 31, 2015 a plan for ESL programming which complies with 22 Pa. Code Chapter 4 standards.
4. The Board of Trustees shall comply with the Charter School's Bylaws regarding term limits for Board members. If the Board of Trustees decides to amend Bylaws, updated Bylaws shall be sent to the Charter Schools Office by August 31, 2015.
5. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
6. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
7. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file, along with each employee's complete timesheet records. The Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.

8. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades K through 6 with a maximum of 555 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School shall only enroll students who reside in the Mann School catchment area ("Attendance Zone"), as may be revised by the School District during the Term of the Charter. The Charter School may not enroll any students who live outside the Attendance Zone. Once a student has enrolled in the Charter School, such student may remain enrolled in the Charter School even if such student moves to a residence in the City of Philadelphia which is outside of the Attendance Zone; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's accountability performance system for charter schools:

- i. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile ("SPP") score of 70 or better, the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and the Average Growth Index ("AGI") growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to No Child Left Behind Act.
- ii. If the Charter School achieves a ranking in the bottom two levels on the School District's academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

**CHARTER FOR
MASTERY CHARTER SCHOOL MANN ELEMENTARY**

This Charter (the "Charter") is made and entered into as of July 1, 2010 (the "Effective Date"), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the "School District"), acting by and through the School Reform Commission (the "SRC"), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and **MASTERY CHARTER SCHOOL MANN ELEMENTARY**, a Pennsylvania nonprofit corporation (the "Charter School") acting through and by its Board of Trustees (the "Charter Board"), with its principal place of business at 5376 W. Berks St., Philadelphia, PA 19131. The School District and the Charter School together are referred to as "the Parties" or separately as a "Party".

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the "School Code"), the Secretary of Education of the Commonwealth of Pennsylvania (the "Secretary") issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 ("Act 83"); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the "Board of Education") of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the "Charter School Law") and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, by Resolution No. SRC-36, dated January 20, 2010, the SRC adopted the Renaissance Schools Initiative Policy ("Renaissance Schools Policy"), which authorized the SRC to grant Renaissance charters as part of the School District's Renaissance Schools Initiative; and

RESOLUTION

Re: Mastery Charter School Smedley Elementary; Renewal of Charter

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission (“SRC”) granted a charter (“Charter”) to the Board of Trustees of MASTERY CHARTER SCHOOL SMEDLEY ELEMENTARY (“Charter School”) to operate Smedley Elementary School as a Renaissance charter school for a term of five (5) years commencing in 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the Charter Schools Office of the School District of Philadelphia (“School District”) setting forth the agreed terms and conditions of renewal; and

WHEREAS, the Charter Schools Office staff have recommended to the SRC that the SRC renew the Charter School’s Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2015 and ending on June 30, 2020, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply certain conditions for renewal (the “Conditions for Renewal”) as set forth below. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School’s Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of

Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.

2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year for grades K-6 or between school years for grades 1-6, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall submit to the Charter Schools Office by August 31, 2015 a plan for ESL programing which complies with 22 Pa. Code Chapter 4 standards.
4. The Board of Trustees shall comply with the Charter School's Bylaws regarding term limits for Board members. If the Board of Trustees decides to amend Bylaws, updated Bylaws shall be sent to the Charter Schools Office by August 31, 2015.
5. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
6. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
7. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file, along with each employee's complete timesheet records. The Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.

8. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
9. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades K through 6 with a maximum of 730 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School shall only enroll students who reside in the Smedley School catchment area ("Attendance Zone"), as may be revised by the School District during the Term of the Charter. The Charter School may not enroll any students who live outside the Attendance Zone. Once a student has enrolled in the Charter School, such student may remain enrolled in the Charter School even if such student moves to a residence in the City of Philadelphia, which is outside the Attendance Zone; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's accountability performance system for charter schools:

- i. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile ("SPP") score of 70 or better, the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and the Average Growth Index ("AGI") growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to No Child Left Behind Act.
- ii. If the Charter School achieves a ranking in the bottom two levels on the School District's academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

Contract No. 67/F11

School Reform Commission
Resolution No. SRC-48
June 16, 2010

**CHARTER FOR
MASTERY CHARTER SCHOOL SMEDLEY ELEMENTARY**

This Charter (the "Charter") is made and entered into as of July 1, 2010 (the "Effective Date"), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the "School District"), acting by and through the School Reform Commission (the "SRC"), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and **MASTERY CHARTER SCHOOL SMEDLEY ELEMENTARY**, a Pennsylvania nonprofit corporation (the "Charter School") acting through and by its Board of Trustees (the "Charter Board"), with its principal place of business at 1790 Bridge St., Philadelphia, PA 19124. The School District and the Charter School together are referred to as "the Parties" or separately as a "Party".

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the "School Code"), the Secretary of Education of the Commonwealth of Pennsylvania (the "Secretary") issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. § 6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 ("Act 83"); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the "Board of Education") of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. § 17-1701-A, *et seq.* (the "Charter School Law") and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, by Resolution No. SRC-36, dated January 20, 2010, the SRC adopted the Renaissance Schools Initiative Policy ("Renaissance Schools Policy"), which authorized the SRC to grant Renaissance charters as part of the School District's Renaissance Schools Initiative; and

RESOLUTION

Renaissance Schools Initiative: Approval of Renaissance Charter School

WHEREAS, pursuant to the Renaissance Schools Initiative Policy adopted by the School Reform Commission ("SRC"), the School District of Philadelphia ("School District") conducted a two-stage solicitation process to qualify and select teams ("Turnaround Teams") to turnaround School District schools identified as Renaissance Schools; and

WHEREAS, pursuant to the Public School Code, the Charter School Law and the Renaissance Schools Initiative Policy, and after a review of the responses of Turnaround Teams to the Renaissance Schools Initiative Year II Request for Proposals No. 286 ("RFP 286") and the recommendations of Renaissance School Advisory Councils ("SACs"), the SRC approved the matching of certain Turnaround Teams with certain Renaissance Schools by Resolution No. SRC-26, dated March 16, 2011; and

WHEREAS, Mastery Charter High School, Inc. submitted a Renaissance Charter Schools Charter Application pursuant to RFP 286 for Mastery Charter School Clymer Elementary, Inc. to operate a charter school at George Clymer Elementary School; and

WHEREAS, the SRC, having reviewed the Renaissance Schools Charter Application and related materials, is now prepared to grant a charter for the Charter School; NOW BE IT

RESOLVED, That the School Reform Commission grants a charter to **Mastery Charter School Clymer Elementary** ("Charter School") to operate a public charter school at George Clymer Elementary School for a five-year period beginning July 1, 2011 and ending June 30, 2016, provided that during the term of the charter the Charter School has agreed in its response to RFP 286 and in the Renaissance Schools Charter Application to the following terms and conditions, which shall be incorporated in the charter agreement:

- A SAC for the school consisting of parents and community members shall exist during the term of the charter, and the Charter School shall engage the SAC in advising the charter school in decision-making at the school.
- The SAC shall report annually to the Superintendent of the School District on the performance of the Charter School.
- At the end of the fourth year of the charter, the SAC shall have the right to recommend to the SRC that the SRC non-renew the charter after the fifth year of the charter if the majority of the parents on the SAC decide that the school is ready to return to being a School District school.

- The Charter School shall be required to meet the following performance targets within the following stated time periods:
 - By 2013, the Charter School must have a School Performance Index (“SPI”) Charter-to-District ranking equal to or less than 8;
 - By 2014, the Charter School must have an SPI Charter-to-District ranking equal to or less than 7;
 - By 2015, the Charter School must have an SPI Charter-to-District ranking equal to or less than 5;

If the Charter School fails to meet the performance targets for two consecutive years, such failure shall be sufficient cause for revocation of the charter

- During the term of the charter, the Charter School shall meet annual School District School Report Card performance targets.
- During the term of the charter, the Charter School shall operate the school as a neighborhood school and meet student enrollment and retention targets, including: (i) percent of neighborhood students attending the school, (ii) percent of students retained from year to year; and (iii) percent of students who transfer out of the school. If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter.
- During the term of the charter, the Charter School shall meet certain operational measures and shall comply with regulations related to special education and English Language Learners, including: (i) decreasing rate of violent incidents, (ii) not being determined to be a Persistently Dangerous School by the Pennsylvania Department of Education, (iii) compliance with special education re-evaluations and IEP timelines, and (iv) the provision of appropriate services and supports for students with Limited English Proficiency. If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter; and be it

FURTHER RESOLVED, that the Charter School is approved for grades K-8 and a total maximum enrollment per the table below;

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Enrollment Level	440	520	546	546	546

and be it

FURTHER RESOLVED, that the charter approved by this Resolution shall issue forthwith on July 1, 2011. The charter awarded herein will not take effect, and the School District and School Reform Commission will not be bound by the terms of this Resolution, until the charter agreement has been signed by the School District and the President of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board of Trustees.

CHARTER FOR

MASTERY CHARTER SCHOOL CLYMER ELEMENTARY

This Charter (the “Charter”) is made and entered into as of July 1, 2011 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and **MASTERY CHARTER SCHOOL CLYMER ELEMENTARY**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 1201 W. Rush St., Philadelphia, PA 19133. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, by Resolution No. SRC-36, dated January 20, 2010, the SRC adopted the Renaissance Schools Initiative Policy (“Renaissance Schools Policy”), which authorized the SRC to grant Renaissance charters as part of the School District’s Renaissance Schools Initiative; and

WHEREAS, the School District designated certain chronically underperforming School District schools to be Renaissance Schools (“Renaissance Schools”); and

RESOLUTION

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the Board of Education of the School District of Philadelphia (“School District”) granted a charter (“Charter”) to the Board of Trustees of HARDY WILLIAMS ACADEMY CHARTER SCHOOL formerly Renaissance Advantage Charter School (“Charter School”) to operate a charter school in 1999; and

WHEREAS, the School Reform Commission (“SRC”) renewed the Charter School’s Charter for five-year terms in 2003 and in 2008; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School (“Charter Agreement”) to the School District setting forth the agreed terms and conditions of renewal; and

WHEREAS, School District staff have recommended to the SRC that the SRC renew the Charter School’s Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter School has agreed to comply with the following statutory conditions:

1. The Board of Trustees shall ensure (i) that all trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act (“Ethics Act”) and the Pennsylvania Nonprofit Act (“Nonprofit Act”) and (ii) that the Charter School complies with the Ethics Act and the Nonprofit Act when contracting or engaging with the immediate relatives of the Charter School’s trustees, officers and administrators. The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Ethics Act and the Nonprofit Act. The Board of Trustees shall submit a copy of such Conflicts of Interest Policy and any amendments thereto to the School District by November 1st of each year of the Charter Term as evidence that the Charter School adheres to this requirement.

2. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report evidence that 75% of the Charter School's professional staff are certified in accordance with the Charter School Law.
3. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
4. The Board of Trustees shall ensure that all employees have required federal and state criminal and child abuse background checks during the term of the Charter. The Board of Trustees shall submit a signed affidavit to the School District by November 1st of each year of the term of the Charter as evidence that the Charter School has complied with this requirement.
5. The Board of Trustees shall submit to the School District signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law by June 1st of each year during the Term of the Charter.

and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with the following charter school-specific conditions:

1. The Board of Trustees shall develop and submit to the School District, for approval by August 31, 2013, a five-year performance plan with academic and non-academic school-specific goals using formative and summative assessments to identify students' strengths and weaknesses. The School District and the Charter School annually shall monitor and shall revise, if necessary, such five-year performance plan to ensure increased academic achievement for the Charter School's students over the Term of the Charter.
2. The Board of Trustees shall adopt and submit to the School District, for approval by August 31, 2013, an Admissions Policy and Process which complies with the Charter School Law and which includes provisions on application deadlines, recruitment communications, lottery dates, and results. The School District annually shall monitor such Admissions Policy and Process to ensure that all students have equitable access to the Charter School during the Term of the Charter.

and be it

FURTHER RESOLVED, that the Charter School has agreed that the Charter School will enroll students only in grades K through 12 with a maximum of 1,170 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein or enroll students in different grades without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's accountability performance framework:

4. The Charter School has achieved a ranking of 7 on the School District's 2010-11 SPI – Charter to School District ranking.
5. If the Charter School achieves a ranking of 8, 9, or 10 on the School District's current SPI – Charter to School District ranking, or an equivalent ranking on any subsequent School District accountability performance system, during any year of the Term of the Charter, the School District may require that the Charter School prepare and submit an academic accountability plan to address the Charter School's strategy to increase student performance, and the School District shall review such academic accountability plan at least annually. If the Charter School achieves a ranking of 8, 9, or 10 on the School District's SPI – Charter to School District ranking, or an equivalent ranking on any subsequent School District accountability performance system, for two consecutive years during the Term of the Charter, the SRC by resolution shall provide notice to the Charter School's Board of Trustees and to the public that the Charter School has failed to increase student performance in accordance with its academic accountability plan.
6. If the Charter School should fall four (4) rankings on the School District's 2010-11 SPI – Charter to School District ranking or an equivalent ranking on any subsequent School District accountability performance system, over two consecutive years during the Term of the Charter, the School District reserves the right to require that the Charter School prepare and submit an academic accountability plan which addresses the Charter School's strategy to increase student performance. The School District shall review such academic accountability plan at least annually;

and be it

FURTHER RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth above, for a five-year period commencing on July 1, 2013 and ending on June 30, 2018, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter Agreement shall not be executed, delivered or performed by the School District unless and until the Superintendent or Deputy Superintendent certifies in writing that the Charter School has submitted: (1) an Admissions Policy and

Admissions Procedures satisfactory to the School District, or (2) an Action Plan satisfactory to the School District to eliminate any identified barrier to enrollment and admission of students to the Charter School; and be it.

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

**CHARTER FOR
HARDY WILLIAMS ACADEMY CHARTER SCHOOL**

This Charter (the “Charter”) is made and entered into as of July 1, 2013 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and the **HARDY WILLIAMS ACADEMY CHARTER SCHOOL**, formerly Renaissance Advantage Charter School, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 1712 S. 56th Street, Philadelphia, Pennsylvania 19143. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, the founding coalition of the Charter School submitted to the SRC an application to operate the Charter School; and

RESOLUTION

Renaissance Schools Initiative: Approval of Renaissance Charter School

WHEREAS, pursuant to the Renaissance Schools Initiative Policy adopted by the School Reform Commission ("SRC"), the School District of Philadelphia ("School District") conducted a two-stage solicitation process to qualify and select teams ("Turnaround Teams") to turnaround School District schools identified as Renaissance Schools; and

WHEREAS, pursuant to the Public School Code, the Charter School Law and the Renaissance Schools Initiative Policy, and after a review of the responses of Turnaround Teams to the Renaissance Schools Initiative Year II Request for Proposals No. 286 ("RFP 286") and the recommendations of Renaissance School Advisory Councils ("SACs"), the SRC approved the matching of certain Turnaround Teams with certain Renaissance Schools by Resolution No. SRC-26, dated March 16, 2011; and

WHEREAS, Mastery Charter High School, Inc. submitted a Renaissance Charter Schools Charter Application pursuant to RFP 286 for Master Charter School Simon Gratz Campus, Inc. to operate a charter school at Simon Gratz High School; and

WHEREAS, the SRC, having reviewed the Renaissance Schools Charter Application and related materials, is now prepared to grant a charter for the Charter School; NOW BE IT

RESOLVED, That the School Reform Commission grants a charter to **Mastery Charter School Simon Gratz Campus** ("Charter School") to operate a public charter school at Simon Gratz High School for a five-year period beginning July 1, 2011 and ending June 30, 2016, provided that during the term of the charter the Charter School has agreed in its response to RFP 286 and in the Renaissance Schools Charter Application to the following terms and conditions, which shall be incorporated in the charter agreement:

- A SAC for the school consisting of parents and community members shall exist during the term of the charter, and the Charter School shall engage the SAC in advising the charter school in decision-making at the school.
- The SAC shall report annually to the Superintendent of the School District on the performance of the Charter School.
- At the end of the fourth year of the charter, the SAC shall have the right to recommend to the SRC that the SRC non-renew the charter after the fifth year of the charter if the majority of the parents on the SAC decide that the school is ready to return to being a School District school.

- The Charter School shall be required to meet the following performance targets within the following stated time periods:
 - By 2013, the Charter School must have a School Performance Index (“SPI”) Charter-to-District ranking equal to or less than 8;
 - By 2014, the Charter School must have an SPI Charter-to-District ranking equal to or less than 7;
 - By 2015, the Charter School must have an SPI Charter-to-District ranking equal to or less than 5;

If the Charter School fails to meet the performance targets for two consecutive years, such failure shall be sufficient cause for revocation of the charter

- During the term of the charter, the Charter School shall meet annual School District School Report Card performance targets.
- During the term of the charter, the Charter School shall operate the school as a neighborhood school and meet student enrollment and retention targets, including: (i) percent of neighborhood students attending the school, (ii) percent of students retained from year to year; and (iii) percent of students who transfer out of the school. If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter.
- During the term of the charter, the Charter School shall meet certain operational measures and shall comply with regulations related to special education and English Language Learners, including: (i) decreasing rate of violent incidents, (ii) not being determined to be a Persistently Dangerous School by the Pennsylvania Department of Education, (iii) compliance with special education re-evaluations and IEP timelines, and (iv) the provision of appropriate services and supports for students with Limited English Proficiency. If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter; and be it

FURTHER RESOLVED, that the Charter School is approved for grades 9-12 and a total maximum enrollment per the table below;

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Enrollment	1157	1171	1200	1200	1200

and be it

FURTHER RESOLVED, that the charter approved by this Resolution shall issue forthwith on July 1, 2011. The charter awarded herein will not take effect, and the School District and School Reform Commission will not be bound by the terms of this Resolution, until the charter agreement has been signed by the School District and the President of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board of Trustees.

Contract No. 856/F11

**School Reform Commission
Resolution No. SRC-46
dated April 27, 2011
and Resolution No. SRC-39
dated May 18, 2011**

CHARTER FOR

MASTERY CHARTER SCHOOL SIMON GRATZ CAMPUS

This Charter (the “Charter”) is made and entered into as of July 1, 2011 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and **MASTERY CHARTER SCHOOL SIMON GRATZ CAMPUS**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 1798 W. Hunting Park Ave., Philadelphia, PA 19140. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, by Resolution No. SRC-36, dated January 20, 2010, the SRC adopted the Renaissance Schools Initiative Policy (“Renaissance Schools Policy”), which authorized the SRC to grant Renaissance charters as part of the School District’s Renaissance Schools Initiative; and

RESOLUTION

WHEREAS, pursuant to the Renaissance Schools Initiative Policy adopted by the School Reform Commission (“SRC”), the School District of Philadelphia (“School District”) conducted a two-stage solicitation process to qualify and select teams (“Turnaround Teams”) to turnaround School District schools identified as Renaissance Schools; and

WHEREAS, pursuant to the Public School Code, the Charter School Law and the Renaissance Schools Initiative Policy, and after a review of the responses of Turnaround Teams to the Request for Proposals – Lead Applicants, RFP No. 317, Renaissance Schools Initiative Year III (“RFP 317) and the recommendations of Renaissance School Advisory Councils (“SAC’s”), the SRC approved the matching of certain Turnaround Teams with certain Renaissance Schools by Resolution No. SRC-7, dated April 19, 2012; and

WHEREAS, Mastery Charter Schools submitted a Renaissance Charter Schools Charter Application pursuant to RFP 317 for Mastery Charter School Cleveland Elementary (“Charter School”) to operate a charter school at Grover Cleveland Elementary School (“School”) and to use the School’s facilities and grounds under a license agreement; and

WHEREAS, the Charter School agreed to certain terms and conditions in its response to RFP 317 and in the Renaissance Schools Charter Application; and

WHEREAS, School District staff, having reviewed the Charter School’s Renaissance Charter Schools Charter Application and related materials, has recommended that the SRC grant a charter to the Charter School; and

WHEREAS, the SRC, having received the recommendation of School District staff on the Charter School, is now prepared to grant a charter for the Charter School; NOW BE IT

RESOLVED, that the School Reform Commission grants a charter to Mastery Charter School Cleveland Elementary (“Charter School”) to operate a public charter school at Grover Cleveland Elementary School for the five-year period beginning July 1, 2012 and ending June 30, 2017; and be it

FURTHER RESOLVED, that the Charter School has agreed in its response to RFP 317 and in the Renaissance Schools Charter Application to the following terms and conditions, which shall be incorporated in the charter:

- A SAC for the school consisting of parents and community members shall exist during the term of the charter, and the Charter School shall engage the SAC in advising the charter school in decision-making at the school.
- The SAC shall report annually to the Superintendent of the School District on the performance of the Charter School.
- At the end of the fourth year of the charter, the SAC shall have the right to recommend to the SRC that the SRC non-renew the charter after the fifth year of the charter if the majority of the parents on the SAC feel that the school is ready to return to being a School District school.
- The Charter School shall be required to achieve a rank of five (5) on the School District's School Performance Index ("SPI") by the end of the fourth year of the term of the charter, and annually during the term of the charter, the Charter School must improve its SPI rank to ensure that progress is being made.
- If the Charter School does not make progress on improving its SPI rank for two (2) consecutive years or if the required ranking is not achieved by the end of the term of the charter, the SRC may vote to revoke or non-renew the charter.
- During the term of the charter, the Charter School shall meet annual School District School Report Card performance targets.
- During the term of the charter, the Charter School shall operate the school as a neighborhood school and meet student enrollment and retention targets, including: (i) percent of neighborhood students attending the school, (ii) percent of students retained from year to year; and (iii) percent of students who transfer out of the school. If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter.
- During the term of the charter, the Charter School shall meet certain climate and operational metrics for per pupil rates of violent incidents and shall comply with regulations related to special education and English Language Learners, Including: (i) rate of violent incidents, (ii) not being determined to be a Persistently Dangerous School by the Pennsylvania Department of Education, (iii) compliance with special education re-evaluations and IEP timeline, and (iv) the provision of appropriate services and supports for students with Limited English Proficiency (as established by the School District). If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter; and be it

FURTHER RESOLVED, that the Charter School is approved for grades K-8 and a total maximum enrollment per the table below during the term of the charter and any renewals thereof, unless the parties agree in writing to other terms:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Annual Enrollment Growth	677	745	745	745	745

; and be it

FURTHER RESOLVED, that the Charter School shall use the Grover Cleveland Elementary School’s facilities and grounds pursuant to a license agreement, the terms of conditions of which, including without limitation, any license fees, shall be authorized by resolution by the SRC; and be it

FURTHER RESOLVED, that the charter approved by this Resolution shall issue forthwith on July 1, 2012. The charter awarded herein will not take effect until the charter agreement and the license agreement for the School’s facilities and grounds have been signed by the School District and the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board of Trustees.

LICENSE AGREEMENT

THIS LICENSE AGREEMENT (the "Agreement") is made as of the 1st day of July, 2012 (the "Effective Date"), by and between the **SCHOOL DISTRICT OF PHILADELPHIA** (the "Licensor" or "School District"), by and through the School Reform Commission (the "SRC") and the **MASTERY CHARTER SCHOOL CLEVELAND ELEMENTARY**, a Pennsylvania nonprofit corporation (the "Licensee" or "Charter School").

WITNESSETH:

WHEREAS, Licensor is the owner of a public school located at 3701 N. 19th St., Philadelphia, PA 19140 and known as the Grover Cleveland Elementary School (the "Building"); and

WHEREAS, Licensee desires to use part of the Building, consisting of approximately 81,841 square feet ("Licensed Premises") for the purposes of operating a charter school and for providing educational services (the "Permitted Use"), pursuant to the terms of that certain Charter, dated as of July 1, 2012, granted by Licensor to Licensee (the "Charter"). The Licensed Premises is shown on the plan attached hereto as Exhibit A and made a part hereof; and

WHEREAS, the SRC approved the use of the Licensed Premises by Licensee pursuant to certain terms and conditions as set forth in Resolution No. SRC-1, dated July 9, 2012 (the "SRC Resolution"), attached hereto at Exhibit B and made a part hereof; and

WHEREAS, subject to such conditions as Licensor may determine and subject to the terms and conditions of this Agreement, Licensor is willing to give Licensee the right to use the Licensed Premises; and

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth in this Agreement, and for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, intending to be legally bound, agree as follows:

1. **Grant of License.**

1.1. Subject to the terms and conditions of this Agreement and of the Charter, Licensor hereby grants Licensee, its employees, its students, the parents of such students, its contractors, its subcontractors, and its invitees an exclusive, revocable and non-transferable license to enter and use the Licensed Premises only for the Permitted Use.

CONFIDENTIAL ATTORNEY WORK PRODUCT
DRAFT PROPOSED RESOLUTION
THIS DOCUMENT IS NOT A PUBLIC RECORD

SRC-6
July 26, 2013

RESOLUTION

To: Members of the School Reform Commission

From: Dr. William R. Hite, Jr., Superintendent

Re: Renaissance Schools Initiative: Approval of Renaissance Charter School;
Francis D. Pastorius Mastery Charter School

WHEREAS, pursuant to the Renaissance Schools Initiative Policy adopted by the School Reform Commission ("SRC"), the School District of Philadelphia ("School District") conducted a competitive solicitation process to qualify and select teams ("Turnaround Teams") to turn around certain School District schools identified as Renaissance Schools; and

WHEREAS, this selection process included a review of the responses of Turnaround Teams to the Request for Proposals, RFP No. 365, Renaissance Schools Initiative Year IV ("RFP 365") and the solicitation and consideration of recommendations from the School Advisory Councils ("SAC") at each Renaissance School; and

WHEREAS, pursuant to the Public School Code, the Charter School Law, and the Renaissance Schools Initiative Policy, the SRC approved the matching of Mastery Charter Schools with Pastorius Elementary School by Resolution No. SRC-28, approved May 15, 2013 ("SRC-28"); and

WHEREAS, after the SRC approved SRC-28, Mastery Charter Schools ("Mastery") submitted a Renaissance Charter Schools Charter Application pursuant to RFP 365 for the Francis D. Pastorius Mastery Charter School to operate a charter school at Pastorius Elementary School ("School") and to use the School's facilities and grounds under a license agreement; and

WHEREAS, Mastery agreed to certain terms and conditions in its response to RFP 365 and in the Renaissance Schools Charter Application and has submitted to the School District a charter agreement signed by Francis D. Pastorius Mastery Charter School ("Charter Agreement") setting forth the agreed terms and conditions for operation of a charter school at the School; and
WHEREAS, School District staff, having reviewed the Charter School's Renaissance Charter Schools Charter Application, the Charter Agreement and related materials, have recommended that the SRC grant a charter to Francis D. Pastorius Mastery Charter School; now be it

RESOLVED, that the School Reform Commission grants a charter to Francis D. Pastorius Mastery Charter School ("Charter School") to operate a public charter school at Pastorius Elementary School for the five-year period beginning July 23, 2013 and ending June 30, 2018; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following terms and conditions in its response to RFP 365, in its Renaissance Schools Charter Application, and in the Charter Agreement:

- A SAC for the school consisting of parents and community members shall exist during the term of the charter, and the Charter School shall engage the SAC in advising the charter school in decision-making at the school.
- The SAC shall report bi-annually to the Superintendent of the School District on the performance of the Charter School.
- At the end of the fourth year of the charter, the SAC shall have the right to recommend to the SRC that the SRC non-renew the charter after the fifth year of the charter if the majority of the parents on the SAC are not satisfied with the performance of the Charter School or want the school to return to School District management.
- The Charter School shall be required to achieve a rank of five (5) on the School District's School Performance Index ("SPI") – or an equivalent ranking on any subsequent School District accountability performance system – by the end of the fourth year of the term of the charter, and annually during the term of the charter, the Charter School must improve its SPI rank, or its ranking on any subsequent School District accountability performance system, to ensure that progress is being made.
- If the Charter School does not make progress on improving its SPI rank – or its ranking on any subsequent School District accountability performance system – for two (2) consecutive years or if the required ranking is not achieved by the end of the term of the charter, the SRC may vote to revoke or non-renew the charter.
- During the term of the charter, the Charter School shall operate the school as a neighborhood school and meet student enrollment and retention targets, including: (i) percent of neighborhood students attending the school, (ii) percent of students retained from year-to-year; and (iii) percent of students who transfer out of the school. If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter.
- During the term of the charter, the Charter School shall meet certain climate and operational metrics for per pupil rates of violent incidents and shall comply with regulations related to special education and English Language Learners, including: (i) rate of violent incidents, (ii) not being determined to be a Persistently Dangerous School by the Pennsylvania Department of Education, (iii) compliance with special education re-evaluations and IEP timeline, and (iv) the provision of appropriate services and supports

for students with Limited English Proficiency (as established by the School District). If these targets are not met for two (2) consecutive years during the term of the charter, the SRC may vote to revoke or non-renew the charter; and be it

FURTHER RESOLVED, that the Charter School is approved for grades K-8 and a total maximum enrollment per the table below during the term of the charter and any renewals thereof, unless the parties agree in writing to other terms:

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Maximum Annual Enrollment	521	536	556	576	596

; and be it

FURTHER RESOLVED, that the Charter School shall use Pastorius Elementary School's current facilities and grounds pursuant to a license agreement, the terms of conditions of which, including without limitation, any license fees, shall be authorized by resolution by the SRC; and be it

FURTHER RESOLVED, that the charter awarded herein will not take effect until both the Charter Agreement and a license agreement for the School's facilities and grounds have been executed by the School District and the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board of Trustees.

CHARTER FOR
FRANCIS D. PASTORIUS MASTERY CHARTER SCHOOL

This Charter (the “Charter”) is made and entered into as of July 1, 2013 (the “Effective Date”), by and between **THE SCHOOL DISTRICT OF PHILADELPHIA** (the “School District”), acting by and through the School Reform Commission (the “SRC”), with its principal place of business at 440 North Broad Street, Philadelphia, Pennsylvania 19130, and **THE FRANCIS D. PASTORIUS MASTERY CHARTER SCHOOL**, a Pennsylvania nonprofit corporation (the “Charter School”) acting through and by its Board of Trustees (the “Charter Board”), with its principal place of business at 5650 Sprague Street, Philadelphia, PA 19138. The School District and the Charter School together are referred to as “the Parties” or separately as a “Party”.

RECITALS

WHEREAS, on December 21, 2001, pursuant to the authority granted under Section 6-691(c) of the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, as amended (the “School Code”), the Secretary of Education of the Commonwealth of Pennsylvania (the “Secretary”) issued a certificate declaring the School District to be in distress, and the SRC was appointed pursuant to Section 6-696 of the School Code, 24 P.S. §6-696, as amended by Act 2001, Oct. 30, P.L. 828, No. 83 (“Act 83”); and

WHEREAS, pursuant to Section 6-696 of the School Code, the SRC (i) is responsible for the operation, management and educational program of the School District; (ii) is vested with all powers and duties granted to the board of school directors (the “Board of Education”) of the School District; and (iii) is authorized, *inter alia*, to grant charters and to enter into agreements for the operation of charter schools in accordance with the Charter School Law, 24 P.S. §17-1701-A, *et seq.* (the “Charter School Law”) and Act 83; and

WHEREAS, pursuant to Section 696 of the School Code, the SRC has the power to approve an application to establish and operate a charter school; and

WHEREAS, by Resolution No. SRC-36, dated January 20, 2010, the SRC adopted the Renaissance Schools Initiative Policy (“Renaissance Schools Policy”), which authorized the SRC to grant Renaissance charters as part of the School District’s Renaissance Schools Initiative; and

**RENAISSANCE SCHOOL PROJECT
OPERATION AND MANAGEMENT AGREEMENT
BETWEEN
CAMDEN CITY SCHOOL DISTRICT
&
MASTERY SCHOOLS OF CAMDEN, INC.**

This renaissance school project operation and management agreement (“Agreement”) is made as of July 17, 2014 (“Effective Date”), by and between the **Camden City School District** (the “District”), a public body corporate with a location of 201 North Front Street, Camden, New Jersey 08102, and the **Mastery Schools of Camden, Inc.** (the “RENAISSANCE SCHOOL”), a New Jersey non-profit corporation.

WITNESSETH

WHEREAS, the Urban Hope Act (“UHA”), P.L. 2011, Chapter 176 (*N.J.S.A.* 18A:36C-1, *et seq.*) and implementing regulations permits the District to partner with private entities to construct renaissance school projects in the District; and

WHEREAS, the District issued a Commissioner-approved request for proposals for a renaissance school project under *N.J.A.C.* 6A:31-2.1; and

WHEREAS, on February 25, 2014, the District selected RENAISSANCE SCHOOL to partner with the District for a renaissance school project; and

WHEREAS, the UHA requires the District and RENAISSANCE SCHOOL to enter into a contract setting forth the terms and conditions for the renaissance school project, including but not limited to, the operation, management, and funding of the renaissance school project; and

WHEREAS, the UHA directs that the renaissance school project shall be “controlled, operated and managed by a non-profit entity and not the local board of education” (*N.J.S.A.* 18A:36C-7(a)); and

WHEREAS, on July 7, 2014, the Commissioner approved the RENAISSANCE SCHOOL’S project application pursuant to *N.J.A.C.* 6A:31-3.1(f) to commence operations in the 2014-2015 school year.

NOW, THEREFORE, the District and RENAISSANCE SCHOOL (collectively the “Parties”) hereby acknowledge and agree to the following:

I. DEFINITIONS

The following terms shall have the following definitions:

“NJDOE” means the New Jersey Department of Education.

“District” means the Camden City School District.

“Newly-constructed school” means either a new school facility or a significant refurbishment of an existing facility, such that most or all of the building has been reconstructed to build the renaissance school. *N.J.A.C. 6A:31-1.2.*

“Renaissance school project” means a newly-constructed school, or group of schools in a common campus setting, that provides an educational program for students enrolled in grades K through 12 or in a grade range less than K through 12, that is agreed to by the school district, and is operated and managed by a nonprofit entity in a renaissance school district. *N.J.S.A. 18A:36C-3.*

“School leader” means the principal or other administrative leadership of a renaissance school project

II. PERFORMANCE EXPECTATIONS

RENAISSANCE SCHOOL shall make reasonable efforts to participate in the Performance Management System the District is currently developing for all public schools in Camden. The Performance Management System will be broadly aligned with the NJDOE system. It is anticipated that the Performance Management System will define the performance expectations for each District School and provide comparative information relative to the RENAISSANCE SCHOOL'S performance.

The performance of RENAISSANCE SCHOOL will be measured in the following three ways:

A. School-Level Report Cards. A school-level report card (“Report Card”) is a public document shared annually that measures the academic performance and growth of students in the school, and reports on school demographic characteristics and other performance data. The Report Cards will be published annually each fall and will provide the public with critical information about how RENAISSANCE SCHOOL is performing relative to other schools in the City. The District will oversee the development of the report cards, though many of the measures will be sourced directly from existing data produced for NJDOE. The Parties must agree to the measures in the Report Cards. The following types of measures, when applicable, will be included in the report card:

- i. Student growth on NJDOE Language Arts Literacy (“LAL”) test (*e.g.*, Student Growth Percentiles)
- ii. Student growth on NJDOE Math test
- iii. Student performance on NJDOE LAL test (*e.g.*, Scale Scores)
- iv. Student performance on NJDOE Math test
- v. High school graduation rates
- vi. Student enrollment data
- vii. Student demographic data (*e.g.*, Free and Reduced Lunch, Special Education, Limited English Proficiency)
- viii. Student mobility and attrition

For K-8 schools, student growth and student performance on NJDOE LAL and Math tests, indexed to performance among a “peer group” of schools from New Jersey, will be used to create a summative performance score for RENAISSANCE SCHOOL. The Parties must agree on the appropriate peer group.

High schools will use graduation rates, test scores, and/or other measures that can be compared across schools in New Jersey, pending the availability of growth measures in the high school grades.

RENAISSANCE SCHOOL shall administer assessments for (a) early grades literacy and (b) college and/or career readiness, where applicable based on the grade levels served by each school. RENAISSANCE SCHOOL will collaborate with District to agree upon which assessments shall be used to comply with this paragraph. Results on these assessments must be shared with the District, though the data may not be included in a summative performance score.

Other measures may be included on the Report Card as deemed appropriate, subject to agreement between the District and RENAISSANCE SCHOOL.

RENAISSANCE SCHOOL will be expected to provide data for the report cards where necessary by October 1st of each year or within two weeks of receiving data from the State (whichever comes first for the relevant data category). This will allow the District to release annual report cards in November.

B. Climate Survey. The performance of a RENAISSANCE SCHOOL will also be measured based on stakeholder feedback through an annual climate survey (“Climate Survey”) that seeks school feedback from parents and students. The Climate Survey will be developed by the District and subject to final approval by RENAISSANCE SCHOOL. The Climate Survey will be administered annually in the spring for all schools in the District.

C. Quality Review. The performance of a RENAISSANCE SCHOOL will be measured by leading indicator data captured through an annual Quality Review of RENAISSANCE SCHOOL. The Quality Review will be developed by the District and subject to final approval by RENAISSANCE SCHOOL. Once RENAISSANCE SCHOOL has the requisite student growth data, it can move to an every other year review if the school is performing in one of the top two performance tiers. In a given year, the Quality Review will serve to fulfill the school’s legal requirement for a one-day school visit from the NJDOE.

The precise instruments (e.g., stakeholder surveys and quality review rubric) will be finalized with input from all schools in the District and upon agreement between the Parties.. After the instruments have been established, any future amendments to those instruments must be by written agreement between the District and RENAISSANCE SCHOOL before it takes effect.

The Performance Management System will be applied at the individual school level. If RENAISSANCE SCHOOL has multiple schools, *i.e.*, defined at the level of having multiple school leaders, each school will participate separately in the performance management system.

For purposes of relevant report card data from the State, if NJDOE does not capture RENAISSANCE SCHOOL data at the individual school-level, RENAISSANCE SCHOOL will be responsible for making its data available to the District in such a way that the District can create school-specific measures. RENAISSANCE SCHOOL must provide the District with the school names and grades served for each individual school as part of the annual report, if it changes from the initial application.

III. STUDENT ENROLLMENT

RENAISSANCE SCHOOL must adhere to the following provisions regarding student enrollment:

- A.** At no time shall RENAISSANCE SCHOOL discriminate in its enrollment practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special education status, proficiency in the English language, or any other basis that would be illegal if used by a school district. RENAISSANCE SCHOOL will follow the enrollment guidelines outlined in *N.J.S.A. 18A:36C-8* of the UHA.
- B.** For schools located on SDA land, pursuant to *N.J.S.A. 18A:36C-8(a)* and *N.J.A.C. 6A:31-4.1(a)* and (b), the attendance area for RENAISSANCE SCHOOL shall be the attendance area depicted in the map attached hereto as Exhibit A (the “attendance area”). Students of the appropriate grade who reside in the attendance area shall be automatically entitled to enrollment at RENAISSANCE SCHOOL, though the student will also be eligible for enrollment in another school in the Camden school district. For schools that are not located on SDA land, RENAISSANCE SCHOOL shall grant an enrollment preference to grade-eligible students who reside in the attendance area of RENAISSANCE SCHOOL.
- C.** For schools located on SDA land, each year, the District shall send to all parents/guardians of students residing in RENAISSANCE SCHOOL’S attendance area a letter notifying them of the automatic enrollment entitlement of their child in RENAISSANCE SCHOOL and of their right to elect that their child not attend RENAISSANCE SCHOOL. The District and RENAISSANCE SCHOOL will collaborate to develop a process for ascertaining the enrollment preferences of each student’s parent or guardian. The process shall also include guidelines and timelines to enroll and register these students in either RENAISSANCE SCHOOL or the appropriate District school.
- D.** For schools not located on SDA land, the District shall send to all parents/guardians of students residing in the RENAISSANCE SCHOOL’s attendance area a letter notifying them of their option to attend RENAISSANCE SCHOOL. The District and RENAISSANCE SCHOOL will collaborate to develop a process for ascertaining the enrollment preferences of each student’s parent or guardian. The process shall also include guidelines and timelines to enroll and register these students in either RENAISSANCE SCHOOL or the appropriate District school.
- E.** If RENAISSANCE SCHOOL has more than one location planned as part of its long term facilities plan, then it shall designate one of the locations as the “home campus” and the

enrollment policies and practices of the home campus will apply to all of the schools within the renaissance school project. The home campus shall be the first newly constructed facility of the renaissance school project.

- F.** For schools located on SDA and non-SDA land, if the number of students residing within the respective attendance areas who seek to enroll and register in RENAISSANCE SCHOOL exceed the enrollment maximums set annually under Section IV.B. of this contract, then RENAISSANCE SCHOOL will hold a lottery within a timeline that is agreed upon by the District, in accordance with law and regulation.
- G.** If grade-eligible student within the Attendance Area has had the opportunity to register in RENAISSANCE SCHOOL, any remaining spaces in RENAISSANCE SCHOOL shall be made available to other grade-eligible students who are domiciled in Camden City, entitled to attend a public school in the Camden City School District, and who seek admission to RENAISSANCE SCHOOL. If, by the application deadline, there are more applicants for these remaining spaces than there is availability for the grade level, admission will be determined by lottery. The lottery(ies) shall be coordinated and administered by RENAISSANCE SCHOOL and RENAISSANCE SCHOOL shall be responsible for communicating admission outcomes to applicants until such time as there may be a common enrollment system in Camden. Preference in any lottery held will be given to students who are siblings of current or former RENAISSANCE SCHOOL students, or who share the same custodial guardian of a current or former RENAISSANCE SCHOOL student.
- H.** RENAISSANCE SCHOOL will not enroll students who are not Camden residents. However, a student who enrolls in a RENAISSANCE SCHOOL when that student is a Camden resident, and who thereafter attends RENAISSANCE SCHOOL for a minimum of two academic years while continuing to reside in Camden, will be permitted to remain enrolled as a RENAISSANCE SCHOOL student at no cost to the District if they move out of district. The local resident district shall make payments to RENAISSANCE SCHOOL at the same rate as the District if the student resided in the District. For these students, RENAISSANCE SCHOOL shall immediately notify, in writing, the District's School Business Administrator and Deputy Superintendent of Finance & Operations that the student is residing outside of the District. For students who are not entitled to a free public education in the District, the funding obligations of District and RENAISSANCE SCHOOL, including the return of funds by RENAISSANCE SCHOOL to the District, shall be governed by applicable statutes and regulations.
- I.** As provided by the UHA, RENAISSANCE SCHOOL may "limit admission to a particular grade level or levels consistent with its organizational document" (*N.J.S.A. 18A:36C-8*). RENAISSANCE SCHOOL will make every reasonable efforts to serve all students who reside in the Attendance Area and meet the targeted student enrollment numbers
- J.** Under *N.J.A.C. 6A:31-4.3*, RENAISSANCE SCHOOL shall maintain waiting lists for admission of grade-eligible students from the attendance area, as well as students from Camden but who reside outside the attendance area. RENAISSANCE SCHOOL shall

maintain these waiting lists from year to year. Waiting list policy will be reviewed by RENAISSANCE SCHOOL in collaboration with the District on an annual basis, in accordance with law and regulation.

- K. For students who enroll in the RENAISSANCE SCHOOL and were previously enrolled in another Camden district school, the District will be responsible for transferring the student records to the Renaissance School.
- L. During the term of this Agreement, should the District adopt a common enrollment system (the "Enrollment System") governing the process by which parents select preferred public schools, RENAISSANCE SCHOOL will cooperate and make reasonable efforts to participate in the design and implementation of the Enrollment System, to the extent allowed by law. As a participant in the Enrollment System, RENAISSANCE SCHOOL will provide enrollment targets for each grade to the District's Enrollment System Administrator.

IV. DATA SHARING

RENAISSANCE SCHOOL will provide the necessary data to the District to complete the enrollment and performance management processes. By August 30th of each year, the District will provide the school with a calendar of data requests. The data will include but is not limited to the following:

- A. Enrollment numbers in accordance with *N.J.S.A. 18A:7F-33*.
- B. Enrollment targets
- C. Performance data including interim measures and early childhood data not included in the annual report
- D. Climate survey results

All student data provided by the District pursuant to this Section shall be subject to the Family Educational Rights Privacy Act (FERPA), 20 U.S.C. §1232g., et seq.; New Jersey student records access laws found at *N.J.S.A. 18A:36-19*; *N.J.A.C. 6A:14-1.3*; *N.J.A.C. 6A:14-2.9*; and *N.J.A.C. 6A:32-7.1*, et seq., and any other federal or state laws pertaining to student records.

V. FACILITIES

RENAISSANCE SCHOOL shall include the following as appendices to the contract:

- A. **Short Term Facilities Plan:** Outline of facilities plans for the first year of operation.
- B. **Facilities Contingency Plan:** Contingency plan for opening if the short term plan is not completed.

C. Long Range Facilities Plan: Summary of the facilities plan and key dates by which the school will meet milestones on facilities construction or acquisition and dates by which the district will inform them of available facilities.

Changes to the facilities plans will be included in the annual report. Any changes that are time-sensitive will be submitted in writing to the District.

If RENAISSANCE SCHOOL is in need of temporary space as part of a Facilities Contingency Plan, the District may provide the school with available space to lease. This may include co-location with another District school.

RENAISSANCE SCHOOL may, at the District's discretion and in accordance with law, lease or purchase a District building or land that is no longer part of the District's long range facilities plan. The District shall make its best effort to notify the RENAISSANCE SCHOOL of available buildings for purchase by March 1 of each year. RENAISSANCE SCHOOL may assign the right of first refusal to a third party, so long as it is part of a plan for the RENAISSANCE SCHOOL to occupy the building or land and it is so occupied. In connection with leases which are part of a short term, contingency and long range facilities plan, to the extent allowed by law, RENAISSANCE SCHOOL shall have discretion to negotiate terms and conditions to advance such plan without restrictions applicable to charter schools.

VI. FINANCES

A. RENAISSANCE SCHOOL shall maintain financial solvency. The financial reports submitted with the annual reports will provide evidence of the financial position..

B. RENAISSANCE SCHOOL or an entity organized to facilitate the financing and construction, renovation and/or refurbishment of the school facility shall proceed to secure preliminary commitments from lenders to provide acquisition, construction, and permanent financing for RENAISSANCE SCHOOL. RENAISSANCE SCHOOL shall obtain additional funding as needed to timely complete construction of RENAISSANCE SCHOOL. RENAISSANCE SCHOOL shall be permitted to assume long term debt and/or long term guarantees irrespective of whether said debt or guarantees are secured, in whole or in part, by assets of the RENAISSANCE SCHOOL. The District shall not be liable for any unsecured debt procured by RENAISSANCE SCHOOL or its assignees. All obligations to assume the debt of the RENAISSANCE SCHOOL or assignee shall be limited to, and in accordance with, what is set forth in the Urban Hope Act.

C. RENAISSANCE SCHOOL shall implement sound financial practices that include, but are not limited to, maintaining a financial management system that provides timely, accurate, current, and complete disclosure of all financial activities related to RENAISSANCE SCHOOL, in accordance with the Generally Accepted Accounting Principles.

D. The District has financial obligations to RENAISSANCE SCHOOL:

- i. RENAISSANCE SCHOOL shall receive from the State of New Jersey in 12 monthly installments an amount per pupil equal to 95% of the district's per pupil expenditure for each child enrolled. The 12 monthly installments shall include the security categorical aid attributable to the student, a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the RENAISSANCE SCHOOLS, and if applicable 100% of preschool education aid.
 - ii. RENAISSANCE SCHOOL shall be responsible for filing its own applications and may receive directly 100% of any federal funds attributable to its students through programs including, but not limited to, No Child Left Behind ("NCLB"), Individuals with Disabilities Education Act ("IDEA") Part B, the USDA free and reduced meals programs, and the Schools and Libraries Program of the Universal Service Fund ("E-Rate"). RENAISSANCE SCHOOL shall also submit for and may receive directly 100% of its share of Federal Insurance Contribution Act ("FICA") reimbursements from the State of New Jersey attributable to its staff members who are enrolled in the Teachers' Pension Annuity Fund ("TPAF"), as well as 100% of Special Education Extraordinary Aid ("Ex-Aid") attributable to its students. To the extent that, through separate agreement, the District or vendor of the District is operating USDA's free and reduced meals programs, or other federal programs, within the RENAISSANCE SCHOOL, then the District retains sole entitlement to receipt of the federal funds.
 - iii. Funding adjustments to account for differences in the RENAISSANCE SCHOOL's reported October 15 enrollment and enrollment at the end of the school year shall be done in accordance with such adjustments in charter school funding.
 - iv. RENAISSANCE SCHOOL shall be solely and fully responsible for its students' costs, of any and all out of district placements and/or alternate education placements in the case of student discipline and/or special education. RENAISSANCE SCHOOL shall be the local educational agency for its disabled and special education students.
- E. RENAISSANCE SCHOOL shall be authorized to retain any business entity, however formed, whose primary purpose is the staffing, operation, and management of elementary schools, middle schools, or high schools in the United States, except as it relates to instructional services, per *N.J.S.A. 18A:36C-7(a)*.

VII. REPORTING AND MONITORING

A. Reporting

RENAISSANCE SCHOOL will submit to the District the documents or reports submitted to the State.

No later than August 1st of each year, RENAISSANCE SCHOOL shall submit to the Commissioner of Education and the District an annual report on forms supplied by the Commissioner as defined by State law. The report will include at minimum:

- i. The achievement of the school's mission, goals, and objectives from its application to the State;
- ii. Curriculum that is compliant with the New Jersey Core Curriculum Content Standards;
- iii. Statewide assessment program results and local assessment results of students;
- iv. Parental and community involvement in the school;
- v. A calendar for the upcoming school year;
- vi. Documentation of the RENAISSANCE SCHOOL'S lead persons, teachers, and professional support staff that identifies any change(s) in organizational structure, governing District, or personnel;
- vii. Annual budget;
- viii. Any change in the financing of the school facility; and
- ix. Documentation sharing any significant structural change(s) to facilities before the upcoming school year and a timeline for implementing the changes.

B. Monitoring

RENAISSANCE SCHOOL will also be subject to periodic monitoring from the State.

The Commissioner with the input of the District shall periodically assess whether RENAISSANCE SCHOOL is meeting its goals and improving student achievement. The Commissioner shall have ongoing access to the records and facilities of RENAISSANCE SCHOOL to ensure that it is in compliance with its organizational document and with State laws and regulations.

The Renaissance School acknowledges that it is required to maintain financial solvency and meet the same testing and academic performance standards established by law and regulation for public school students. The Commissioner shall oversee the Renaissance School to ensure that it is in compliance with its organization document and with State laws and regulations, and have authority under law and regulation to take appropriate remedial action if needed.

VIII. POINT OF CONTACT

The District's Point of Contact shall be the District's Superintendent or his/her designees.

RENAISSANCE SCHOOL shall appoint a Point of Contact with the District who shall have the following responsibilities:

- A. Serve as the principal Point of Contact with the District. This individual will be easily reachable by the District's representative and will establish a reasonable protocol for periodic communication and for immediate contact should an emergency arise. If the individual designated as the principal Point of Contact will be on vacation or otherwise unavailable to the Renaissance school project for an extended period of time, the individual will assign temporary responsibility to another RENAISSANCE SCHOOL agent and so notify the District.
- B. Be reasonably familiar with the operations of the renaissance school project. The Point of Contact shall develop and maintain reasonable familiarity with the operations of the RENAISSANCE SCHOOL and (as noted above) establish a reasonable protocol for periodic communication through which to receive updates on the Renaissance SCHOOL'S operations.
- C. Arrange for visits to the renaissance school project schools. The Point of Contact shall, upon request from the District, arrange for physical visits to the renaissance school project schools prior to their initial opening and thereafter, up to twice each year, once before the academic year begins (to review the past year's activities and observe the Renaissance school project's readiness for the forthcoming year) and once during the academic year (to review the current year's activities).
- D. Accept complaints of a non-legal nature regarding the Renaissance School. The Point of Contact shall accept complaints regarding the Renaissance SCHOOL, investigating those complaints as may be determined reasonably necessary. The Point of Contact shall: (1) respond to the complaints directly, (2) refer the complaints to the RENAISSANCE SCHOOL administration and governing board, (3) consult with counsel as needed.
- E. Maintain records that are complete and readily accessible by the District and/or NJDOE upon request. RENAISSANCE SCHOOL shall maintain records that are complete and that can be promptly accessed and reviewed by the Point of Contact. Records include, but are not limited to, significant financial transactions; audits and responses to audits; student application, selection, enrollment, and attendance information; faculty and staff qualifications and clearances; insurance policies; facility operation permits and certificates. and formal complaints filed by faculty, staff, parents (guardians), students, vendors, community members, and other parties having dealings with the renaissance school project which are not otherwise confidential and non-public information.

IX. EMPLOYEES

The RENAISSANCE SCHOOL shall have control over its school budgets and personnel in accordance with New Jersey law. RENAISSANCE SCHOOL administration shall have the authority to hire and fire staff in accordance with New Jersey law and authority granted by the RENAISSANCE SCHOOL's Board of Trustees. In accordance with *N.J.S.A.18A:36C-9(b)*, RENAISSANCE SCHOOL shall be subject to the provisions of the New Jersey

Employer-Employee Relations Act. Employees of the RENAISSANCE SCHOOL shall not be deemed to be members of any bargaining unit of the District, per N.J.S.A. 18A:36C-9(a).

X. PRE-KINDERGARTEN

During the Term, if the RENAISSANCE SCHOOL includes pre-kindergarten or wishes to add pre-kindergarten as part of its academic offering, the following terms shall apply:

- A.** RENAISSANCE SCHOOL shall provide, or will contract with another qualified pre-school operator to provide, pre-kindergarten programming for children residing in the Attendance Area. Such pre-kindergarten programming shall be aligned with RENAISSANCE SCHOOL'S academic program set forth in this Agreement.
- B.** If RENAISSANCE SCHOOL contracts with another pre-school operator, all federal, state, and local funding for pre-kindergarten programming on behalf of the children served by RENAISSANCE SCHOOL shall be paid directly to the provider. To the extent that any such funding is initially directed to the District, upon receipt of such funding, the District shall tender such funds to the provider. Nothing in this paragraph shall be construed as to limit RENAISSANCE SCHOOL'S discretion to negotiate price and other terms in a pre-school operator contract.
- C.** All obligations and performance under this section shall be subject to the approval of the NJDOE Office of Early Childhood Education.

XI. DAILY OPERATIONS

The RENAISSANCE SCHOOL shall be responsible for day-to-day operational and academic functions at its schools or as otherwise duly contracted for with a management company.. Unless otherwise provided in the UHA, RENAISSANCE SCHOOL shall operate in accordance with this contract "and the laws and regulations that govern charter schools which are not inconsistent with this act". S2264 (June 23, 2014), cf: P.L.2011, c.176, s.7.

XII. ACADEMIC PROGRAM

- A.** RENAISSANCE SCHOOL shall provide the curriculum and assessments outlined in the Renaissance application. Any changes to the curriculum and assessments shall be outlined in the annual report.
- B.** RENAISSANCE SCHOOL shall be required to meet the same testing and academic performance standards required by law and regulation for public school students and shall meet any additional testing and academic performance standards established by RENAISSANCE SCHOOL and approved by the Commissioner of Education.
- C.** RENAISSANCE SCHOOL shall provide the social and emotional supports, and health services, to adequately meet the needs of its students. Annually, on a mutually agreed upon date, RENAISSANCE SCHOOL shall produce to District an outline of the categories, types,

and description of the social and emotional supports, and health services, provided to the students. Such information may be contained in the RENAISSANCE SCHOOL'S Annual Report to the Commissioner.

XIII. REVIEW AND ACCOUNTABILITY FOR RENAISSANCE SCHOOL PROJECT

The Renaissance school project shall be subject to review by the Commissioner of Education in accordance with *N.J.A.C. 6A:31-5.1(a)*. No later than August 1st of each year, RENAISSANCE SCHOOL shall submit to the Commissioner of Education and the District an annual report on forms supplied by the Commissioner.

XIV. INSURANCE

RENAISSANCE SCHOOL shall maintain, at its expense, during the term of this agreement, comprehensive general liability insurance for the school building in a combined coverage for bodily injury and property damage in an amount not less than One Million Dollars (\$1,000,000) Combined Single Limit. District shall name RENAISSANCE SCHOOL, and any mortgagee of which RENAISSANCE SCHOOL has advised the District, as additional insured under such policy. RENAISSANCE SCHOOL shall add District as additional insured.

XV. TERM OF AGREEMENT

The Term of this Agreement shall be for ten (10) years starting on the Effective Date. Unless this Agreement is terminated, it may be automatically renewed for an additional five year period in accordance with *N.J.S.A. 18A:36C-10(a)*. Thereafter any renewals are subject to the Commissioner's review and approval.

XVI. AMENDMENTS

Any amendments to this Agreement, including any contingency plans, must first be approved by the Commissioner of Education. If either party requests an amendment to this Agreement at any time during the contract term, such request shall be submitted first to the other party for review and approval, and then shall be submitted to the Commissioner of Education for approval. Contract amendments shall not become effective without approval by the Commissioner of Education. Once approval is obtained from the Commissioner of Education, the amendments must be memorialized in writing via an Amendment Agreement upon mutual approval of the Parties.

Should an amendment to this Agreement fail to follow the conditions outlined above, the existing agreement shall stand.

XVII. TERMINATION

The District and RENAISSANCE SCHOOL may terminate this Agreement by mutual agreement in writing, subject to Commissioner approval. Either party may also seek to terminate this Agreement based upon a failure of the other party to cure a material breach

of any terms or conditions herein after reasonable notice, subject to Commissioner approval.

XVIII. NOTICES

Any notices required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been given to the party whom intended if (a) delivered by registered and certified mail, return receipt requested or (b) delivered by hand. Until changed by notice in the manner specified above, the addresses of the Parties to this Agreement shall be:

For the District:

John Chris Oberg
Business Administrator/Board Secretary
Camden City School District
201 North Front Street
8th Floor
Camden, New Jersey 08102

With a copy to General Counsel:

Bryant Lawrence Horsley, Jr., Esquire
General Counsel
Camden City School District
201 North Front Street
7th Floor
Camden, New Jersey 08102

For RENAISSANCE SCHOOL:

Scott Gordon, CEO
Mastery Charter Schools
5700 Wayne Avenue
Philadelphia, PA 19144

With a Copy to Counsel:

Thomas O. Johnston, Esq.
Porzio, Bromberg & Newman, PC
100 Southgate Parkway
Morristown, NJ 07962

XIX. MISCELLANEOUS

A. Incorporation of Application Terms

In accordance with N.J.A.C. 6A:31-3.1(g), all of the terms of the approved applications to the Commissioner of Education by the District and RENAISSANCE SCHOOL for the Renaissance school project are incorporated in this Agreement by reference.

B. Applicable Law

The Parties agree that this Agreement shall be construed and enforced under the laws of the State of New Jersey.

C. Entire Agreement

This Agreement, together with all exhibits referred to herein, constitutes the entire Agreement between the Parties and supersedes all oral and written Agreements, if any between the Parties.

D. Headings

Section headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation of this Agreement.

E. Severability

If any provisions of this Agreement are determined to be invalid, any such invalidity shall not affect or impair the validity of the other provisions, which shall be considered severable and shall remain in full force and effect. This Agreement is subject to the Urban Hope Act, *N.J.S.A.* 18A:36C-1, *et seq.*, and its amendments and implementing regulations.

F. Waiver

No term or provision hereof shall be deemed waived and no breach excused by the Parties unless such waiver or consent shall be approved by the Commissioner of Education, in writing, and signed by the appropriate officers of the Parties.

[SIGNATURES ON NEXT PAGE]

IN WITNESS HEREOF, the Parties have executed this Agreement as of the Effective Date set forth above.

Camden City School District

By: 
Paymon Rouhanifard
State District Superintendent

Dated: July 17, 2014

Mastery Schools of Camden, Inc.

By: 
Name: Joseph I Ferguson III
Title: Board Secretary

Dated: July 17, 2014



Renaissance School Project (Operation and Management Agreement)

Short-Term Facilities Plan: Outline of facilities plans for the first year of operation.

Recognizing that new construction will not be completed in time for Fall 2014 opening, Mastery Charter Schools of Camden plans to open in the Pyne Poynt Middle School in North Camden (800 Erie Street, Camden, NJ 08102) and the former Washington Elementary (1033 Cambridge Avenue, Camden, NJ 08105) in Fall 2014. Opening in these locations will allow Camden students access to a high quality education during construction of the new facility. Both buildings would be leased from the Camden City School District.

Contingency Facilities Plan: Contingency plan for opening if the short term plan is not completed.

Mastery does not anticipate any obstacles to opening in Pyne Poynt and Washington at this time. If Mastery Schools of Camden's short-term facility plan is not substantially completed by August 15, 2014, Mastery is prepared to work with the Camden City School District, the City of Camden, and private individuals to identify an alternative site. The alternative site would be located in the North Camden, Cramer Hill, or East Camden sections of the city.

Long-Term Facilities Plan: Summary of the facilities plan and key dates by which the school will meet milestones on facilities construction or acquisition and dates by which the district will inform them of available facilities.

Mastery Schools of Camden proposes a multi-phased project to create and operate a PreK-12 network of schools located in or near the North Camden, Cramer Hill and East Camden communities.

Phase 1 of the project will be to construct a new elementary facility – Mastery Schools of Camden – Cramer Hill Elementary, which will serve up to 525 students in K through 6 grades. MSC – Cramer Hill will be located in the Cramer Hill section of Camden on Block 814 at 24th and Harrison Avenue, Camden, New Jersey 08105 and will open in the 2016-17 school year. Situated between North 24th and 25th Streets, the building site is bounded on the east by Harrison Avenue and on the west by Farragut Avenue. The property is a vacant lot adjacent to the Salvation Army Kroc Center, and is owned by the City of Camden.

Mastery is developing a District contingency plan in accordance with N.J.S.A. 6A:31-1.2 as it relates to new construction. If significant progress against the new construction schedule has not been made (e.g., land acquisition, pre-construction, and site preparation) by March 1, 2015 or as of a date determined through the preparedness assessment process, then Mastery is prepared to work with the Camden City School District, the City of Camden, and private

Individuals to identify and execute on an alternative site. The alternative site would be located in the North Camden, Cramer Hill, or East Camden sections of the city.

Phase 2 of the project will include up to five additional schools, bringing the total to 4654 students. Mastery will work with the Camden City School District (CCSD) to mutually agree on the appropriate size, grade configuration, and location for each school. For planning purposes, Mastery will assume a growth strategy for the remaining schools of one or more schools per year for the 2015-16, 2016-17, and 2017-18 school years, respectively.

The remainder of this appendix contains information regarding Mastery's project timeline and other relevant facilities information. These documents were submitted to the New Jersey Department of Education as part of the Part II of the Renaissance School project application.

General Facility Considerations

The following considerations will be reviewed by the appropriate Department of Education facilities personnel and are subject to change.

- Ceiling heights
 - Classroom or other instructional spaces 9'6"
 - Gymnasium 22'

- Egress Widths
 - Minimum clear widths for egress corridors serving more than 100 students elementary schools (kindergarten through fourth grade) shall be between 7' and 9'6" with consideration for lockers or wardrobes
 - Minimum clear widths at any point in middle school, grades fifth through 8, shall be between 7'6" and 10' with consideration for lockers.
 - Doors from all spaces used by students and school staff, excluding lavatories, storage rooms, janitors' closets, instructional spaces under 300 gross square feet, and locker rooms, shall swing into the corridor and shall have a safety vision panel of 1/4 inch glazing which is not less than 100 square inches.

- Light Levels will comply with NJ state educational and facility standards

- Electrical power and communication requirements
 - Instructional spaces will be provided with sufficient electrical power, communication and data outlets to satisfy the Mastery Schools of Camden program and equipment needs.
 - Large group areas such as gym and cafeteria spaces will be provided with electrical power, communication and data outlets at appropriate locations

- A communication system will be installed in each classroom to allow for emergency communication to local authorities. Such communication system may be in the form of a telephone system capable of placing 9-1-1 calls.

- Occupancy Requirements for Educational Use
 - The capacity for each room type is defined using the following minimum required floor area, in net square foot per occupant:

Classrooms, including SCSE, SGI and Music	20 SF
Art Room, Computer Lab	20 SF
Conference Room	15 SF
Cafeteria, Food Service	12 SF
Gymnasium, physical education	100 SF
Offices	60 SF

ID	Task Mode	Task Name	Duration	Early Start	Early Finish	May '14	Jun
0		Mastery-Camden Preliminary Construction Schedule - 6.9.2014	555 days	Mon 6/16/14	Mon 8/1/16	-1	
1		Land Acquisition	60 days	Mon 6/16/14	Fri 9/5/14		
2		Pre-Construction	110 days	Mon 7/14/14	Fri 12/12/14		
3		Drawings and Approvals	110 days	Mon 7/14/14	Fri 12/12/14		
8		Bidding and Awarding	45 days	Mon 10/6/14	Fri 12/5/14		
12		Permits	45 days	Mon 10/6/14	Fri 12/5/14		
13		Construction	335 days	Mon 10/13/14	Fri 1/22/16		
14		Mobilization	10 days	Mon 10/13/14	Fri 10/24/14		
15		Start Construction	0 days	Mon 10/27/14	Mon 10/27/14		
16		Site Prep	15 days	Mon 10/27/14	Fri 11/14/14		
17		Foundation Work (e.g., Walls)	60 days	Mon 11/17/14	Fri 2/6/15		
18		Structural Steel Erection	80 days	Mon 2/2/15	Fri 5/22/15		
19		Slab Installation	10 days	Mon 5/25/15	Fri 6/5/15		
20		Wall Erection (Exterior Wall Panels)	40 days	Mon 6/8/15	Fri 7/31/15		
21		Concrete Decks	10 days	Mon 6/15/15	Fri 6/26/15		
22		MEP Rough-in Installation	40 days	Mon 6/15/15	Fri 8/7/15		
23		Wall Erection (Interior)	60 days	Mon 6/15/15	Fri 9/4/15		
24		Temporary Power Installation	25 days	Mon 6/29/15	Fri 7/31/15		
25		HVAC Equipment Installation	35 days	Mon 7/6/15	Fri 8/21/15		
26		Roofing Installation	20 days	Mon 7/13/15	Fri 8/7/15		
27		Windows and Curtain Wall Installation	50 days	Mon 7/13/15	Fri 9/18/15		
28		Ceiling-work Installation (Ductwork, Sprinkler Piping, MEP Rough-in)	80 days	Mon 8/3/15	Fri 11/20/15		
29		MEP, Lighting, and Device Work	60 days	Mon 8/3/15	Fri 10/23/15		
30		Interior Finishes - Flooring	60 days	Mon 8/17/15	Fri 11/6/15		
31		Interior Finishes - Painting	60 days	Mon 8/17/15	Fri 11/6/15		

Project: Mastery-Camden Preliminary
Date: Wed 6/11/14

Task: External Milestone, Inactive Task, Inactive Milestone, Inactive Summary, Manual Task, Duration only

Split: Manual Summary Rollup, Manual Summary

Milestone: Start-only, Finish-only, Deadline, Progress

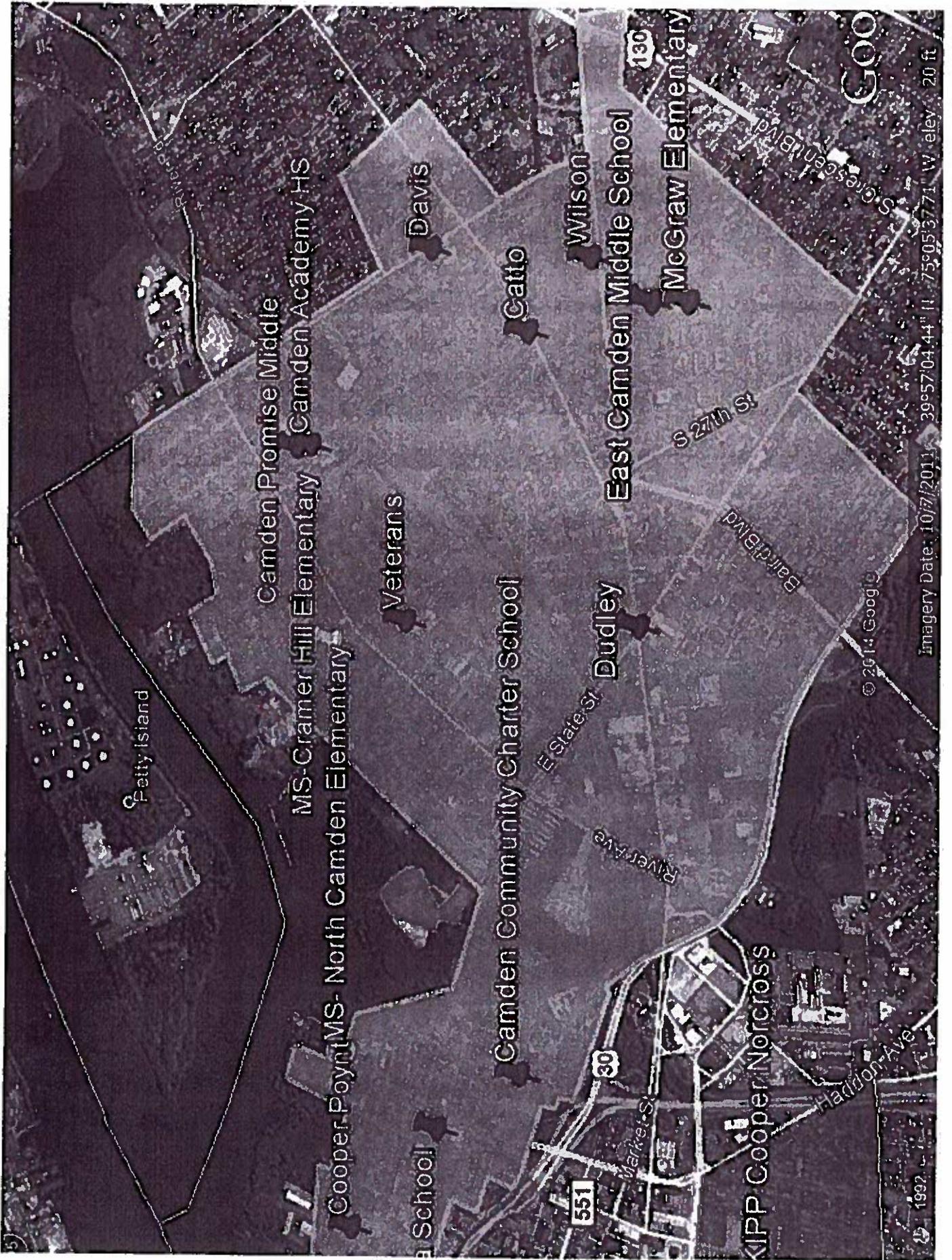
ID	Task Mode	Task Name	Duration	Early Start	Early Finish	May '14	Jun
32		Electrical Work (Distribution Systems, Electrical Service)	60 days	Mon 8/17/15	Fri 11/6/15	-	
33		Permanent Power	0 days	Mon 10/26/15	Mon 10/26/15		
34		Elevator Installation	60 days	Mon 10/26/15	Fri 1/15/16		
35		Systems Installations	60 days	Mon 11/2/15	Fri 1/22/16		
36		AV Equipment	60 days	Mon 11/2/15	Fri 1/22/16		
37		Telecomm Systems	60 days	Mon 11/2/15	Fri 1/22/16		
38		Security Systems	60 days	Mon 11/2/15	Fri 1/22/16		
39		Kitchen Equipment	60 days	Mon 11/2/15	Fri 1/22/16		
40		Interior Installations	60 days	Mon 11/2/15	Fri 1/22/16		
41		Lockers and Special Cabinetry	50 days	Mon 11/2/15	Fri 1/8/16		
42		Partition Drywall	15 days	Mon 11/2/15	Fri 11/20/15		
43		Casework	30 days	Mon 11/2/15	Fri 12/11/15		
44		Ceiling Tile	30 days	Mon 11/2/15	Fri 12/11/15		
45		Doors and Hardware	45 days	Mon 11/9/15	Fri 1/8/16		
46		Exterior Installations and Related Work	45 days	Mon 11/9/15	Fri 1/8/16		
47		Sidewalk Installation	50 days	Mon 11/16/15	Fri 1/22/16		
48		Fencing and Signage	25 days	Mon 11/16/15	Fri 12/18/15		
49		Playground Equipment, Benches	10 days	Mon 11/23/15	Fri 12/4/15		
50		Power Cleaning	15 days	Mon 11/23/15	Fri 12/11/15		
51		Final Paving and Street Markings	10 days	Mon 1/4/16	Fri 1/15/16		
52		Inspections	5 days	Mon 1/18/16	Fri 1/22/16		
53		Punch list Items	30 days	Mon 1/25/16	Fri 3/4/16		
54		Substantial Completion	30 days	Mon 3/7/16	Fri 4/15/16		
55		Post Construction	0 days	Fri 4/15/16	Fri 4/15/16		
56		Certificate of Occupancy	20 days	Mon 4/18/16	Fri 5/13/16		
57		Manuals Delivery	20 days	Mon 4/18/16	Fri 5/13/16		
			0 days	Fri 5/13/16	Fri 5/13/16		

Task
 Split
 Milestone
 Summary
 Project Summary
 External Tasks
 External Milestone
 Inactive Task
 Inactive Milestone
 Inactive Summary
 Manual Task
 Duration-only
 Manual Summary Rollup
 Manual Summary
 Start-only
 Finish-only
 Deadline
 Progress

Project: Mastery-Camden Prelimin
Date: Wed 6/11/14

ID	Task Mode	Task Name	Duration	Early Start	Early Finish	May '14	Jun
58	📌	School Opening	0 days	Mon 8/1/16	Mon 8/1/16	.1	

Task	External Milestone	Manual Summary Rollup
Task	External Milestone	Manual Summary Rollup
Split	Inactive Task	Manual Summary
Milestone	Inactive Milestone	Start-only
Summary	Inactive Summary	Finish-only
Project Summary	Manual Task	Deadline
External Tasks	Duration-only	Progress



RESOLUTION

To: Members of the School Reform Commission
From: Charter Schools Office
Re: Mastery Charter School – Gillespie Campus; Grant of Charter

WHEREAS, on or before November 15, 2014, the applicant for Mastery Charter School – Gillespie Campus ("Mastery Gillespie" or "Charter School") submitted an application to the Charter Schools Office of The School District of Philadelphia ("School District") to start a charter school; and

WHEREAS, the School Reform Commission ("SRC") reviewed the representations, statements and materials contained in the charter school application submitted by Mastery Gillespie and made during the public hearings by representatives for Mastery Gillespie; and

WHEREAS, on February 18, 2015, the School Reform Commission ("SRC") adopted SRC-24 ("SRC-24"), which authorized the grant of this Charter for the Charter School upon meeting the conditions set forth in SRC-24; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the granting of the Charter and has submitted a charter agreement signed by the Charter School ("Charter Agreement") to the Charter Schools Office setting forth agreed terms and conditions; now be it

RESOLVED, that, the School Reform Commission hereby grants a Charter to "Mastery Charter School – Gillespie Campus" to operate a public charter school for a three-year period commencing on July 1, 2016 and ending on June 30, 2019 ("Term"), effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or by another member of the Board or the Chief Executive Officer duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed that on or before July 1, 2016, the Charter School shall provide the following documentation ("Required Documentation") to the Charter Schools Office, in form and substance acceptable to the Charter Schools Office:

1. A certified copy of the Articles of Incorporation of the Charter School, and any amendments thereto, certified by the Secretary of State of the Commonwealth of Pennsylvania.

2. A good standing certificate for the Charter School issued by the Secretary of State of the Commonwealth of Pennsylvania.
3. A duly approved Charter Board Resolution, certified by the Secretary of the Charter Board (i) authorizing the execution and delivery of the Charter and the performance of the transactions contemplated hereby, (ii) stating that no members of the Charter Board or their immediate family will have business dealings with the Charter School, and that the Charter Board will comply with the Pennsylvania Public Official and Employee Ethics Act; and (iii) providing the names and addresses (including email addresses) of the officers of the Charter Board and stating that such persons are authorized to execute and request payments under the Charter.
4. A true, correct and complete dated copy of the Charter School's Internal Revenue Service ("IRS") Form 1023 application for recognition under Section 501(c)(3) of the Internal Revenue Code with a representation as to the date on which the IRS Form 1023 was submitted to the Internal Revenue Service or a copy of the determination letter issued by the IRS stating that the Charter School is a federally tax exempt entity as described in Section 501(c)(3) of the Internal Revenue Code.
5. An affidavit signed by the chair of the Board of Trustees, indicating that a sufficient staff, with complete and appropriate criminal and child abuse records checks, and all necessary certifications as required by this Charter and Applicable Laws (as hereinafter defined), have been hired to serve the actual enrollment of the Charter School.
6. A copy of the Charter School's Student Records Policy for the collection, maintenance, and dissemination of student records as required by 22 Pa. Code Chapter 12.
7. A copy of the signed lease or recorded deed for each facility the Charter School shall utilize during the Term of the Charter.
8. A valid Certificate of Occupancy or memorandum that a new Certificate of Occupancy is not required for use as a school, issued by the City of Philadelphia Office of Licenses and Inspections for each facility the Charter School shall utilize during the Term of the Charter.
9. A Certificate of Insurance evidencing all required insurance coverages, satisfactory to the School District's Office of Risk Management.
10. The Statement of Assurances, and all Application appendices and attachments referred to therein.
11. Any contracts for the provision of management, consulting or similar services to the Charter School.

12. A locally developed curriculum establishing alignment with Pennsylvania standards for all grade levels to be served. Such curriculum shall include specific provisions for English as Second Language students.
13. A plan for ESL programming which complies with 22 Pa. Code Chapter 4 standards.
14. Budget documents which demonstrate that the Charter School has performed adequate financial planning for the opening and operation of the Charter School.
15. Plan documents for any 403(b) deferred compensation retirement plan for the Charter School, outlining the terms, conditions and benefits of the plan, including an employer contribution;

and be it

FURTHER RESOLVED, that the Charter School has agreed to comply with certain conditions (“Conditions”) as set forth below. Failure to comply with the Conditions may be a basis for revocation or nonrenewal of the Charter School’s Charter:

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.
2. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year for grades K-6 or between school years for grades 1-6, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.
3. The Board of Trustees shall adopt Bylaws and shall provide a copy of the Bylaws and a list of names and addresses of the Board of Trustees of the Charter School to the Charter Schools Office no later than July 1, 2016. The Bylaws and the Board list shall demonstrate that none of the Board members of the Charter

School serve on the Board of Trustees of Mastery Charter High School, the management company.

4. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
5. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.
6. The contract between the Charter School and the Charter School's management company, Mastery Charter High School, that accurately reflects all of the duties, services, obligations and liabilities of each party to the other with respect to the operation of the Charter School or services to be provided to the Charter School, including specific provisions on management fees, which shall be approved by the respective governing boards of each entity, in a form that is acceptable to the Charter Schools Office.
7. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 75% of the Charter School's professional staff are certified in accordance with the Charter School Law.
8. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
9. The Board of Trustees shall ensure that all employees have required federal and state criminal and child abuse background checks during the term of the Charter. The Board of Trustees shall submit a signed affidavit to the School District annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement; and be it

FURTHER RESOLVED, that the School District and the Charter School acknowledge and agree that the Charter School will enroll students only in grades K-6 with a maximum enrollment of 503 students in school year 2016-1017, 532 students in the 2017-2018 school year and 588 students in the 2018-2019 school year and during any renewal term of the charter, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request

payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School has agreed that the Charter School shall have an admission preference for all students living in the Simon Gratz High School ("Gratz") catchment area. The Charter School first may fill open enrollment slots with students having sibling or founder preferences, as applicable. If enrollment slots are still available after admitting (i) students having sibling or founder preferences; and (ii) all applicants attending the schools in the Gratz catchment area, the Charter School shall fill the remaining slots on a random basis in accordance with Section 17-1723-A; and be it

FURTHER RESOLVED, that the Charter School has agreed that:

1. The Charter School shall participate in the School District's charter school performance framework and monitoring system as set forth in the School District charter school policies and procedures and any amendments thereto. The charter school performance framework will include annual assessments of the Charter School's academic, financial, and organizational performance. The Charter School agrees to submit to the School District all student level academic information required for assessment of academic performance as part of the charter school performance framework and monitoring system.
2. For each year during the term of the Charter, the Charter School shall seek to achieve (i) a School Performance Profile ("SPP") score of 70 or better, (ii) the Pennsylvania Value-Added Assessment System ("PVAAS") growth measure, and (iii) the Average Growth Index ("AGI") growth measure, consistent with the Pennsylvania Department of Education's Accountability System pursuant to NCLB.
3. If the Charter School achieves a ranking in the bottom two levels on the School District's charter school performance framework and monitoring system during any year of the term of the Charter, the School District shall require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District's charter school performance framework and monitoring system for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School; and be it

FURTHER RESOLVED, that the Charter granted herein will not take effect until the written Charter has been issued and signed by the Chair of the SRC and the Chair of the Charter School's Board of Trustees, or another member of the Board or the Chief Executive Officer duly designated by the Board.

**SCHOOL REFORM COMMISSION
PUBLIC MEETING
PROPOSED RESOLUTIONS**

MAY 21, 2015

I. SCHOOL REFORM COMMISSION

SRC-1 (Updated 5.8.15)

Proposed Student Expulsion – S. B.

RESOLVED, that Student S. B. *shall not* be expelled from the School District of Philadelphia; and be it

FURTHER RESOLVED, that Student S. B. *shall not* be returned to the school where the incident took place, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student S. B.'s permanent record; and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law on file with the School and the minutes of the School Reform Commission be adopted.

SRC-2 (Updated 5.8.15)

Proposed Student Expulsion – Y. D.

RESOLVED, that Student Y.D. shall be *temporarily expelled* from the School District of Philadelphia effective March 26, 2015 through the second report period of the 2015-2016 School Year, and be it

FURTHER RESOLVED, that Student Y.D. *shall not* be permitted to return to the school where the incident took place after the period of expulsion, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student Y.D.'s permanent record, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law on file with the School and the minutes of the School Reform Commission be adopted.

SRC-3 (Updated 5.8.15)

Proposed Student Expulsion – A. P.

RESOLVED, that Student A.P. shall be *temporarily expelled* from the School District of Philadelphia effective April 16, 2015 through the end of the second report period of the 2015-2016 School Year, and be it

FURTHER RESOLVED, that Student A.P. *shall not* be permitted to return to the school where the incident took place after the period of expulsion, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student A.P.'s permanent record, and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law on file with the School and the minutes of the School Reform Commission be adopted.

SRC-4 (Updated 5.8.15)

Proposed Student Expulsion – K. W.

RESOLVED, that Student K.W. shall be *temporarily expelled* from the School District of Philadelphia effective March 26, 2015 through the end of the second report period of the 2015-2016 School Year, and

be it

FURTHER RESOLVED, that Student K.W. *shall not* be permitted to return to the school where the incident took place after the period of expulsion; and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law shall be made a part of Student K.W.'s permanent record; and be it

FURTHER RESOLVED, that the Findings of Fact and Conclusions of Law on file with the School and the minutes of the School Reform Commission be adopted.

SRC-5

Amendment to Academic Calendar 2015-2016

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to amend the 2015-2016 Academic Calendar, originally authorized by Resolution No. SRC-8, approved by the School Reform Commission on March 19, 2015, to change July 4, 2015, Holiday/Non-working Day for Administrative Staff from Saturday, July 4, 2015, to Friday, July 3, 2015, to change October 28, 2015, from a full day instructional day to a Professional Development Day (Half-Day) 3-Hour Early Dismissal, to change October 29, 2015, from a Professional Development Day (Half-Day) 3-Hour Early Dismissal, to a full day instructional day, to change April 26, 2016, from an instructional day to a Professional Development Day (Staff Only), and to change May 31, 2016, from a Professional Development Day (Staff Only) to an instructional day, and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to amend the 2015-2016 Academic Calendar, originally authorized by Resolution No. SRC-8, approved by the School Reform Commission on March 19, 2015, to add the following PSAT Test Dates to the Academic Calendar: October 14, 2015, and October 28, 2015 (alternate test date), and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Superintendent or his designee, to amend the 2015-2016 Academic Calendar, originally authorized by Resolution No. SRC-8, approved by the School Reform Commission on March 19, 2015, to change the ACCESS Testing closing date from March 18, 2016, to March 4, 2016.

Description: This amended resolution is being submitted to request the following revisions to the 2015-2016 Academic Calendar, originally authorized by Resolution No SRC-8, approved by the School Reform Commission on March 19, 2015:

1. Change July 4, 2015, which was originally noted as an Administrative Holiday/Non-working Day for Administrative Staff, to July 3, 2015. The date of July 4, 2015, is a Saturday; and the actual Holiday/Non-working day for Administrative Staff is Friday, July 3, 2015.
2. Add October 14, 2015, and October 28, 2015, as PSAT Exam Dates.
3. Change October 28, 2015, which is currently an instructional day, to a Professional Development Day (Half Day) 3-Hour Early Dismissal. The purpose of this revision to the academic calendar is to support high schools during the last day of the PSATs, whereby a half day on this date would provide more flexibility for high school roster scheduling during the administration of the exam.
4. Change October 29, 2015, which is currently a Professional Development Day (Half-Day) 3-Hour Early Dismissal, to a full day instructional day. This date is in exchange for #3 above.
5. Change April 26, 2016, which is currently a full day instructional day, to a Full Day Professional Development Day (Staff Only). Pennsylvania Primaries are held on this date.

6. Change May 31, 2016, which is currently a Full Day Professional Development Day (Staff Only), to a full day instructional day. This date is in exchange for #5 above.

7. Change the ACCESS Testing closing date from March 18, 2016, to March 4, 2016.

Due to the above-noted exchange in #s 5 and 6, the total student attendance days in April 2016 will change from twenty one (21) to twenty (20) days; and the total student attendance days in May 2016 will change from twenty (20) to twenty-one (21) days. There is no impact to teacher attendance days.

SRC-6

Operating Budget: \$2,000 Contract Amendment with Arena Strategies, LLC; \$110,500 Contract with Arena Strategies, LLC – General Government Relations Consulting, Lobbying

RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Chair of the School Reform Commission, to execute, deliver and perform an amendment of Contract No. 1079/F14, originally entered into with Arena Strategies, LLC, pursuant to Resolution SRC-4, approved by the School Reform Commission on November 20, 2014, and amended pursuant to Resolution SRC-9, approved by the School Reform Commission on January 15, 2015, by increasing the amount of the contract by an additional \$2,000, from the \$63,000 approved by Resolutions SRC-4 and SRC-9, to an amount not to exceed \$65,000; and be it

FURTHER RESOLVED, that the School Reform Commission authorizes The School District of Philadelphia, through the Chair of the School Reform Commission, to execute, deliver and perform a contract with Arena Strategies, LLC, to provide consulting services to support the School District's governmental relations with public officials and to perform general lobbying activities, for an amount not to exceed \$110,500, including expenses, for the period commencing June 2, 2015 through June 2, 2016, with two one-year options to extend the contract, for a total amount not to exceed \$331,500, for the period June 2, 2016 through June 1, 2018.

SRC-7 (Added 5.19.15)

Ratification of Collective Bargaining Agreement with UNITE HERE Local 634

RESOLVED, that the School Reform Commission hereby ratifies the Collective Bargaining Agreement between The School District of Philadelphia and UNITE HERE Local 634, for the period commencing October 1, 2013 through September 30, 2017, and authorizes the Chair and Secretary of the School Reform Commission to execute, deliver and perform the Agreement on behalf of The School District of Philadelphia. A copy of the Agreement will be filed with the minutes of the School Reform Commission.

SRC-8 (Added 5.19.15)

Proposed Renewal of Charter – Young Scholars Frederick Douglass Charter School

WHEREAS, pursuant to the Charter School Law, 24 Pa. C.S.A. § 17-1701-A, *et seq.*, the School Reform Commission ("SRC") granted a charter ("Charter") to the Board of Trustees of YOUNG SCHOLARS FREDERICK DOUGLASS CHARTER SCHOOL ("Charter School") to operate Frederick Douglass Elementary School as a Renaissance charter school for a term of five (5) years commencing in 2010; and

WHEREAS, the Charter School seeks renewal of its Charter; and

WHEREAS, the Charter School has agreed to certain terms and conditions in connection with the renewal of the Charter and has submitted a charter agreement signed by the Charter School ("Charter Agreement") to the Charter Schools Office of the School District of Philadelphia ("School District") setting forth the agreed terms and conditions of renewal; and

WHEREAS, the Charter Schools Office staff have recommended to the SRC that the SRC renew the Charter School's Charter based on the renewal report for the Charter School and on the terms and conditions of the Charter Agreement signed by the Charter School; and

WHEREAS, the SRC has reviewed the Charter School's request for renewal, the Charter Agreement, the information sought during the renewal process, and the renewal report for the Charter School; now be it

RESOLVED, that the Charter is RENEWED, subject to the terms and conditions agreed to by the Charter School as set forth below, for a five-year period commencing on July 1, 2015 and ending on June 30, 2020, effective upon the full execution of the Charter Agreement by the School District and by the Chair of the Board of Trustees of the Charter School or another member of the Board duly designated by the Board; and be it

FURTHER RESOLVED, that the Charter School has agreed to comply certain conditions for renewal (the "Conditions for Renewal") as set forth below. Failure to comply with the Conditions for Renewal may be a basis for revocation or nonrenewal of the Charter School's Charter.

1. The Board of Trustees shall ensure that all trustees, officers, administrators, and relatives of trustees, officers and administrators of the Charter School comply with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act. The Board of Trustees shall adopt a Conflicts of Interest policy that complies with the Pennsylvania Public Official and Employee Ethics Act and the Pennsylvania Nonprofit Act.
2. The current Board of Trustees of the Charter School agrees to elect to the Board of Trustees at least three (3) but not more than eleven (11) new Board members by July 1, 2015. Upon election of at least three (3) new Board members, the current Board of Trustees shall resign from the Board by July 1, 2015. Resumes for new Board members shall be submitted to the Charter Schools Office by July 1, 2015.
3. The Board of Trustees agrees to enter into a management agreement with Mastery Charter High School by July 1, 2015. A copy of the approved and executed management agreement shall be provided to the Charter Schools Office by July 15, 2015.
4. The Board of Trustees agrees to submit to the Charter Schools Office by July 1, 2015 an amendment to the Renaissance Charter Application prepared by Mastery Charter Schools ("Amendment") to reflect any changes to the curriculum, structure or operations of the Charter School. Such Amendment shall be incorporated into the Charter and made a part thereof.
5. The Board of Trustees shall adopt Bylaws and provide a list of names of the Board of Trustees no later than July 1, 2015. Such list shall demonstrate that none of the voting board members of the Charter School serve as voting members on the Board of Trustees of Mastery Charter High School, the management company.
6. The Board of Trustees shall adopt an Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications, including details on methods to be used to recruit students Citywide or in an applicable attendance zone, lottery dates, and results, in a form that is acceptable to the Charter Schools Office. The Admissions Policy and Process shall provide that if seats open during the school year for grades K-8 or between school years for grades 1-8, the Charter School shall accept new students from the waiting list in appropriate order for particular grades or new applicants if there are no applicants for that grade on the waiting list. The Admissions Policy and Process also shall provide that the Charter School shall provide a copy of its current waiting list at any time

during the Term of the Charter within ten (10) business days after requested by the Charter Schools Office.

7. The Board of Trustees shall submit to the School District by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual report, evidence that 75% of professional staff are certified in accordance with the Charter School Law.
8. The Board of Trustees shall submit to the Charter Schools Office by August 1st of each year during the Term of the Charter as part of the Charter School's Annual Report, or separately if not included in the Charter School's Annual Report, evidence that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher".
9. The Board of Trustees shall ensure that (i) all employees have required federal and state criminal and child abuse background checks during the term of the Charter; and (ii) copies of such background checks are kept in each employee's personnel file, along with each employee's complete timesheet records. The Board of Trustees shall submit a signed affidavit to the Charter Schools Office annually, pursuant to guidelines established by the Charter Schools Office, as evidence that the Charter School has complied with this requirement.
10. The Board of Trustees shall submit to the Charter Schools Office signed Statements of Financial Interest as required by the Public Official and Employee Ethics Act and the Charter School Law annually, pursuant to guidelines established by the Charter Schools Office.
11. The Board of Trustees shall ensure that the dates, times, and locations of scheduled Board meetings are posted on the Charter School's website. Furthermore, minutes from Board meetings shall be posted on the Charter School's website within two weeks of approval by the Board of Trustees.

and be it

FURTHER RESOLVED, that the School District and the Charter School have acknowledged and agreed that the Charter School will enroll students only in grades K through 8 with a maximum of 775 students during the term of the Charter and any renewal thereof, unless the parties agree in writing to other terms. Under no circumstances will the Charter School request payment from the School District or the Commonwealth of Pennsylvania for more students than set forth herein nor enroll students in different grades, without SRC approval by resolution; and be it

FURTHER RESOLVED, that the Charter School shall only enroll students who reside in the Douglass School catchment area ("Attendance Zone"), as may be revised by the School District during the Term of the Charter. The Charter School may not enroll any students who live outside the Attendance Zone. Once a student has enrolled in the Charter School, such student may remain enrolled in the Charter School even if such student moves to a residence in the City of Philadelphia, which is outside the Attendance Zone; and be it

FURTHER RESOLVED, that the Charter School has agreed to the following provisions related to the School District's accountability performance system for charter schools:

- i. For each year during the five (5)-year Term of this Charter, the Charter School shall use its best efforts to achieve a School Performance Profile (“SPP”) score of 70 or better, the Pennsylvania Value-Added Assessment System (“PVAAS”) growth measure, and the Average Growth Index (“AGI”) growth measure consistent with the Pennsylvania Department of Education's Accountability System pursuant to No Child Left Behind Act.
- ii. If the Charter School achieves a ranking in the bottom two levels on the School District’s academic accountability performance system for charter schools during any year of the Term of the Charter, the School District may require that the Charter School meet certain specific student achievement targets and participate in ongoing progress reporting. If the Charter School consistently achieves a ranking in the bottom two levels on the School District’s accountability performance system for charter schools for two consecutive years during the Term of the Charter, the School District may recommend that the SRC commence revocation or nonrenewal proceedings against the Charter School;

and be it

FURTHER RESOLVED, that any requests for amendment to the Charter not addressed in this resolution are deemed denied.

SRC-9 (Added 5.20.15)

Proposed Action on KIPP West Charter Revised Application

WHEREAS, on or before November 15, 2014, the applicant for KIPP West Philadelphia Charter School ("KWPCS " or "Charter School") submitted an Application to the Charter Schools Office of The School District of Philadelphia ("School District") to start a charter school; and

WHEREAS, the School Reform Commission ("SRC") denied the Application by Resolution SRC-20, dated February 18, 2015, and adopted an adjudication supporting the denial; and

WHEREAS, KWPCS submitted a Revised Application on April 3, 2015, a day on which the School District's offices were closed, thus, the official date of resubmission was determined to be April 6, 2015, which was the next day that the School District’s offices were open; now be it

RESOLVED, that, pursuant to the representations, statements and materials contained in the charter school Application and the Revised Application submitted by KWPCS and made during the public hearings by representatives for KWPCS, the School Reform Commission hereby grants a Charter to "KIPP West Philadelphia Charter School" to operate a public charter school with grades K-4 for a three-year period commencing on July 1, 2016 and ending on June 30, 2019, provided that KWPCS submits the following documentation (“Required Documentation”) to the Charter Schools Office no later than September 30, 2015:

1. The executed lease or sublease or executed intent to lease or sublease related to the Charter School's use of the facilities at 5070 Parkside Avenue, Philadelphia, PA 19131, in a form acceptable to the Charter Schools Office;
2. The contract between the Charter School and the Charter School's management company that accurately reflects all of the duties, services, obligations and liabilities of each party to the other with respect to the operation of the Charter School or services to be provided to the Charter School, including specific provisions on management fees, which shall be approved by the respective governing boards of each entity, in a form that is acceptable to the Charter Schools Office;
3. An Admissions Policy and Process which complies with the Public School Code and Charter School Law and which includes provisions on application deadlines, recruitment communications,



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

JON S. CORZINE
Governor

LUCILLE E. DAVY
Commissioner

January 11, 2010

Mr. Scott Gordon
Excellence Charter School
5700 Wayne Avenue
Philadelphia, PA 19144

Dear Mr. Gordon:

It is my honor to inform you that the application for Excellence Charter School, serving the students of Camden, is approved under the fast track application process. The fast track process enabled the founders to apply under an expedited timeline for approval. This process allowed for a full period of review by the district of residence. The district provided comments which were taken into consideration by the department.

The charter school's final approval is contingent upon receipt of outstanding documentation not included in your application, successful participation in the preparedness process and compliance with applicable state and federal regulations. Once the preparedness process is successfully completed and all documentation is approved, your charter will be granted in accordance with proposed *N.J.A.C. 6A:11-2.1(i-1)*.

I want to stress the following strengths, all of which contributed to the approval of your application:

Implementation Plan:

- A mission statement which indicates that all students will learn the academic and personal skills they need to succeed in higher education, to compete in a global economy and to pursue their dreams;
- A standards based and skills focused curriculum; and
- An extended school day and year.

Financial Plan:

- Program is supported by the financial statements;
- Budget narrative supports the budget summary; and
- Cash flow tied to the budget summary providing an adequate fiscal plan.

www.nj.gov/education

New Jersey Is An Equal Opportunity Employer • Printed on Recycled and Recyclable Paper

Mr. Scott Gordon

Page 2

January 11, 2010

The charter schools initiative in New Jersey represents an exciting opportunity for parents, teachers and others to use their collective creativity in designing new and innovative ways of helping children to reach high levels of academic achievement. I commend you for your interest and commitment to this important movement, and look forward to working with you as you serve the public school students in the state.

If you have any questions, please contact Kenneth Figgs, manager, Office of Charter Schools, at [REDACTED]

Sincerely,

[REDACTED]
Lucille E. Davy
Commissioner

LED/WS/KF/DB/s:2009expeditedapplicationprocess/excellence-masteryapproval12-09

c: Governor Jon Corzine
Senior Staff
Department Directors
Peggy Nicolosi
Bessie LeFra Young

Mr. Scott Gordon
Page 2
January 11, 2010

The charter schools initiative in New Jersey represents an exciting opportunity for parents, teachers and others to use their collective creativity in designing new and innovative ways of helping children to reach high levels of academic achievement. I commend you for your interest and commitment to this important movement, and look forward to working with you as you serve the public school students in the state.

If you have any questions, please contact Kenneth Figgs, manager, Office of Charter Schools, at [REDACTED].

Sincerely,

[REDACTED]

Lucille E. Davy
Commissioner

LED/WS/KF/DB/s:2009expeditedapplicationprocess/excellence-masteryapproval12-09

c: Governor Jon Corzine
Senior Staff
Department Directors
Peggy Nicolosi
Bessie LeFra Young



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

BRET SCHUNDLER
Commissioner

April 30, 2010

Scott Gordon, Lead Organizer
Excellence Charter School
c/o Mastery Charter Schools
5700 Wayne Avenue
Philadelphia, PA 19144

Dear Mr. Gordon:

I receive your correspondence which was addressed to Commissioner Bret Schundler regarding your request for a one year planning period for the Excellence Charter School. This one year planning period would allow the school to open in the fall of 2011 providing all requirements are satisfactorily completed by June 30, 2012.

Please be advised that your request is approved. Please contact Colleen Eskow or Donna Best from my office if you need assistance and to update them on your progress during this planning period.

If you have any further questions, please contact me at 609-292-5850.

Sincerely,



Kenneth A. Figgs, Manager
Office of Charter Schools

KF/DB/S:\Referrals 2010\mastery-gordon referral4-10.doc

www.nj.gov/education

New Jersey Is An Equal Opportunity Employer • Printed on Recycled and Recyclable Paper

PR/Award # U282M150038

Page e969

153

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Francis D. Pastorius Mastery Charter School located at 5650 Sprague Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2013 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

- (iii) Leadership Development and Support. Innovative, cross-functional training on educational strategies for teachers and administrators including coaching, observations;
 - (iv) Extra-Curricular and Co-Curricular Programs. Extra-curricular and co-curricular activities and programs only as agreed to by the Parties and
 - (v) Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the Charter School as agreed to between Manager and the Charter School.
- (b) The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the Charter School (the "Educational Program") as adopted by the Board of Directors of the Charter School (the "Board") and as provided for in the Charter.
 - (c) Subject to this Agreement, the Charter, and the Code, Manager may modify the Educational Services, provided that any substantial modification of the Educational Services will be subject to the prior approval of the Board and of any other person as may be specifically required by the Charter.
 - (d) Manager will be responsible and accountable to the Board for the provision of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the Charter School Budget established pursuant to Section 1.02(a)(vi) below, and Manager will not be required to expend funds on such services in excess of the amounts set forth in such Charter School Budget.

1.02 Administrative Services.

- (a) Subject to the requirements of the Code, and the Charter for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School the following administrative services (the "Administrative Services"):
 - (i) Personnel Management. Recruitment and management of all personnel providing Educational Services and Administrative Services in accordance with ARTICLE IV below;
 - (ii) Facility Operation and Maintenance. Operation and maintenance of the Charter School's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;
 - (iii) Technology. Technology infrastructure, maintenance and support. This includes, but is not limited to, desktop and laptop support, hardware and software management, and network management.
 - (iv) Business Administration. Administration of all business aspects of the Charter School. This includes, but is not limited to, insurance coverages including medical, workers compensation, and other necessary insurance coverage as

determined by the Manager. Medical insurance can include a self-funded medical plan managed by the Manager for the Charter School.

- (v) Public Relations. Any and all advertising and public relations with the community and the media, subject to the approval of the Board;
- (vi) Budgeting and Financial Reporting.
 - (A) Annual budgets will be prepared by Manager and will be subject to the approval of the Board, which approval will not be unreasonably withheld. The projected annual budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement and will govern the implementation of Manager-provided services.
 - (B) Detailed statements of all revenues received, from whatever source, with respect to the Charter School, and detailed statements of all direct expenditures for services rendered to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
 - (C) Annual audits or other financial statements as required by and in compliance with the Code and other applicable laws and regulations.
 - (D) Reports on the finances of the Charter School as requested by the Pennsylvania Department of Education, or the School District of Philadelphia, but not less frequently than is required by the Charter, the Code or other applicable laws and regulations (and no more often than monthly). Monthly financial reports shall be provided to the Board.
 - (E) Other information on a periodic basis reasonably necessary to enable the Board to monitor Manager's performance under this and related agreements including the effectiveness and efficiency of its operations at the Charter School.
- (vii) Maintenance of Financial and Student Records.
 - (A) Manager will maintain accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by Manager and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All the Charter School financial records retained by Manager pertaining to the Charter School will be available to the Charter School and to all appropriate regulatory authorities for inspection and copying upon reasonable request in compliance with the Pennsylvania Open Records Act.
 - (B) Manager will maintain accurate student records pertaining to the students enrolled at the Charter School as is required and in the manner provided by the Charter, the Code and applicable laws and regulations, together with all

additional Charter School student records prepared by or in the possession of Manager, and retain such records permanently on behalf of the Charter School (it being understood that such student records are the property of the Charter School) or until this Agreement or its successor (if any) is terminated, at which time such records will be retained by and become the sole responsibility of the Charter School. Manager and the Charter School will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter;

- (viii) Admissions. Manager will participate and advise on the implementation of the Charter School's admission policy;
 - (ix) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code, the procedures established by the Board, and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the Charter School's duties and obligations under the Code and other applicable laws and regulations;
 - (x) Semester Reports. Manager will provide to the Board on a semester basis (or more often if necessary for the Board to satisfy its obligations under the Charter, the Code and other applicable laws and regulations) a report detailing the Charter School's students' academic performance;
 - (xi) Rules and Procedures. Manager will enforce the rules, regulations and procedures adopted by the Charter School not in direct conflict with this Agreement, the Charter, the Code and other applicable laws and regulations. Manager will recommend rules, regulations and procedures applicable to the Charter School and its students; and
 - (xii) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the Charter School.
- (b) Subject to this Agreement, the Charter, the Code, and other applicable laws and regulations, Manager may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that Manager supplies the Board with written notice of such modifications.
 - (c) Manager will be responsible and accountable to the Board for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the Charter School Budget established in Section 1.02(a)(vi) above, and Manager will not be required to expend funds on such services in excess of the amounts set forth in such Charter School Budget.
- 1.03 Authority. By this Agreement, the Charter School provides Manager all authority and power necessary and proper for Manager to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code and other applicable laws and regulations.

**ARTICLE II.
TERM**

- 2.01 Term. Subject to ARTICLE VII below and Section 2.02 below, this Agreement will become effective as of the date hereof and end on the termination date.
- 2.02 Renewal. Upon the expiration of the term defined in Section 2.01 above or a Renewal Term defined in this Section 2.02, this Agreement will automatically renew for a period of five years, each renewal term to run from July 1 to June 30 of the fifth succeeding year (a "Renewal Term") unless (i) written notice of an intent to terminate or renegotiate is given by either party not less than 180 days prior to the Termination Date or the end of a Renewal Term, or (ii) this Agreement is terminated pursuant to ARTICLE V below.

**ARTICLE III.
CONSIDERATION**

3.01 Compensation for Services.

- (a) For the term of this Agreement, including each and every Renewal Term, the Board will pay Manager an annual fee of (i) 8.5% of the state and local school funds (the "State Aid") that the Charter School receives (the "Management Fee"). Such consideration will not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or other agreements between the parties.
- (b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. Manager's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus from the operation of the Charter School.

3.02 Payment of Costs. In addition to the Management Fee described in Section 3.01 above, the Charter School will reimburse Manager for all costs incurred and paid by Manager in providing the Educational Services and Administrative Services and all costs incurred or advanced by Manager in connection with the establishment and start up of the Charter School. Such costs include, but are not limited to, rent and/or lease payments (including costs pursuant to any Equipment Lease or Facility Lease that the parties may enter into, costs related to curriculum, instructional materials, textbooks, library books, computers, software, supplies, food service, transportation, special education, psychological services and medical services. Except as may be provided in any Equipment Lease or Facility Lease, in charging for such costs to the Charter School and paying for such costs, Manager will not charge an added fee unless such fee is approved in advance by the Board.

3.03 Time and Priority of Payments.

- (a) Manager will receive its Management Fee in the same number of installments and in the same proportion that the Charter School receives its revenues. Each installment

of the Management Fee will be due and payable within thirty (30) days of receipt by the Charter School of the revenues related thereto.

- (b) Manager will notify the Charter School of payments due and owing to Manager pursuant to Section 3.02 above as soon as possible after the end of each month and the Charter School will make such payments to Manager within five (5) days thereafter.
- (c) The Charter School will satisfy its payment obligations under this Article to Manager in the following order of priority: (i) payments due and owing pursuant to Section 3.02 above with the oldest amounts due first; and (ii) payments due and owing pursuant to Section 3.01 above with the oldest amounts due first.

3.04 Other Revenue Sources.

- (a) The Charter School and Manager may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and Charter of the Charter School, in the name of either Manager or the Charter School; provided, however, that any solicitation of such grants by Manager in the name of the Charter School or which identifies the Charter School shall be subject to the prior approval of the Charter School.
- (b) Nothing in this Section 3.04 will be construed to prohibit Manager from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.

ARTICLE IV. PERSONNEL AND TRAINING

4.01 Personnel Responsibility.

- (a) Subject to the specific provisions of this ARTICLE IV the Charter, the Code and other applicable laws and regulations, Manager will cooperate with the Board determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, and all other services provided under this Agreement.
- (b) Except as specified in this Agreement or as required by the Code or the Charter, the teachers and support staff recommended by Manager pursuant to this Agreement will be employees of the Charter School. Manager will be responsible for conducting criminal background checks, a child abuse clearance, and unprofessional conduct checks on its employees to the extent required under the Code and other applicable laws and regulations. Upon request, Manager will provide the Charter School documentation of such background checks.

4.02 Principal. The Principal will be the academic and administrative head of the Charter School, shall have full responsibility for its operation and shall be required to implement

Manager's Educational Program. The Board will have the authority, consistent with the Code and other applicable laws and regulations, to supervise the Principal and to hold him or her accountable for the success of the Charter School. The Principal shall have the duty to coordinate and cooperate with MCHS.

- 4.03 Teachers. Manager will recommend to the Charter School such teachers as are required to provide the Educational Services, Administrative Services and Supplementary Programs (if any). Manager will determine the number and assignments of such teachers. Such teachers may work at the Charter School on a full or part time basis. Each teacher assigned to the Charter School will be qualified in his or her grade levels and subjects, and, to the extent required under the Code and other applicable laws and regulations, hold a valid teaching certificate and have undergone a criminal background check, a child abuse clearance, and unprofessional conduct check. Upon request, Manager will provide the Charter School with documentary evidence of its compliance with this Section 4.03. The teachers will be employees of the Charter School, but Manager shall have the right to evaluate the teachers and to make recommendations to the Principal and the Board with respect to promotions, salaries, discharge and other factors relating to their employment
- 4.04 Support Staff. The Charter School may hire such support staff as required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the Principal, bookkeepers and maintenance personnel. Such support staff may work at the Charter School on a full or part time basis.
- 4.05 Training. Manager will provide such training to personnel as is reasonable, necessary, as agreed upon between Manager and the Board.

ARTICLE V. TERMINATION OF AGREEMENT

5.01 Termination.

- (a) By Manager. Manager may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that the Charter School fails to remedy a material breach within 30 days after written notice from Manager. A material breach includes, but is not limited to (i) Manager's failure to receive any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by the Charter School of an Educational Program in substantial variance from the material recommendations of Manager, or (iii) an act or omission of gross negligence that causes Manager to be unable to perform its material obligations under this Agreement. Termination by Manager will not relieve the Charter School of any obligations for payments outstanding to Manager as of the date of termination nor for any damages suffered by Manager as a result of the breach by the Charter School.
- (b) By Charter School. The Charter School may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that Manager fails to remedy a material breach within 30 days after written notice from the Board. A material breach

by Manager includes, but is not limited to: (i) failure to account for its expenditures, (ii) failure to substantially follow the policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of or conflict with the Charter, this Agreement, the Code, and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Charter, (iv) the employment of teachers in violation of the Code or this Agreement, or (v) any act or omission of gross negligence that causes the Charter School to breach the Charter in a material way. Termination by the Charter School will not relieve the Charter School of any obligations for payments outstanding to Manager as of the date of the termination.

- (c) Termination of the Contract. This Agreement will terminate upon the Charter School's ceasing to be a party to a valid and binding charter, provided, however, that this Agreement will continue to remain in effect until the Termination Date or the end of a Renewal Term (as applicable).

5.02 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and will include the use of a third party arbitrator for alternative dispute resolution pursuant to ARTICLE X below. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a school year, whichever is earlier.

5.03 Future Advances/Out-of-Pocket Expenses. Upon the delivery of any notice of termination in accordance with Section 5.01(a) or 5.01(b) above, or upon the termination or expiration of this Agreement for any other reason, all advances or out-of-pocket expenses relating to services under this Agreement paid by Manager with Manager's own funds, will be immediately repaid by the Charter School unless otherwise agreed in writing by Manager.

ARTICLE VI. PROPRIETARY INFORMATION AND OWNERSHIP

6.01 Ownership. Curriculum or other educational materials provided by Manager pursuant to this Agreement will be the property of the Manager.

ARTICLE VII. INDEMNIFICATION

7.01 Indemnification of Manager. The Charter School shall indemnify and save and hold Manager and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the Charter School with any agreements, covenants, warranties or undertakings of the Charter School contained in or made

pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Charter School contained in or made pursuant to this Agreement. In addition, the Charter School will reimburse Manager for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 7.01 may be met by the purchase of insurance pursuant to ARTICLE VIII below.

7.02 Indemnification of the Charter School. Manager shall indemnify and save and hold the Charter School and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by Manager with any agreements, covenants, warranties or undertakings of Manager contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the Manager contained in or made pursuant to this Agreement. In addition, Manager will reimburse the Charter School for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 7.02 may be met by the purchase of insurance pursuant to ARTICLE VIII below.

7.03 Limitations of Liabilities. The Parties will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of each other. Notwithstanding this ARTICLE VIII, to the fullest extent permitted by law, the Charter School will waive the defense of governmental immunity in any dispute between the parties.

ARTICLE VIII. INSURANCE

8.01 Insurance Coverage. The Charter School will maintain general liability insurance and umbrella insurance coverage in the amounts required by the Charter. The Charter School will comply with any information or reporting requirements applicable to the Charter School with its insurer(s).

8.02 Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering its respective employees.

8.03 Cooperation. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this ARTICLE VIII. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

ARTICLE IX. WARRANTIES AND REPRESENTATIONS

9.01 Representations and Warranties of Manager. Manager hereby represents and warrants to the Charter School:

- (a) To the best of its knowledge, Manager has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.
- (b) Manager's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

9.02 Representations and Warranties of the Charter School. The Charter School hereby represents and warrants to Manager:

- (a) The Charter to be received by the Charter School (i) authorizes the Charter School to operate and receive the State, Federal and Local education funds, as well as other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the Charter School with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.
- (b) The Charter School has the authority under the Code and other applicable laws and regulations to contract with another entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.
- (c) The Charter School's actions and those of the Board have been duly and validly authorized, and the Charter School and Board will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the Charter School and the Charter School has sufficient funds in the Budget to pay for such expenditures.
- (d) The Charter School has provided and will provide Manager all authority and power necessary and proper for Manager to undertake its responsibilities, duties, and obligations provided for in this Agreement.
- (e) The Charter School is not in breach of the terms of the Charter and will not breach the Charter once fully issued.
- (f) The Charter School is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the Charter School's required performance under this Agreement.

9.03 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

**ARTICLE X.
ALTERNATIVE DISPUTE RESOLUTION PROCEDURE**

10.01 Alternative Dispute Resolution Procedure. The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them, whether as to the interpretation, performance or operation of this Agreement or any rights or obligations hereunder. If they are unable to do so, any such controversy, disagreement or claim will be submitted, for final resolution without appeal, to binding arbitration, by either party giving written notice to the other of the existence of a dispute which it desires to have arbitrated. The place of arbitration will be in Pennsylvania. The arbitration will be conducted by a panel of three (3) arbitrators and will be held in accordance with the rules of the American Arbitration Association ("AAA"). Of the three (3) arbitrators, one will be selected by Manager, one will be selected by the Charter School, and the third will be selected by the two (2) arbitrators so selected. Each party will give notice to the other party of the arbitrator selected by it within thirty (30) days of such selection. In the event that the arbitrators selected by Manager and the Charter School are unable to agree on the third arbitrator, the third arbitrator will be selected by the President of the AAA. The decision and award (if any) of the arbitrators will be final and binding, *i.e.*, not subject to appeal, and the parties hereby mutually agree that any such determination will have the same effect as an arbitration pursuant to Pennsylvania law, and a judgment upon the award may be entered in any court having jurisdiction thereof, or application may be made to such court for a judicial acceptance of the award and an order of enforcement, as the case may be. The expenses of arbitration will be borne in accordance with the determination of the arbitrators with respect thereto. Pending the decision by the arbitrators with respect to the dispute or difference undergoing arbitration, all other obligations of the parties hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due. The arbitrators will make their decision in accordance with the laws of the Commonwealth of Pennsylvania and the United States.

**ARTICLE XI.
MISCELLANEOUS**

- 11.01 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and Manager.
- 11.02 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.
- 11.03 Governing Law. The laws of the Commonwealth of Pennsylvania will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.
- 11.04 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

11.05 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

11.06 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are:

To:

With a copy to:

To:

With a copy to:

Mastery Charter High School
5700 Wayne Avenue
Philadelphia, PA 19144

Robert W. O'Donnell, Esq.
1515 Market Street, Suite 1800
Philadelphia, PA 19102

11.07 Assignment. This Agreement will not be assigned by Manager without the prior consent in writing of the Charter School (which consent will not be unreasonably withheld) or by the Charter School without the prior consent in writing of Manager (which consent will not be unreasonably withheld), provided that Manager may assign this Agreement to a wholly owned or majority owned subsidiary of Manager, and may without the consent of the Charter School, delegate the performance of but not responsibility for any duties and obligations of Manager hereunder to any independent contractors, experts or professional advisors.

11.08 Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by both the President or other authorized officer of the Charter School and an authorized officer of Manager.

11.09 Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

11.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by Manager are found

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

**FRANCIS D. PASTORIUS MASTERY
CHARTER SCHOOL**

By: 
Its: Board Chair

By: 
Its: 

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the 1st day of July 2014 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, PA 19144 ("Manager") and Mastery Schools of Camden, Inc. ("School"). Both parties are public schools established pursuant to the Pennsylvania School Law and the New Jersey Urban Hope Act, respectively.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for public school students.

Manager has created an administrative and educational expertise and now desires to expand the application of that expertise.

Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available.

Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.

- B. The School is duly approved by the Commissioner of Education to operate effective July 1, 2014 as a public school as part of a Renaissance Project under the New Jersey Urban Hope Act, N.J.S.A. 18A:36C-1 *et seq.*

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of New Jersey law, for the Term (as defined in ARTICLE II below), Manager will provide the School and its students the following educational services (the "Educational Services"):
- (i) Instruction. Instructional services and personnel, including the School Leader and support staff in accordance with ARTICLE V below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education;
 - (iii) Extra-Curricular and Co-Curricular Programs. Extra-curricular and co-curricular activities and programs only as agreed to by the Parties (but not Supplemental Programs as defined in ARTICLE IV below); and

- (iv) Additional Educational Services. Any other services necessary or expedient for the provision of teaching and learning at the School as agreed to between Manager and the School.
- (b) The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the School (the "Educational Program") as adopted by the Board of Trustees of the School (the "Board") and as provided for in its Urban Hope Act Application. The educational goals for the 2014-2015 school year is attached hereto as Exhibit A.
- (c) Subject to this Agreement, and New Jersey law, Manager may modify the Educational Services, provided that any substantial modification of the Educational Services will be subject to the prior approval of the Board.
- (d) Manager will be responsible and accountable to the Board for the provision of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the School Budget established pursuant to Section 1.02(a)(vi) ~~below~~1.02(a)(v) below, and Manager will not be required to expend funds on such services in excess of the amounts set forth in such School Budget.

1.02 Administrative Services.

- (a) Subject to the requirements of New Jersey law, Manager will provide to the School the following administrative services (the "Administrative Services"):
 - (i) Personnel Management. Management of all personnel providing Educational Services and Administrative Services in accordance with ARTICLE V below;
 - (ii) Facility Operation and Maintenance. Operation, maintenance and planning of the School's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;
 - (iii) Technology. Technology infrastructure, maintenance and support.
 - (iv) Business Administration. Administration of all business aspects of the School;
 - (v) Public Relations. Any and all advertising and public relations with the community and the media;
 - (vi) Budgeting and Financial Reporting.
 - (A) Annual budgets will be prepared by Manager and will be subject to the approval of the Board, which approval will not be unreasonably withheld. The projected annual budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement and will govern the implementation of Manager-provided services.

- (B) Detailed statements of all revenues received, from whatever source, with respect to the School, and detailed statements of all direct expenditures for services rendered to or on behalf of the School, whether incurred on-site or off-site, upon request.
 - (C) Annual audits or other financial statements as required by and in compliance with the Code and other applicable laws and regulations.
 - (D) Reports on the finances of the School as requested by the New Jersey Department of Education, or the School District of Camden, but not less frequently than is required by New Jersey law (and no more often than monthly). Monthly financial reports shall be provided to the Board.
 - (E) Other information on a periodic basis reasonably necessary to enable the Board to monitor Manager's performance under this and related agreements including the effectiveness and efficiency of its operations at the School.
- (vii) Maintenance of Financial and Student Records.
- (A) Manager will maintain accurate financial records pertaining to its operation of the School, together with all School financial records prepared by Manager and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All the School financial records retained by Manager pertaining to the School will be available to the School and to all appropriate regulatory authorities for inspection and copying upon reasonable request in compliance with the New Jersey Open Records Act.
 - (B) Manager will maintain accurate student records pertaining to the students enrolled at the School as is required and in the manner provided by New Jersey law and other applicable laws and regulations, together with all additional School student records prepared by or in the possession of Manager, and retain such records permanently on behalf of the School (it being understood that such student records are the property of the School) or until this Agreement or its successor (if any) is terminated, at which time such records will be retained by and become the sole responsibility of the School. Manager and the School will maintain the proper confidentiality of personnel, students and other records as required by law;
- (viii) Admissions. Manager will participate in and advise on the implementation of the School's admission policy;
- (ix) Student Hearings. Administration and enforcement of student disciplinary in conformity with the procedures established by the Board, and other applicable laws and regulations (including, but not limited to, requirements involving due

process and confidentiality) to the extent consistent with the School's duties and obligations under New Jersey law and other applicable laws and regulations;

- (x) Semester Reports. Manager will provide to the Board on a semester basis a report detailing the School's students' academic performance;
 - (xi) Rules and Procedures. Manager will enforce the rules, regulations and procedures adopted by the School not in direct conflict with this Agreement, New Jersey law and other applicable laws and regulations. Manager will recommend rules, regulations and procedures applicable to the School and its students; and
 - (xii) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the School.
- (b) Subject to this Agreement and all applicable laws and regulations, Manager may modify the methods, means and manner by which such Administrative Services are provided at any time, provided that Manager supplies the Board with written notice of such modifications.
- (c) Manager will be responsible and accountable to the Board for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the School Budget established in Section ~~1.02(a)(vi) above~~ ~~1.02(a)(v) above~~, and Manager will not be required to expend funds on such services in excess of the amounts set forth in such School Budget.

1.03 Authority. By this Agreement, the School provides Manager all authority and power necessary and proper for Manager to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by applicable laws and regulations.

ARTICLE II. TERM

2.01 Term. Subject to ARTICLE VIII below and Section 2.02 below, this Agreement will become effective as of the date hereof and end on the expiration of the initial term, June 30, 2019 ("Initial Term"), subject to termination rights in Article VI.

2.02 Renewal. Upon the expiration of the term defined in Section 2.01 above or a Renewal Term defined in this Section 2.02, this Agreement will automatically renew for a period of five years, to run from July 1, 2019 through June 30, 2024 (a "Renewal Term") unless (i) written notice of an intent to terminate or renegotiate is given by either party not less than 180 days prior to the Termination Date or the end of a Renewal Term, or (ii) this Agreement is terminated pursuant to ARTICLE VI below. Subject to the foregoing, this Agreement shall automatically renew upon the renewal by the New Jersey Department of Education of the School's authority to operate as a Renaissance School per the New Jersey Urban Hope Act.

**ARTICLE III.
CONSIDERATION**

3.01 Compensation for Services.

- (a) For the term of this Agreement, including each and every Renewal Term, the Board will pay Manager an annual fee of (i) 8.5% of the state and local school funds that the School receives, directly or indirectly for the particular students enrolled in the School ("State Allocation") plus (ii) subject to federal law and regulations, 8.5% of the funds (the "Federal Funds") that the School receives, directly or indirectly, from the federal government (the "Federal Allocation") (the Federal Allocation together with the State Allocation, the "Management Fee"). Such consideration will not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or other agreements between the parties.
- (b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. Manager's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus from the operation of the School.

3.02 Payment of Costs. In addition to the Management Fee described in Section 3.01 above, the School will reimburse Manager for all costs incurred and paid by Manager in providing the Educational Services and Administrative Services and all costs incurred or advanced by Manager in connection with the establishment and start up of the School. Such costs include, but are not limited to, rent and/or lease payments (including costs pursuant to any Equipment Lease or Facility Lease that the parties may enter into, costs related to curriculum, instructional materials, textbooks, library books, computers, software, supplies, food service, transportation, special education, psychological services and medical services. Except as may be provided in any Equipment Lease or Facility Lease, in charging for such costs to the School and paying for such costs, Manager will not charge an added fee unless such fee is approved in advance by the Board.

3.03 Time and Priority of Payments.

- (a) Manager will receive its Management Fee in the same number of installments and in the same proportion that the School receives its federal, state and local revenues. Each installment of the Management Fee will be due and payable within three (3) business days of receipt by the School of the revenues related thereto.
- (b) Manager will notify the School of payments due and owing to Manager pursuant to Section 3.02 above as soon as possible after the end of each month and the School will make such payments to Manager within five (5) days thereafter.
- (c) The School will satisfy its payment obligations under this Article to Manager in the following order of priority: (i) payments due and owing pursuant to Section 3.02

above with the oldest amounts due first; and (ii) payments due and owing pursuant to Section 3.01 above with the oldest amounts due first.

3.04 Other Revenue Sources.

- (a) The School and Manager may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and Charter of the School, in the name of either Manager or the School; provided, however, that any solicitation of such grants by Manager in the name of the School or which identifies the School shall be subject to the prior approval of the School.
- (b) Nothing in this Section 3.04 will be construed to prohibit Manager from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes.

ARTICLE IV.SUPPLEMENTAL PROGRAMS

4.01 Supplemental Programs Provided by School. The School and the Board may provide or contract for services, including, but not limited to, pre-kindergarten, summer school, academic camps, before and after school programs, vocational training, community and latch-key programs to students and non-students of the School (the "School Programs"). The School will be responsible for the full cost of providing such School Programs, and all profits (gross revenues less direct costs of such Supplemental Programs) received by the School from such programs shall be deemed Other Revenue Sources as defined in Section 3.04 above, and Manager shall receive a management fee equal to 8.5% of any such funds.

**ARTICLE V.
PERSONNEL AND TRAINING**

5.01 Personnel Responsibility.

- (a) Subject to the specific provisions of this ARTICLE V, and applicable laws and regulations, Manager shall recommend to the Board staffing levels, and to select, evaluate, assign, discipline, supervise, manage and transfer personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement.
- (b) Except as specified in this Agreement or as required by law, the teachers and support staff recommended by Manager pursuant to this Agreement will be employees of the School. Manager will be responsible for conducting criminal background checks its employees to the extent required under laws and regulations.

5.02 School Leader. The School Leader will be the academic and administrative head of the School, shall have full responsibility for its operation and shall be required to implement Manager's Educational Program. The Board will have the authority, consistent with the

applicable laws and regulations, to supervise the School Leader and to hold him or her accountable for the success of the School. The School Leader shall have the duty to coordinate and cooperate with Manager.

5.03 Teachers. Manager will recommend to the School such teachers as are required to implement the Educational Services, Administrative Services and Supplementary Programs (if any). Manager will determine the number and assignments of such teachers. Such teachers may work at the School on a full or part time basis. Each teacher assigned to the School will be qualified in his or her grade levels and subjects, and, to the extent required under the applicable laws and regulations, hold a valid teaching certificate and have undergone a criminal background check and unprofessional conduct check. Upon request, Manager will provide the School with documentary evidence of its compliance with this Section 5.03. The teachers will be employees of the School, but Manager shall have the right to evaluate the teachers and to make recommendations to the School Leader and the Board with respect to promotions, salaries, discharge and other factors relating to their employment. The Board cannot appoint, promote, set salary or discharge employees except upon recommendation by Manager.

5.04 Support Staff. The School may hire such support staff as required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, administrative assistants to the School Leader, bookkeepers and maintenance personnel. Such support staff may work at the School on a full or part time basis.

5.05 Training. Manager will provide such training to personnel as is reasonable, necessary, as agreed upon between Manager and the Board.

ARTICLE VI. TERMINATION OF AGREEMENT

6.01 Termination.

- (a) By Manager. Manager may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that the School fails to remedy a material breach within 60 days after written notice from Manager. A material breach includes, but is not limited to (i) Manager's failure to receive any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by the School of an Educational Program in substantial variance from the material recommendations of Manager, or (iii) an act or omission of gross negligence that causes Manager to be unable to perform its material obligations under this Agreement. Termination by Manager will not relieve the School of any obligations for payments outstanding to Manager as of the date of termination nor for any damages suffered by Manager as a result of the breach by the School.
- (b) By School. The School may terminate this Agreement prior to the end of the term specified in ARTICLE II in the event that Manager fails to remedy a material breach

within 60 days after written notice from the Board. A material breach by Manager includes, but is not limited to: (i) failure to account for its expenditures, (ii) failure to substantially follow the policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of or conflict with this Agreement and applicable laws and regulations, (iii) the employment of teachers in violation of this Agreement, or (iv) any act or omission of gross negligence that causes the School to breach the Charter in a material way. Termination by the School will not relieve the School of any obligations for payments outstanding to Manager as of the date of the termination.

(c) Termination of the Contract. This Agreement will terminate upon the School's ceasing to be a public school.

6.02 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and will include the use of a third party arbitrator for alternative dispute resolution pursuant to ARTICLE XI below. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a school year, whichever is earlier.

6.03 Future Advances/Out-of-Pocket Expenses. Upon the delivery of any notice of termination in accordance with Section 6.01(a) or 6.01(b) above, or upon the termination or expiration of this Agreement for any other reason, all advances or out-of-pocket expenses relating to services under this Agreement paid by Manager with Manager's own funds, will be immediately repaid by the School unless otherwise agreed in writing by Manager.

ARTICLE VII. PROPRIETARY INFORMATION AND OWNERSHIP

7.01 Ownership. Curriculum or other educational materials provided by Manager pursuant to this Agreement will be the property of the Manager.

ARTICLE VIII. INDEMNIFICATION

8.01 Indemnification of Manager. The School shall indemnify and save and hold Manager and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by the School with any agreements, covenants, warranties or undertakings of the School contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the School contained in or made pursuant to this Agreement. In addition, the School will reimburse

Manager for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.01 may be met by the purchase of insurance pursuant to ARTICLE IX below.

8.02 Indemnification of the School. Manager shall indemnify and save and hold the School and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any noncompliance by Manager with any agreements, covenants, warranties or undertakings of Manager contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the Manager contained in or made pursuant to this Agreement. In addition, Manager will reimburse the School for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.02 may be met by the purchase of insurance pursuant to ARTICLE IX below.

8.03 Limitations of Liabilities. The Parties will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of each other. Notwithstanding this ARTICLE VIII, to the fullest extent permitted by law, the School will waive the defense of governmental immunity in any dispute between the parties.

ARTICLE IX. INSURANCE

9.01 School Insurance

The School shall maintain insurance consistent with applicable law with carriers rated at least A- or higher by A.M. Best, including

- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- Non-owned automobile liability insurance of one million dollars (\$1,000,000);
- Insurance to cover employee dishonesty with limits of one hundred thousand dollars (\$100,000);
- Educators legal liability insurance (which shall include coverage of trustees and officers of the school) with limits of one million dollars (\$1,000,000) each claim;
- Excess liability insurance with limits of no less than five million dollars (\$5,000,000));
- Insurance to cover abuse and molestation with limits of one million dollars (\$1,000,000);

- Property insurance sufficient to protect owned or leased buildings and personal property; and
- Workers Compensation insurance as required by the laws of the State of New Jersey.

Manager will be shown as an additional insured on all of the above insurance policies with the exception of Workers Compensation.

9.02 Manager Insurance

Manager shall maintain insurance consistent with applicable law, all with carriers rated at least A- or higher by A.M. Best, including

- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- Professional Liability insurance with limits of one million dollars (\$1,000,000);
- Workers Compensation insurance for Manager employees as required by the laws of the State of New Jersey; and
- Excess liability insurance with limits of five million dollars (\$5,000,000) (applicable to all of the coverages described above except professional liability).

The School will be shown as an additional insured on all of the above insurance policies with the exception of Professional Liability and Workers Compensation.

9.03 Coordination of Risk Management

The parties shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims, and complying with any defense and reimbursement provisions of State governmental immunity laws and applicable insurance policies. Neither party shall compromise, settle, negotiate, nor otherwise affect any disposition of any claim or potential claims asserted against it to the extent such claims are insured by or through the other party without the approval of the other party.

ARTICLE X. WARRANTIES AND REPRESENTATIONS

10.01 Representations and Warranties of Manager. Manager hereby represents and warrants to the School:

- (a) To the best of its knowledge, Manager has the authority under applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.
- (b) Manager's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

10.02 Representations and Warranties of the School. The School hereby represents and warrants to Manager:

- (a) The approval received by the New Jersey Commissioner of Education (i) authorizes the School to operate and receive the State, Federal and Local education funds, as well as other revenues; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests the School with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.
- (b) The School has the authority under applicable laws and regulations to contract with another entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.
- (c) The School's actions and those of the Board have been duly and validly authorized, and the School and Board will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to the School and the School has sufficient funds in the Budget to pay for such expenditures.
- (d) The School has provided and will provide Manager all authority and power necessary and proper for Manager to undertake its responsibilities, duties, and obligations provided for in this Agreement.
- (e) The School is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the School's required performance under this Agreement.

10.03 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI.
ALTERNATIVE DISPUTE RESOLUTION PROCEDURE

11.01 Alternative Dispute Resolution Procedure. The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them, whether as to the interpretation, performance or operation of this Agreement or any rights or obligations hereunder. If they are unable to do so, any such controversy, disagreement or claim will be submitted, for final resolution without appeal, to binding arbitration, by either party giving written notice to the other of the existence of a dispute which it desires to have arbitrated. The place of arbitration will be in Pennsylvania. The arbitration will be conducted by a panel of three (3) arbitrators and will be held in accordance with the rules of the American Arbitration Association ("AAA"). Of the three (3) arbitrators, one will be selected by Manager, one will be selected by the School, and the third will be selected by the two (2) arbitrators so selected. Each party will give notice to the other party of the arbitrator selected by it within thirty (30) days of such selection. In the event that the arbitrators selected by Manager and the School are unable to agree on the third arbitrator, the third arbitrator will be selected by the President of the AAA. The decision and award (if any) of the arbitrators will be final and binding, *i.e.*, not subject to appeal, and the parties hereby mutually agree that any such determination will have the same effect as an arbitration pursuant to New Jersey law, and a judgment upon the award may be entered in the Superior Court of New Jersey, or application may be made to such court for a judicial acceptance of the award and an order of enforcement, as the case may be. The expenses of arbitration will be borne in accordance with the determination of the arbitrators with respect thereto. Pending the decision by the arbitrators with respect to the dispute or difference undergoing arbitration, all other obligations of the parties hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due. The arbitrators will make their decision in accordance with the laws of the State of New Jersey and the United States.

ARTICLE XII.
MISCELLANEOUS

12.01 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the School and Manager.

12.02 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.

12.03 Governing Law. The laws of the State of New Jersey will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.

12.04 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

12.05 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

12.06 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day). The addresses of the parties are:

To:

**Judith Tschirgi, Board Chair
Mastery Schools of Camden, Inc.
c/o North Camden Elementary
800 Erie Street
Camden, NJ 08102**

With a copy to:

**Thomas O. Johnston, Esq.
Porzio, Bromberg & Newman, PC
100 Southgate Parkway
Morristown, NJ 07962**

To:

**Scott Gordon
c/o Mastery Charter High School
5700 Wayne Ave
Philadelphia, PA 19144**

With a copy to:

**Robert W. O'Donnell, Esq.
1601 Market St., Suite 2310
Philadelphia, PA 19103**

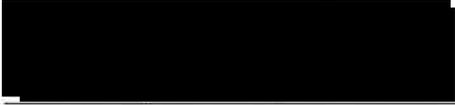
12.07 Assignment. This Agreement will not be assigned by Manager without the prior consent in writing of the School (which consent will not be unreasonably withheld) or by the School without the prior consent in writing of Manager (which consent will not be unreasonably withheld), provided that Manager may assign this Agreement to a wholly owned or majority owned subsidiary of Manager, and may without the consent of the School, delegate the performance of but not responsibility for any duties and obligations of Manager hereunder to any independent contractors, experts or professional advisors.

12.08 Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by both the President or other authorized officer of the School and an authorized officer of Manager.

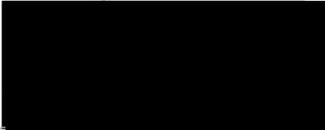
- 12.09 Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.
- 12.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by Manager are found to be overbroad or an invalid delegation of authority by the School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.
- 12.11 Successors and Assigns. Except as limited by Section 12.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.
- 12.12 No Third Party Rights. This Agreement is made for the sole benefit of the School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
- 12.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

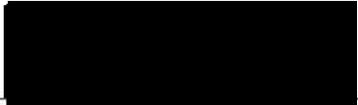
By: 
Scott Gordon

Its: CEO

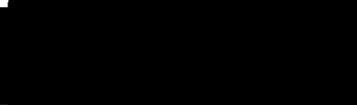
By: 
Robert Victor

Its: Board Chair

MASTERY SCHOOLS OF CAMDEN, INC.

By: 
Judith Tschirgi

Its: Board Chair

By: 
Reuel Robinson

Its: Board Member, Qualifying Founder

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School - Lenfest located at 35 South 4th Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2001 for the purpose of preparing urban youth for success in higher education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling middle school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By:  _____

By:  _____

Its: Board Chair _____

Its: CEO _____

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School - Thomas located at 927 Johnston Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2005 for the purpose of preparing urban youth for success in higher education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling middle school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By:  _____
Its: Board Chair

MASTERY CHARTER SCHOOL - THOMAS

By:  _____
Its: CEO

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School - Shoemaker located at 5301 Media Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2006 for the purpose of preparing urban youth for success in higher education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling middle school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By:  _____
Its: Board Chair

MASTERY CHARTER SCHOOL - SHOEMAKER

By:  _____
Its: 

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School - Pickett located at 5700 Wayne Avenue, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2007 for the purpose of preparing urban youth for success in higher education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling middle school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

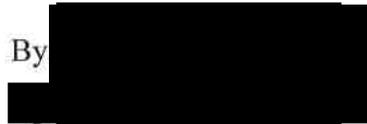
11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

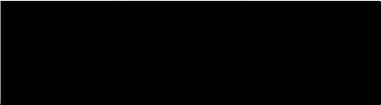
11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

MASTERY CHARTER SCHOOL - PICKETT

By: 
Its: Board Chair

By: 
Its: CEO

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School - Mann Elementary located at 5376 W. Berks Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2010 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By: 
Its: Board Chair

**MASTERY CHARTER SCHOOL –
MANN ELEMENTARY**

By: 
Its: CFO

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School – Harrity Elementary located at 5601 Christian Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2010 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By:  _____
Its: Board chair

**MASTERY CHARTER SCHOOL –
HARRITY ELEMENTARY**

By:  _____
Its:  _____

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School – Smedley Elementary located at 1790 Bridge Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2010 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

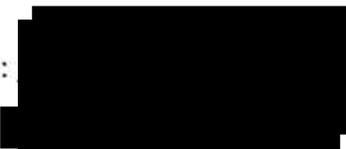
11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

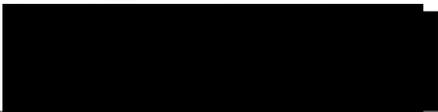
11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By: 
Its: Board Chair

**MASTERY CHARTER SCHOOL –
SMEDLEY ELEMENTARY**

By: 
Its: CEO

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School – Clymer Elementary located at 1201 West Rush Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2011 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

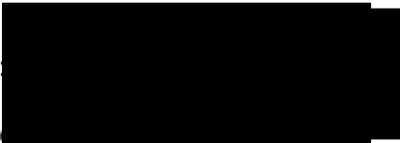
11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

**MASTERY CHARTER SCHOOL –
CLYMER ELEMENTARY**

By:  _____
Its: Board Chair

By:  _____
Its: CFO

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Hardy Williams Academy Charter School located at 1712 S. 56th Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2011 for the purpose of preparing urban youth for success in higher education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

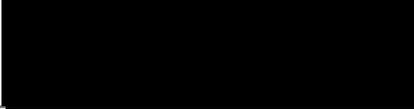
11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

**HARDY WILLIAMS ACADEMY
CHARTER SCHOOL**

By: 
Its: Board Chair

By: 
Its: 

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Mastery Charter School – Gratz Campus located at 1798 West Hunting Park Avenue, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2011 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

- 11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.
- 11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
- 11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

**MASTERY CHARTER SCHOOL –
GRATZ CAMPUS**

By: 
Its: Board Chair

By: 
Its: CFC

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the July 1st day of 2013 by and between Mastery Charter High School, located at 5700 Wayne Avenue, Philadelphia, Pa. ("Manager") and Grover Cleveland Mastery Charter School located at 3701 N. 19th Street, Philadelphia, Pa. ("Charter School"). Both parties are charter schools established under the Public School Code of 1949, as amended (the "Code"), including specifically the Article known as the Charter School Law, 24 P.S. 1701-A et seq.

RECITALS

- A. Manager was established in 2001 for the purpose of providing an excellent educational choice for students in Philadelphia as more fully set forth in its application to the Philadelphia School District and in its Charter Agreements. Manager has created an administrative and educational expertise and now desires to expand the application of that expertise. Manager has created a unique curriculum and innovative teaching methods which it desires to make more widely available. Manager has also developed the executive capacity to carry out its Educational Program in the context of other schools.
- B. Charter School was established in 2012 for the purpose of preparing urban youth for success in elementary education and the global economy. Charter School was the result of an invitation from the School District of Philadelphia to Manager to replace an academically struggling elementary school with an independent charter school.

THEREFORE, the parties mutually agree as follows:

ARTICLE I.

EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

1.01 Educational Services.

- (a) Subject to the requirements of the Code, the Charter, and Board approval (which approval shall not be unreasonably withheld), for the Term (as defined in ARTICLE II below), Manager will provide to the Charter School and its students the following educational services (the "Educational Services"):
- (i) Academic Program. Educational program including instructional services such as curriculum and assessments. Instructional personnel, including the principal, teachers, and support staff in accordance with ARTICLE IV below;
 - (ii) Instructional Tools. Instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools and such other tools as are appropriate and commonly used in public education but only as agreed to by the Parties;

to be overbroad or an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

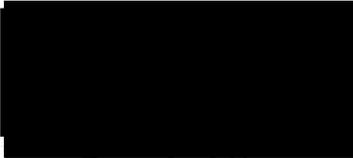
11.11 Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12 No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and Manager. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MASTERY CHARTER HIGH SCHOOL

By:  _____
Its: Deann Chace

GROVER CLEVELAND MASTERY CHARTER SCHOOL

By:  _____
Its: CEO



July 15, 2015

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Ave., S.W.
Washington D. C. 20202

RE: CFDA 84.282 M

Dear Secretary Duncan:

This office represents the Mastery Charter Schools. These schools are a network of thirteen non-profit corporations, all in good standing; twelve of which are incorporated in Pennsylvania and one of which is incorporated in New Jersey. Each of the schools is individually chartered by its authorizer and is an individual LEA under federal law. The documentation of the authorization for each entity is provided with this letter.

Each Mastery Charter School has its own physical facility, staff and student body. Day to day operations are carried out by the administration of each school reporting to its board of directors

Mastery Charter High School ("MCHS"), (Pennsylvania Dept. of Education AUN 126510002) is serving as the lead LEA in the grant application, referenced above, submitted under the Charter Schools Program for Replication and Expansion. MCHS has rendered a management agreement with the other Mastery Charter Schools to provide administrative support, pooled purchasing and other support services.

If your office has any questions concerning the legal structure or status of the Mastery Charter Schools please feel free to contact me directly.

Thank you for your consideration.

Respectfully submitted,

Robert W. O'Donnell, Esq.

APPENDIX F: STUDENT ACADEMIC ACHIEVEMENT

I.	Mastery Charter Schools Demographic Snapshot	Page 2
II.	Achievement Gap Closing Data (PSSA Performance Trends)	Page 3
III.	Comparison Charts of Selected Data Points in Reading & Math	Page 18
IV.	3 Year Grade Level Trends by Campus	Page 34
V.	State Assessment Data by Grade & Subgroup	Page 35
VI.	State Assessment Data by Campus & Subgroup	Page 89
VII.	Graduation Data	Page 106
VIII.	College Enrollment and Persistence Data	Page 107
IX.	Attendance Data by Campus & Subgroup	Page 108
X.	Retention Data by Building & Subgroup	Page 115
XI.	Expulsion & Out of School Suspension Data	Page 122

School Name	Year Founded	Grade Levels	# Students	% Eco. Disadv.	% Afr. Amer.	% ELL	% Spec. Educ.	% Hispanic	2013-2014 Attendance Rate	Student Retention Rates		
										2011-2012	2012-2013	2013-2014
Mastery Charter Lenfest Campus	2001	7-12	544	77%	89%	3%	23%	7%	94.4%	98.0%	96.0%	96.0%
Mastery Charter School Thomas Campus	2005	K-12	1311	86%	47%	11%	17%	10%	94.6%	97.0%	97.0%	97.0%
Mastery Charter Shoemaker Campus	2006	7-12	733	77%	97%	1%	22%	1%	95.1%	98.0%	97.0%	97.0%
Mastery Charter Pickett Campus	2007	6-12	828	82%	99%	0%	24%	1%	92.5%	95.0%	95.0%	93.0%
Mastery Charter Harrity Elementary	2010	K-8	848	88%	97%	2%	17%	2%	92.6%	97.0%	98.0%	97.0%
Mastery Charter School Mann Elementary	2010	K-6	547	87%	88%	2%	15%	6%	92.8%	98.0%	98.0%	97.0%
Mastery Charter School Smedley Elementary	2010	K-6	728	91%	67%	5%	21%	18%	93.4%	95.0%	96.0%	95.0%
Mastery Charter School Clymer Elementary	2011	K-8	543	93%	89%	3%	26%	10%	92.6%	96.0%	95.0%	95.0%
Hardy Williams Academy Mastery Charter School	2011	K-11	1109	90%	98%	0%	18%	1%	93.6%	99.0%	99.0%	97.0%
Simon Gratz High School Mastery Charter	2011	6-12	1333	87%	95%	1%	28%	2%	82.6%	85.0%	88.0%	84.0%
Grover Cleveland Mastery Charter School	2012	K-8	757	96%	93%	1%	17%	3%	94.5%	N/A	96.0%	94.0%
Francis D. Pastorius Mastery Charter School	2013	K-8	541	93%	93%	0%	1600%	4%	92.1%	N/A	N/A	96.0%
Mastery Schools of Camden--North Camden	2014	K-5	319	97%	50%	8%	18%	49%	N/A	N/A	N/A	N/A
Mastery Schools of Camden--Cramer Hill	2014	K-2	84	99%	30%	19%	11%	69%	N/A	N/A	N/A	N/A

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Cleveland Elementary	Math	ALL	ALL SUBGROUPS	2012		34%	63%	74%			66%	62%	62%	
Cleveland Elementary	Math	ALL	Asian	2012			0%				93%	88%		
Cleveland Elementary	Math	ALL	Black	2012		49%	97%	114%			80%	78%	77%	
Cleveland Elementary	Math	ALL	Econ Disadv	2012		42%	80%	91%			76%	73%	72%	
Cleveland Elementary	Math	ALL	ELL	2012				123%			89%		80%	
Cleveland Elementary	Math	ALL	Female	2012		33%	66%	72%			68%	64%	63%	
Cleveland Elementary	Math	ALL	Hispanic	2012			42%	44%			78%	75%	75%	
Cleveland Elementary	Math	ALL	Hist Under	2012				91%					72%	
Cleveland Elementary	Math	ALL	IEP	2012		18%	23%	50%			38%	35%	30%	
Cleveland Elementary	Math	ALL	Male	2012		35%	60%	75%			65%	62%	61%	
Cleveland Elementary	Math	ALL	Multi-ethnic	2012			51%	150%			95%	83%	77%	
Cleveland Elementary	Math	ALL	NonIEP	2012		35%	65%	78%			69%	64%	64%	
Cleveland Elementary	Math	ALL	White	2012			124%	121%			84%	78%	83%	
Cleveland Elementary	Reading	ALL	ALL SUBGROUPS	2012		35%	53%	63%			63%	61%	62%	
Cleveland Elementary	Reading	ALL	Asian	2012			0%				85%	80%		
Cleveland Elementary	Reading	ALL	Black	2012		53%	84%	98%			80%	81%	80%	
Cleveland Elementary	Reading	ALL	Econ Disadv	2012		45%	69%	77%			75%	74%	73%	
Cleveland Elementary	Reading	ALL	ELL	2012				392%			83%		65%	
Cleveland Elementary	Reading	ALL	Female	2012		39%	58%	64%			67%	65%	65%	
Cleveland Elementary	Reading	ALL	Hispanic	2012			33%	46%			76%	77%	76%	
Cleveland Elementary	Reading	ALL	Hist Under	2012				78%					74%	
Cleveland Elementary	Reading	ALL	IEP	2012		32%	35%	48%			33%	32%	29%	
Cleveland Elementary	Reading	ALL	Male	2012		31%	48%	61%			58%	57%	58%	
Cleveland Elementary	Reading	ALL	Multi-Ethnic	2012			104%	84%			89%	84%	75%	
Cleveland Elementary	Reading	ALL	NonIEP	2012		36%	54%	66%			65%	62%	63%	
Cleveland Elementary	Reading	ALL	White	2012			139%	127%			80%	76%	82%	
Clymer Elementary	Math	ALL	ALL SUBGROUPS	2011	41%	55%	68%	71%			77%	66%	63%	62%
Clymer Elementary	Math	ALL	Black	2011	57%	79%	106%	115%			93%	80%	78%	77%
Clymer Elementary	Math	ALL	Econ Disadv	2011	48%	67%	85%	92%			87%	76%	73%	72%
Clymer Elementary	Math	ALL	ELL	2011		174%	0%	140%			115%	96%	79%	82%
Clymer Elementary	Math	ALL	Female	2011	41%	54%	74%	73%			79%	68%	65%	64%
Clymer Elementary	Math	ALL	Hispanic	2011	14%	68%	81%	63%			88%	76%	74%	73%
Clymer Elementary	Math	ALL	Hist Under	2011				88%					73%	
Clymer Elementary	Math	ALL	IEP	2011	16%	26%	40%	79%			60%	38%	35%	31%
Clymer Elementary	Math	ALL	Male	2011	40%	56%	64%	69%			75%	64%	61%	61%
Clymer Elementary	Math	ALL	Multi-ethnic	2011				145%			96%		71%	
Clymer Elementary	Math	ALL	NonIEP	2011	44%	64%	77%	77%			79%	69%	64%	64%
Clymer Elementary	Math	ALL	White	2011				0%			92%		80%	
Clymer Elementary	Reading	ALL	ALL SUBGROUPS	2011	37%	50%	58%	54%			72%	62%	61%	62%
Clymer Elementary	Reading	ALL	Black	2011	51%	74%	91%	91%			91%	81%	81%	81%
Clymer Elementary	Reading	ALL	Econ Disadv	2011	47%	64%	77%	71%			85%	74%	74%	73%
Clymer Elementary	Reading	ALL	ELL	2011		309%	0%	153%			119%	98%	56%	70%
Clymer Elementary	Reading	ALL	Female	2011	39%	50%	58%	50%			75%	67%	66%	66%
Clymer Elementary	Reading	ALL	Hispanic	2011	65%	93%	87%	35%			87%	74%	74%	72%
Clymer Elementary	Reading	ALL	Hist Under	2011				71%					75%	
Clymer Elementary	Reading	ALL	IEP	2011	14%	26%	42%	88%			50%	31%	31%	30%
Clymer Elementary	Reading	ALL	Male	2011	36%	49%	58%	58%			68%	58%	57%	57%
Clymer Elementary	Reading	ALL	Multi-ethnic	2011				0%			96%		72%	
Clymer Elementary	Reading	ALL	NonIEP	2011	40%	58%	64%	55%			74%	65%	62%	62%
Clymer Elementary	Reading	ALL	White	2011				0%			90%		80%	
Francis D. Pastorius	Math	ALL	All Subgroups	2013			29%	66%				63%	62%	
Francis D. Pastorius	Math	ALL	Black	2013			44%	103%					77%	
Francis D. Pastorius	Math	ALL	Econ Disadv	2013			35%	83%					72%	
Francis D. Pastorius	Math	ALL	ELL	2013				0%					96%	
Francis D. Pastorius	Math	ALL	Female	2013			29%	73%					63%	
Francis D. Pastorius	Math	ALL	Hispanic	2013				88%					73%	
Francis D. Pastorius	Math	ALL	Hist Under	2013			37%	83%					73%	

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)				TREND	PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014		D_2011	D_2012	D_2013	D_2014	D_TREND
Francis D. Pastorius	Math	ALL	IEP	2013			23%	44%					31%	
Francis D. Pastorius	Math	ALL	Male	2013			28%	60%					61%	
Francis D. Pastorius	Math	ALL	Multi-ethnic	2013				65%					75%	
Francis D. Pastorius	Math	ALL	NonIEP	2013				71%					63%	
Francis D. Pastorius	Reading	ALL	ALL SUBGROUPS	2013			30%	48%				62%	62%	
Francis D. Pastorius	Reading	ALL	Black	2013			49%	73%					81%	
Francis D. Pastorius	Reading	ALL	Econ Disadv	2013			40%	65%					73%	
Francis D. Pastorius	Reading	ALL	ELL	2013				0%					80%	
Francis D. Pastorius	Reading	ALL	Female	2013			39%	56%					65%	
Francis D. Pastorius	Reading	ALL	Hispanic	2013				30%					71%	
Francis D. Pastorius	Reading	ALL	Hist Under	2013			42%	66%					75%	
Francis D. Pastorius	Reading	ALL	IEP	2013			16%	30%					31%	
Francis D. Pastorius	Reading	ALL	Male	2013			22%	38%					58%	
Francis D. Pastorius	Reading	ALL	Multi-ethnic	2013				113%					74%	
Francis D. Pastorius	Reading	ALL	NonIEP	2013				52%					63%	
Gratz Upper School	Math	11	ALL SUBGROUPS	2011	15%	35%	14%	31%						
Gratz Upper School	Math	ALL	ALL SUBGROUPS	2011	15%	35%	14%	31%		63%	63%	63%	59%	
Gratz Upper School	Math	11	Asian	2011										
Gratz Upper School	Math	11	Black	2011	27%	61%	25%	58%						
Gratz Upper School	Math	ALL	Black	2011	27%	61%	25%	58%		89%	88%	89%	89%	
Gratz Upper School	Math	11	Econ Disadv	2011	21%	53%	25%	44%						
Gratz Upper School	Math	ALL	Econ Disadv	2011	21%	53%	25%	44%		83%	82%	73%	73%	
Gratz Upper School	Math	11	ELL	2011										
Gratz Upper School	Math	ALL	ELL	2011						149%				
Gratz Upper School	Math	11	Female	2011	14%	27%	14%	34%						
Gratz Upper School	Math	ALL	Female	2011	14%	27%	14%	34%		66%	64%	66%	63%	
Gratz Upper School	Math	11	Hispanic	2011		185%	37%	43%						
Gratz Upper School	Math	ALL	Hispanic	2011		185%	37%	43%		88%	72%	74%	67%	
Gratz Upper School	Math	11	Hist Under	2011			26%	43%						
Gratz Upper School	Math	ALL	Hist Under	2011			26%	43%				78%	76%	
Gratz Upper School	Math	11	IEP	2011	0%	52%	0%	45%						
Gratz Upper School	Math	ALL	IEP	2011	0%	52%	0%	45%		45%	36%	26%	26%	
Gratz Upper School	Math	11	Male	2011	15%	42%	14%	29%						
Gratz Upper School	Math	ALL	Male	2011	15%	42%	14%	29%		61%	61%	57%	57%	
Gratz Upper School	Math	11	Multi-ethnic	2011			0%	0%						
Gratz Upper School	Math	ALL	Multi-ethnic	2011			0%	0%		79%		88%	88%	
Gratz Upper School	Math	11	NonIEP	2011	16%	37%	15%	29%						
Gratz Upper School	Math	ALL	NonIEP	2011	16%	37%	15%	29%		63%	62%	63%		
Gratz Upper School	Math	11	White	2011				0%						
Gratz Upper School	Math	ALL	White	2011				0%		87%			79%	
Gratz Upper School	Reading	11	ALL SUBGROUPS	2011	16%	30%	32%	46%						
Gratz Upper School	Reading	ALL	ALL SUBGROUPS	2011	16%	30%	32%	46%		64%	64%	71%	69%	
Gratz Upper School	Reading	11	Asian	2011										
Gratz Upper School	Reading	11	Black	2011	24%	48%	46%	67%						
Gratz Upper School	Reading	ALL	Black	2011	24%	48%	46%	67%		86%	90%	93%	92%	
Gratz Upper School	Reading	11	Econ Disadv	2011	20%	42%	38%	58%						
Gratz Upper School	Reading	ALL	Econ Disadv	2011	20%	42%	38%	58%		77%	78%	79%	79%	
Gratz Upper School	Reading	11	ELL	2011										
Gratz Upper School	Reading	ALL	ELL	2011						141%				
Gratz Upper School	Reading	11	Female	2011	19%	21%	38%	57%						
Gratz Upper School	Reading	ALL	Female	2011	19%	21%	38%	57%		66%	67%	74%	74%	
Gratz Upper School	Reading	11	Hispanic	2011			27%	94%						
Gratz Upper School	Reading	ALL	Hispanic	2011		0%	27%	94%		83%	71%	82%	74%	
Gratz Upper School	Reading	11	Hist Under	2011			39%	60%						
Gratz Upper School	Reading	ALL	Hist Under	2011			39%	60%				82%	83%	
Gratz Upper School	Reading	11	IEP	2011	0%	39%	13%	31%						
Gratz Upper School	Reading	ALL	IEP	2011	0%	39%	13%	31%		34%	32%	33%	38%	

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					TREND	PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)			
					2011	2012	2013	2014	D_2011		D_2012	D_2013	D_2014	D_TREND
Gratz Upper School	Reading	11	Male	2011	13%	39%	21%	36%						
Gratz Upper School	Reading	ALL	Male	2011	13%	39%	21%	36%		62%	60%	66%	64%	
Gratz Upper School	Reading	11	Multi-ethnic	2011			149%	0%						
Gratz Upper School	Reading	ALL	Multi-ethnic	2011			149%	0%		62%		85%	84%	
Gratz Upper School	Reading	11	NonIEP	2011	17%	32%	33%	44%						
Gratz Upper School	Reading	ALL	NonIEP	2011	17%	32%	33%	44%		65%	64%	72%		
Gratz Upper School	Reading	11	White	2011				0%						
Gratz Upper School	Reading	ALL	White	2011				0%		92%			84%	
Hardy Williams Academy	Math	ALL	ALL SUBGROUPS	2011	71%	90%	92%	92%		77%	66%	63%	62%	
Hardy Williams Academy	Math	ALL	Asian	2011	82%	111%	115%	111%		94%	91%	89%	92%	
Hardy Williams Academy	Math	ALL	Black	2011	92%	128%	140%	141%		93%	80%	78%	77%	
Hardy Williams Academy	Math	ALL	Econ Disadv	2011	83%	109%	117%	114%		87%	75%	73%	72%	
Hardy Williams Academy	Math	ALL	Female	2011	68%	93%	97%	98%		79%	68%	65%	64%	
Hardy Williams Academy	Math	ALL	Hispanic	2011	163%	178%	189%	121%		88%	78%	76%	78%	
Hardy Williams Academy	Math	ALL	Hist Under	2011				115%					72%	
Hardy Williams Academy	Math	ALL	IEP	2011	85%	86%	84%	80%		61%	39%	34%	29%	
Hardy Williams Academy	Math	ALL	Male	2011	74%	86%	88%	84%		76%	64%	61%	60%	
Hardy Williams Academy	Math	ALL	Multi-ethnic	2011	124%	94%	69%	117%		96%	83%	79%	69%	
Hardy Williams Academy	Math	ALL	NonIEP	2011	69%	90%	92%	94%		79%	68%	64%	64%	
Hardy Williams Academy	Math	ALL	White	2011				121%					80%	
Hardy Williams Academy	Reading	ALL	ALL SUBGROUPS	2011	66%	75%	79%	71%		72%	62%	61%	61%	
Hardy Williams Academy	Reading	ALL	Asian	2011	59%	83%	128%	119%		86%	80%	85%	88%	
Hardy Williams Academy	Reading	ALL	Black	2011	92%	112%	124%	111%		91%	80%	80%	80%	
Hardy Williams Academy	Reading	ALL	Econ Disadv	2011	83%	96%	105%	90%		85%	74%	74%	72%	
Hardy Williams Academy	Reading	ALL	Female	2011	70%	81%	84%	74%		75%	66%	66%	65%	
Hardy Williams Academy	Reading	ALL	Hispanic	2011	180%	96%	0%			91%	79%	81%	81%	
Hardy Williams Academy	Reading	ALL	Hist Under	2011				92%					74%	
Hardy Williams Academy	Reading	ALL	IEP	2011	53%	77%	63%	39%		52%	34%	31%	27%	
Hardy Williams Academy	Reading	ALL	Male	2011	60%	66%	71%	65%		68%	58%	57%	57%	
Hardy Williams Academy	Reading	ALL	Multi-ethnic	2011	151%	154%	167%	83%		98%	77%	72%	65%	
Hardy Williams Academy	Reading	ALL	NonIEP	2011	66%	74%	80%	74%		73%	64%	62%	63%	
Hardy Williams Academy	Reading	ALL	White	2011				127%					79%	
Hardy Williams Elementary	Math	3	ALL SUBGROUPS	2011	69%	64%	66%	88%						
Hardy Williams Elementary	Math	4	ALL SUBGROUPS	2011	82%	81%	77%	61%						
Hardy Williams Elementary	Math	5	ALL SUBGROUPS	2011	52%	118%	91%	75%						
Hardy Williams Elementary	Math	6	ALL SUBGROUPS	2011	89%	111%	111%	102%						
Hardy Williams Elementary	Math	ALL	ALL SUBGROUPS	2011	74%	89%	85%	80%		78%	64%	61%	59%	
Hardy Williams Elementary	Math	3	Asian	2011	107%									
Hardy Williams Elementary	Math	4	Asian	2011	107%	109%								
Hardy Williams Elementary	Math	5	Asian	2011	0%	114%								
Hardy Williams Elementary	Math	6	Asian	2011		111%	115%							
Hardy Williams Elementary	Math	ALL	Asian	2011	72%	111%	115%			93%	91%	89%		
Hardy Williams Elementary	Math	3	Black	2011	86%	93%	98%	134%						
Hardy Williams Elementary	Math	4	Black	2011	102%	110%	115%	93%						
Hardy Williams Elementary	Math	5	Black	2011	74%	181%	157%	131%						
Hardy Williams Elementary	Math	6	Black	2011	118%	159%	169%	153%						
Hardy Williams Elementary	Math	ALL	Black	2011	96%	128%	130%	127%		93%	78%	76%	74%	
Hardy Williams Elementary	Math	3	Econ Disadv	2011	78%	74%	84%	109%						
Hardy Williams Elementary	Math	4	Econ Disadv	2011	93%	94%	94%	76%						
Hardy Williams Elementary	Math	5	Econ Disadv	2011	63%	156%	120%	103%						
Hardy Williams Elementary	Math	6	Econ Disadv	2011	107%	139%	139%	131%						
Hardy Williams Elementary	Math	ALL	Econ Disadv	2011	86%	109%	106%	103%		88%	74%	71%	70%	
Hardy Williams Elementary	Math	3	ELL	2011										
Hardy Williams Elementary	Math	4	ELL	2011										
Hardy Williams Elementary	Math	5	ELL	2011										
Hardy Williams Elementary	Math	6	ELL	2011										
Hardy Williams Elementary	Math	3	Female	2011	65%									

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Hardy Williams Elementary Math			4 Female	2011	76%	84%	82%	67%						
Hardy Williams Elementary Math			5 Female	2011	56%	113%	90%	85%						
Hardy Williams Elementary Math			6 Female	2011	86%	122%	113%	104%						
Hardy Williams Elementary Math		ALL	Female	2011	72%	93%	88%	89%						
Hardy Williams Elementary Math			3 Hispanic	2011						80%	66%	63%	60%	
Hardy Williams Elementary Math			4 Hispanic	2011										
Hardy Williams Elementary Math			5 Hispanic	2011		184%								
Hardy Williams Elementary Math			6 Hispanic	2011			189%	189%						
Hardy Williams Elementary Math		ALL	Hispanic	2011		184%	189%	189%		77%	76%	76%		
Hardy Williams Elementary Math			3 Hist Under	2011				107%						
Hardy Williams Elementary Math			4 Hist Under	2011				75%						
Hardy Williams Elementary Math			5 Hist Under	2011				102%						
Hardy Williams Elementary Math			6 Hist Under	2011				134%						
Hardy Williams Elementary Math		ALL	Hist Under	2011				102%					69%	
Hardy Williams Elementary Math			3 IEP	2011	31%	52%	40%	109%						
Hardy Williams Elementary Math			4 IEP	2011	78%	55%	50%	29%						
Hardy Williams Elementary Math			5 IEP	2011	0%	113%	101%	32%						
Hardy Williams Elementary Math			6 IEP	2011	164%	114%	98%	171%						
Hardy Williams Elementary Math		ALL	IEP	2011	83%	65%	61%	80%		64%	35%	31%	27%	
Hardy Williams Elementary Math			3 Male	2011	73%	60%	64%	77%						
Hardy Williams Elementary Math			4 Male	2011	89%	77%	73%	55%						
Hardy Williams Elementary Math			5 Male	2011	49%	123%	94%	64%						
Hardy Williams Elementary Math			6 Male	2011	92%	93%	108%	95%						
Hardy Williams Elementary Math		ALL	Male	2011	77%	84%	82%	71%		77%	63%	60%	58%	
Hardy Williams Elementary Math			3 Multi-ethnic	2011		67%		101%						
Hardy Williams Elementary Math			4 Multi-ethnic	2011	124%		69%							
Hardy Williams Elementary Math			5 Multi-ethnic	2011		155%		170%						
Hardy Williams Elementary Math			6 Multi-ethnic	2011										
Hardy Williams Elementary Math		ALL	Multi-ethnic	2011	124%	94%	69%	117%		96%	83%	79%	69%	
Hardy Williams Elementary Math			3 NonIEP	2011	71%	64%	73%	89%						
Hardy Williams Elementary Math			4 NonIEP	2011	81%	84%	78%	71%						
Hardy Williams Elementary Math			5 NonIEP	2011	51%	114%	92%	78%						
Hardy Williams Elementary Math			6 NonIEP	2011	83%	105%	107%	98%						
Hardy Williams Elementary Math		ALL	NonIEP	2011	72%	89%	87%	83%		80%	67%	62%	60%	
Hardy Williams Elementary Math			3 White	2011				121%						
Hardy Williams Elementary Math			4 White	2011										
Hardy Williams Elementary Math			5 White	2011										
Hardy Williams Elementary Math			6 White	2011										
Hardy Williams Elementary Math		ALL	White	2011				121%					80%	
Hardy Williams Elementary Reading			3 ALL SUBGROUPS	2011	63%	60%	58%	63%						
Hardy Williams Elementary Reading			4 ALL SUBGROUPS	2011	63%	71%	74%	64%						
Hardy Williams Elementary Reading			5 ALL SUBGROUPS	2011	59%	78%	63%	56%						
Hardy Williams Elementary Reading			6 ALL SUBGROUPS	2011	68%	106%	95%	68%						
Hardy Williams Elementary Reading		ALL	ALL SUBGROUPS	2011	63%	75%	73%	62%		70%	58%	58%	56%	
Hardy Williams Elementary Reading			3 Asian	2011	0%									
Hardy Williams Elementary Reading			4 Asian	2011	117%	120%								
Hardy Williams Elementary Reading			5 Asian	2011	0%	129%								
Hardy Williams Elementary Reading			6 Asian	2011	0%	0%	128%							
Hardy Williams Elementary Reading		ALL	Asian	2011	40%	83%	128%			85%	80%	85%		
Hardy Williams Elementary Reading			3 Black	2011	85%	88%	87%	99%						
Hardy Williams Elementary Reading			4 Black	2011	88%	112%	121%	101%						
Hardy Williams Elementary Reading			5 Black	2011	88%	132%	117%	107%						
Hardy Williams Elementary Reading			6 Black	2011	103%	170%	151%	116%						
Hardy Williams Elementary Reading		ALL	Black	2011	90%	118%	118%	105%		90%	77%	77%	76%	
Hardy Williams Elementary Reading			3 Econ Disadv	2011	75%	72%	74%	78%						
Hardy Williams Elementary Reading			4 Econ Disadv	2011	79%	91%	82%	83%						
Hardy Williams Elementary Reading			5 Econ Disadv	2011	78%	117%	87%	81%						

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)				TREND	PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				D_TREND
					2011	2012	2013	2014		D_2011	D_2012	D_2013	D_2014	
Hardy Williams Elementary	Reading		6 Econ Disadv	2011	90%	150%	133%	93%						
Hardy Williams Elementary	Reading	ALL	Econ Disadv	2011	80%	101%	98%	83%		84%	71%	71%	67%	
Hardy Williams Elementary	Reading		3 ELL	2011										
Hardy Williams Elementary	Reading		4 ELL	2011										
Hardy Williams Elementary	Reading		5 ELL	2011										
Hardy Williams Elementary	Reading		6 ELL	2011										
Hardy Williams Elementary	Reading		3 Female	2011	62%	76%	62%	63%						
Hardy Williams Elementary	Reading		4 Female	2011	67%	77%	89%	61%						
Hardy Williams Elementary	Reading		5 Female	2011	63%	76%	62%	67%						
Hardy Williams Elementary	Reading		6 Female	2011	75%	110%	98%	66%						
Hardy Williams Elementary	Reading	ALL	Female	2011	67%	84%	80%	64%		74%	63%	62%	59%	
Hardy Williams Elementary	Reading		3 Hispanic	2011										
Hardy Williams Elementary	Reading		4 Hispanic	2011										
Hardy Williams Elementary	Reading		5 Hispanic	2011		0%								
Hardy Williams Elementary	Reading		6 Hispanic	2011			0%	0%						
Hardy Williams Elementary	Reading	ALL	Hispanic	2011		0%	0%	0%			72%	81%	74%	
Hardy Williams Elementary	Reading		3 Hist Under	2011				79%						
Hardy Williams Elementary	Reading		4 Hist Under	2011				83%						
Hardy Williams Elementary	Reading		5 Hist Under	2011				82%						
Hardy Williams Elementary	Reading		6 Hist Under	2011				97%						
Hardy Williams Elementary	Reading	ALL	Hist Under	2011				84%					68%	
Hardy Williams Elementary	Reading		3 IEP	2011	0%	17%	24%	73%						
Hardy Williams Elementary	Reading		4 IEP	2011	114%	139%	37%	27%						
Hardy Williams Elementary	Reading		5 IEP	2011	0%	212%	87%	0%						
Hardy Williams Elementary	Reading		6 IEP	2011	26%	0%	145%	52%						
Hardy Williams Elementary	Reading	ALL	IEP	2011	38%	90%	52%	44%		52%	29%	28%	25%	
Hardy Williams Elementary	Reading		3 Male	2011	63%	38%	53%	64%						
Hardy Williams Elementary	Reading		4 Male	2011	57%	63%	56%	66%						
Hardy Williams Elementary	Reading		5 Male	2011	54%	80%	64%	41%						
Hardy Williams Elementary	Reading		6 Male	2011	56%	95%	88%	67%						
Hardy Williams Elementary	Reading	ALL	Male	2011	58%	63%	64%	58%		67%	54%	54%	52%	
Hardy Williams Elementary	Reading		3 Multi-ethnic	2011		145%		53%						
Hardy Williams Elementary	Reading		4 Multi-ethnic	2011	151%		167%							
Hardy Williams Elementary	Reading		5 Multi-ethnic	2011		178%		189%						
Hardy Williams Elementary	Reading		6 Multi-ethnic	2011										
Hardy Williams Elementary	Reading	ALL	Multi-ethnic	2011	151%	154%	167%	83%		98%	77%	72%	65%	
Hardy Williams Elementary	Reading		3 NonIEP	2011	67%	61%	66%	66%						
Hardy Williams Elementary	Reading		4 NonIEP	2011	59%	65%	75%	74%						
Hardy Williams Elementary	Reading		5 NonIEP	2011	57%	71%	64%	59%						
Hardy Williams Elementary	Reading		6 NonIEP	2011	73%	100%	89%	72%						
Hardy Williams Elementary	Reading	ALL	NonIEP	2011	63%	72%	75%	67%		72%	60%	58%	56%	
Hardy Williams Elementary	Reading		3 White	2011				127%						
Hardy Williams Elementary	Reading		4 White	2011										
Hardy Williams Elementary	Reading		5 White	2011										
Hardy Williams Elementary	Reading		6 White	2011										
Hardy Williams Elementary	Reading	ALL	White	2011				127%					79%	
Hardy Williams Secondary	Math		7 ALL SUBGROUPS	2011	53%	101%	101%	106%						
Hardy Williams Secondary	Math		8 ALL SUBGROUPS	2011	73%	84%	124%	125%						
Hardy Williams Secondary	Math	ALL	ALL SUBGROUPS	2011	60%	92%	112%	114%		75%	69%	67%	68%	
Hardy Williams Secondary	Math		7 Asian	2011				111%						
Hardy Williams Secondary	Math		8 Asian	2011	111%									
Hardy Williams Secondary	Math	ALL	Asian	2011	111%			111%		94%			92%	
Hardy Williams Secondary	Math		7 Black	2011	70%	137%	147%	157%						
Hardy Williams Secondary	Math		8 Black	2011	99%	118%	184%	183%						
Hardy Williams Secondary	Math	ALL	Black	2011	81%	128%	164%	168%		92%	83%	83%	82%	
Hardy Williams Secondary	Math		7 Econ Disadv	2011	65%	114%	121%	127%						
Hardy Williams Secondary	Math		8 Econ Disadv	2011	92%	99%	157%	162%						

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Hardy Williams Secondary	Math	ALL	Econ Disadv	2011	75%	109%	146%	141%		85%	79%	78%	76%	
Hardy Williams Secondary	Math		7 ELL	2011										
Hardy Williams Secondary	Math		8 ELL	2011										
Hardy Williams Secondary	Math		7 Female	2011	57%	96%	107%	106%						
Hardy Williams Secondary	Math		8 Female	2011	58%	92%	127%	123%						
Hardy Williams Secondary	Math	ALL	Female	2011	57%	94%	116%	114%		77%	72%	69%	70%	
Hardy Williams Secondary	Math		7 Hispanic	2011	163%			89%						
Hardy Williams Secondary	Math		8 Hispanic	2011		172%								
Hardy Williams Secondary	Math	ALL	Hispanic	2011	163%	172%		89%		88%	80%		79%	
Hardy Williams Secondary	Math		7 Hist Under	2011				130%						
Hardy Williams Secondary	Math		8 Hist Under	2011				162%						
Hardy Williams Secondary	Math	ALL	Hist Under	2011				143%					79%	
Hardy Williams Secondary	Math		7 IEP	2011	67%	158%	54%	69%						
Hardy Williams Secondary	Math		8 IEP	2011	141%	71%	223%	121%						
Hardy Williams Secondary	Math	ALL	IEP	2011	91%	117%	174%	84%		56%	44%	45%	35%	
Hardy Williams Secondary	Math		7 Male	2011	48%	107%	93%	104%						
Hardy Williams Secondary	Math		8 Male	2011	88%	74%	121%	126%						
Hardy Williams Secondary	Math	ALL	Male	2011	64%	90%	106%	113%		72%	67%	65%	65%	
Hardy Williams Secondary	Math		7 Multi-ethnic	2011										
Hardy Williams Secondary	Math		8 Multi-ethnic	2011										
Hardy Williams Secondary	Math		7 NonIEP	2011	54%	98%	97%	105%						
Hardy Williams Secondary	Math		8 NonIEP	2011	68%	89%	118%	118%						
Hardy Williams Secondary	Math	ALL	NonIEP	2011	59%	93%	106%	111%		77%	73%	69%	70%	
Hardy Williams Secondary	Math		7 White	2011										
Hardy Williams Secondary	Math		8 White	2011										
Hardy Williams Secondary	Reading		7 ALL SUBGROUPS	2011	65%	69%	89%	77%						
Hardy Williams Secondary	Reading		8 ALL SUBGROUPS	2011	88%	80%	98%	98%						
Hardy Williams Secondary	Reading	ALL	ALL SUBGROUPS	2011	74%	75%	94%	86%		75%	70%	68%	72%	
Hardy Williams Secondary	Reading		7 Asian	2011				119%						
Hardy Williams Secondary	Reading		8 Asian	2011	112%									
Hardy Williams Secondary	Reading	ALL	Asian	2011	112%			119%		90%			88%	
Hardy Williams Secondary	Reading		7 Black	2011	87%	96%	137%	112%						
Hardy Williams Secondary	Reading		8 Black	2011	111%	103%	133%	129%						
Hardy Williams Secondary	Reading	ALL	Black	2011	97%	100%	135%	120%		92%	85%	86%	87%	
Hardy Williams Secondary	Reading		7 Econ Disadv	2011	80%	83%	126%	93%						
Hardy Williams Secondary	Reading		8 Econ Disadv	2011	105%	88%	117%	118%						
Hardy Williams Secondary	Reading	ALL	Econ Disadv	2011	90%	86%	121%	105%		86%	81%	81%	83%	
Hardy Williams Secondary	Reading		7 ELL	2011										
Hardy Williams Secondary	Reading		8 ELL	2011										
Hardy Williams Secondary	Reading		7 Female	2011	73%	65%	86%	83%						
Hardy Williams Secondary	Reading		8 Female	2011	90%	85%	101%	99%						
Hardy Williams Secondary	Reading	ALL	Female	2011	79%	75%	93%	90%		79%	75%	73%	76%	
Hardy Williams Secondary	Reading		7 Hispanic	2011	180%			0%						
Hardy Williams Secondary	Reading		8 Hispanic	2011		165%								
Hardy Williams Secondary	Reading	ALL	Hispanic	2011	180%			0%		91%	83%		84%	
Hardy Williams Secondary	Reading		7 Hist Under	2011				96%						
Hardy Williams Secondary	Reading		8 Hist Under	2011				118%						
Hardy Williams Secondary	Reading	ALL	Hist Under	2011				106%					85%	
Hardy Williams Secondary	Reading		7 IEP	2011	63%	57%	0%	29%						
Hardy Williams Secondary	Reading		8 IEP	2011	95%	65%	122%	0%						
Hardy Williams Secondary	Reading	ALL	IEP	2011	76%	61%	95%	19%		54%	41%	43%	36%	
Hardy Williams Secondary	Reading		7 Male	2011	53%	72%	93%	66%						
Hardy Williams Secondary	Reading		8 Male	2011	86%	74%	90%	92%						
Hardy Williams Secondary	Reading	ALL	Male	2011	66%	73%	91%	78%		71%	66%	65%	67%	
Hardy Williams Secondary	Reading		7 Multi-ethnic	2011										
Hardy Williams Secondary	Reading		8 Multi-ethnic	2011										
Hardy Williams Secondary	Reading		7 NonIEP	2011	67%									

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Hardy Williams Secondary	Reading		8 NonIEP	2011	89%	86%	98%	95%						
Hardy Williams Secondary	Reading	ALL	NonIEP	2011	76%	80%	92%	85%		78%	74%	70%	74%	
Hardy Williams Secondary	Reading		7 White	2011										
Hardy Williams Secondary	Reading		8 White	2011										
Harrity Elementary	Math	ALL	ALL SUBGROUPS	2010	68%	83%	74%	75%		77%	66%	63%	62%	
Harrity Elementary	Math	ALL	Black	2010	89%	118%	113%	116%		93%	80%	78%	77%	
Harrity Elementary	Math	ALL	Econ Disadv	2010	79%	99%	94%	92%		87%	76%	73%	72%	
Harrity Elementary	Math	ALL	ELL	2010	0%	0%		193%		108%	98%		78%	
Harrity Elementary	Math	ALL	Female	2010	64%	83%	79%	74%		79%	68%	65%	63%	
Harrity Elementary	Math	ALL	Hispanic	2010		0%	0%	84%			76%	76%	74%	
Harrity Elementary	Math	ALL	Hist Under	2010				92%					72%	
Harrity Elementary	Math	ALL	IEP	2010	75%	71%	47%	42%		60%	38%	35%	31%	
Harrity Elementary	Math	ALL	Male	2010	71%	82%	71%	76%		75%	64%	61%	61%	
Harrity Elementary	Math	ALL	NonIEP	2010	66%	83%	76%	79%		79%	68%	64%	64%	
Harrity Elementary	Math	ALL	White	2010				121%					80%	
Harrity Elementary	Reading	ALL	ALL SUBGROUPS	2010	49%	65%	61%	67%		71%	62%	61%	62%	
Harrity Elementary	Reading	ALL	Black	2010	69%	98%	96%	104%		91%	80%	80%	80%	
Harrity Elementary	Reading	ALL	Econ Disadv	2010	62%	82%	80%	85%		85%	74%	74%	72%	
Harrity Elementary	Reading	ALL	ELL	2010	0%	0%		298%		111%	98%		61%	
Harrity Elementary	Reading	ALL	Female	2010	48%	66%	68%	71%		74%	67%	66%	64%	
Harrity Elementary	Reading	ALL	Hispanic	2010		0%	0%	94%			73%	81%	74%	
Harrity Elementary	Reading	ALL	Hist Under	2010				86%					74%	
Harrity Elementary	Reading	ALL	IEP	2010	57%	53%	47%	33%		50%	31%	31%	29%	
Harrity Elementary	Reading	ALL	Male	2010	51%	64%	55%	63%		68%	57%	57%	58%	
Harrity Elementary	Reading	ALL	NonIEP	2010	48%	65%	61%	70%		73%	64%	62%	62%	
Harrity Elementary	Reading	ALL	White	2010				127%					79%	
Lenfest Campus	Math	ALL	ALL SUBGROUPS		91%	108%	100%	85%		72%	68%	66%	66%	
Lenfest Campus	Math	ALL	Asian				127%					86%		
Lenfest Campus	Math	ALL	Black		130%	158%	158%	133%		92%	84%	84%	84%	
Lenfest Campus	Math	ALL	Econ Disadv		110%	136%	119%	99%		85%	80%	77%	76%	
Lenfest Campus	Math	ALL	ELL			166%	284%	58%			107%	100%	93%	
Lenfest Campus	Math	ALL	Female		90%	106%	109%	93%		74%	70%	69%	68%	
Lenfest Campus	Math	ALL	Hispanic		122%	139%	100%	108%		87%	80%	77%	74%	
Lenfest Campus	Math	ALL	Hist Under				161%	102%				78%	79%	
Lenfest Campus	Math	ALL	IEP		116%	162%	82%	49%		54%	41%	41%	34%	
Lenfest Campus	Math	ALL	Male		91%	110%	93%	77%		70%	66%	63%	63%	
Lenfest Campus	Math	ALL	Multi-ethnic		152%	0%	143%	112%		93%	110%	86%	92%	
Lenfest Campus	Math	ALL	NonIEP		93%	106%	103%	90%		74%	70%	67%	49%	
Lenfest Campus	Math	ALL	White		85%	101%	77%	21%		88%	85%	84%	85%	
Lenfest Campus	Reading	ALL	ALL SUBGROUPS		89%	94%	87%	73%		72%	69%	69%	71%	
Lenfest Campus	Reading	ALL	Asian				128%					83%		
Lenfest Campus	Reading	ALL	Black		119%	130%	126%	105%		91%	87%	88%	89%	
Lenfest Campus	Reading	ALL	Econ Disadv		105%	111%	98%	85%		84%	81%	80%	82%	
Lenfest Campus	Reading	ALL	ELL			0%	259%	86%			106%	92%	82%	
Lenfest Campus	Reading	ALL	Female		89%	93%	92%	83%		75%	73%	73%	76%	
Lenfest Campus	Reading	ALL	Hispanic		142%	127%	90%	70%		87%	80%	83%	80%	
Lenfest Campus	Reading	ALL	Hist Under				120%	86%				82%	85%	
Lenfest Campus	Reading	ALL	IEP		105%	127%	73%	34%		49%	40%	38%	37%	
Lenfest Campus	Reading	ALL	Male		88%	94%	81%	64%		69%	64%	65%	66%	
Lenfest Campus	Reading	ALL	Multi-ethnic		142%	0%	159%	111%		88%	86%	83%	93%	
Lenfest Campus	Reading	ALL	NonIEP		92%	94%	88%	79%		75%	71%	71%	52%	
Lenfest Campus	Reading	ALL	White		84%	126%	76%	21%		88%	85%	85%	86%	
Mann Elementary	Math	ALL	ALL SUBGROUPS	2010	72%	101%	106%	105%		78%	65%	60%	60%	
Mann Elementary	Math	ALL	Asian	2010	109%	110%	77%	115%		94%	93%	86%	84%	
Mann Elementary	Math	ALL	Black	2010	94%	144%	166%	163%		92%	79%	76%	74%	
Mann Elementary	Math	ALL	Econ Disadv	2010	82%	126%	128%	128%		88%	74%	71%	70%	
Mann Elementary	Math	ALL	ELL	2010	135%	231%	171%	137%		99%	85%	78%	80%	

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Mann Elementary	Math	ALL	Female	2010	70%	104%	112%	115%		80%	66%	63%	60%	
Mann Elementary	Math	ALL	Hispanic	2010	53%	151%	136%	164%		88%	78%	73%	70%	
Mann Elementary	Math	ALL	Hist Under	2010				130%					69%	
Mann Elementary	Math	ALL	IEP	2010	25%	70%	69%	79%		61%	37%	31%	28%	
Mann Elementary	Math	ALL	Male	2010	72%	98%	103%	96%		77%	64%	60%	59%	
Mann Elementary	Math	ALL	Multi-ethnic	2010	43%	137%	108%	87%		91%	86%	84%	72%	
Mann Elementary	Math	ALL	NonIEP	2010	74%	103%	109%	108%		80%	67%	62%	61%	
Mann Elementary	Math	ALL	White	2010			130%	127%				78%	79%	
Mann Elementary	Reading	ALL	ALL SUBGROUPS	2010	60%	82%	83%	81%		72%	58%	58%	56%	
Mann Elementary	Reading	ALL	Asian	2010	121%	122%	43%	127%		85%	82%	78%	76%	
Mann Elementary	Reading	ALL	Black	2010	84%	129%	135%	135%		91%	77%	77%	76%	
Mann Elementary	Reading	ALL	Econ Disadv	2010	76%	105%	108%	105%		85%	71%	71%	68%	
Mann Elementary	Reading	ALL	ELL	2010	188%	478%	243%	127%		98%	78%	71%	67%	
Mann Elementary	Reading	ALL	Female	2010	60%	86%	92%	87%		75%	62%	62%	60%	
Mann Elementary	Reading	ALL	Hispanic	2010	65%	126%	113%	90%		83%	72%	69%	64%	
Mann Elementary	Reading	ALL	Hist Under	2010				106%					69%	
Mann Elementary	Reading	ALL	IEP	2010	23%	78%	48%	57%		49%	28%	28%	26%	
Mann Elementary	Reading	ALL	Male	2010	61%	79%	75%	73%		68%	54%	53%	53%	
Mann Elementary	Reading	ALL	Multi-ethnic	2010	50%	94%	119%	71%		90%	77%	82%	69%	
Mann Elementary	Reading	ALL	NonIEP	2010	61%	82%	85%	83%		73%	60%	58%	57%	
Mann Elementary	Reading	ALL	White	2010			145%	139%				74%	75%	
Mastery Prep MS Gratz	Math		7 ALL SUBGROUPS	2011				56%						
Mastery Prep MS Gratz	Math		8 ALL SUBGROUPS	2011				61%						
Mastery Prep MS Gratz	Math	ALL	ALL SUBGROUPS	2011				59%					68%	
Mastery Prep MS Gratz	Math		7 Asian	2011				0%						
Mastery Prep MS Gratz	Math		8 Asian	2011										
Mastery Prep MS Gratz	Math	ALL	Asian	2011				0%					92%	
Mastery Prep MS Gratz	Math		7 Black	2011				90%						
Mastery Prep MS Gratz	Math		8 Black	2011				89%						
Mastery Prep MS Gratz	Math	ALL	Black	2011				90%					82%	
Mastery Prep MS Gratz	Math		7 Econ Disadv	2011				64%						
Mastery Prep MS Gratz	Math		8 Econ Disadv	2011				75%						
Mastery Prep MS Gratz	Math	ALL	Econ Disadv	2011				70%					77%	
Mastery Prep MS Gratz	Math		7 ELL	2011				357%						
Mastery Prep MS Gratz	Math		8 ELL	2011				333%						
Mastery Prep MS Gratz	Math	ALL	ELL	2011				345%					93%	
Mastery Prep MS Gratz	Math		7 Female	2011				53%						
Mastery Prep MS Gratz	Math		8 Female	2011				60%						
Mastery Prep MS Gratz	Math	ALL	Female	2011				56%					70%	
Mastery Prep MS Gratz	Math		7 Hispanic	2011				89%						
Mastery Prep MS Gratz	Math		8 Hispanic	2011				123%						
Mastery Prep MS Gratz	Math	ALL	Hispanic	2011				110%					77%	
Mastery Prep MS Gratz	Math		7 Hist Under	2011				62%						
Mastery Prep MS Gratz	Math		8 Hist Under	2011				77%						
Mastery Prep MS Gratz	Math	ALL	Hist Under	2011				70%					79%	
Mastery Prep MS Gratz	Math		7 IEP	2011				69%						
Mastery Prep MS Gratz	Math		8 IEP	2011				48%						
Mastery Prep MS Gratz	Math	ALL	IEP	2011				58%					36%	
Mastery Prep MS Gratz	Math		7 Male	2011				58%						
Mastery Prep MS Gratz	Math		8 Male	2011				63%						
Mastery Prep MS Gratz	Math	ALL	Male	2011				61%					65%	
Mastery Prep MS Gratz	Math		7 Multi-ethnic	2011				0%						
Mastery Prep MS Gratz	Math		8 Multi-ethnic	2011				51%						
Mastery Prep MS Gratz	Math	ALL	Multi-ethnic	2011				38%					88%	
Mastery Prep MS Gratz	Math		7 NonIEP	2011				59%						
Mastery Prep MS Gratz	Math		8 NonIEP	2011				31%						
Mastery Prep MS Gratz	Math	ALL	NonIEP	2011				65%					70%	

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)				PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)					
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Mastery Prep MS Gratz	Math		7 White	2011				0%						
Mastery Prep MS Gratz	Math		8 White	2011				0%						
Mastery Prep MS Gratz	Math	ALL	White	2011									85%	
Mastery Prep MS Gratz	Reading		7 ALL SUBGROUPS	2011				50%						
Mastery Prep MS Gratz	Reading		8 ALL SUBGROUPS	2011				58%						
Mastery Prep MS Gratz	Reading	ALL	ALL SUBGROUPS	2011				55%					72%	
Mastery Prep MS Gratz	Reading		7 Asian	2011				0%						
Mastery Prep MS Gratz	Reading		8 Asian	2011										
Mastery Prep MS Gratz	Reading	ALL	Asian	2011				0%					88%	
Mastery Prep MS Gratz	Reading		7 Black	2011				71%						
Mastery Prep MS Gratz	Reading		8 Black	2011				72%						
Mastery Prep MS Gratz	Reading	ALL	Black	2011				71%					87%	
Mastery Prep MS Gratz	Reading		7 Econ Disadv	2011				62%						
Mastery Prep MS Gratz	Reading		8 Econ Disadv	2011				69%						
Mastery Prep MS Gratz	Reading	ALL	Econ Disadv	2011				66%					83%	
Mastery Prep MS Gratz	Reading		7 ELL	2011				0%						
Mastery Prep MS Gratz	Reading		8 ELL	2011				417%						
Mastery Prep MS Gratz	Reading	ALL	ELL	2011				256%					82%	
Mastery Prep MS Gratz	Reading		7 Female	2011				62%						
Mastery Prep MS Gratz	Reading		8 Female	2011				64%						
Mastery Prep MS Gratz	Reading	ALL	Female	2011				63%					76%	
Mastery Prep MS Gratz	Reading		7 Hispanic	2011				98%						
Mastery Prep MS Gratz	Reading		8 Hispanic	2011				107%						
Mastery Prep MS Gratz	Reading	ALL	Hispanic	2011				104%					83%	
Mastery Prep MS Gratz	Reading		7 Hist Under	2011				64%						
Mastery Prep MS Gratz	Reading		8 Hist Under	2011				73%						
Mastery Prep MS Gratz	Reading	ALL	Hist Under	2011				69%					86%	
Mastery Prep MS Gratz	Reading		7 IEP	2011				87%						
Mastery Prep MS Gratz	Reading		8 IEP	2011				81%						
Mastery Prep MS Gratz	Reading	ALL	IEP	2011				83%					37%	
Mastery Prep MS Gratz	Reading		7 Male	2011				38%						
Mastery Prep MS Gratz	Reading		8 Male	2011				56%						
Mastery Prep MS Gratz	Reading	ALL	Male	2011				49%					68%	
Mastery Prep MS Gratz	Reading		7 Multi-ethnic	2011				154%						
Mastery Prep MS Gratz	Reading		8 Multi-ethnic	2011				88%						
Mastery Prep MS Gratz	Reading	ALL	Multi-ethnic	2011				102%					88%	
Mastery Prep MS Gratz	Reading		7 NonIEP	2011				51%						
Mastery Prep MS Gratz	Reading		8 NonIEP	2011				61%						
Mastery Prep MS Gratz	Reading	ALL	NonIEP	2011				57%					75%	
Mastery Prep MS Gratz	Reading		7 White	2011				42%						
Mastery Prep MS Gratz	Reading		8 White	2011				118%						
Mastery Prep MS Gratz	Reading	ALL	White	2011				62%					86%	
Pickett Campus	Math	ALL	ALL SUBGROUPS	2007	91%	80%	88%	97%		72%	68%	66%	65%	
Pickett Campus	Math	ALL	Asian	2007	0%	109%		111%		94%	95%		92%	
Pickett Campus	Math	ALL	Black	2007	130%	116%	134%	150%		92%	84%	84%	82%	
Pickett Campus	Math	ALL	Econ Disadv	2007	113%	103%	114%	125%		85%	80%	77%	75%	
Pickett Campus	Math	ALL	ELL	2007	286%	332%		366%		117%	107%		94%	
Pickett Campus	Math	ALL	Female	2007	91%	85%	93%	102%		75%	70%	68%	67%	
Pickett Campus	Math	ALL	Hispanic	2007	111%	135%	136%	137%		87%	80%	78%	73%	
Pickett Campus	Math	ALL	Hist Under	2007			106%	127%				78%	77%	
Pickett Campus	Math	ALL	IEP	2007	82%	48%	80%	123%		55%	42%	42%	33%	
Pickett Campus	Math	ALL	Male	2007	90%	76%	84%	92%		70%	66%	63%	62%	
Pickett Campus	Math	ALL	Multi-ethnic	2007	138%	144%		0%		95%	92%		84%	
Pickett Campus	Math	ALL	NonIEP	2007	100%	94%	92%	96%		75%	70%	67%	52%	
Pickett Campus	Math	ALL	White	2007										
Pickett Campus	Reading	ALL	ALL SUBGROUPS	2007	73%	57%	58%	55%		73%	69%	69%	69%	
Pickett Campus	Reading	ALL	Asian	2007	0%	57%		119%		87%	88%		88%	

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Pickett Campus	Reading	ALL	Black	2007	99%	101%	114%	123%		91%	87%	88%	88%	
Pickett Campus	Reading	ALL	Econ Disadv	2007	90%	90%	100%	108%		85%	81%	80%	79%	
Pickett Campus	Reading	ALL	ELL	2007	356%	0%		769%		122%	106%		79%	
Pickett Campus	Reading	ALL	Female	2007	78%	80%	84%	88%		77%	73%	73%	73%	
Pickett Campus	Reading	ALL	Hispanic	2007	116%	102%	94%	128%		89%	82%	84%	77%	
Pickett Campus	Reading	ALL	Hist Under	2007			105%	110%				82%	82%	
Pickett Campus	Reading	ALL	IEP	2007	57%	49%	60%	94%		51%	39%	38%	36%	
Pickett Campus	Reading	ALL	Male	2007	67%	66%	75%	83%		69%	64%	65%	64%	
Pickett Campus	Reading	ALL	Multi-ethnic	2007	71%	131%		0%		93%	91%		78%	
Pickett Campus	Reading	ALL	NonIEP	2007	82%	85%	84%	86%		75%	71%	71%	52%	
Pickett Campus	Reading	ALL	White	2007										
Shoemaker Campus	Math	ALL	ALL SUBGROUPS	2006	103%	108%	97%	90%		72%	68%	66%	65%	
Shoemaker Campus	Math	ALL	Asian	2006	0%	124%	111%	111%		94%	94%	93%	93%	
Shoemaker Campus	Math	ALL	Black	2006	149%	159%	149%	139%		92%	84%	84%	84%	
Shoemaker Campus	Math	ALL	Econ Disadv	2006	130%	140%	127%	113%		85%	80%	76%	76%	
Shoemaker Campus	Math	ALL	ELL	2006	246%	237%				120%	113%			
Shoemaker Campus	Math	ALL	Female	2006	105%	110%	98%	94%		74%	70%	68%	68%	
Shoemaker Campus	Math	ALL	Hispanic	2006	193%	163%	0%	119%		87%	81%	81%	79%	
Shoemaker Campus	Math	ALL	Hist Under	2006			138%	117%				78%	79%	
Shoemaker Campus	Math	ALL	IEP	2006	155%	120%	91%	83%		55%	42%	40%	34%	
Shoemaker Campus	Math	ALL	Male	2006	99%	108%	96%	85%		70%	66%	63%	63%	
Shoemaker Campus	Math	ALL	Multi-ethnic	2006	138%	143%	143%	101%		95%	86%	86%	89%	
Shoemaker Campus	Math	ALL	NonIEP	2006	100%	111%	100%	93%		73%	70%	67%	50%	
Shoemaker Campus	Math	ALL	White	2006		151%					83%			
Shoemaker Campus	Reading	ALL	ALL SUBGROUPS	2006	82%	86%	84%	84%		72%	68%	69%	71%	
Shoemaker Campus	Reading	ALL	Asian	2006	0%	134%	122%	112%		85%	83%	89%	92%	
Shoemaker Campus	Reading	ALL	Black	2006	114%	120%	119%	117%		91%	87%	88%	89%	
Shoemaker Campus	Reading	ALL	Econ Disadv	2006	99%	111%	108%	103%		83%	81%	81%	82%	
Shoemaker Campus	Reading	ALL	ELL	2006	108%	305%				122%	102%			
Shoemaker Campus	Reading	ALL	Female	2006	87%	88%	82%	86%		75%	73%	73%	75%	
Shoemaker Campus	Reading	ALL	Hispanic	2006	123%	90%	0%	65%		87%	80%	86%	84%	
Shoemaker Campus	Reading	ALL	Hist Under	2006			120%	105%				82%	85%	
Shoemaker Campus	Reading	ALL	IEP	2006	99%	78%	56%	58%		50%	40%	37%	37%	
Shoemaker Campus	Reading	ALL	Male	2006	74%	83%	85%	78%		68%	64%	65%	66%	
Shoemaker Campus	Reading	ALL	Multi-ethnic	2006	0%		79%	92%		93%	83%	83%	89%	
Shoemaker Campus	Reading	ALL	NonIEP	2006	82%	89%	89%	88%		74%	71%	71%	52%	
Shoemaker Campus	Reading	ALL	White	2006		135%					85%			
Smedley Elementary	Math	ALL	ALL SUBGROUPS	2010	52%	66%	73%	70%		78%	65%	60%	59%	
Smedley Elementary	Math	ALL	Asian	2010	54%	82%	117%	114%		93%	90%	86%	89%	
Smedley Elementary	Math	ALL	Black	2010	64%	95%	105%	102%		92%	78%	76%	74%	
Smedley Elementary	Math	ALL	Econ Disadv	2010	62%	80%	93%	89%		88%	74%	71%	70%	
Smedley Elementary	Math	ALL	ELL	2010	25%	129%	226%	193%		98%	83%	77%	77%	
Smedley Elementary	Math	ALL	Female	2010	55%	69%	75%	75%		80%	66%	62%	60%	
Smedley Elementary	Math	ALL	Hispanic	2010	67%	84%	117%	93%		90%	77%	73%	72%	
Smedley Elementary	Math	ALL	Hist Under	2010				88%				69%	69%	
Smedley Elementary	Math	ALL	IEP	2010	24%	51%	64%	69%		60%	36%	31%	28%	
Smedley Elementary	Math	ALL	Male	2010	50%	64%	72%	67%		77%	64%	60%	59%	
Smedley Elementary	Math	ALL	Multi-ethnic	2010	94%	99%	109%	121%		90%	84%	78%	69%	
Smedley Elementary	Math	ALL	NonIEP	2010	61%	75%	81%	76%		80%	67%	61%	61%	
Smedley Elementary	Math	ALL	White	2010	46%	40%	77%	79%		92%	82%	80%	81%	
Smedley Elementary	Reading	ALL	ALL SUBGROUPS	2010	44%	52%	61%	63%		72%	58%	57%	56%	
Smedley Elementary	Reading	ALL	Asian	2010	29%	92%	127%	124%		86%	80%	78%	81%	
Smedley Elementary	Reading	ALL	Black	2010	61%	76%	92%	98%		91%	77%	77%	76%	
Smedley Elementary	Reading	ALL	Econ Disadv	2010	57%	69%	83%	84%		85%	71%	71%	67%	
Smedley Elementary	Reading	ALL	ELL	2010	0%	220%	295%	257%		99%	75%	72%	62%	
Smedley Elementary	Reading	ALL	Female	2010	47%	83%	83%	84%		75%	62%	62%	59%	
Smedley Elementary	Reading	ALL	Hispanic	2010	57%	76%	90%	98%		86%	73%	70%	67%	

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)				TREND	PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014		D_2011	D_2012	D_2013	D_2014	D_TREND
Smedley Elementary	Reading	ALL	Hist Under	2010				84%					68%	
Smedley Elementary	Reading	ALL	IEP	2010	34%	52%	52%	52%		47%	28%	27%	24%	
Smedley Elementary	Reading	ALL	Male	2010	42%	55%	57%	62%		68%	54%	53%	52%	
Smedley Elementary	Reading	ALL	Multi-ethnic	2010	107%	110%	113%	95%		90%	77%	76%	67%	
Smedley Elementary	Reading	ALL	NonIEP	2010	49%	58%	69%	70%		73%	60%	58%	57%	
Smedley Elementary	Reading	ALL	White	2010	38%	51%	70%	74%		87%	76%	78%	77%	
Thomas Elementary	Math		3 ALL SUBGROUPS	2005				109%						
Thomas Elementary	Math		4 ALL SUBGROUPS	2005				73%						
Thomas Elementary	Math		5 ALL SUBGROUPS	2005				82%						
Thomas Elementary	Math		6 ALL SUBGROUPS	2005				82%						
Thomas Elementary	Math	ALL	ALL SUBGROUPS	2005				87%					59%	
Thomas Elementary	Math		3 Asian	2005				114%						
Thomas Elementary	Math		4 Asian	2005				81%						
Thomas Elementary	Math		5 Asian	2005				95%						
Thomas Elementary	Math		6 Asian	2005				76%						
Thomas Elementary	Math	ALL	Asian	2005				96%					85%	
Thomas Elementary	Math		3 Black	2005				136%						
Thomas Elementary	Math		4 Black	2005				92%						
Thomas Elementary	Math		5 Black	2005				120%						
Thomas Elementary	Math		6 Black	2005				106%						
Thomas Elementary	Math	ALL	Black	2005				111%					74%	
Thomas Elementary	Math		3 Econ Disadv	2005				139%						
Thomas Elementary	Math		4 Econ Disadv	2005				84%						
Thomas Elementary	Math		5 Econ Disadv	2005				102%						
Thomas Elementary	Math		6 Econ Disadv	2005				110%						
Thomas Elementary	Math	ALL	Econ Disadv	2005				109%					70%	
Thomas Elementary	Math		3 ELL	2005				244%						
Thomas Elementary	Math		4 ELL	2005				195%						
Thomas Elementary	Math		5 ELL	2005				395%						
Thomas Elementary	Math		6 ELL	2005				337%						
Thomas Elementary	Math	ALL	ELL	2005				291%					79%	
Thomas Elementary	Math		3 Female	2005				103%						
Thomas Elementary	Math		4 Female	2005				81%						
Thomas Elementary	Math		5 Female	2005				87%						
Thomas Elementary	Math		6 Female	2005				85%						
Thomas Elementary	Math	ALL	Female	2005				89%					60%	
Thomas Elementary	Math		3 Hispanic	2005				149%						
Thomas Elementary	Math		4 Hispanic	2005				146%						
Thomas Elementary	Math		5 Hispanic	2005				111%						
Thomas Elementary	Math		6 Hispanic	2005				189%						
Thomas Elementary	Math	ALL	Hispanic	2005				150%					72%	
Thomas Elementary	Math		3 Hist Under	2005				137%						
Thomas Elementary	Math		4 Hist Under	2005				84%						
Thomas Elementary	Math		5 Hist Under	2005				106%						
Thomas Elementary	Math		6 Hist Under	2005				109%						
Thomas Elementary	Math	ALL	Hist Under	2005				109%					70%	
Thomas Elementary	Math		3 IEP	2005				145%						
Thomas Elementary	Math		4 IEP	2005				25%						
Thomas Elementary	Math		5 IEP	2005				81%						
Thomas Elementary	Math		6 IEP	2005				43%						
Thomas Elementary	Math	ALL	IEP	2005				69%					28%	
Thomas Elementary	Math		3 Male	2005				115%						
Thomas Elementary	Math		4 Male	2005				66%						
Thomas Elementary	Math		5 Male	2005				77%						
Thomas Elementary	Math		6 Male	2005				79%						
Thomas Elementary	Math	ALL	Male	2005				85%					59%	
Thomas Elementary	Math		3 Multi-ethnic	2005				152%						

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)				PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014
Thomas Elementary	Math		4 Multi-ethnic	2005				29%					
Thomas Elementary	Math		5 Multi-ethnic	2005				56%					
Thomas Elementary	Math		6 Multi-ethnic	2005				52%					
Thomas Elementary	Math	ALL	Multi-ethnic	2005				59%				75%	
Thomas Elementary	Math		3 NonIEP	2005				104%					
Thomas Elementary	Math		4 NonIEP	2005				79%					
Thomas Elementary	Math		5 NonIEP	2005				81%					
Thomas Elementary	Math		6 NonIEP	2005				84%					
Thomas Elementary	Math	ALL	NonIEP	2005				88%				61%	
Thomas Elementary	Math		3 White	2005				100%					
Thomas Elementary	Math		4 White	2005				85%					
Thomas Elementary	Math		5 White	2005				59%					
Thomas Elementary	Math		6 White	2005				84%					
Thomas Elementary	Math	ALL	White	2005				87%				80%	
Thomas Elementary	Reading		3 ALL SUBGROUPS	2005				69%					
Thomas Elementary	Reading		4 ALL SUBGROUPS	2005				63%					
Thomas Elementary	Reading		5 ALL SUBGROUPS	2005				46%					
Thomas Elementary	Reading		6 ALL SUBGROUPS	2005				94%					
Thomas Elementary	Reading	ALL	ALL SUBGROUPS	2005				68%				56%	
Thomas Elementary	Reading		3 Asian	2005				63%					
Thomas Elementary	Reading		4 Asian	2005				69%					
Thomas Elementary	Reading		5 Asian	2005				61%					
Thomas Elementary	Reading		6 Asian	2005				85%					
Thomas Elementary	Reading	ALL	Asian	2005				65%				77%	
Thomas Elementary	Reading		3 Black	2005				101%					
Thomas Elementary	Reading		4 Black	2005				97%					
Thomas Elementary	Reading		5 Black	2005				58%					
Thomas Elementary	Reading		6 Black	2005				149%					
Thomas Elementary	Reading	ALL	Black	2005				107%				77%	
Thomas Elementary	Reading		3 Econ Disadv	2005				82%					
Thomas Elementary	Reading		4 Econ Disadv	2005				81%					
Thomas Elementary	Reading		5 Econ Disadv	2005				55%					
Thomas Elementary	Reading		6 Econ Disadv	2005				126%					
Thomas Elementary	Reading	ALL	Econ Disadv	2005				86%				67%	
Thomas Elementary	Reading		3 ELL	2005				128%					
Thomas Elementary	Reading		4 ELL	2005				278%					
Thomas Elementary	Reading		5 ELL	2005				557%					
Thomas Elementary	Reading		6 ELL	2005				833%					
Thomas Elementary	Reading	ALL	ELL	2005				354%				61%	
Thomas Elementary	Reading		3 Female	2005				60%					
Thomas Elementary	Reading		4 Female	2005				65%					
Thomas Elementary	Reading		5 Female	2005				56%					
Thomas Elementary	Reading		6 Female	2005				110%					
Thomas Elementary	Reading	ALL	Female	2005				71%				59%	
Thomas Elementary	Reading		3 Hispanic	2005				68%					
Thomas Elementary	Reading		4 Hispanic	2005				136%					
Thomas Elementary	Reading		5 Hispanic	2005				88%					
Thomas Elementary	Reading		6 Hispanic	2005				198%					
Thomas Elementary	Reading	ALL	Hispanic	2005				122%				66%	
Thomas Elementary	Reading		3 Hist Under	2005				86%					
Thomas Elementary	Reading		4 Hist Under	2005				83%					
Thomas Elementary	Reading		5 Hist Under	2005				63%					
Thomas Elementary	Reading		6 Hist Under	2005				126%					
Thomas Elementary	Reading	ALL	Hist Under	2005				89%				68%	
Thomas Elementary	Reading		3 IEP	2005				135%					
Thomas Elementary	Reading		4 IEP	2005				100%					
Thomas Elementary	Reading		5 IEP	2005				0%					

Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)				TREND	PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014		D_2011	D_2012	D_2013	D_2014	D_TREND
Thomas Elementary	Reading		6 IEP	2005				60%						
Thomas Elementary	Reading	ALL	IEP	2005				46%					25%	
Thomas Elementary	Reading		3 Male	2005				78%						
Thomas Elementary	Reading		4 Male	2005				61%						
Thomas Elementary	Reading		5 Male	2005				33%						
Thomas Elementary	Reading		6 Male	2005				80%						
Thomas Elementary	Reading	ALL	Male	2005				64%					52%	
Thomas Elementary	Reading		3 Multi-ethnic	2005				0%						
Thomas Elementary	Reading		4 Multi-ethnic	2005				33%						
Thomas Elementary	Reading		5 Multi-ethnic	2005				0%						
Thomas Elementary	Reading		6 Multi-ethnic	2005				115%						
Thomas Elementary	Reading	ALL	Multi-ethnic	2005				39%					71%	
Thomas Elementary	Reading		3 NonIEP	2005				63%						
Thomas Elementary	Reading		4 NonIEP	2005				70%						
Thomas Elementary	Reading		5 NonIEP	2005				48%						
Thomas Elementary	Reading		6 NonIEP	2005				96%						
Thomas Elementary	Reading	ALL	NonIEP	2005				68%					57%	
Thomas Elementary	Reading		3 White	2005				77%						
Thomas Elementary	Reading		4 White	2005				38%						
Thomas Elementary	Reading		5 White	2005				32%						
Thomas Elementary	Reading		6 White	2005				69%						
Thomas Elementary	Reading	ALL	White	2005				60%					77%	
Thomas High School	Math		7 ALL SUBGROUPS	2005	115%	112%	117%	117%						
Thomas High School	Math		8 ALL SUBGROUPS	2005	98%	114%	112%	106%						
Thomas High School	Math		11 ALL SUBGROUPS	2005	99%	111%	71%	86%						
Thomas High School	Math	ALL	ALL SUBGROUPS	2005	105%	113%	103%	104%			72%	68%	66%	65%
Thomas High School	Math		7 Asian	2005	109%	101%	107%	100%						
Thomas High School	Math		8 Asian	2005	101%	103%	107%	111%						
Thomas High School	Math		11 Asian	2005	81%	83%	116%	117%						
Thomas High School	Math	ALL	Asian	2005	101%	99%	109%	110%			94%	94%	92%	92%
Thomas High School	Math		7 Black	2005	153%	152%	169%	166%						
Thomas High School	Math		8 Black	2005	127%	156%	164%	149%						
Thomas High School	Math		11 Black	2005	175%	200%	107%	110%						
Thomas High School	Math	ALL	Black	2005	151%	162%	153%	146%			91%	84%	84%	84%
Thomas High School	Math		7 Econ Disadv	2005	138%	134%	147%	142%						
Thomas High School	Math		8 Econ Disadv	2005	126%	142%	138%	136%						
Thomas High School	Math		11 Econ Disadv	2005	137%	179%	114%	122%						
Thomas High School	Math	ALL	Econ Disadv	2005	133%	146%	137%	134%			85%	80%	77%	76%
Thomas High School	Math		7 ELL	2005	246%	283%	231%	227%						
Thomas High School	Math		8 ELL	2005	238%	332%	370%	267%						
Thomas High School	Math		11 ELL	2005		465%	0%	0%						
Thomas High School	Math	ALL	ELL	2005	242%	311%	233%	227%			116%	104%	92%	96%
Thomas High School	Math		7 Female	2005	117%	114%	119%	116%						
Thomas High School	Math		8 Female	2005	106%	115%	118%	114%						
Thomas High School	Math		11 Female	2005	102%	115%	77%	83%						
Thomas High School	Math	ALL	Female	2005	109%	114%	109%	104%			74%	70%	69%	68%
Thomas High School	Math		7 Hispanic	2005	136%	163%	140%	153%						
Thomas High School	Math		8 Hispanic	2005	108%	172%	189%	93%						
Thomas High School	Math		11 Hispanic	2005	0%	185%	146%	256%						
Thomas High School	Math	ALL	Hispanic	2005	107%	171%	156%	152%			87%	79%	77%	77%
Thomas High School	Math		7 Hist Under	2005				147%						
Thomas High School	Math		8 Hist Under	2005				138%						
Thomas High School	Math		11 Hist Under	2005			118%	127%						
Thomas High School	Math	ALL	Hist Under	2005			118%	139%				78%	78%	
Thomas High School	Math		7 IEP	2005	117%	135%	193%	193%						
Thomas High School	Math		8 IEP	2005	123%	184%	128%	185%						
Thomas High School	Math		11 IEP	2005	154%	179%	62%	122%						

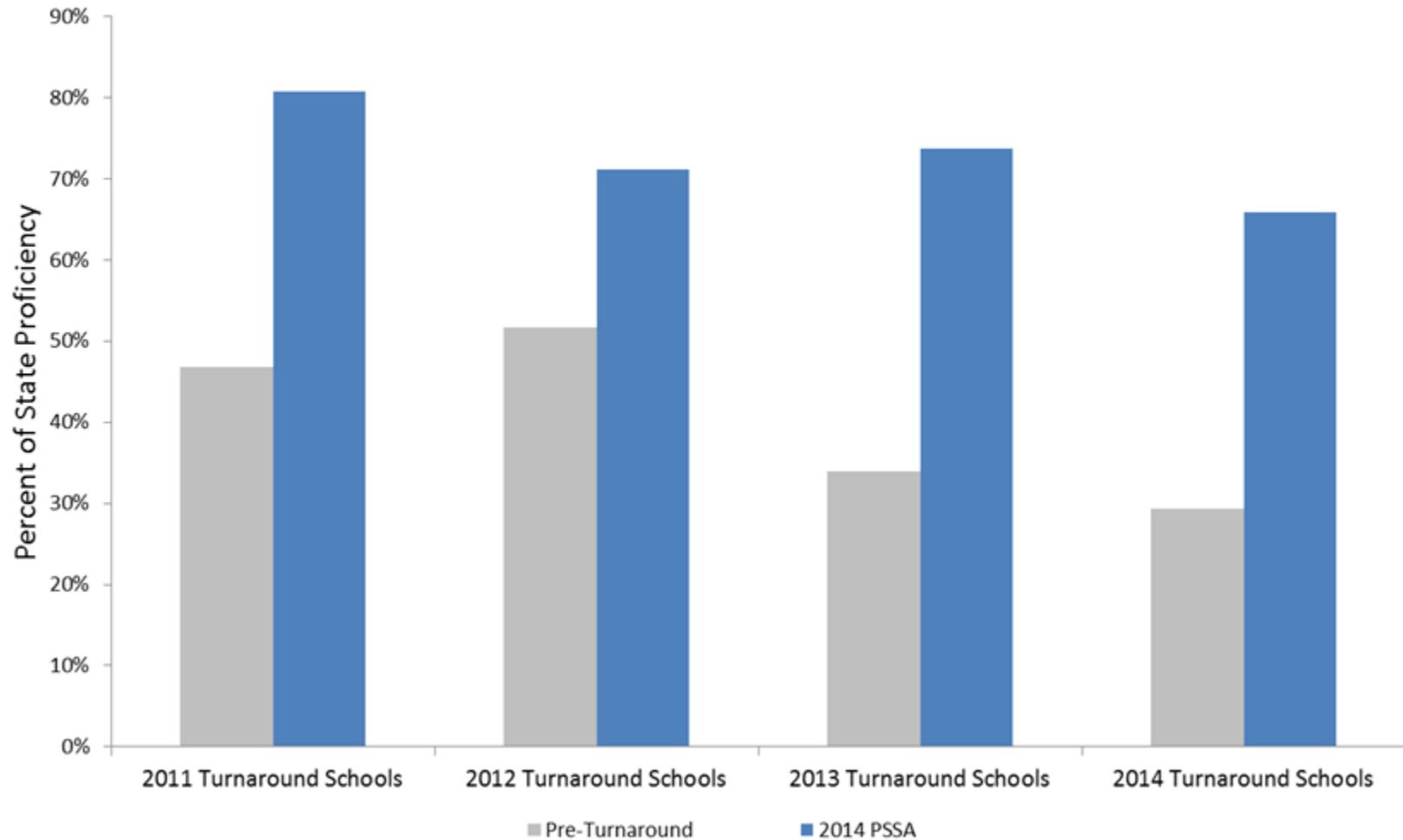
Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					TREND	PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)			
					2011	2012	2013	2014	D_2011		D_2012	D_2013	D_2014	D_TREND
Thomas High School	Math	ALL	IEP	2005	130%	141%	142%	153%		53%	43%	41%	35%	
Thomas High School	Math		7 Male	2005	113%	112%	114%	117%						
Thomas High School	Math		8 Male	2005	89%	111%	107%	97%						
Thomas High School	Math		11 Male	2005	95%	107%	67%	93%						
Thomas High School	Math	ALL	Male	2005	100%	111%	98%	104%		69%	66%	63%	63%	
Thomas High School	Math		7 Multi-ethnic	2005		137%	125%	149%						
Thomas High School	Math		8 Multi-ethnic	2005	144%	144%	76%	114%						
Thomas High School	Math		11 Multi-ethnic	2005				60%						
Thomas High School	Math	ALL	Multi-ethnic	2005	144%	140%	116%	114%		100%	92%	88%	89%	
Thomas High School	Math		7 NonIEP	2005	114%	115%	112%	110%						
Thomas High School	Math		8 NonIEP	2005	97%	112%	116%	105%						
Thomas High School	Math		11 NonIEP	2005	103%	115%	74%	73%						
Thomas High School	Math	ALL	NonIEP	2005	105%	114%	103%	96%		74%	71%	67%	47%	
Thomas High School	Math		7 White	2005	109%	98%	96%	115%						
Thomas High School	Math		8 White	2005	92%	101%	96%	63%						
Thomas High School	Math		11 White	2005	101%	76%	41%	63%						
Thomas High School	Math	ALL	White	2005	100%	97%	77%	83%		88%	87%	84%	83%	
Thomas High School	Reading		7 ALL SUBGROUPS	2005	108%	89%	90%	106%						
Thomas High School	Reading		8 ALL SUBGROUPS	2005	93%	108%	103%	101%						
Thomas High School	Reading		11 ALL SUBGROUPS	2005	86%	75%	79%	101%						
Thomas High School	Reading	ALL	ALL SUBGROUPS	2005	97%	93%	92%	103%		72%	69%	69%	71%	
Thomas High School	Reading		7 Asian	2005	115%	100%	93%	107%						
Thomas High School	Reading		8 Asian	2005	98%	106%	108%	104%						
Thomas High School	Reading		11 Asian	2005	87%	89%	107%	114%						
Thomas High School	Reading	ALL	Asian	2005	102%	101%	100%	108%		88%	87%	88%	88%	
Thomas High School	Reading		7 Black	2005	144%	117%	129%	148%						
Thomas High School	Reading		8 Black	2005	115%	141%	144%	124%						
Thomas High School	Reading		11 Black	2005	130%	118%	102%	128%						
Thomas High School	Reading	ALL	Black	2005	130%	127%	128%	134%		90%	86%	88%	89%	
Thomas High School	Reading		7 Econ Disadv	2005	133%	113%	119%	137%						
Thomas High School	Reading		8 Econ Disadv	2005	111%	130%	122%	123%						
Thomas High School	Reading		11 Econ Disadv	2005	109%	99%	108%	131%						
Thomas High School	Reading	ALL	Econ Disadv	2005	119%	119%	117%	130%		84%	81%	81%	82%	
Thomas High School	Reading		7 ELL	2005	356%	453%	110%	424%						
Thomas High School	Reading		8 ELL	2005	296%	347%	238%	167%						
Thomas High School	Reading		11 ELL	2005		0%	0%	0%						
Thomas High School	Reading	ALL	ELL	2005	323%	391%	127%	299%		121%	100%	93%	82%	
Thomas High School	Reading		7 Female	2005	105%	92%	90%	107%						
Thomas High School	Reading		8 Female	2005	96%	102%	100%	102%						
Thomas High School	Reading		11 Female	2005	86%	64%	76%	102%						
Thomas High School	Reading	ALL	Female	2005	96%	90%	90%	104%		76%	73%	73%	75%	
Thomas High School	Reading		7 Hispanic	2005	120%	179%	83%	140%						
Thomas High School	Reading		8 Hispanic	2005	103%	132%	172%	121%						
Thomas High School	Reading		11 Hispanic	2005	146%	152%	159%	189%						
Thomas High School	Reading	ALL	Hispanic	2005	115%	152%	141%	143%		88%	80%	83%	82%	
Thomas High School	Reading		7 Hist Under	2005				141%						
Thomas High School	Reading		8 Hist Under	2005				124%						
Thomas High School	Reading		11 Hist Under	2005			114%	135%						
Thomas High School	Reading	ALL	Hist Under	2005			114%	133%				82%	85%	
Thomas High School	Reading		7 IEP	2005	113%	93%	68%	159%						
Thomas High School	Reading		8 IEP	2005	86%	87%	119%	128%						
Thomas High School	Reading		11 IEP	2005	95%	27%	78%	106%						
Thomas High School	Reading	ALL	IEP	2005	97%	78%	93%	131%		47%	39%	38%	37%	
Thomas High School	Reading		7 Male	2005	113%	85%	90%	105%						
Thomas High School	Reading		8 Male	2005	88%	114%	108%	100%						
Thomas High School	Reading		11 Male	2005	85%	97%	138%	98%						
Thomas High School	Reading	ALL	Male	2005	96%	97%	95%	101%		68%	64%	66%	66%	

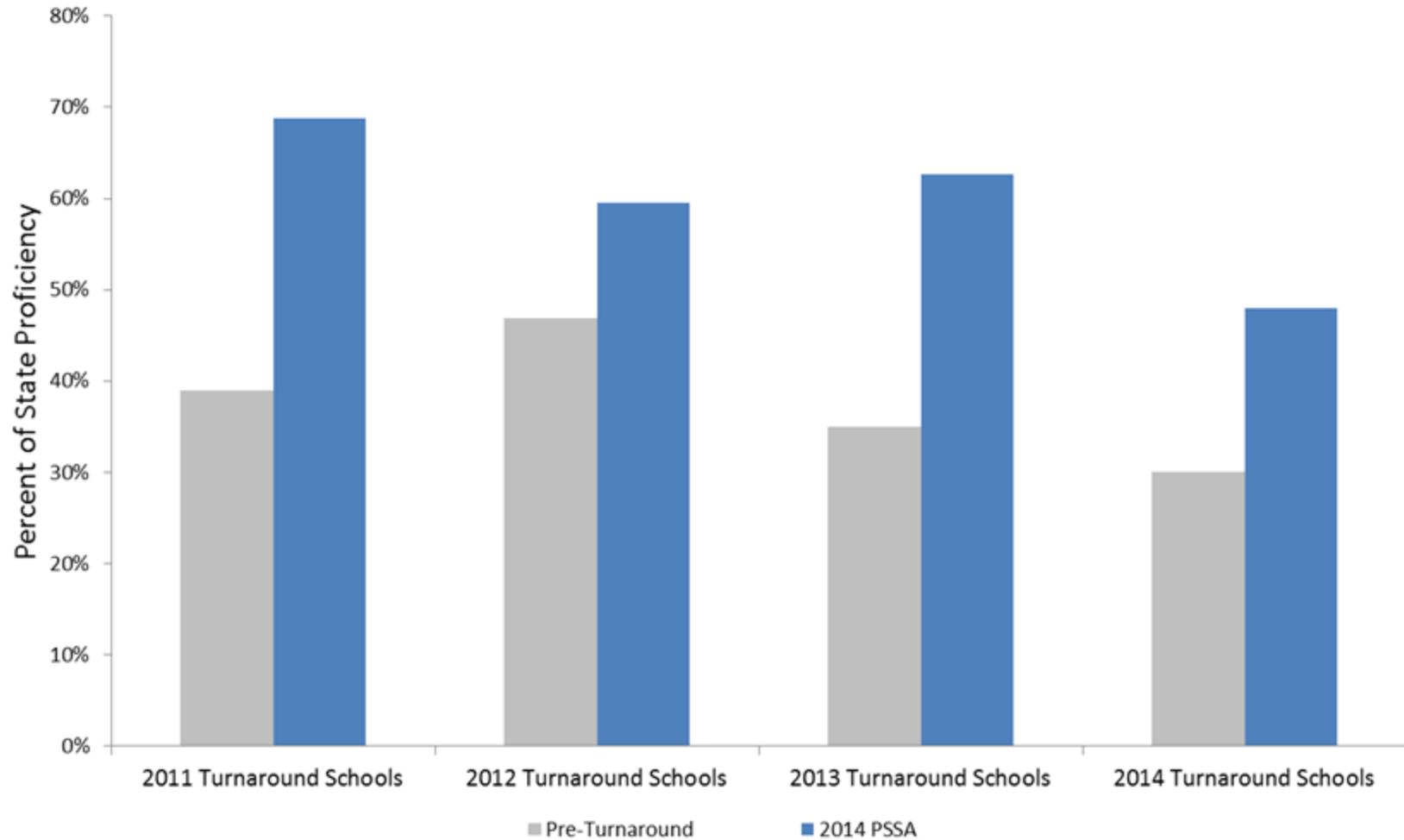
Mastery Schools Closing the Achievement GAP: % of State Proficiency 2011-2014 by school; includes comparison to District school gaps 2011-2014

SCHOOL	SUBJECT	GRADE	SUBGROUP	PRE-TURNAROUND BASELINE YR	MASTERY SCHOOL RESULTS - Percent of STATE Proficiency (School proficiency / State proficiency)					PHILA DISTRICT RESULTS Weighted by grades in Mastery school - Percent of STATE Proficiency (District proficiency / State proficiency)				
					2011	2012	2013	2014	TREND	D_2011	D_2012	D_2013	D_2014	D_TREND
Thomas High School	Reading	7	Multi-ethnic	2005		0%	139%	154%						
Thomas High School	Reading	8	Multi-ethnic	2005	126%	131%	69%	115%						
Thomas High School	Reading	11	Multi-ethnic	2005				147%						
Thomas High School	Reading	ALL	Multi-ethnic	2005	126%	68%	123%	131%		98%	93%	85%	88%	
Thomas High School	Reading	7	NonIEP	2005	107%	93%	95%	101%						
Thomas High School	Reading	8	NonIEP	2005	94%	109%	107%	100%						
Thomas High School	Reading	11	NonIEP	2005	92%	85%	81%	89%						
Thomas High School	Reading	ALL	NonIEP	2005	98%	98%	95%	96%		74%	72%	71%	48%	
Thomas High School	Reading	7	White	2005	102%	75%	61%	84%						
Thomas High School	Reading	8	White	2005	86%	78%	69%	84%						
Thomas High School	Reading	11	White	2005	89%	34%	58%	90%						
Thomas High School	Reading	ALL	White	2005	92%	71%	62%	86%		89%	86%	86%	85%	

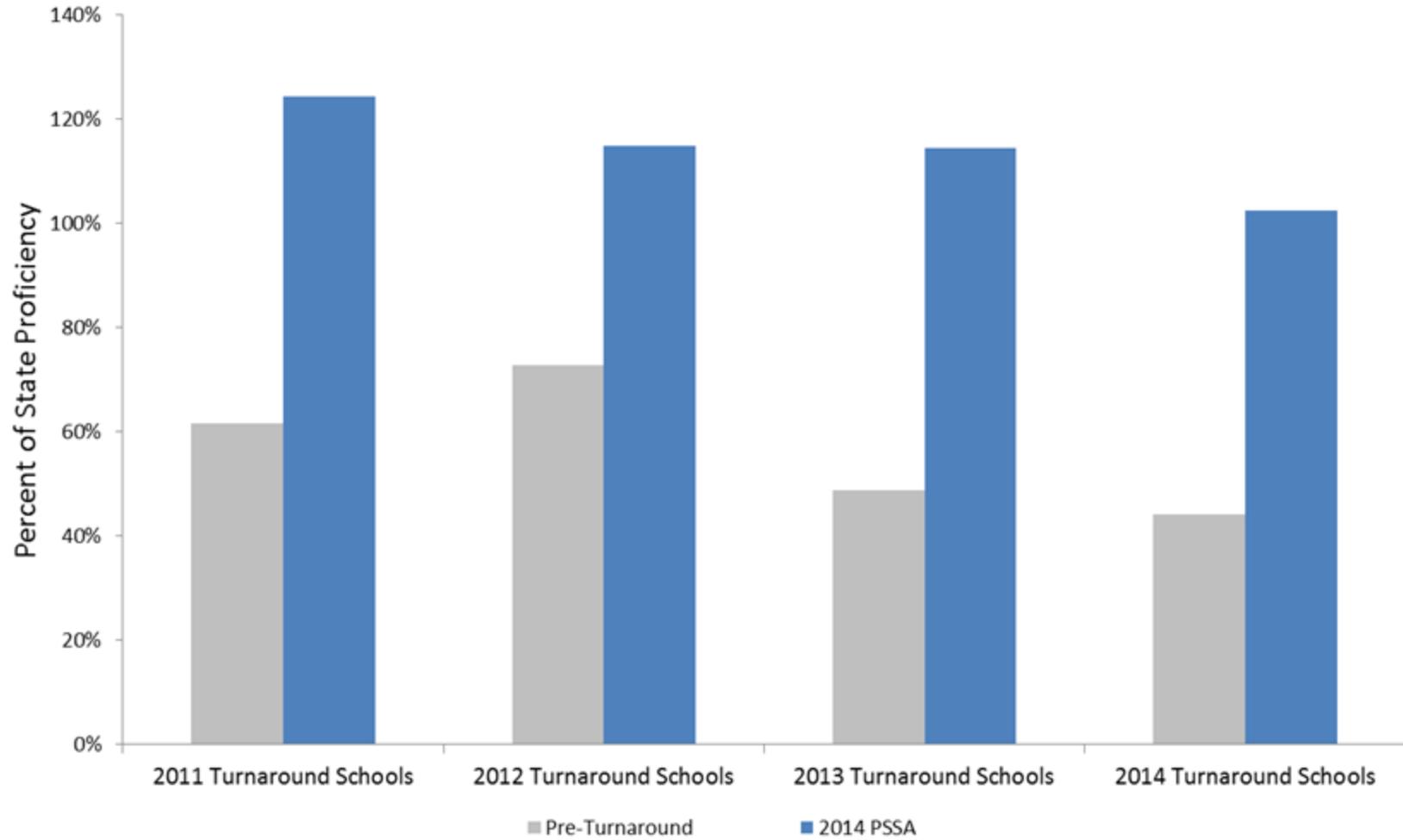
2014 PSSA vs. Pre-Turnaround - Math - Grade ALL - ALL SUBGROUPS



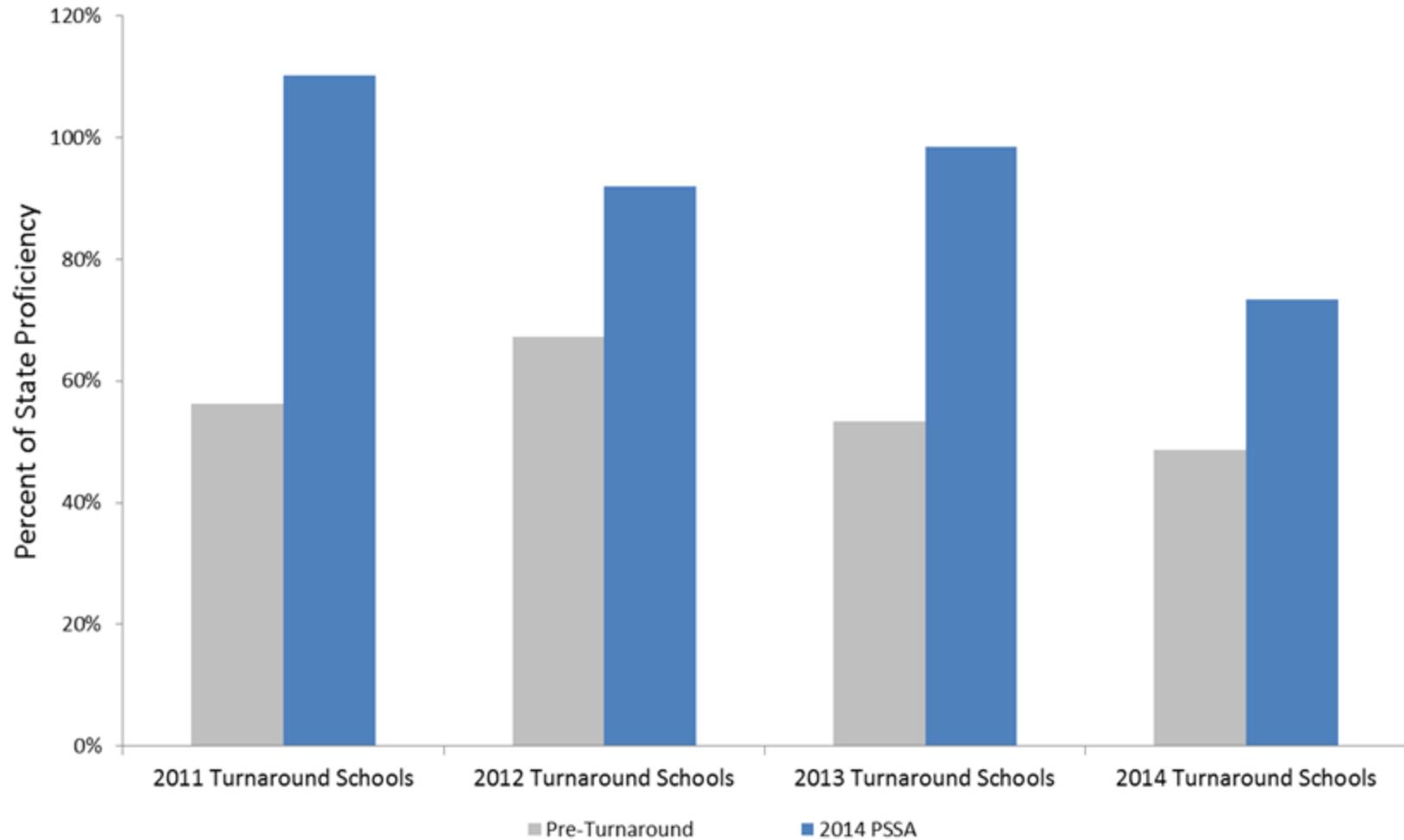
2014 PSSA vs. Pre-Turnaround - Reading - Grade ALL - ALL SUBGROUPS



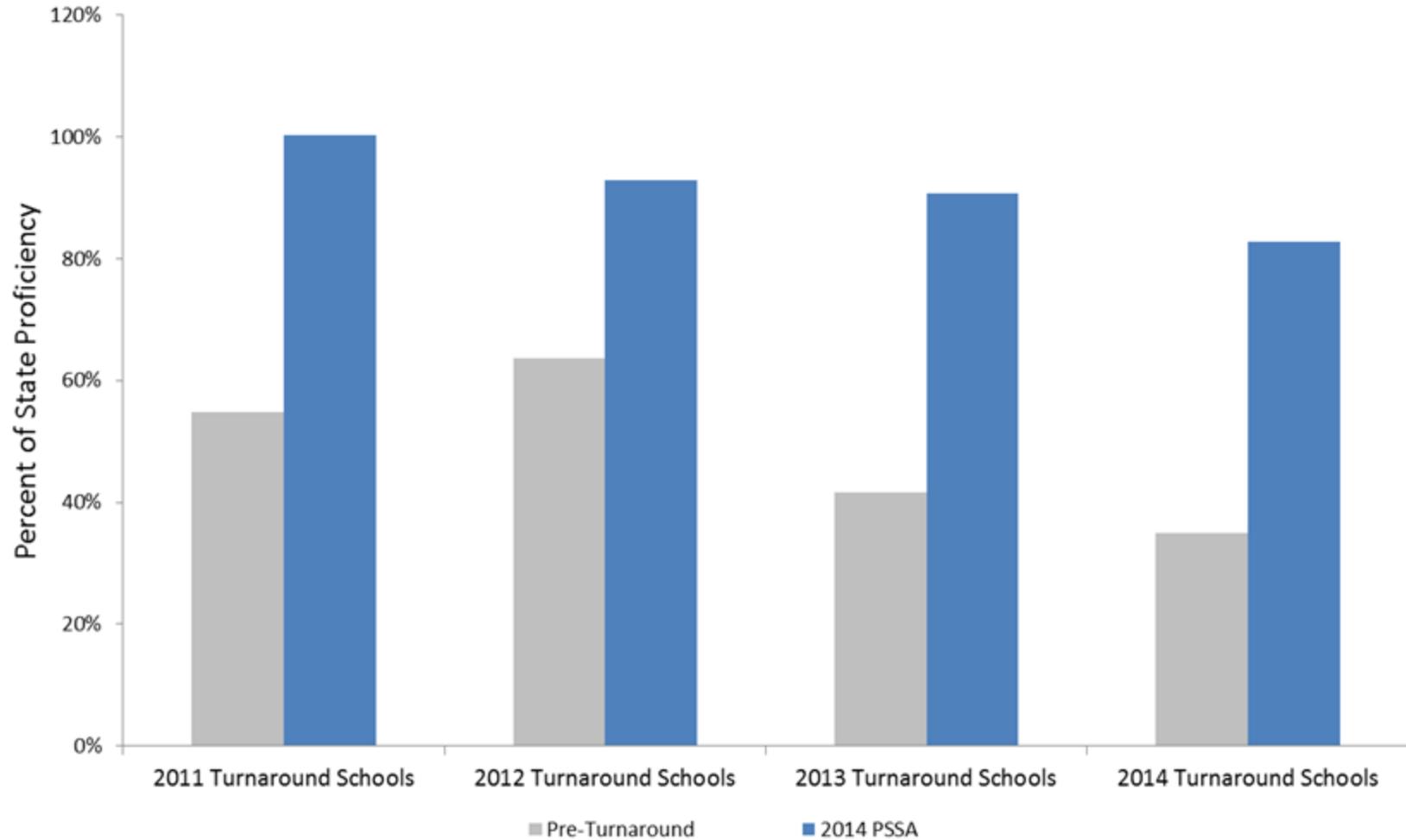
2014 PSSA vs. Pre-Turnaround - Math - Grade ALL - Black



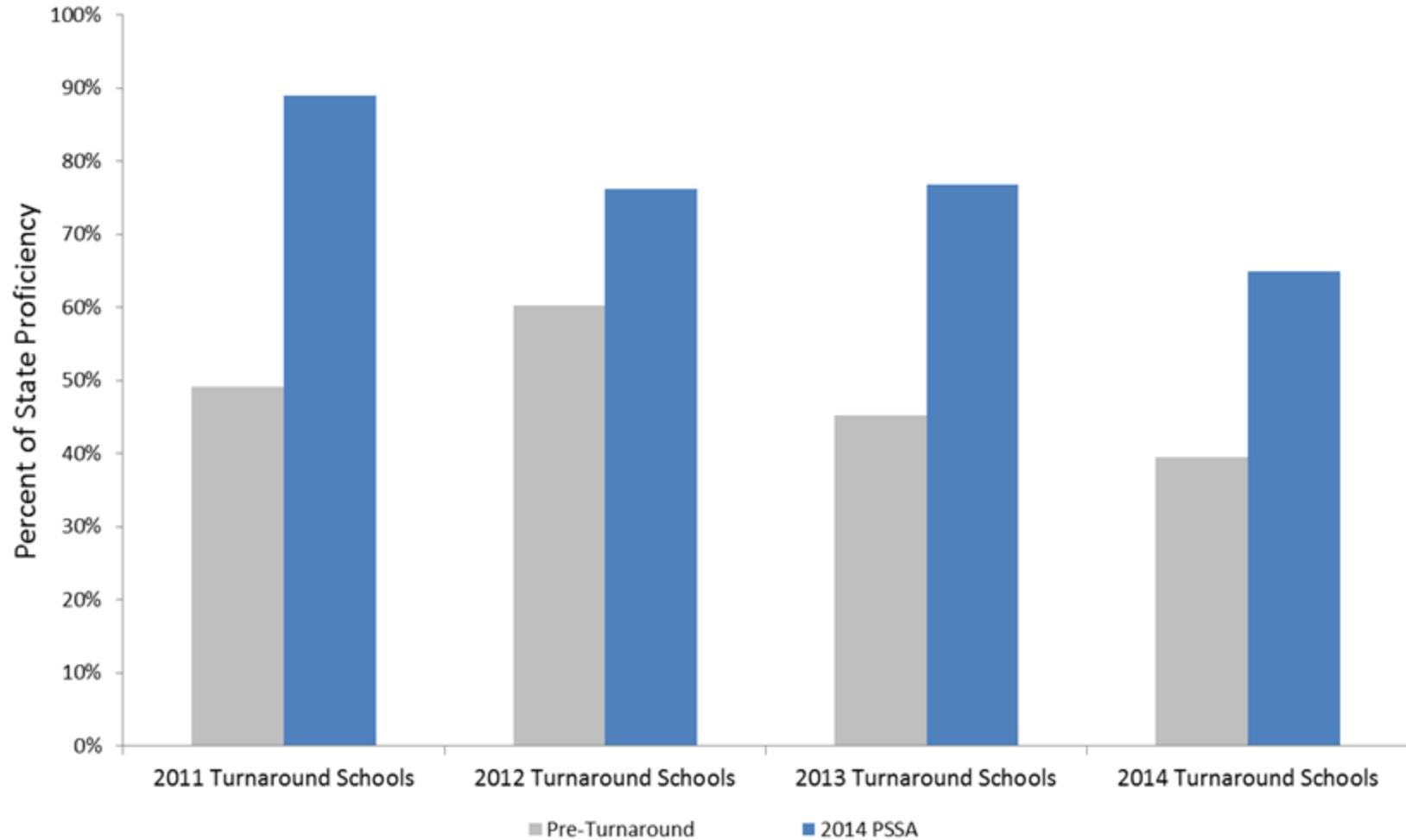
2014 PSSA vs. Pre-Turnaround - Reading - Grade ALL - Black



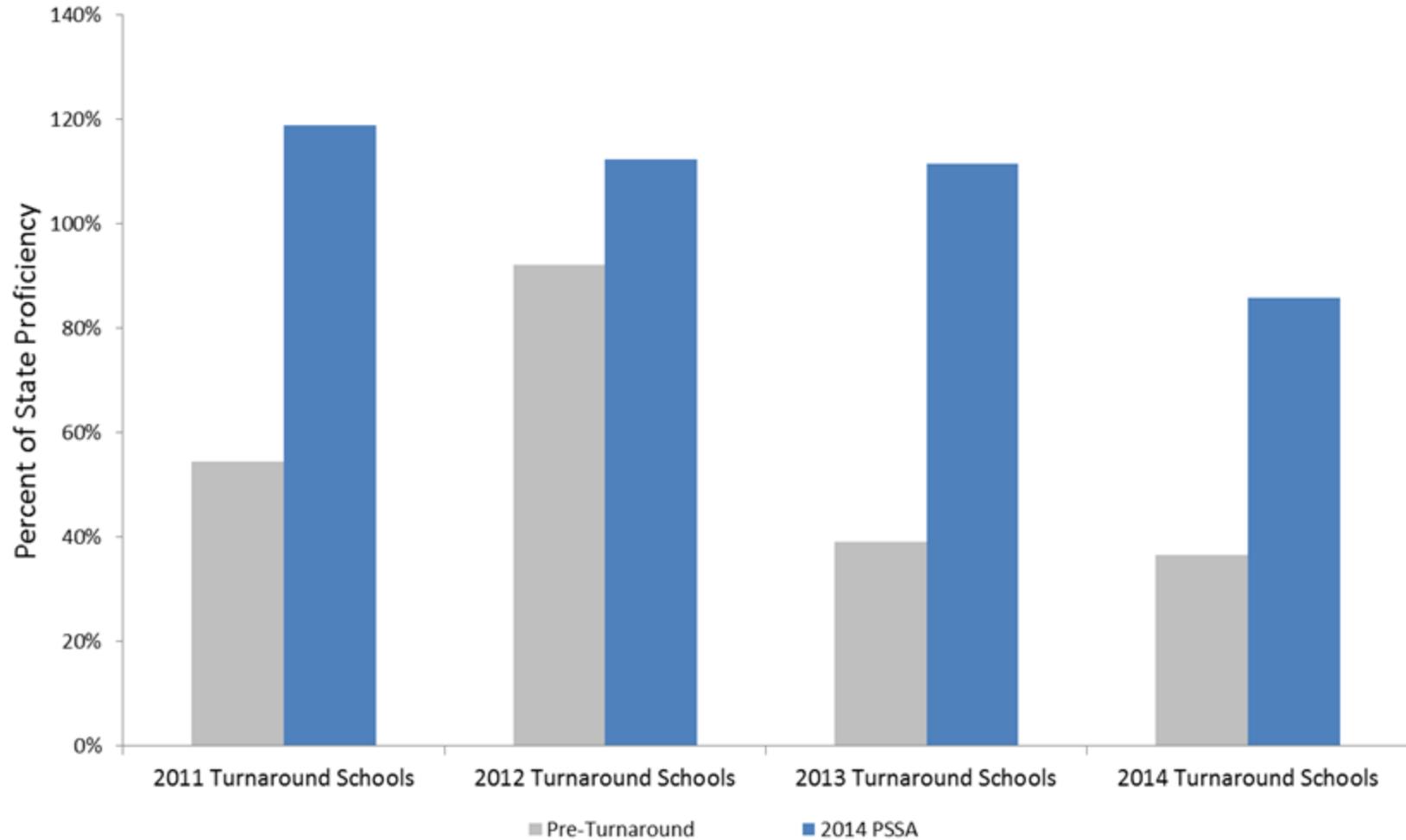
2014 PSSA vs. Pre-Turnaround - Math - Grade ALL - Econ Disadv



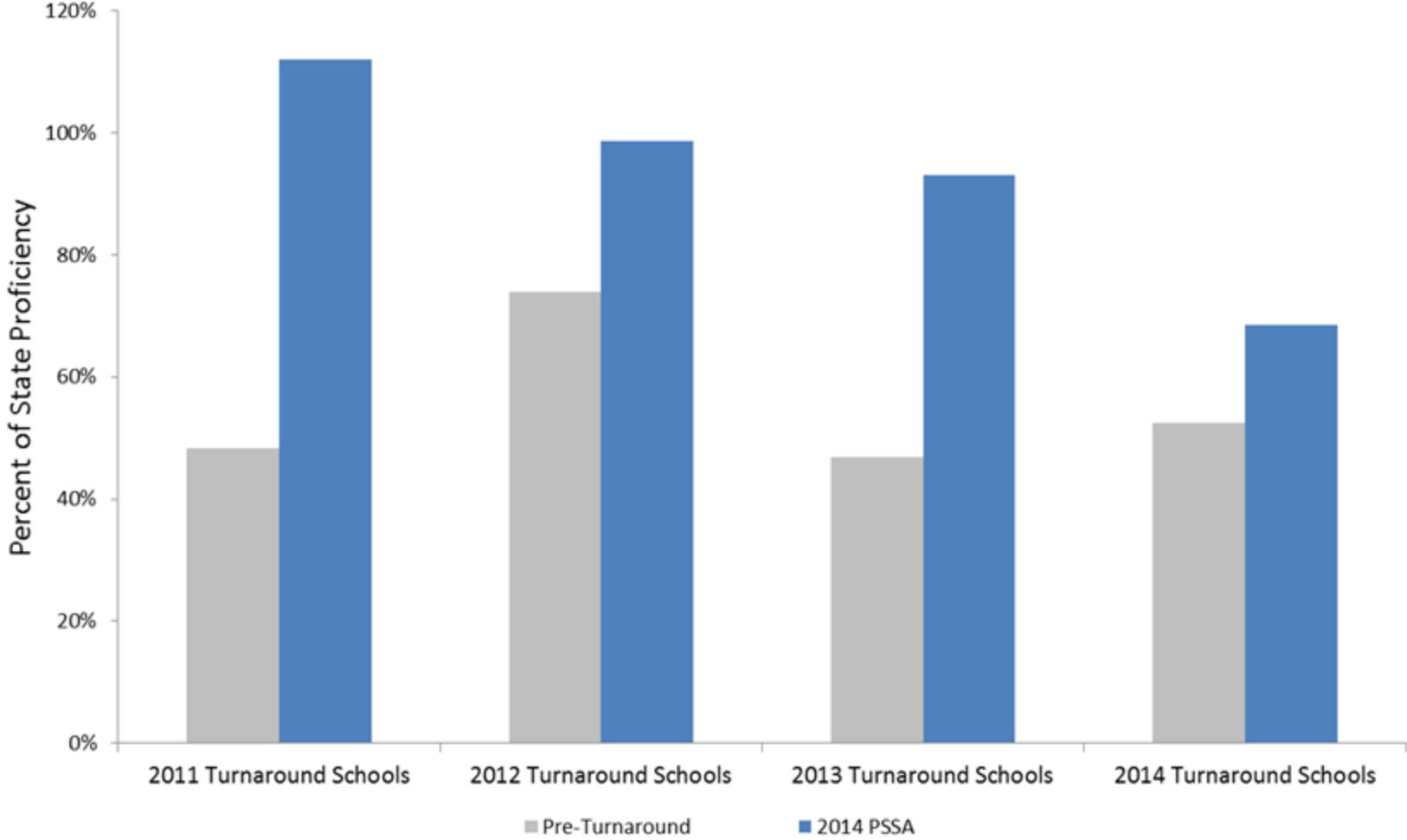
2014 PSSA vs. Pre-Turnaround - Reading - Grade ALL - Econ Disadv



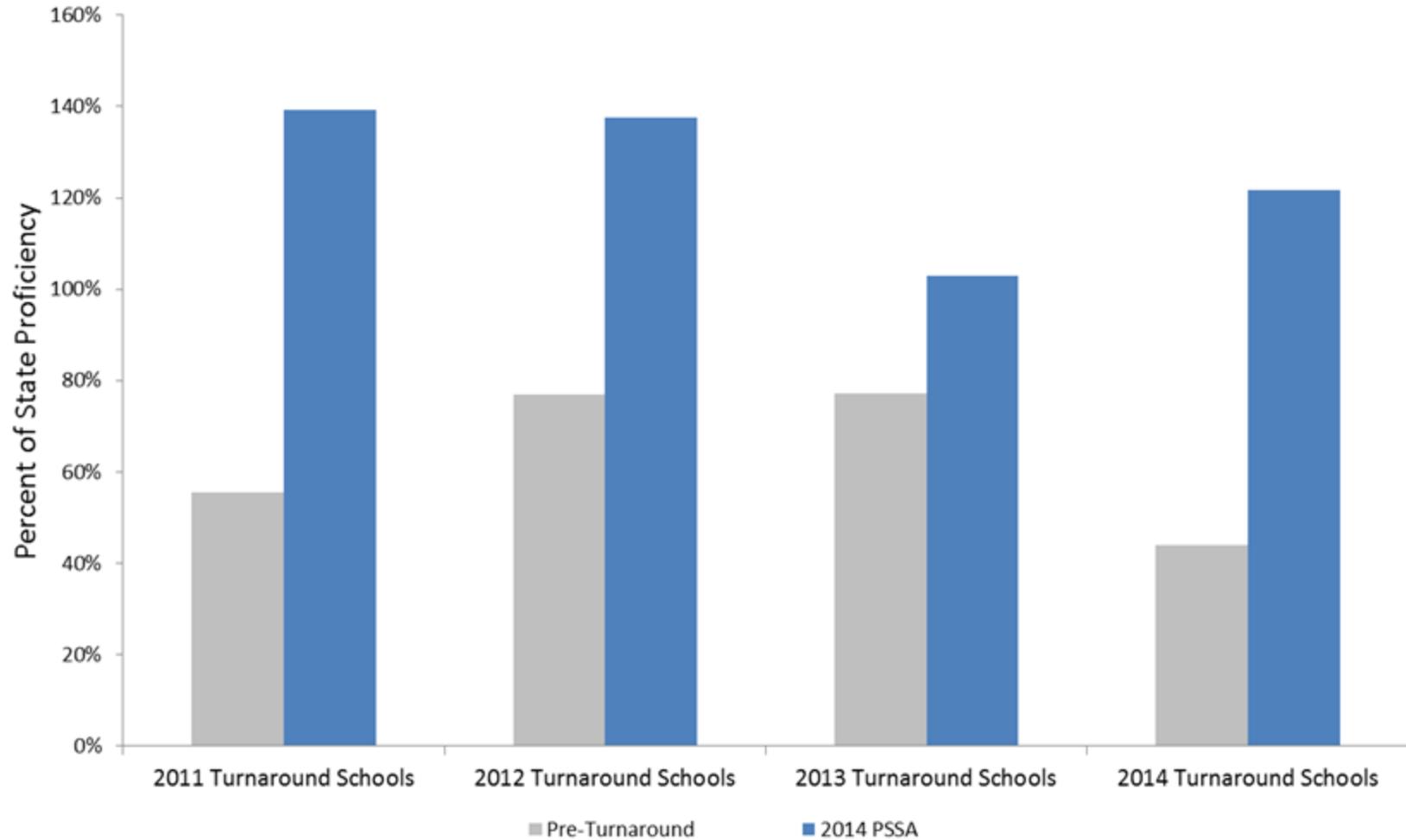
2014 PSSA vs. Pre-Turnaround - Math - Grade 4 - Black



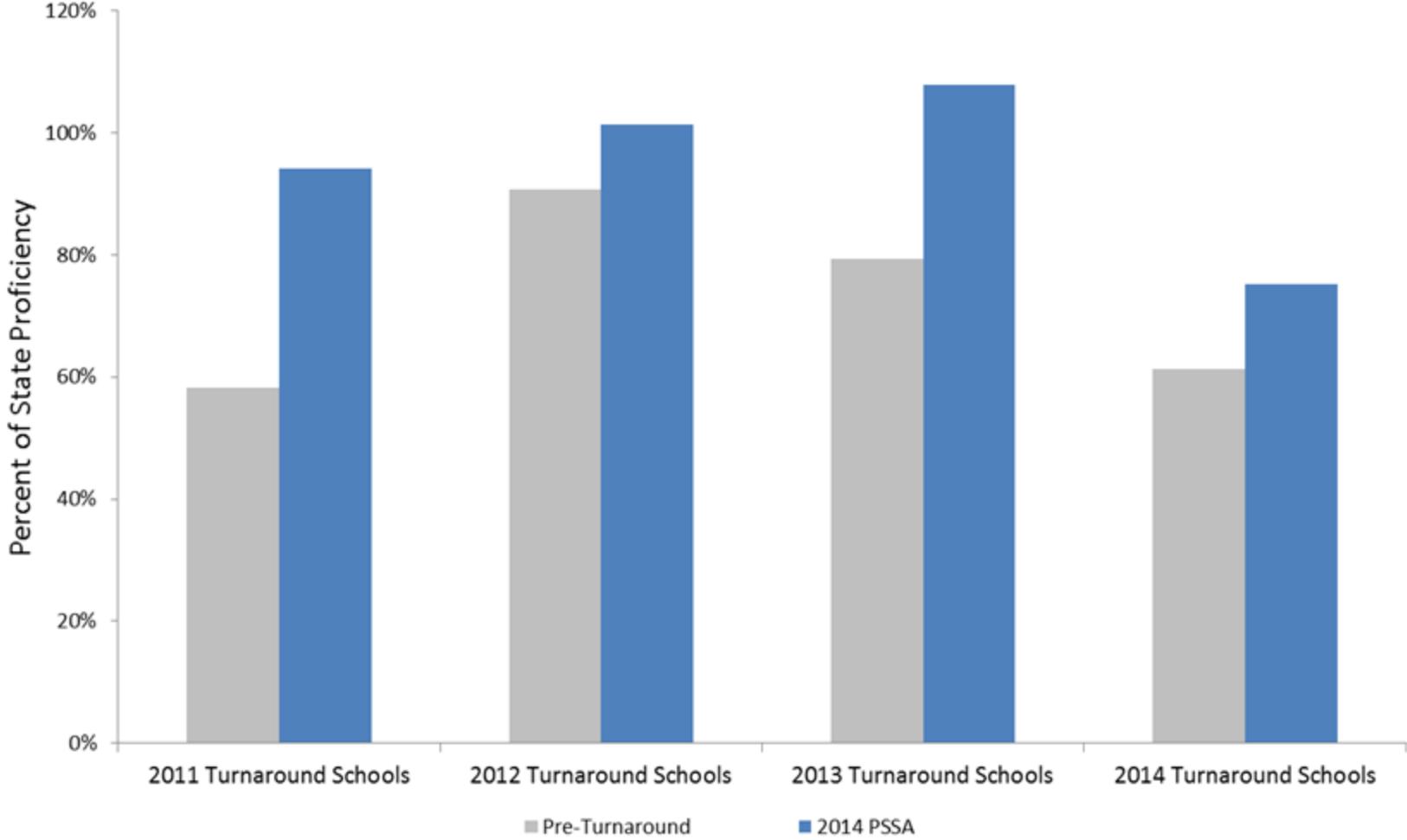
2014 PSSA vs. Pre-Turnaround - Reading - Grade 4 - Black



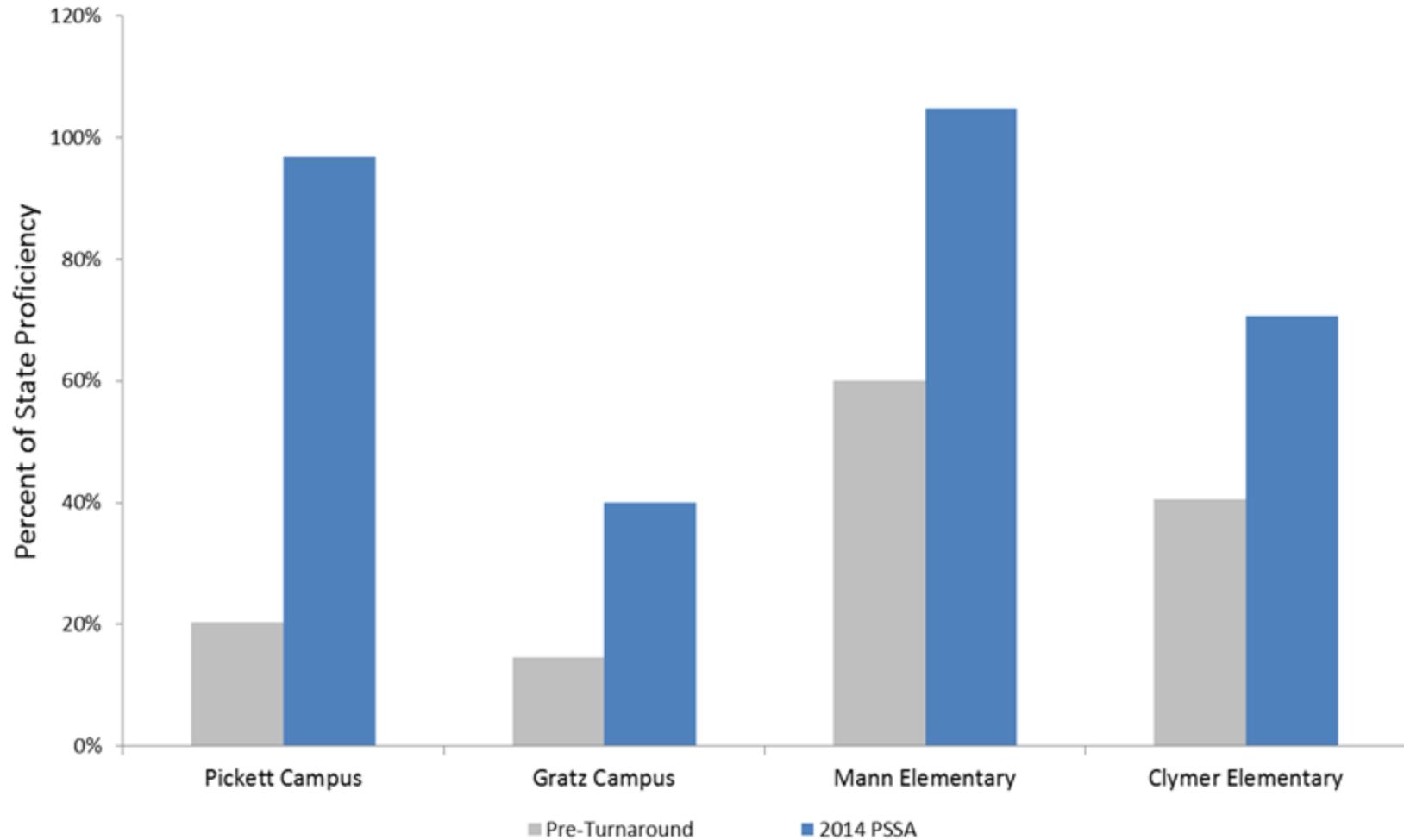
2014 PSSA vs. Pre-Turnaround - Math - Grade 8 - Black



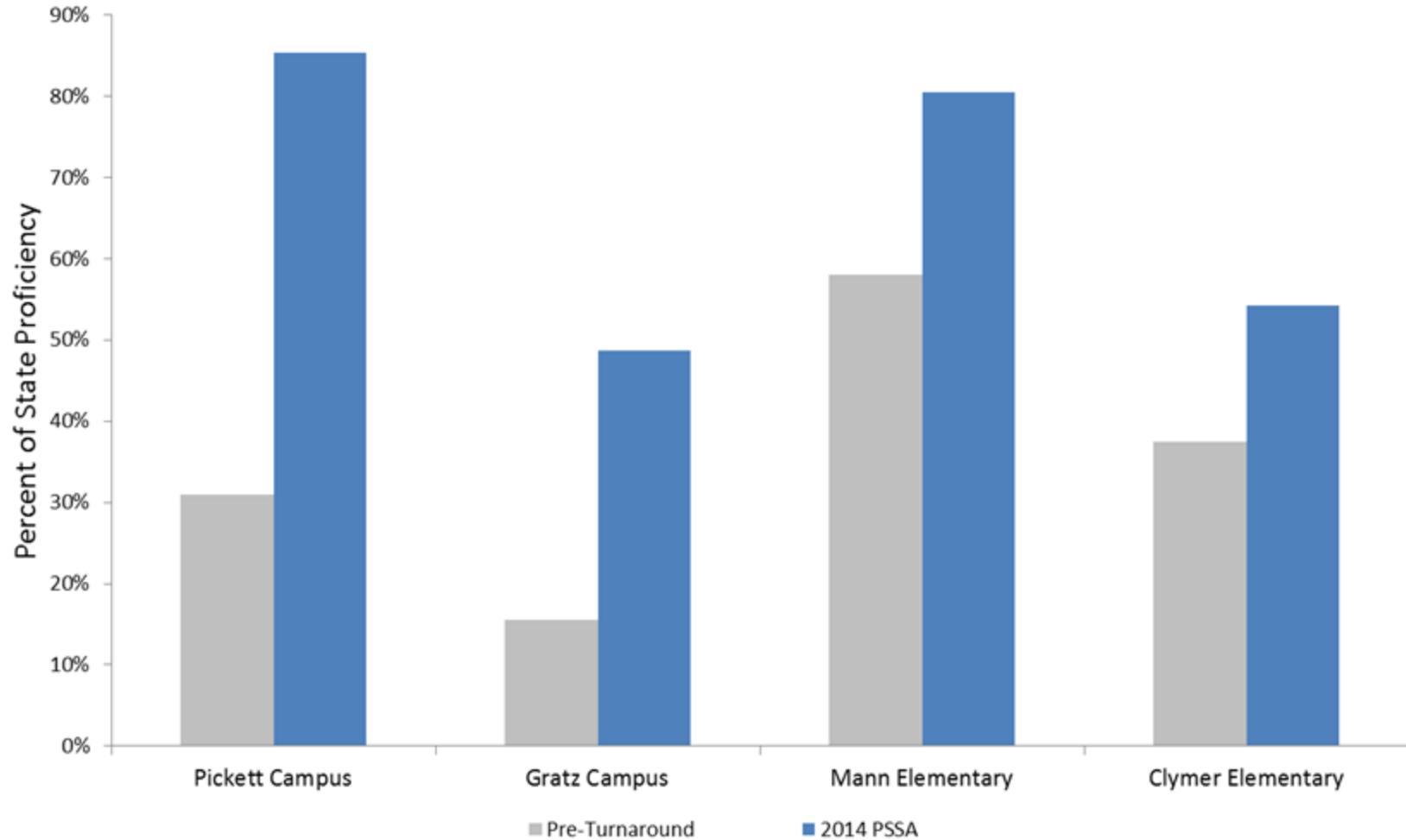
2014 PSSA vs. Pre-Turnaround - Reading - Grade 8 - Black



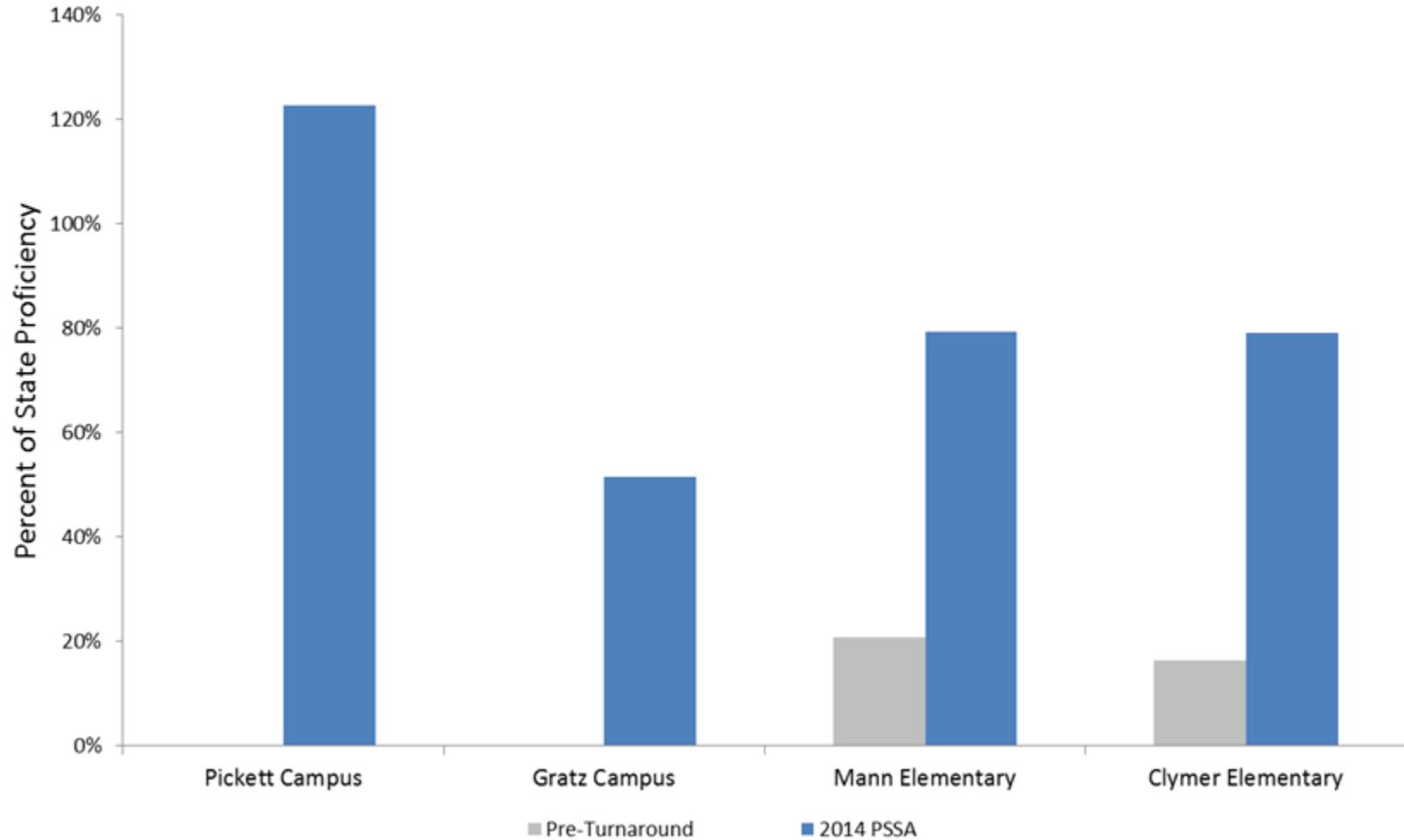
2014 PSSA vs. Pre-Turnaround - Math - Grade ALL - ALL SUBGROUPS



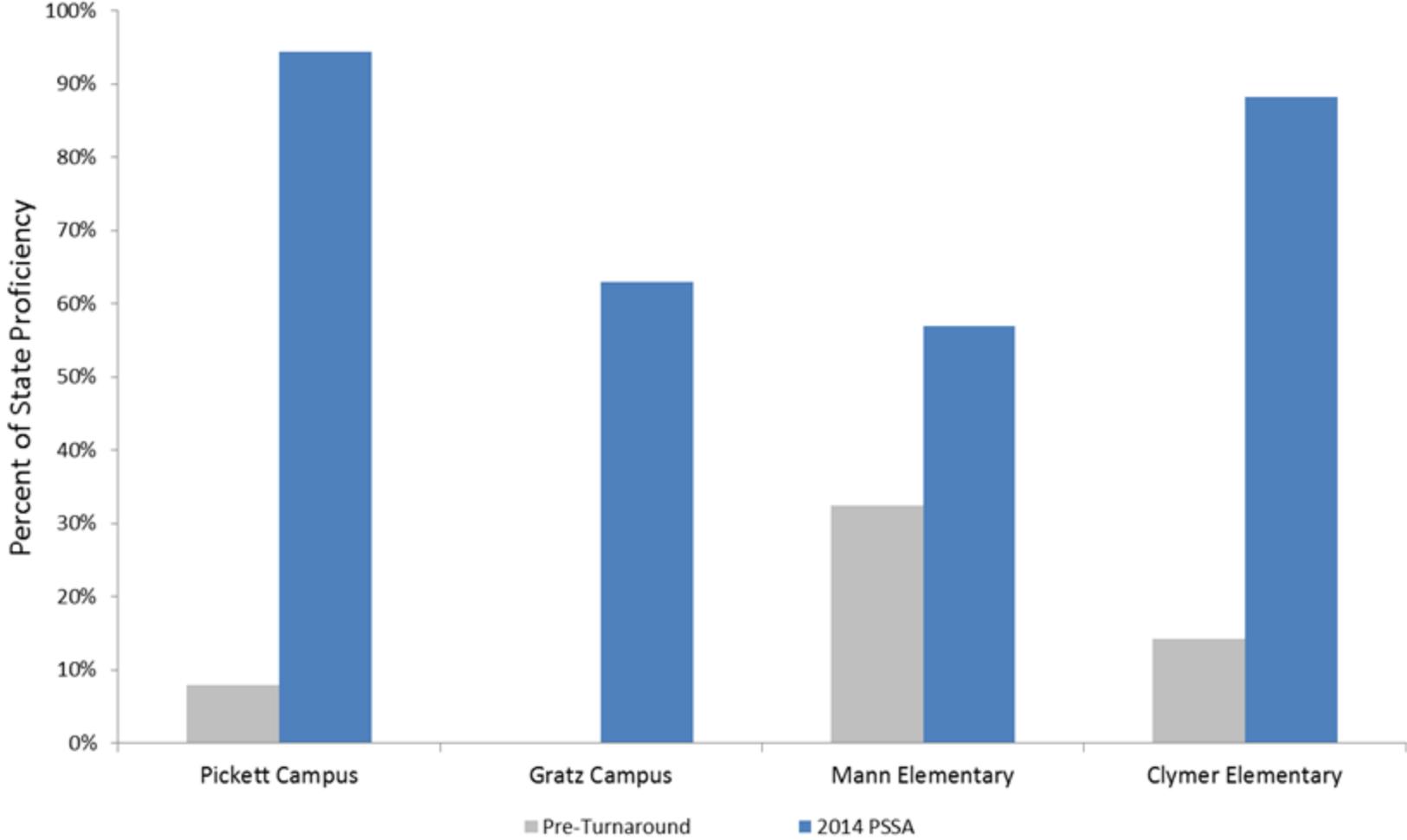
2014 PSSA vs. Pre-Turnaround - Reading - Grade ALL - ALL SUBGROUPS



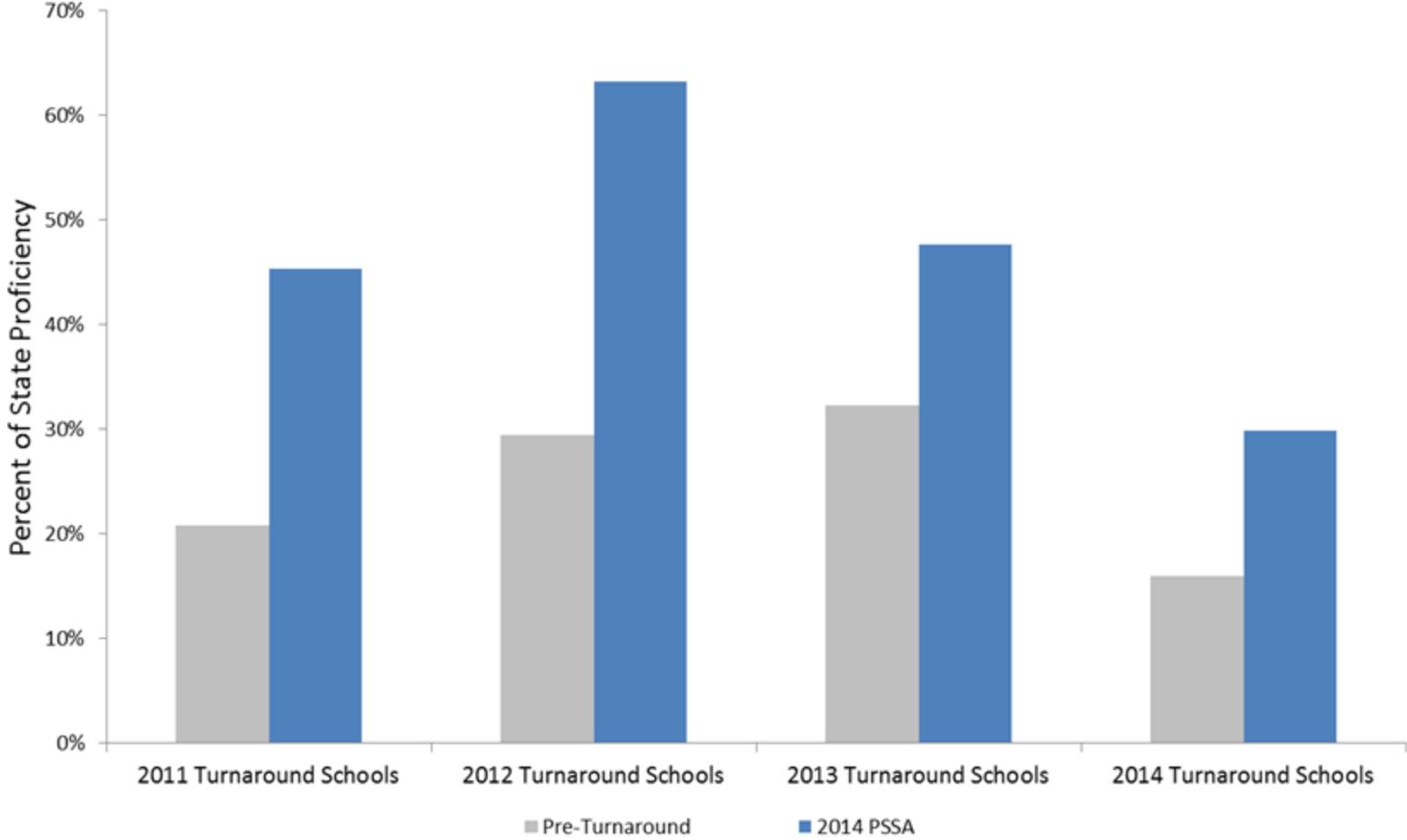
2014 PSSA vs. Pre-Turnaround - Math - Grade ALL - IEP



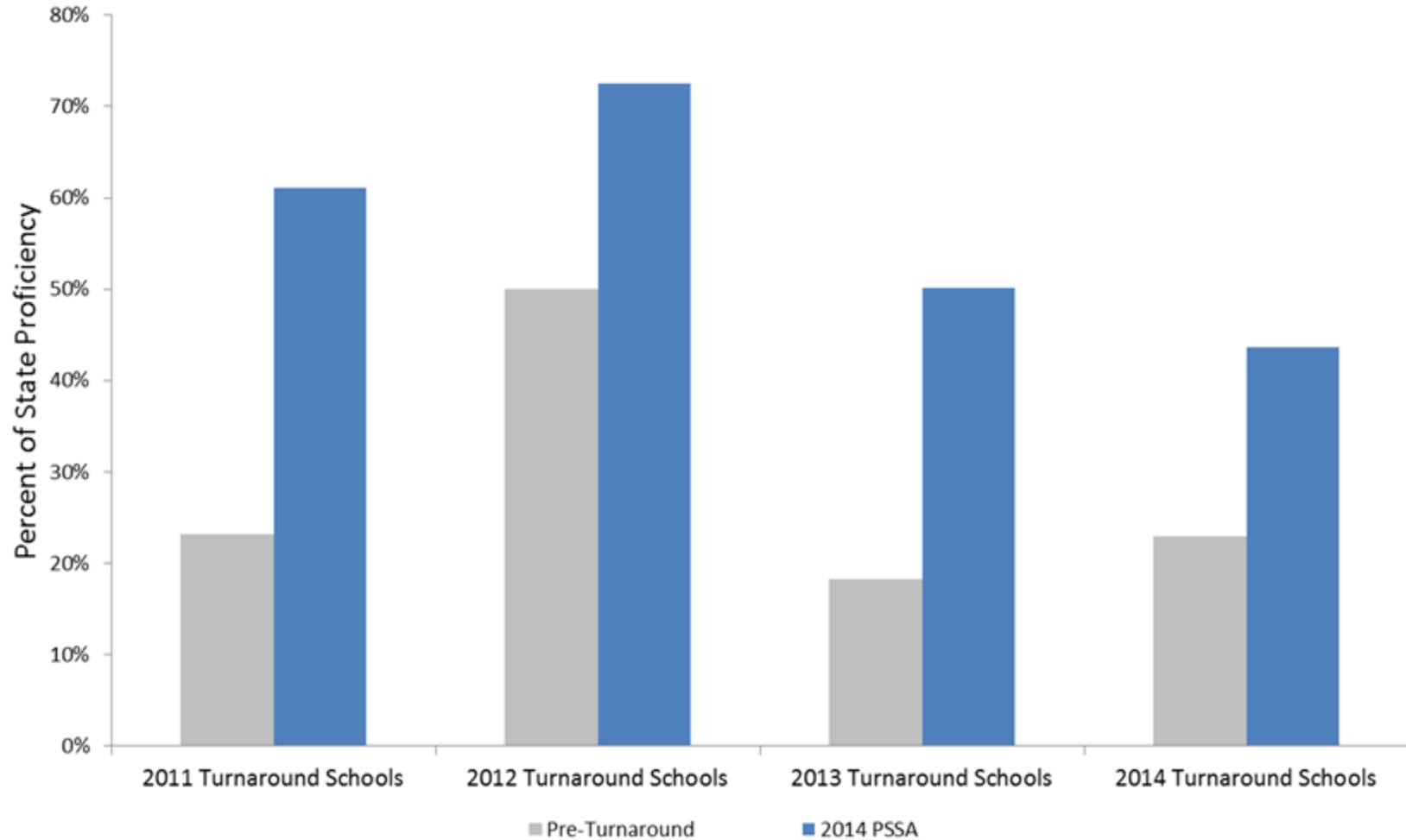
2014 PSSA vs. Pre-Turnaround - Reading - Grade ALL - IEP



2014 PSSA vs. Pre-Turnaround - Reading - Grade ALL - IEP



2014 PSSA vs. Pre-Turnaround - Math - Grade ALL - IEP



Mastery Charter Schools
Campus/Grade Levels

Building	School Year	Grades
Lenfest Campus	2012	07, 08, 09, 10, 11, 12
Lenfest Campus	2013	07, 08, 09, 10, 11, 12
Lenfest Campus	2014	07, 08, 09, 10, 11, 12
Thomas Campus	2012	07, 08, 09, 10, 11, 12
Thomas Campus	2013	07, 08, 09, 10, 11, 12
Thomas Campus	2014	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
Shoemaker Campus	2012	07, 08, 09, 10, 11, 12
Shoemaker Campus	2013	07, 08, 09, 10, 11, 12
Shoemaker Campus	2014	07, 08, 09, 10, 11, 12
Pickett Campus	2012	07, 08, 09, 10, 11, 12
Pickett Campus	2013	07, 08, 09, 10, 11, 12
Pickett Campus	2014	06, 07, 08, 09, 10, 11, 12
Mann Elementary	2012	K, 01, 02, 03, 04, 05, 06
Mann Elementary	2013	K, 01, 02, 03, 04, 05, 06
Mann Elementary	2014	K, 01, 02, 03, 04, 05, 06
Smedley Elementary	2012	K, 01, 02, 03, 04, 05, 06
Smedley Elementary	2013	K, 01, 02, 03, 04, 05, 06
Smedley Elementary	2014	K, 01, 02, 03, 04, 05, 06
Harrity Elementary	2012	K, 01, 02, 03, 04, 05, 06, 07, 08
Harrity Elementary	2013	K, 01, 02, 03, 04, 05, 06, 07, 08
Harrity Elementary	2014	K, 01, 02, 03, 04, 05, 06, 07, 08
Clymer Elementary	2012	K, 01, 02, 03, 04, 05, 06, 07, 08
Clymer Elementary	2013	K, 01, 02, 03, 04, 05, 06, 07, 08
Clymer Elementary	2014	K, 01, 02, 03, 04, 05, 06, 07, 08
Hardy Williams Academy	2012	K, 01, 02, 03, 04, 05, 06, 07, 08
Hardy Williams Academy	2013	K, 01, 02, 03, 04, 05, 06, 07, 08, 09
Hardy Williams Academy	2014	K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10
Gratz Campus	2012	09, 10, 11, 12
Gratz Campus	2013	09, 10, 11, 12
Gratz Campus	2014	07, 08, 09, 10, 11, 12
Cleveland Elementary	2013	K, 01, 02, 03, 04, 05, 06, 07, 08, 09
Cleveland Elementary	2014	K, 01, 02, 03, 04, 05, 06, 07, 08
Francis D. Pastorius	2014	K, 01, 02, 03, 04, 05, 06, 07, 08

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Lenfest Campus	07	All Subgroups	2012	Math	83.7%	16.3%	
Lenfest Campus	07	Econ Disadv	2012	Math	73.7%	26.4%	
Lenfest Campus	07	IEP	2012	Math	54.5%	45.5%	
Lenfest Campus	07	Hispanic	2012	Math	83.4%	16.7%	
Lenfest Campus	07	Black	2012	Math	83.7%	16.3%	
Lenfest Campus	07	All Subgroups	2012	Reading	69.4%	30.6%	
Lenfest Campus	07	Econ Disadv	2012	Reading	60.5%	39.5%	
Lenfest Campus	07	IEP	2012	Reading	36.4%	63.7%	
Lenfest Campus	07	Black	2012	Reading	68.4%	31.5%	
Lenfest Campus	07	Hispanic	2012	Reading	83.3%	16.7%	
Lenfest Campus	08	All Subgroups	2012	Math	81.5%	18.4%	
Lenfest Campus	08	Econ Disadv	2012	Math	88.4%	11.6%	
Lenfest Campus	08	IEP	2012	Math	66.6%	33.4%	
Lenfest Campus	08	ELL	2012	Math	50.0%	50.0%	
Lenfest Campus	08	Native American	2012	Math	100.0%	0.0%	
Lenfest Campus	08	Hispanic	2012	Math	66.6%	33.3%	
Lenfest Campus	08	Black	2012	Math	81.9%	18.1%	
Lenfest Campus	08	White	2012	Math	100.0%	0.0%	
Lenfest Campus	08	All Subgroups	2012	Reading	71.8%	28.2%	
Lenfest Campus	08	Econ Disadv	2012	Reading	71.1%	28.8%	
Lenfest Campus	08	IEP	2012	Reading	58.4%	41.6%	
Lenfest Campus	08	ELL	2012	Reading	0.0%	100.0%	
Lenfest Campus	08	Hispanic	2012	Reading	50.0%	50.0%	
Lenfest Campus	08	Native American	2012	Reading	100.0%	0.0%	
Lenfest Campus	08	White	2012	Reading	100.0%	0.0%	
Lenfest Campus	08	Black	2012	Reading	72.4%	27.7%	
Lenfest Campus	11	All Subgroups	2012	Math	69.2%	30.8%	
Lenfest Campus	11	Econ Disadv	2012	Math	67.8%	32.2%	
Lenfest Campus	11	IEP	2012	Math	40.0%	60.0%	
Lenfest Campus	11	Black	2012	Math	69.9%	30.1%	
Lenfest Campus	11	Multi-Ethnic	2012	Math	0.0%	100.0%	
Lenfest Campus	11	White	2012	Math	50.0%	50.0%	
Lenfest Campus	11	Hispanic	2012	Math	100.0%	0.0%	
Lenfest Campus	11	All Subgroups	2012	Reading	70.5%	29.5%	
Lenfest Campus	11	Econ Disadv	2012	Reading	64.3%	35.7%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Lenfest Campus	11	IEP	2012	Reading	30.0%	70.0%	
Lenfest Campus	11	Multi-Ethnic	2012	Reading	0.0%	100.0%	
Lenfest Campus	11	Black	2012	Reading	69.8%	30.1%	
Lenfest Campus	11	Hispanic	2012	Reading	100.0%	0.0%	
Lenfest Campus	11	White	2012	Reading	100.0%	0.0%	
Lenfest Campus	07	All Subgroups	2013	Math	67.6%	32.4%	
Lenfest Campus	07	Econ Disadv	2013	Math	61.9%	38.1%	
Lenfest Campus	07	IEP	2013	Math	21.7%	78.3%	
Lenfest Campus	07	ELL	2013	Math	0.0%	100.0%	
Lenfest Campus	07	White	2013	Math	33.3%	66.7%	
Lenfest Campus	07	Hispanic	2013	Math	22.2%	77.8%	
Lenfest Campus	07	Multi-Ethnic	2013	Math	100.0%	0.0%	
Lenfest Campus	07	Black	2013	Math	73.7%	26.4%	
Lenfest Campus	07	All Subgroups	2013	Reading	45.2%	54.8%	
Lenfest Campus	07	Econ Disadv	2013	Reading	39.3%	60.7%	
Lenfest Campus	07	IEP	2013	Reading	8.7%	91.3%	
Lenfest Campus	07	ELL	2013	Reading	0.0%	100.0%	
Lenfest Campus	07	Hispanic	2013	Reading	22.2%	77.8%	
Lenfest Campus	07	Black	2013	Reading	47.8%	52.3%	
Lenfest Campus	07	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Lenfest Campus	07	White	2013	Reading	33.3%	66.7%	
Lenfest Campus	08	All Subgroups	2013	Math	78.5%	21.5%	
Lenfest Campus	08	Econ Disadv	2013	Math	71.7%	28.3%	
Lenfest Campus	08	IEP	2013	Math	33.3%	66.7%	
Lenfest Campus	08	ELL	2013	Math	100.0%	0.0%	
Lenfest Campus	08	Hispanic	2013	Math	85.7%	14.3%	
Lenfest Campus	08	Black	2013	Math	77.9%	22.1%	
Lenfest Campus	08	All Subgroups	2013	Reading	76.4%	23.6%	
Lenfest Campus	08	Econ Disadv	2013	Reading	69.8%	30.2%	
Lenfest Campus	08	IEP	2013	Reading	40.0%	60.0%	
Lenfest Campus	08	ELL	2013	Reading	50.0%	50.0%	
Lenfest Campus	08	Hispanic	2013	Reading	71.4%	28.6%	
Lenfest Campus	08	Black	2013	Reading	76.8%	23.2%	
Lenfest Campus	11	All Subgroups	2013	Math	72.4%	27.7%	
Lenfest Campus	11	Econ Disadv	2013	Math	71.5%	28.6%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Lenfest Campus	11	IEP	2013	Math	28.6%	71.5%	
Lenfest Campus	11	ELL	2013	Math	75.0%	25.0%	
Lenfest Campus	11	Black	2013	Math	71.0%	28.9%	
Lenfest Campus	11	Native American	2013	Math	100.0%	0.0%	
Lenfest Campus	11	Hispanic	2013	Math	66.7%	33.3%	
Lenfest Campus	11	Asian	2013	Math	100.0%	0.0%	
Lenfest Campus	11	White	2013	Math	100.0%	0.0%	
Lenfest Campus	11	All Subgroups	2013	Reading	75.0%	25.0%	
Lenfest Campus	11	Econ Disadv	2013	Reading	71.5%	28.6%	
Lenfest Campus	11	IEP	2013	Reading	28.6%	71.5%	
Lenfest Campus	11	ELL	2013	Reading	50.0%	50.0%	
Lenfest Campus	11	Hispanic	2013	Reading	66.7%	33.3%	
Lenfest Campus	11	White	2013	Reading	100.0%	0.0%	
Lenfest Campus	11	Native American	2013	Reading	100.0%	0.0%	
Lenfest Campus	11	Asian	2013	Reading	100.0%	0.0%	
Lenfest Campus	11	Black	2013	Reading	73.9%	26.0%	
Lenfest Campus	07	All Subgroups	2014	Math	58.3%	41.8%	
Lenfest Campus	07	Econ Disadv	2014	Math	55.0%	45.1%	
Lenfest Campus	07	IEP	2014	Math	9.7%	90.3%	
Lenfest Campus	07	ELL	2014	Math	0.0%	100.0%	
Lenfest Campus	07	Hispanic	2014	Math	33.3%	66.7%	
Lenfest Campus	07	White	2014	Math	25.0%	75.0%	
Lenfest Campus	07	Multi-Ethnic	2014	Math	66.7%	33.3%	
Lenfest Campus	07	Black	2014	Math	60.3%	39.8%	
Lenfest Campus	07	All Subgroups	2014	Reading	42.7%	57.3%	
Lenfest Campus	07	Econ Disadv	2014	Reading	40.7%	59.4%	
Lenfest Campus	07	IEP	2014	Reading	9.7%	90.3%	
Lenfest Campus	07	ELL	2014	Reading	0.0%	100.0%	
Lenfest Campus	07	Hispanic	2014	Reading	0.0%	100.0%	
Lenfest Campus	07	Black	2014	Reading	44.1%	55.9%	
Lenfest Campus	07	Multi-Ethnic	2014	Reading	66.7%	33.3%	
Lenfest Campus	07	White	2014	Reading	25.0%	75.0%	
Lenfest Campus	08	All Subgroups	2014	Math	67.6%	32.3%	
Lenfest Campus	08	Econ Disadv	2014	Math	62.7%	37.4%	
Lenfest Campus	08	IEP	2014	Math	15.8%	84.2%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Lenfest Campus	08	ELL	2014	Math	33.3%	66.7%	
Lenfest Campus	08	White	2014	Math	0.0%	100.0%	
Lenfest Campus	08	Hispanic	2014	Math	42.9%	57.2%	
Lenfest Campus	08	Black	2014	Math	70.5%	29.4%	
Lenfest Campus	08	Multi-Ethnic	2014	Math	100.0%	0.0%	
Lenfest Campus	08	All Subgroups	2014	Reading	56.8%	43.2%	
Lenfest Campus	08	Econ Disadv	2014	Reading	51.8%	48.2%	
Lenfest Campus	08	IEP	2014	Reading	5.3%	94.7%	
Lenfest Campus	08	ELL	2014	Reading	33.3%	66.7%	
Lenfest Campus	08	Black	2014	Reading	59.6%	40.5%	
Lenfest Campus	08	Hispanic	2014	Reading	28.6%	71.4%	
Lenfest Campus	08	White	2014	Reading	0.0%	100.0%	
Lenfest Campus	08	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Lenfest Campus	11	All Subgroups	2014	Math	53.1%	46.9%	
Lenfest Campus	11	Econ Disadv	2014	Math	43.9%	56.2%	
Lenfest Campus	11	IEP	2014	Math	26.7%	73.4%	
Lenfest Campus	11	Hispanic	2014	Math	80.0%	20.0%	
Lenfest Campus	11	Black	2014	Math	51.4%	48.7%	
Lenfest Campus	11	All Subgroups	2014	Reading	68.3%	31.6%	
Lenfest Campus	11	Econ Disadv	2014	Reading	64.9%	35.1%	
Lenfest Campus	11	IEP	2014	Reading	20.0%	80.0%	
Lenfest Campus	11	Hispanic	2014	Reading	80.0%	20.0%	
Lenfest Campus	11	Black	2014	Reading	67.6%	32.5%	
Thomas Campus	07	All Subgroups	2012	Math	90.0%	10.0%	
Thomas Campus	07	Econ Disadv	2012	Math	88.7%	11.3%	
Thomas Campus	07	IEP	2012	Math	60.9%	39.1%	
Thomas Campus	07	ELL	2012	Math	100.0%	0.0%	
Thomas Campus	07	White	2012	Math	84.6%	15.4%	
Thomas Campus	07	Black	2012	Math	89.6%	10.4%	
Thomas Campus	07	Multi-Ethnic	2012	Math	100.0%	0.0%	
Thomas Campus	07	Asian	2012	Math	93.3%	6.7%	
Thomas Campus	07	Hispanic	2012	Math	100.0%	0.0%	
Thomas Campus	07	All Subgroups	2012	Reading	67.3%	32.7%	
Thomas Campus	07	Econ Disadv	2012	Reading	68.2%	31.9%	
Thomas Campus	07	IEP	2012	Reading	34.7%	65.2%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Thomas Campus	07	ELL	2012	Reading	83.3%	16.7%	
Thomas Campus	07	Asian	2012	Reading	86.6%	13.3%	
Thomas Campus	07	Hispanic	2012	Reading	100.0%	0.0%	
Thomas Campus	07	White	2012	Reading	61.6%	38.5%	
Thomas Campus	07	Multi-Ethnic	2012	Reading	0.0%	100.0%	
Thomas Campus	07	Black	2012	Reading	63.7%	36.4%	
Thomas Campus	08	All Subgroups	2012	Math	86.7%	13.4%	
Thomas Campus	08	Econ Disadv	2012	Math	87.2%	12.8%	
Thomas Campus	08	IEP	2012	Math	50.0%	50.0%	
Thomas Campus	08	ELL	2012	Math	100.0%	0.0%	
Thomas Campus	08	White	2012	Math	83.4%	16.7%	
Thomas Campus	08	Multi-Ethnic	2012	Math	100.0%	0.0%	
Thomas Campus	08	Asian	2012	Math	93.8%	6.3%	
Thomas Campus	08	Hispanic	2012	Math	100.0%	0.0%	
Thomas Campus	08	Black	2012	Math	84.6%	15.4%	
Thomas Campus	08	All Subgroups	2012	Reading	85.8%	14.3%	
Thomas Campus	08	Econ Disadv	2012	Reading	84.9%	15.1%	
Thomas Campus	08	IEP	2012	Reading	35.7%	64.3%	
Thomas Campus	08	ELL	2012	Reading	75.0%	25.0%	
Thomas Campus	08	Black	2012	Reading	87.1%	12.8%	
Thomas Campus	08	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Thomas Campus	08	White	2012	Reading	66.7%	33.3%	
Thomas Campus	08	Hispanic	2012	Reading	80.0%	20.0%	
Thomas Campus	08	Asian	2012	Reading	93.8%	6.3%	
Thomas Campus	11	All Subgroups	2012	Math	66.6%	33.3%	
Thomas Campus	11	Econ Disadv	2012	Math	71.8%	28.2%	
Thomas Campus	11	IEP	2012	Math	35.7%	64.3%	
Thomas Campus	11	ELL	2012	Math	100.0%	0.0%	
Thomas Campus	11	Black	2012	Math	67.3%	32.7%	
Thomas Campus	11	Hispanic	2012	Math	66.6%	33.3%	
Thomas Campus	11	Native American	2012	Math	100.0%	0.0%	
Thomas Campus	11	Asian	2012	Math	66.7%	33.3%	
Thomas Campus	11	White	2012	Math	50.0%	50.0%	
Thomas Campus	11	All Subgroups	2012	Reading	50.7%	49.2%	
Thomas Campus	11	Econ Disadv	2012	Reading	47.8%	52.2%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Thomas Campus	11	IEP	2012	Reading	7.1%	92.9%	
Thomas Campus	11	ELL	2012	Reading	0.0%	100.0%	
Thomas Campus	11	Native American	2012	Reading	0.0%	100.0%	
Thomas Campus	11	White	2012	Reading	25.0%	75.0%	
Thomas Campus	11	Asian	2012	Reading	66.7%	33.3%	
Thomas Campus	11	Black	2012	Reading	50.9%	49.1%	
Thomas Campus	11	Hispanic	2012	Reading	66.6%	33.3%	
Thomas Campus	07	All Subgroups	2013	Math	89.6%	10.4%	
Thomas Campus	07	Econ Disadv	2013	Math	91.3%	8.7%	
Thomas Campus	07	IEP	2013	Math	71.5%	28.6%	
Thomas Campus	07	ELL	2013	Math	71.5%	28.6%	
Thomas Campus	07	White	2013	Math	80.0%	20.0%	
Thomas Campus	07	Multi-Ethnic	2013	Math	87.5%	12.5%	
Thomas Campus	07	Asian	2013	Math	96.5%	3.4%	
Thomas Campus	07	Black	2013	Math	89.8%	10.2%	
Thomas Campus	07	Hispanic	2013	Math	80.0%	20.0%	
Thomas Campus	07	All Subgroups	2013	Reading	63.2%	36.8%	
Thomas Campus	07	Econ Disadv	2013	Reading	63.0%	36.9%	
Thomas Campus	07	IEP	2013	Reading	19.0%	80.9%	
Thomas Campus	07	ELL	2013	Reading	14.3%	85.7%	
Thomas Campus	07	Hispanic	2013	Reading	40.0%	60.0%	
Thomas Campus	07	White	2013	Reading	46.7%	53.3%	
Thomas Campus	07	Black	2013	Reading	59.2%	40.8%	
Thomas Campus	07	Multi-Ethnic	2013	Reading	87.5%	12.5%	
Thomas Campus	07	Asian	2013	Reading	75.9%	24.1%	
Thomas Campus	08	All Subgroups	2013	Math	82.7%	17.3%	
Thomas Campus	08	Econ Disadv	2013	Math	80.2%	19.8%	
Thomas Campus	08	IEP	2013	Math	39.1%	60.9%	
Thomas Campus	08	ELL	2013	Math	100.0%	0.0%	
Thomas Campus	08	Asian	2013	Math	92.9%	7.1%	
Thomas Campus	08	White	2013	Math	76.9%	23.1%	
Thomas Campus	08	Multi-Ethnic	2013	Math	50.0%	50.0%	
Thomas Campus	08	Black	2013	Math	81.9%	18.2%	
Thomas Campus	08	Hispanic	2013	Math	100.0%	0.0%	
Thomas Campus	08	All Subgroups	2013	Reading	80.1%	19.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Thomas Campus	08	Econ Disadv	2013	Reading	77.0%	23.0%	
Thomas Campus	08	IEP	2013	Reading	41.6%	58.3%	
Thomas Campus	08	ELL	2013	Reading	50.0%	50.0%	
Thomas Campus	08	White	2013	Reading	57.1%	42.9%	
Thomas Campus	08	Asian	2013	Reading	92.9%	7.1%	
Thomas Campus	08	Multi-Ethnic	2013	Reading	50.0%	50.0%	
Thomas Campus	08	Black	2013	Reading	81.9%	18.2%	
Thomas Campus	08	Hispanic	2013	Reading	100.0%	0.0%	
Thomas Campus	11	All Subgroups	2013	Math	45.4%	54.5%	
Thomas Campus	11	Econ Disadv	2013	Math	50.0%	50.0%	
Thomas Campus	11	IEP	2013	Math	11.8%	88.2%	
Thomas Campus	11	ELL	2013	Math	0.0%	100.0%	
Thomas Campus	11	Asian	2013	Math	91.6%	8.3%	
Thomas Campus	11	White	2013	Math	29.4%	70.6%	
Thomas Campus	11	Hispanic	2013	Math	57.1%	42.9%	
Thomas Campus	11	Black	2013	Math	38.4%	61.5%	
Thomas Campus	11	All Subgroups	2013	Reading	59.0%	40.9%	
Thomas Campus	11	Econ Disadv	2013	Reading	62.9%	37.1%	
Thomas Campus	11	IEP	2013	Reading	23.5%	76.4%	
Thomas Campus	11	ELL	2013	Reading	0.0%	100.0%	
Thomas Campus	11	Asian	2013	Reading	83.4%	16.7%	
Thomas Campus	11	Black	2013	Reading	53.8%	46.1%	
Thomas Campus	11	White	2013	Reading	47.1%	52.9%	
Thomas Campus	11	Hispanic	2013	Reading	85.7%	14.3%	
Thomas Campus	03	All Subgroups	2014	Math	81.5%	18.5%	
Thomas Campus	03	Econ Disadv	2014	Math	83.4%	16.6%	
Thomas Campus	03	IEP	2014	Math	66.7%	33.4%	
Thomas Campus	03	ELL	2014	Math	100.0%	0.0%	
Thomas Campus	03	Asian	2014	Math	100.0%	0.0%	
Thomas Campus	03	White	2014	Math	83.3%	16.7%	
Thomas Campus	03	Hispanic	2014	Math	83.4%	16.7%	
Thomas Campus	03	Multi-Ethnic	2014	Math	100.0%	0.0%	
Thomas Campus	03	Black	2014	Math	66.7%	33.4%	
Thomas Campus	03	All Subgroups	2014	Reading	48.1%	51.9%	
Thomas Campus	03	Econ Disadv	2014	Reading	45.2%	54.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Thomas Campus	03	IEP	2014	Reading	50.0%	50.0%	
Thomas Campus	03	ELL	2014	Reading	33.3%	66.6%	
Thomas Campus	03	Hispanic	2014	Reading	33.4%	66.6%	
Thomas Campus	03	Asian	2014	Reading	50.0%	50.0%	
Thomas Campus	03	White	2014	Reading	61.1%	38.9%	
Thomas Campus	03	Black	2014	Reading	44.5%	55.6%	
Thomas Campus	03	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Thomas Campus	04	All Subgroups	2014	Math	55.1%	44.9%	
Thomas Campus	04	Econ Disadv	2014	Math	51.2%	48.8%	
Thomas Campus	04	IEP	2014	Math	11.1%	88.9%	
Thomas Campus	04	ELL	2014	Math	62.5%	37.5%	
Thomas Campus	04	White	2014	Math	71.5%	28.6%	
Thomas Campus	04	Multi-Ethnic	2014	Math	20.0%	80.0%	
Thomas Campus	04	Black	2014	Math	45.9%	54.2%	
Thomas Campus	04	Asian	2014	Math	71.4%	28.6%	
Thomas Campus	04	Hispanic	2014	Math	83.3%	16.7%	
Thomas Campus	04	All Subgroups	2014	Reading	42.9%	57.2%	
Thomas Campus	04	Econ Disadv	2014	Reading	41.9%	58.1%	
Thomas Campus	04	IEP	2014	Reading	0.0%	100.0%	
Thomas Campus	04	ELL	2014	Reading	50.0%	50.0%	
Thomas Campus	04	Hispanic	2014	Reading	66.6%	33.4%	
Thomas Campus	04	White	2014	Reading	28.6%	71.5%	
Thomas Campus	04	Multi-Ethnic	2014	Reading	20.0%	80.0%	
Thomas Campus	04	Black	2014	Reading	41.7%	58.3%	
Thomas Campus	04	Asian	2014	Reading	57.2%	42.9%	
Thomas Campus	05	All Subgroups	2014	Math	54.6%	45.4%	
Thomas Campus	05	Econ Disadv	2014	Math	50.1%	50.0%	
Thomas Campus	05	IEP	2014	Math	25.0%	75.0%	
Thomas Campus	05	ELL	2014	Math	75.0%	25.0%	
Thomas Campus	05	Black	2014	Math	45.5%	54.5%	
Thomas Campus	05	White	2014	Math	44.4%	55.5%	
Thomas Campus	05	Multi-Ethnic	2014	Math	33.3%	66.6%	
Thomas Campus	05	Asian	2014	Math	80.0%	20.0%	
Thomas Campus	05	Hispanic	2014	Math	50.0%	50.0%	
Thomas Campus	05	All Subgroups	2014	Reading	27.3%	72.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Thomas Campus	05	Econ Disadv	2014	Reading	22.9%	77.1%	
Thomas Campus	05	IEP	2014	Reading	0.0%	100.0%	
Thomas Campus	05	ELL	2014	Reading	50.1%	50.1%	
Thomas Campus	05	White	2014	Reading	22.2%	77.8%	
Thomas Campus	05	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Thomas Campus	05	Asian	2014	Reading	46.7%	53.4%	
Thomas Campus	05	Black	2014	Reading	18.1%	81.8%	
Thomas Campus	05	Hispanic	2014	Reading	33.4%	66.7%	
Thomas Campus	06	All Subgroups	2014	Math	58.3%	41.7%	
Thomas Campus	06	Econ Disadv	2014	Math	61.4%	38.6%	
Thomas Campus	06	IEP	2014	Math	14.3%	85.7%	
Thomas Campus	06	ELL	2014	Math	87.5%	12.5%	
Thomas Campus	06	Multi-Ethnic	2014	Math	33.3%	66.6%	
Thomas Campus	06	Black	2014	Math	50.0%	50.0%	
Thomas Campus	06	Hispanic	2014	Math	100.0%	0.0%	
Thomas Campus	06	Asian	2014	Math	66.7%	33.3%	
Thomas Campus	06	White	2014	Math	66.6%	33.4%	
Thomas Campus	06	All Subgroups	2014	Reading	60.4%	39.6%	
Thomas Campus	06	Econ Disadv	2014	Reading	59.1%	40.9%	
Thomas Campus	06	IEP	2014	Reading	14.3%	85.8%	
Thomas Campus	06	ELL	2014	Reading	75.0%	25.0%	
Thomas Campus	06	White	2014	Reading	50.0%	50.0%	
Thomas Campus	06	Multi-Ethnic	2014	Reading	66.7%	33.3%	
Thomas Campus	06	Black	2014	Reading	56.7%	43.3%	
Thomas Campus	06	Asian	2014	Reading	66.6%	33.3%	
Thomas Campus	06	Hispanic	2014	Reading	83.3%	16.7%	
Thomas Campus	07	All Subgroups	2014	Math	87.7%	12.3%	
Thomas Campus	07	Econ Disadv	2014	Math	86.4%	13.7%	
Thomas Campus	07	IEP	2014	Math	69.3%	30.8%	
Thomas Campus	07	ELL	2014	Math	63.6%	36.4%	
Thomas Campus	07	Black	2014	Math	84.4%	15.5%	
Thomas Campus	07	Asian	2014	Math	90.0%	10.0%	
Thomas Campus	07	Hispanic	2014	Math	85.7%	14.2%	
Thomas Campus	07	White	2014	Math	94.4%	5.6%	
Thomas Campus	07	Multi-Ethnic	2014	Math	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Thomas Campus	07	All Subgroups	2014	Reading	76.4%	23.7%	
Thomas Campus	07	Econ Disadv	2014	Reading	76.9%	23.2%	
Thomas Campus	07	IEP	2014	Reading	46.2%	53.9%	
Thomas Campus	07	ELL	2014	Reading	63.6%	36.4%	
Thomas Campus	07	Black	2014	Reading	74.2%	25.8%	
Thomas Campus	07	Hispanic	2014	Reading	71.5%	28.5%	
Thomas Campus	07	Asian	2014	Reading	90.0%	10.0%	
Thomas Campus	07	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Thomas Campus	07	White	2014	Reading	66.7%	33.4%	
Thomas Campus	08	All Subgroups	2014	Math	77.1%	22.8%	
Thomas Campus	08	Econ Disadv	2014	Math	78.7%	21.4%	
Thomas Campus	08	IEP	2014	Math	44.5%	55.6%	
Thomas Campus	08	ELL	2014	Math	80.0%	20.0%	
Thomas Campus	08	Hispanic	2014	Math	50.0%	50.0%	
Thomas Campus	08	White	2014	Math	50.0%	50.0%	
Thomas Campus	08	Asian	2014	Math	100.0%	0.0%	
Thomas Campus	08	Black	2014	Math	74.5%	25.5%	
Thomas Campus	08	Multi-Ethnic	2014	Math	75.0%	25.0%	
Thomas Campus	08	All Subgroups	2014	Reading	80.0%	20.0%	
Thomas Campus	08	Econ Disadv	2014	Reading	80.9%	19.1%	
Thomas Campus	08	IEP	2014	Reading	50.0%	50.0%	
Thomas Campus	08	ELL	2014	Reading	40.0%	60.0%	
Thomas Campus	08	Multi-Ethnic	2014	Reading	87.5%	12.5%	
Thomas Campus	08	Asian	2014	Reading	92.9%	7.2%	
Thomas Campus	08	Black	2014	Reading	74.5%	25.4%	
Thomas Campus	08	White	2014	Reading	71.4%	28.5%	
Thomas Campus	08	Hispanic	2014	Reading	75.0%	25.0%	
Thomas Campus	11	All Subgroups	2014	Math	55.3%	44.7%	
Thomas Campus	11	Econ Disadv	2014	Math	53.5%	46.5%	
Thomas Campus	11	IEP	2014	Math	23.1%	77.0%	
Thomas Campus	11	ELL	2014	Math	0.0%	100.0%	
Thomas Campus	11	Multi-Ethnic	2014	Math	33.3%	66.7%	
Thomas Campus	11	White	2014	Math	44.4%	55.6%	
Thomas Campus	11	Asian	2014	Math	92.3%	7.6%	
Thomas Campus	11	Black	2014	Math	38.5%	61.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Thomas Campus	11	Hispanic	2014	Math	100.0%	0.0%	
Thomas Campus	11	Native American	2014	Math	100.0%	0.0%	
Thomas Campus	11	All Subgroups	2014	Reading	74.8%	25.2%	
Thomas Campus	11	Econ Disadv	2014	Reading	74.4%	25.6%	
Thomas Campus	11	IEP	2014	Reading	30.8%	69.3%	
Thomas Campus	11	ELL	2014	Reading	0.0%	100.0%	
Thomas Campus	11	Asian	2014	Reading	88.5%	11.5%	
Thomas Campus	11	Native American	2014	Reading	100.0%	0.0%	
Thomas Campus	11	White	2014	Reading	72.2%	27.8%	
Thomas Campus	11	Black	2014	Reading	65.4%	34.6%	
Thomas Campus	11	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Thomas Campus	11	Hispanic	2014	Reading	100.0%	0.0%	
Shoemaker Campus	07	All Subgroups	2012	Math	76.5%	23.6%	
Shoemaker Campus	07	Econ Disadv	2012	Math	77.1%	22.9%	
Shoemaker Campus	07	IEP	2012	Math	50.0%	50.0%	
Shoemaker Campus	07	ELL	2012	Math	0.0%	100.0%	
Shoemaker Campus	07	Black	2012	Math	75.8%	24.2%	
Shoemaker Campus	07	Hispanic	2012	Math	100.0%	0.0%	
Shoemaker Campus	07	Native American	2012	Math	100.0%	0.0%	
Shoemaker Campus	07	All Subgroups	2012	Reading	51.2%	48.8%	
Shoemaker Campus	07	Econ Disadv	2012	Reading	52.1%	47.9%	
Shoemaker Campus	07	IEP	2012	Reading	20.0%	80.0%	
Shoemaker Campus	07	ELL	2012	Reading	0.0%	100.0%	
Shoemaker Campus	07	Native American	2012	Reading	100.0%	0.0%	
Shoemaker Campus	07	Hispanic	2012	Reading	50.0%	50.0%	
Shoemaker Campus	07	Black	2012	Reading	50.8%	49.2%	
Shoemaker Campus	08	All Subgroups	2012	Math	84.3%	15.7%	
Shoemaker Campus	08	Econ Disadv	2012	Math	82.4%	17.6%	
Shoemaker Campus	08	IEP	2012	Math	46.2%	53.8%	
Shoemaker Campus	08	ELL	2012	Math	100.0%	0.0%	
Shoemaker Campus	08	Native American	2012	Math	100.0%	0.0%	
Shoemaker Campus	08	Black	2012	Math	84.2%	15.8%	
Shoemaker Campus	08	All Subgroups	2012	Reading	76.0%	23.9%	
Shoemaker Campus	08	Econ Disadv	2012	Reading	75.5%	24.5%	
Shoemaker Campus	08	IEP	2012	Reading	38.4%	61.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Shoemaker Campus	08	ELL	2012	Reading	66.7%	33.3%	
Shoemaker Campus	08	Black	2012	Reading	75.8%	24.1%	
Shoemaker Campus	08	Native American	2012	Reading	100.0%	0.0%	
Shoemaker Campus	11	All Subgroups	2012	Math	74.8%	25.2%	
Shoemaker Campus	11	Econ Disadv	2012	Math	75.0%	25.0%	
Shoemaker Campus	11	IEP	2012	Math	28.5%	71.4%	
Shoemaker Campus	11	ELL	2012	Math	50.0%	50.0%	
Shoemaker Campus	11	Black	2012	Math	74.3%	25.6%	
Shoemaker Campus	11	White	2012	Math	100.0%	0.0%	
Shoemaker Campus	11	Asian	2012	Math	100.0%	0.0%	
Shoemaker Campus	11	All Subgroups	2012	Reading	65.2%	34.8%	
Shoemaker Campus	11	Econ Disadv	2012	Reading	64.5%	35.4%	
Shoemaker Campus	11	IEP	2012	Reading	21.4%	78.6%	
Shoemaker Campus	11	ELL	2012	Reading	50.0%	50.0%	
Shoemaker Campus	11	Asian	2012	Reading	100.0%	0.0%	
Shoemaker Campus	11	White	2012	Reading	100.0%	0.0%	
Shoemaker Campus	11	Black	2012	Reading	64.6%	35.3%	
Shoemaker Campus	07	All Subgroups	2013	Math	72.4%	27.6%	
Shoemaker Campus	07	Econ Disadv	2013	Math	71.0%	29.0%	
Shoemaker Campus	07	IEP	2013	Math	33.3%	66.6%	
Shoemaker Campus	07	Asian	2013	Math	100.0%	0.0%	
Shoemaker Campus	07	Native American	2013	Math	100.0%	0.0%	
Shoemaker Campus	07	Multi-Ethnic	2013	Math	100.0%	0.0%	
Shoemaker Campus	07	Black	2013	Math	71.5%	28.6%	
Shoemaker Campus	07	All Subgroups	2013	Reading	53.7%	46.4%	
Shoemaker Campus	07	Econ Disadv	2013	Reading	50.0%	50.0%	
Shoemaker Campus	07	IEP	2013	Reading	11.1%	88.9%	
Shoemaker Campus	07	Asian	2013	Reading	100.0%	0.0%	
Shoemaker Campus	07	Multi-Ethnic	2013	Reading	50.0%	50.0%	
Shoemaker Campus	07	Black	2013	Reading	52.9%	47.0%	
Shoemaker Campus	07	Native American	2013	Reading	100.0%	0.0%	
Shoemaker Campus	08	All Subgroups	2013	Math	78.7%	21.3%	
Shoemaker Campus	08	Econ Disadv	2013	Math	78.9%	21.1%	
Shoemaker Campus	08	IEP	2013	Math	33.4%	66.7%	
Shoemaker Campus	08	Black	2013	Math	79.2%	20.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Shoemaker Campus	08	Native American	2013	Math	100.0%	0.0%	
Shoemaker Campus	08	Hispanic	2013	Math	0.0%	100.0%	
Shoemaker Campus	08	All Subgroups	2013	Reading	68.5%	31.5%	
Shoemaker Campus	08	Econ Disadv	2013	Reading	69.2%	30.8%	
Shoemaker Campus	08	IEP	2013	Reading	28.5%	71.4%	
Shoemaker Campus	08	Native American	2013	Reading	100.0%	0.0%	
Shoemaker Campus	08	Hispanic	2013	Reading	0.0%	100.0%	
Shoemaker Campus	08	Black	2013	Reading	68.8%	31.2%	
Shoemaker Campus	11	All Subgroups	2013	Math	56.4%	43.6%	
Shoemaker Campus	11	Econ Disadv	2013	Math	58.1%	41.9%	
Shoemaker Campus	11	IEP	2013	Math	13.6%	86.3%	
Shoemaker Campus	11	Black	2013	Math	56.4%	43.6%	
Shoemaker Campus	11	All Subgroups	2013	Reading	64.1%	35.9%	
Shoemaker Campus	11	Econ Disadv	2013	Reading	69.9%	30.1%	
Shoemaker Campus	11	IEP	2013	Reading	13.6%	86.4%	
Shoemaker Campus	11	Black	2013	Reading	64.1%	35.9%	
Shoemaker Campus	07	All Subgroups	2014	Math	65.6%	34.4%	
Shoemaker Campus	07	Econ Disadv	2014	Math	66.2%	33.9%	
Shoemaker Campus	07	IEP	2014	Math	25.0%	75.0%	
Shoemaker Campus	07	Hispanic	2014	Math	66.6%	33.3%	
Shoemaker Campus	07	Multi-Ethnic	2014	Math	100.0%	0.0%	
Shoemaker Campus	07	Black	2014	Math	65.4%	34.6%	
Shoemaker Campus	07	All Subgroups	2014	Reading	58.6%	41.4%	
Shoemaker Campus	07	Econ Disadv	2014	Reading	57.7%	42.4%	
Shoemaker Campus	07	IEP	2014	Reading	17.9%	82.1%	
Shoemaker Campus	07	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Shoemaker Campus	07	Hispanic	2014	Reading	33.3%	66.6%	
Shoemaker Campus	07	Black	2014	Reading	58.9%	41.2%	
Shoemaker Campus	08	All Subgroups	2014	Math	72.4%	27.6%	
Shoemaker Campus	08	Econ Disadv	2014	Math	68.0%	32.0%	
Shoemaker Campus	08	IEP	2014	Math	25.9%	74.1%	
Shoemaker Campus	08	Multi-Ethnic	2014	Math	50.0%	50.0%	
Shoemaker Campus	08	Black	2014	Math	72.2%	27.7%	
Shoemaker Campus	08	Asian	2014	Math	100.0%	0.0%	
Shoemaker Campus	08	Native American	2014	Math	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Shoemaker Campus	08	All Subgroups	2014	Reading	68.5%	31.4%	
Shoemaker Campus	08	Econ Disadv	2014	Reading	66.3%	33.7%	
Shoemaker Campus	08	IEP	2014	Reading	22.2%	77.8%	
Shoemaker Campus	08	Native American	2014	Reading	100.0%	0.0%	
Shoemaker Campus	08	Asian	2014	Reading	100.0%	0.0%	
Shoemaker Campus	08	Black	2014	Reading	68.4%	31.6%	
Shoemaker Campus	08	Multi-Ethnic	2014	Reading	50.0%	50.0%	
Shoemaker Campus	11	All Subgroups	2014	Math	53.1%	46.9%	
Shoemaker Campus	11	Econ Disadv	2014	Math	51.3%	48.8%	
Shoemaker Campus	11	IEP	2014	Math	23.8%	76.2%	
Shoemaker Campus	11	Black	2014	Math	53.1%	46.9%	
Shoemaker Campus	11	All Subgroups	2014	Reading	61.5%	38.6%	
Shoemaker Campus	11	Econ Disadv	2014	Reading	60.2%	39.7%	
Shoemaker Campus	11	IEP	2014	Reading	15.8%	84.2%	
Shoemaker Campus	11	Black	2014	Reading	61.5%	38.6%	
Pickett Campus	07	All Subgroups	2012	Math	70.9%	29.0%	
Pickett Campus	07	Econ Disadv	2012	Math	71.8%	28.2%	
Pickett Campus	07	IEP	2012	Math	17.2%	82.7%	
Pickett Campus	07	Hispanic	2012	Math	100.0%	0.0%	
Pickett Campus	07	Asian	2012	Math	100.0%	0.0%	
Pickett Campus	07	Black	2012	Math	70.3%	29.7%	
Pickett Campus	07	All Subgroups	2012	Reading	54.4%	45.6%	
Pickett Campus	07	Econ Disadv	2012	Reading	53.3%	46.6%	
Pickett Campus	07	IEP	2012	Reading	16.6%	83.4%	
Pickett Campus	07	Black	2012	Reading	53.3%	46.7%	
Pickett Campus	07	Asian	2012	Reading	100.0%	0.0%	
Pickett Campus	07	Hispanic	2012	Reading	100.0%	0.0%	
Pickett Campus	08	All Subgroups	2012	Math	59.4%	40.6%	
Pickett Campus	08	Econ Disadv	2012	Math	61.2%	38.8%	
Pickett Campus	08	IEP	2012	Math	24.4%	75.6%	
Pickett Campus	08	ELL	2012	Math	100.0%	0.0%	
Pickett Campus	08	Multi-Ethnic	2012	Math	100.0%	0.0%	
Pickett Campus	08	Black	2012	Math	58.6%	41.4%	
Pickett Campus	08	Hispanic	2012	Math	66.7%	33.3%	
Pickett Campus	08	Asian	2012	Math	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Pickett Campus	08	All Subgroups	2012	Reading	54.9%	45.1%	
Pickett Campus	08	Econ Disadv	2012	Reading	55.1%	44.8%	
Pickett Campus	08	IEP	2012	Reading	24.4%	75.6%	
Pickett Campus	08	ELL	2012	Reading	0.0%	100.0%	
Pickett Campus	08	Hispanic	2012	Reading	33.3%	66.6%	
Pickett Campus	08	Asian	2012	Reading	0.0%	100.0%	
Pickett Campus	08	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Pickett Campus	08	Black	2012	Reading	55.5%	44.6%	
Pickett Campus	11	All Subgroups	2012	Math	41.3%	58.7%	
Pickett Campus	11	Econ Disadv	2012	Math	38.8%	61.2%	
Pickett Campus	11	IEP	2012	Math	4.3%	95.7%	
Pickett Campus	11	Black	2012	Math	41.3%	58.7%	
Pickett Campus	11	All Subgroups	2012	Reading	53.5%	46.5%	
Pickett Campus	11	Econ Disadv	2012	Reading	52.0%	48.0%	
Pickett Campus	11	IEP	2012	Reading	8.0%	92.0%	
Pickett Campus	11	Black	2012	Reading	53.5%	46.5%	
Pickett Campus	07	All Subgroups	2013	Math	66.4%	33.6%	
Pickett Campus	07	Econ Disadv	2013	Math	65.9%	34.1%	
Pickett Campus	07	IEP	2013	Math	25.9%	74.2%	
Pickett Campus	07	Hispanic	2013	Math	50.0%	50.0%	
Pickett Campus	07	Black	2013	Math	66.7%	33.3%	
Pickett Campus	07	All Subgroups	2013	Reading	46.7%	53.3%	
Pickett Campus	07	Econ Disadv	2013	Reading	45.5%	54.5%	
Pickett Campus	07	IEP	2013	Reading	19.3%	80.6%	
Pickett Campus	07	Black	2013	Reading	47.4%	52.6%	
Pickett Campus	07	Hispanic	2013	Reading	0.0%	100.0%	
Pickett Campus	08	All Subgroups	2013	Math	75.8%	24.2%	
Pickett Campus	08	Econ Disadv	2013	Math	75.0%	25.0%	
Pickett Campus	08	IEP	2013	Math	33.3%	66.6%	
Pickett Campus	08	Black	2013	Math	75.4%	24.6%	
Pickett Campus	08	Hispanic	2013	Math	100.0%	0.0%	
Pickett Campus	08	All Subgroups	2013	Reading	71.8%	28.2%	
Pickett Campus	08	Econ Disadv	2013	Reading	70.7%	29.3%	
Pickett Campus	08	IEP	2013	Reading	22.2%	77.8%	
Pickett Campus	08	Hispanic	2013	Reading	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Pickett Campus	08	Black	2013	Reading	71.3%	28.7%	
Pickett Campus	11	All Subgroups	2013	Math	44.3%	55.6%	
Pickett Campus	11	Econ Disadv	2013	Math	44.6%	55.4%	
Pickett Campus	11	IEP	2013	Math	7.7%	92.3%	
Pickett Campus	11	Black	2013	Math	44.3%	55.6%	
Pickett Campus	11	All Subgroups	2013	Reading	59.3%	40.7%	
Pickett Campus	11	Econ Disadv	2013	Reading	58.9%	41.1%	
Pickett Campus	11	IEP	2013	Reading	8.3%	91.7%	
Pickett Campus	11	Black	2013	Reading	59.3%	40.7%	
Pickett Campus	06	All Subgroups	2014	Math	71.9%	28.1%	
Pickett Campus	06	Econ Disadv	2014	Math	72.6%	27.3%	
Pickett Campus	06	IEP	2014	Math	52.3%	47.6%	
Pickett Campus	06	ELL	2014	Math	100.0%	0.0%	
Pickett Campus	06	Hispanic	2014	Math	0.0%	100.0%	
Pickett Campus	06	Multi-Ethnic	2014	Math	0.0%	100.0%	
Pickett Campus	06	Black	2014	Math	73.3%	26.7%	
Pickett Campus	06	All Subgroups	2014	Reading	42.8%	57.3%	
Pickett Campus	06	Econ Disadv	2014	Reading	43.1%	56.9%	
Pickett Campus	06	IEP	2014	Reading	42.9%	57.1%	
Pickett Campus	06	ELL	2014	Reading	100.0%	0.0%	
Pickett Campus	06	Hispanic	2014	Reading	0.0%	100.0%	
Pickett Campus	06	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Pickett Campus	06	Black	2014	Reading	43.6%	56.4%	
Pickett Campus	07	All Subgroups	2014	Math	68.8%	31.2%	
Pickett Campus	07	Econ Disadv	2014	Math	70.0%	30.0%	
Pickett Campus	07	IEP	2014	Math	43.4%	56.5%	
Pickett Campus	07	ELL	2014	Math	100.0%	0.0%	
Pickett Campus	07	Asian	2014	Math	100.0%	0.0%	
Pickett Campus	07	Black	2014	Math	68.5%	31.5%	
Pickett Campus	07	All Subgroups	2014	Reading	61.8%	38.2%	
Pickett Campus	07	Econ Disadv	2014	Reading	60.4%	39.6%	
Pickett Campus	07	IEP	2014	Reading	20.8%	79.1%	
Pickett Campus	07	ELL	2014	Reading	100.0%	0.0%	
Pickett Campus	07	Black	2014	Reading	61.5%	38.5%	
Pickett Campus	07	Asian	2014	Reading	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Pickett Campus	08	All Subgroups	2014	Math	73.6%	26.4%	
Pickett Campus	08	Econ Disadv	2014	Math	73.6%	26.4%	
Pickett Campus	08	IEP	2014	Math	42.3%	57.7%	
Pickett Campus	08	Black	2014	Math	73.4%	26.6%	
Pickett Campus	08	Hispanic	2014	Math	100.0%	0.0%	
Pickett Campus	08	All Subgroups	2014	Reading	69.6%	30.4%	
Pickett Campus	08	Econ Disadv	2014	Reading	69.8%	30.2%	
Pickett Campus	08	IEP	2014	Reading	38.5%	61.6%	
Pickett Campus	08	Black	2014	Reading	69.3%	30.6%	
Pickett Campus	08	Hispanic	2014	Reading	100.0%	0.0%	
Pickett Campus	11	All Subgroups	2014	Math	59.7%	40.4%	
Pickett Campus	11	Econ Disadv	2014	Math	58.1%	41.9%	
Pickett Campus	11	IEP	2014	Math	12.0%	88.0%	
Pickett Campus	11	Hispanic	2014	Math	100.0%	0.0%	
Pickett Campus	11	Black	2014	Math	59.3%	40.8%	
Pickett Campus	11	All Subgroups	2014	Reading	71.6%	28.4%	
Pickett Campus	11	Econ Disadv	2014	Reading	70.9%	29.0%	
Pickett Campus	11	IEP	2014	Reading	15.4%	84.6%	
Pickett Campus	11	Black	2014	Reading	71.3%	28.7%	
Pickett Campus	11	Hispanic	2014	Reading	100.0%	0.0%	
Mann Elementary	03	All Subgroups	2012	Math	82.0%	18.1%	
Mann Elementary	03	Econ Disadv	2012	Math	80.6%	19.4%	
Mann Elementary	03	IEP	2012	Math	42.9%	57.2%	
Mann Elementary	03	ELL	2012	Math	100.0%	0.0%	
Mann Elementary	03	Multi-Ethnic	2012	Math	100.0%	0.0%	
Mann Elementary	03	Hispanic	2012	Math	100.0%	0.0%	
Mann Elementary	03	Black	2012	Math	81.5%	18.6%	
Mann Elementary	03	All Subgroups	2012	Reading	68.6%	31.4%	
Mann Elementary	03	Econ Disadv	2012	Reading	65.0%	35.0%	
Mann Elementary	03	IEP	2012	Reading	66.7%	33.3%	
Mann Elementary	03	ELL	2012	Reading	100.0%	0.0%	
Mann Elementary	03	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Mann Elementary	03	Hispanic	2012	Reading	100.0%	0.0%	
Mann Elementary	03	Black	2012	Reading	67.7%	32.4%	
Mann Elementary	04	All Subgroups	2012	Math	72.2%	27.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Mann Elementary	04	Econ Disadv	2012	Math	69.7%	30.4%	
Mann Elementary	04	IEP	2012	Math	10.0%	90.0%	
Mann Elementary	04	ELL	2012	Math	83.3%	16.7%	
Mann Elementary	04	Asian	2012	Math	100.0%	0.0%	
Mann Elementary	04	Black	2012	Math	70.1%	29.8%	
Mann Elementary	04	Multi-Ethnic	2012	Math	100.0%	0.0%	
Mann Elementary	04	Hispanic	2012	Math	100.0%	0.0%	
Mann Elementary	04	All Subgroups	2012	Reading	54.1%	45.9%	
Mann Elementary	04	Econ Disadv	2012	Reading	53.5%	46.4%	
Mann Elementary	04	IEP	2012	Reading	20.0%	80.0%	
Mann Elementary	04	ELL	2012	Reading	66.7%	33.3%	
Mann Elementary	04	Asian	2012	Reading	100.0%	0.0%	
Mann Elementary	04	Hispanic	2012	Reading	50.0%	50.0%	
Mann Elementary	04	Black	2012	Reading	53.8%	46.3%	
Mann Elementary	04	Multi-Ethnic	2012	Reading	50.0%	50.0%	
Mann Elementary	05	All Subgroups	2012	Math	79.7%	20.3%	
Mann Elementary	05	Econ Disadv	2012	Math	77.2%	22.8%	
Mann Elementary	05	IEP	2012	Math	42.9%	57.2%	
Mann Elementary	05	ELL	2012	Math	100.0%	0.0%	
Mann Elementary	05	Black	2012	Math	79.3%	20.7%	
Mann Elementary	05	Multi-Ethnic	2012	Math	100.0%	0.0%	
Mann Elementary	05	All Subgroups	2012	Reading	46.9%	53.1%	
Mann Elementary	05	Econ Disadv	2012	Reading	43.8%	56.1%	
Mann Elementary	05	IEP	2012	Reading	0.0%	100.0%	
Mann Elementary	05	ELL	2012	Reading	100.0%	0.0%	
Mann Elementary	05	Black	2012	Reading	47.6%	52.4%	
Mann Elementary	05	Multi-Ethnic	2012	Reading	0.0%	100.0%	
Mann Elementary	06	All Subgroups	2012	Math	81.9%	18.2%	
Mann Elementary	06	Econ Disadv	2012	Math	81.6%	18.4%	
Mann Elementary	06	IEP	2012	Math	46.2%	53.9%	
Mann Elementary	06	ELL	2012	Math	100.0%	0.0%	
Mann Elementary	06	Asian	2012	Math	100.0%	0.0%	
Mann Elementary	06	Native American	2012	Math	100.0%	0.0%	
Mann Elementary	06	Black	2012	Math	80.9%	19.0%	
Mann Elementary	06	Multi-Ethnic	2012	Math	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Mann Elementary	06	All Subgroups	2012	Reading	59.1%	41.0%	
Mann Elementary	06	Econ Disadv	2012	Reading	60.0%	40.0%	
Mann Elementary	06	IEP	2012	Reading	30.8%	69.3%	
Mann Elementary	06	ELL	2012	Reading	100.0%	0.0%	
Mann Elementary	06	Native American	2012	Reading	100.0%	0.0%	
Mann Elementary	06	Asian	2012	Reading	100.0%	0.0%	
Mann Elementary	06	Black	2012	Reading	57.1%	42.9%	
Mann Elementary	06	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Mann Elementary	03	All Subgroups	2013	Math	81.3%	18.7%	
Mann Elementary	03	Econ Disadv	2013	Math	81.3%	18.7%	
Mann Elementary	03	IEP	2013	Math	46.2%	53.9%	
Mann Elementary	03	ELL	2013	Math	100.0%	0.0%	
Mann Elementary	03	Hispanic	2013	Math	100.0%	0.0%	
Mann Elementary	03	Black	2013	Math	81.9%	18.1%	
Mann Elementary	03	Multi-Ethnic	2013	Math	50.0%	50.0%	
Mann Elementary	03	All Subgroups	2013	Reading	57.4%	42.6%	
Mann Elementary	03	Econ Disadv	2013	Reading	57.4%	42.6%	
Mann Elementary	03	IEP	2013	Reading	30.8%	69.2%	
Mann Elementary	03	ELL	2013	Reading	100.0%	0.0%	
Mann Elementary	03	Multi-Ethnic	2013	Reading	50.0%	50.0%	
Mann Elementary	03	Black	2013	Reading	56.9%	43.1%	
Mann Elementary	03	Hispanic	2013	Reading	100.0%	0.0%	
Mann Elementary	04	All Subgroups	2013	Math	71.6%	28.4%	
Mann Elementary	04	Econ Disadv	2013	Math	70.3%	29.7%	
Mann Elementary	04	IEP	2013	Math	30.0%	70.0%	
Mann Elementary	04	ELL	2013	Math	0.0%	100.0%	
Mann Elementary	04	Hispanic	2013	Math	50.0%	50.0%	
Mann Elementary	04	Multi-Ethnic	2013	Math	100.0%	0.0%	
Mann Elementary	04	Black	2013	Math	73.2%	26.8%	
Mann Elementary	04	Asian	2013	Math	50.0%	50.0%	
Mann Elementary	04	All Subgroups	2013	Reading	46.6%	53.4%	
Mann Elementary	04	Econ Disadv	2013	Reading	47.6%	52.4%	
Mann Elementary	04	IEP	2013	Reading	10.0%	90.0%	
Mann Elementary	04	ELL	2013	Reading	0.0%	100.0%	
Mann Elementary	04	Hispanic	2013	Reading	50.0%	50.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Mann Elementary	04	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Mann Elementary	04	Black	2013	Reading	47.0%	53.1%	
Mann Elementary	04	Asian	2013	Reading	0.0%	100.0%	
Mann Elementary	05	All Subgroups	2013	Math	79.2%	20.8%	
Mann Elementary	05	Econ Disadv	2013	Math	75.9%	24.1%	
Mann Elementary	05	IEP	2013	Math	18.2%	81.8%	
Mann Elementary	05	ELL	2013	Math	66.6%	33.3%	
Mann Elementary	05	Hispanic	2013	Math	100.0%	0.0%	
Mann Elementary	05	Black	2013	Math	77.6%	22.4%	
Mann Elementary	05	Multi-Ethnic	2013	Math	100.0%	0.0%	
Mann Elementary	05	Asian	2013	Math	100.0%	0.0%	
Mann Elementary	05	White	2013	Math	100.0%	0.0%	
Mann Elementary	05	All Subgroups	2013	Reading	50.0%	50.0%	
Mann Elementary	05	Econ Disadv	2013	Reading	43.1%	56.9%	
Mann Elementary	05	IEP	2013	Reading	0.0%	100.0%	
Mann Elementary	05	ELL	2013	Reading	33.3%	66.6%	
Mann Elementary	05	Black	2013	Reading	47.7%	52.2%	
Mann Elementary	05	White	2013	Reading	100.0%	0.0%	
Mann Elementary	05	Asian	2013	Reading	100.0%	0.0%	
Mann Elementary	05	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Mann Elementary	05	Hispanic	2013	Reading	50.0%	50.0%	
Mann Elementary	06	All Subgroups	2013	Math	85.3%	14.7%	
Mann Elementary	06	Econ Disadv	2013	Math	85.2%	14.7%	
Mann Elementary	06	IEP	2013	Math	12.5%	87.5%	
Mann Elementary	06	Multi-Ethnic	2013	Math	66.7%	33.3%	
Mann Elementary	06	Hispanic	2013	Math	100.0%	0.0%	
Mann Elementary	06	Black	2013	Math	85.9%	14.1%	
Mann Elementary	06	All Subgroups	2013	Reading	67.7%	32.4%	
Mann Elementary	06	Econ Disadv	2013	Reading	67.2%	32.8%	
Mann Elementary	06	IEP	2013	Reading	12.5%	87.5%	
Mann Elementary	06	Black	2013	Reading	68.8%	31.2%	
Mann Elementary	06	Multi-Ethnic	2013	Reading	66.6%	33.3%	
Mann Elementary	06	Hispanic	2013	Reading	0.0%	100.0%	
Mann Elementary	03	All Subgroups	2014	Math	77.8%	22.2%	
Mann Elementary	03	Econ Disadv	2014	Math	77.7%	22.3%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Mann Elementary	03	IEP	2014	Math	27.3%	72.8%	
Mann Elementary	03	ELL	2014	Math	100.0%	0.0%	
Mann Elementary	03	Asian	2014	Math	100.0%	0.0%	
Mann Elementary	03	Hispanic	2014	Math	100.0%	0.0%	
Mann Elementary	03	Multi-Ethnic	2014	Math	66.6%	33.3%	
Mann Elementary	03	Black	2014	Math	76.1%	23.9%	
Mann Elementary	03	All Subgroups	2014	Reading	56.7%	43.2%	
Mann Elementary	03	Econ Disadv	2014	Reading	54.2%	45.8%	
Mann Elementary	03	IEP	2014	Reading	36.4%	63.7%	
Mann Elementary	03	ELL	2014	Reading	50.0%	50.0%	
Mann Elementary	03	Asian	2014	Reading	100.0%	0.0%	
Mann Elementary	03	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Mann Elementary	03	Hispanic	2014	Reading	20.0%	80.0%	
Mann Elementary	03	Black	2014	Reading	60.6%	39.4%	
Mann Elementary	04	All Subgroups	2014	Math	74.6%	25.3%	
Mann Elementary	04	Econ Disadv	2014	Math	71.9%	28.2%	
Mann Elementary	04	IEP	2014	Math	46.7%	53.4%	
Mann Elementary	04	Hispanic	2014	Math	66.6%	33.3%	
Mann Elementary	04	Black	2014	Math	77.2%	22.9%	
Mann Elementary	04	Multi-Ethnic	2014	Math	0.0%	100.0%	
Mann Elementary	04	All Subgroups	2014	Reading	54.6%	45.3%	
Mann Elementary	04	Econ Disadv	2014	Reading	53.1%	46.9%	
Mann Elementary	04	IEP	2014	Reading	20.0%	80.0%	
Mann Elementary	04	Black	2014	Reading	54.3%	45.7%	
Mann Elementary	04	Hispanic	2014	Reading	66.7%	33.3%	
Mann Elementary	04	Multi-Ethnic	2014	Reading	50.0%	50.0%	
Mann Elementary	05	All Subgroups	2014	Math	77.6%	22.4%	
Mann Elementary	05	Econ Disadv	2014	Math	77.7%	22.2%	
Mann Elementary	05	IEP	2014	Math	33.3%	66.6%	
Mann Elementary	05	ELL	2014	Math	0.0%	100.0%	
Mann Elementary	05	Multi-Ethnic	2014	Math	100.0%	0.0%	
Mann Elementary	05	Black	2014	Math	77.2%	22.8%	
Mann Elementary	05	Hispanic	2014	Math	75.0%	25.0%	
Mann Elementary	05	Asian	2014	Math	100.0%	0.0%	
Mann Elementary	05	All Subgroups	2014	Reading	49.2%	50.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Mann Elementary	05	Econ Disadv	2014	Reading	51.9%	48.1%	
Mann Elementary	05	IEP	2014	Reading	11.1%	88.9%	
Mann Elementary	05	ELL	2014	Reading	0.0%	100.0%	
Mann Elementary	05	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Mann Elementary	05	Hispanic	2014	Reading	37.5%	62.5%	
Mann Elementary	05	Asian	2014	Reading	100.0%	0.0%	
Mann Elementary	05	Black	2014	Reading	49.1%	50.9%	
Mann Elementary	06	All Subgroups	2014	Math	73.6%	26.4%	
Mann Elementary	06	Econ Disadv	2014	Math	71.6%	28.3%	
Mann Elementary	06	IEP	2014	Math	15.4%	84.6%	
Mann Elementary	06	ELL	2014	Math	0.0%	100.0%	
Mann Elementary	06	Hispanic	2014	Math	100.0%	0.0%	
Mann Elementary	06	White	2014	Math	100.0%	0.0%	
Mann Elementary	06	Black	2014	Math	72.1%	27.9%	
Mann Elementary	06	Multi-Ethnic	2014	Math	100.0%	0.0%	
Mann Elementary	06	All Subgroups	2014	Reading	50.0%	50.0%	
Mann Elementary	06	Econ Disadv	2014	Reading	48.4%	51.7%	
Mann Elementary	06	IEP	2014	Reading	0.0%	100.0%	
Mann Elementary	06	ELL	2014	Reading	0.0%	100.0%	
Mann Elementary	06	White	2014	Reading	100.0%	0.0%	
Mann Elementary	06	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Mann Elementary	06	Hispanic	2014	Reading	50.0%	50.0%	
Mann Elementary	06	Black	2014	Reading	48.5%	51.5%	
Smedley Elementary	03	All Subgroups	2012	Math	56.1%	43.9%	
Smedley Elementary	03	Econ Disadv	2012	Math	56.1%	43.9%	
Smedley Elementary	03	IEP	2012	Math	31.8%	68.2%	
Smedley Elementary	03	ELL	2012	Math	50.0%	50.0%	
Smedley Elementary	03	Black	2012	Math	54.9%	45.2%	
Smedley Elementary	03	Multi-Ethnic	2012	Math	66.7%	33.4%	
Smedley Elementary	03	Hispanic	2012	Math	62.5%	37.5%	
Smedley Elementary	03	White	2012	Math	50.0%	50.0%	
Smedley Elementary	03	All Subgroups	2012	Reading	48.0%	52.0%	
Smedley Elementary	03	Econ Disadv	2012	Reading	48.0%	52.0%	
Smedley Elementary	03	IEP	2012	Reading	31.8%	68.2%	
Smedley Elementary	03	ELL	2012	Reading	75.0%	25.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Smedley Elementary	03	Multi-Ethnic	2012	Reading	66.7%	33.4%	
Smedley Elementary	03	Black	2012	Reading	48.8%	51.2%	
Smedley Elementary	03	White	2012	Reading	50.0%	50.0%	
Smedley Elementary	03	Hispanic	2012	Reading	25.0%	75.0%	
Smedley Elementary	04	All Subgroups	2012	Math	53.3%	46.8%	
Smedley Elementary	04	Econ Disadv	2012	Math	54.0%	46.0%	
Smedley Elementary	04	IEP	2012	Math	47.6%	52.4%	
Smedley Elementary	04	ELL	2012	Math	100.0%	0.0%	
Smedley Elementary	04	Asian	2012	Math	100.0%	0.0%	
Smedley Elementary	04	White	2012	Math	33.3%	66.7%	
Smedley Elementary	04	Multi-Ethnic	2012	Math	100.0%	0.0%	
Smedley Elementary	04	Native American	2012	Math	100.0%	0.0%	
Smedley Elementary	04	Hispanic	2012	Math	53.3%	46.7%	
Smedley Elementary	04	Black	2012	Math	49.2%	50.8%	
Smedley Elementary	04	All Subgroups	2012	Reading	33.7%	66.3%	
Smedley Elementary	04	Econ Disadv	2012	Reading	34.9%	65.1%	
Smedley Elementary	04	IEP	2012	Reading	23.8%	76.2%	
Smedley Elementary	04	ELL	2012	Reading	33.3%	66.6%	
Smedley Elementary	04	Asian	2012	Reading	100.0%	0.0%	
Smedley Elementary	04	Hispanic	2012	Reading	40.0%	60.0%	
Smedley Elementary	04	White	2012	Reading	66.6%	33.3%	
Smedley Elementary	04	Native American	2012	Reading	100.0%	0.0%	
Smedley Elementary	04	Black	2012	Reading	23.9%	76.2%	
Smedley Elementary	04	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Smedley Elementary	05	All Subgroups	2012	Math	39.8%	60.2%	
Smedley Elementary	05	Econ Disadv	2012	Math	39.5%	60.4%	
Smedley Elementary	05	IEP	2012	Math	12.5%	87.5%	
Smedley Elementary	05	ELL	2012	Math	0.0%	100.0%	
Smedley Elementary	05	White	2012	Math	38.5%	61.6%	
Smedley Elementary	05	Hispanic	2012	Math	42.9%	57.2%	
Smedley Elementary	05	Multi-Ethnic	2012	Math	33.3%	66.6%	
Smedley Elementary	05	Black	2012	Math	40.7%	59.3%	
Smedley Elementary	05	Asian	2012	Math	0.0%	100.0%	
Smedley Elementary	05	All Subgroups	2012	Reading	29.5%	70.5%	
Smedley Elementary	05	Econ Disadv	2012	Reading	29.1%	70.9%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Smedley Elementary	05	IEP	2012	Reading	12.5%	87.5%	
Smedley Elementary	05	ELL	2012	Reading	0.0%	100.0%	
Smedley Elementary	05	Multi-Ethnic	2012	Reading	66.7%	33.3%	
Smedley Elementary	05	Black	2012	Reading	26.6%	73.4%	
Smedley Elementary	05	Asian	2012	Reading	0.0%	100.0%	
Smedley Elementary	05	White	2012	Reading	30.8%	69.3%	
Smedley Elementary	05	Hispanic	2012	Reading	42.9%	57.1%	
Smedley Elementary	06	All Subgroups	2012	Math	59.2%	40.8%	
Smedley Elementary	06	Econ Disadv	2012	Math	58.6%	41.4%	
Smedley Elementary	06	IEP	2012	Math	17.4%	82.6%	
Smedley Elementary	06	ELL	2012	Math	33.3%	66.6%	
Smedley Elementary	06	White	2012	Math	0.0%	100.0%	
Smedley Elementary	06	Hispanic	2012	Math	50.0%	50.0%	
Smedley Elementary	06	Black	2012	Math	62.3%	37.7%	
Smedley Elementary	06	Multi-Ethnic	2012	Math	100.0%	0.0%	
Smedley Elementary	06	All Subgroups	2012	Reading	32.9%	67.1%	
Smedley Elementary	06	Econ Disadv	2012	Reading	33.4%	66.6%	
Smedley Elementary	06	IEP	2012	Reading	8.7%	91.3%	
Smedley Elementary	06	ELL	2012	Reading	33.3%	66.6%	
Smedley Elementary	06	Hispanic	2012	Reading	40.0%	60.0%	
Smedley Elementary	06	Multi-Ethnic	2012	Reading	50.0%	50.0%	
Smedley Elementary	06	Black	2012	Reading	31.2%	68.9%	
Smedley Elementary	06	White	2012	Reading	33.3%	66.7%	
Smedley Elementary	03	All Subgroups	2013	Math	73.9%	26.1%	
Smedley Elementary	03	Econ Disadv	2013	Math	73.5%	26.4%	
Smedley Elementary	03	IEP	2013	Math	31.3%	68.8%	
Smedley Elementary	03	ELL	2013	Math	80.0%	20.0%	
Smedley Elementary	03	Asian	2013	Math	100.0%	0.0%	
Smedley Elementary	03	White	2013	Math	100.0%	0.0%	
Smedley Elementary	03	Multi-Ethnic	2013	Math	66.6%	33.4%	
Smedley Elementary	03	Hispanic	2013	Math	80.0%	20.0%	
Smedley Elementary	03	Black	2013	Math	69.9%	30.2%	
Smedley Elementary	03	All Subgroups	2013	Reading	58.7%	41.3%	
Smedley Elementary	03	Econ Disadv	2013	Reading	58.6%	41.4%	
Smedley Elementary	03	IEP	2013	Reading	18.8%	81.3%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Smedley Elementary	03	ELL	2013	Reading	60.0%	40.0%	
Smedley Elementary	03	Multi-Ethnic	2013	Reading	50.0%	50.0%	
Smedley Elementary	03	Black	2013	Reading	57.2%	42.8%	
Smedley Elementary	03	Asian	2013	Reading	100.0%	0.0%	
Smedley Elementary	03	Hispanic	2013	Reading	60.0%	40.0%	
Smedley Elementary	03	White	2013	Reading	71.5%	28.6%	
Smedley Elementary	04	All Subgroups	2013	Math	47.0%	53.0%	
Smedley Elementary	04	Econ Disadv	2013	Math	48.5%	51.5%	
Smedley Elementary	04	IEP	2013	Math	27.6%	72.4%	
Smedley Elementary	04	ELL	2013	Math	75.0%	25.0%	
Smedley Elementary	04	Hispanic	2013	Math	46.2%	53.9%	
Smedley Elementary	04	White	2013	Math	0.0%	100.0%	
Smedley Elementary	04	Black	2013	Math	46.8%	53.2%	
Smedley Elementary	04	Multi-Ethnic	2013	Math	66.6%	33.4%	
Smedley Elementary	04	All Subgroups	2013	Reading	38.0%	62.0%	
Smedley Elementary	04	Econ Disadv	2013	Reading	39.1%	60.8%	
Smedley Elementary	04	IEP	2013	Reading	13.8%	86.2%	
Smedley Elementary	04	ELL	2013	Reading	50.0%	50.0%	
Smedley Elementary	04	Hispanic	2013	Reading	30.8%	69.3%	
Smedley Elementary	04	Black	2013	Reading	36.7%	63.3%	
Smedley Elementary	04	Multi-Ethnic	2013	Reading	66.6%	33.4%	
Smedley Elementary	04	White	2013	Reading	50.0%	50.0%	
Smedley Elementary	05	All Subgroups	2013	Math	52.6%	47.4%	
Smedley Elementary	05	Econ Disadv	2013	Math	53.9%	46.0%	
Smedley Elementary	05	IEP	2013	Math	26.9%	73.0%	
Smedley Elementary	05	ELL	2013	Math	100.0%	0.0%	
Smedley Elementary	05	Multi-Ethnic	2013	Math	100.0%	0.0%	
Smedley Elementary	05	White	2013	Math	50.0%	50.0%	
Smedley Elementary	05	Hispanic	2013	Math	76.4%	23.5%	
Smedley Elementary	05	Black	2013	Math	44.4%	55.5%	
Smedley Elementary	05	Asian	2013	Math	100.0%	0.0%	
Smedley Elementary	05	Native American	2013	Math	100.0%	0.0%	
Smedley Elementary	05	All Subgroups	2013	Reading	30.2%	69.8%	
Smedley Elementary	05	Econ Disadv	2013	Reading	32.9%	67.0%	
Smedley Elementary	05	IEP	2013	Reading	11.5%	88.4%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Smedley Elementary	05	ELL	2013	Reading	100.0%	0.0%	
Smedley Elementary	05	Black	2013	Reading	23.9%	76.1%	
Smedley Elementary	05	Hispanic	2013	Reading	35.3%	64.7%	
Smedley Elementary	05	Native American	2013	Reading	100.0%	0.0%	
Smedley Elementary	05	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Smedley Elementary	05	Asian	2013	Reading	100.0%	0.0%	
Smedley Elementary	05	White	2013	Reading	50.0%	50.0%	
Smedley Elementary	06	All Subgroups	2013	Math	42.3%	57.7%	
Smedley Elementary	06	Econ Disadv	2013	Math	41.9%	58.1%	
Smedley Elementary	06	IEP	2013	Math	18.8%	81.3%	
Smedley Elementary	06	ELL	2013	Math	50.0%	50.0%	
Smedley Elementary	06	White	2013	Math	50.0%	50.0%	
Smedley Elementary	06	Hispanic	2013	Math	28.6%	71.5%	
Smedley Elementary	06	Black	2013	Math	41.3%	58.8%	
Smedley Elementary	06	Multi-Ethnic	2013	Math	100.0%	0.0%	
Smedley Elementary	06	All Subgroups	2013	Reading	34.2%	65.8%	
Smedley Elementary	06	Econ Disadv	2013	Reading	33.3%	66.7%	
Smedley Elementary	06	IEP	2013	Reading	15.6%	84.4%	
Smedley Elementary	06	ELL	2013	Reading	50.0%	50.0%	
Smedley Elementary	06	Black	2013	Reading	32.8%	67.2%	
Smedley Elementary	06	Hispanic	2013	Reading	28.6%	71.4%	
Smedley Elementary	06	White	2013	Reading	33.3%	66.6%	
Smedley Elementary	06	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Smedley Elementary	03	All Subgroups	2014	Math	64.8%	35.2%	
Smedley Elementary	03	Econ Disadv	2014	Math	65.3%	34.7%	
Smedley Elementary	03	IEP	2014	Math	46.1%	53.8%	
Smedley Elementary	03	ELL	2014	Math	75.0%	25.0%	
Smedley Elementary	03	White	2014	Math	100.0%	0.0%	
Smedley Elementary	03	Multi-Ethnic	2014	Math	85.7%	14.3%	
Smedley Elementary	03	Black	2014	Math	62.9%	37.1%	
Smedley Elementary	03	Hispanic	2014	Math	47.6%	52.4%	
Smedley Elementary	03	All Subgroups	2014	Reading	48.6%	51.4%	
Smedley Elementary	03	Econ Disadv	2014	Reading	47.9%	52.1%	
Smedley Elementary	03	IEP	2014	Reading	15.4%	84.6%	
Smedley Elementary	03	ELL	2014	Reading	50.0%	50.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Smedley Elementary	03	Multi-Ethnic	2014	Reading	52.3%	47.6%	
Smedley Elementary	03	Black	2014	Reading	46.7%	53.2%	
Smedley Elementary	03	White	2014	Reading	100.0%	0.0%	
Smedley Elementary	03	Hispanic	2014	Reading	47.6%	52.4%	
Smedley Elementary	04	All Subgroups	2014	Math	45.6%	54.5%	
Smedley Elementary	04	Econ Disadv	2014	Math	44.3%	55.7%	
Smedley Elementary	04	IEP	2014	Math	5.3%	94.7%	
Smedley Elementary	04	ELL	2014	Math	42.9%	57.2%	
Smedley Elementary	04	White	2014	Math	60.0%	40.0%	
Smedley Elementary	04	Asian	2014	Math	100.0%	0.0%	
Smedley Elementary	04	Multi-Ethnic	2014	Math	60.0%	40.0%	
Smedley Elementary	04	Black	2014	Math	39.7%	60.4%	
Smedley Elementary	04	Hispanic	2014	Math	56.3%	43.8%	
Smedley Elementary	04	All Subgroups	2014	Reading	45.0%	55.1%	
Smedley Elementary	04	Econ Disadv	2014	Reading	43.1%	57.0%	
Smedley Elementary	04	IEP	2014	Reading	11.1%	88.9%	
Smedley Elementary	04	ELL	2014	Reading	42.9%	57.1%	
Smedley Elementary	04	Hispanic	2014	Reading	43.8%	56.3%	
Smedley Elementary	04	Black	2014	Reading	43.5%	56.5%	
Smedley Elementary	04	Asian	2014	Reading	100.0%	0.0%	
Smedley Elementary	04	White	2014	Reading	40.0%	60.0%	
Smedley Elementary	04	Multi-Ethnic	2014	Reading	60.0%	40.0%	
Smedley Elementary	05	All Subgroups	2014	Math	32.4%	67.7%	
Smedley Elementary	05	Econ Disadv	2014	Math	31.2%	68.7%	
Smedley Elementary	05	IEP	2014	Math	17.6%	82.3%	
Smedley Elementary	05	ELL	2014	Math	60.0%	40.0%	
Smedley Elementary	05	Multi-Ethnic	2014	Math	60.0%	40.0%	
Smedley Elementary	05	Hispanic	2014	Math	33.4%	66.7%	
Smedley Elementary	05	White	2014	Math	50.0%	50.0%	
Smedley Elementary	05	Black	2014	Math	30.0%	70.1%	
Smedley Elementary	05	All Subgroups	2014	Reading	30.4%	69.6%	
Smedley Elementary	05	Econ Disadv	2014	Reading	30.2%	69.8%	
Smedley Elementary	05	IEP	2014	Reading	14.7%	85.3%	
Smedley Elementary	05	ELL	2014	Reading	40.0%	60.0%	
Smedley Elementary	05	Hispanic	2014	Reading	20.0%	80.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Smedley Elementary	05	Black	2014	Reading	30.0%	70.1%	
Smedley Elementary	05	Multi-Ethnic	2014	Reading	60.0%	40.0%	
Smedley Elementary	05	White	2014	Reading	50.0%	50.0%	
Smedley Elementary	06	All Subgroups	2014	Math	60.5%	39.6%	
Smedley Elementary	06	Econ Disadv	2014	Math	59.5%	40.4%	
Smedley Elementary	06	IEP	2014	Math	33.3%	66.6%	
Smedley Elementary	06	ELL	2014	Math	100.0%	0.0%	
Smedley Elementary	06	Hispanic	2014	Math	57.9%	42.2%	
Smedley Elementary	06	Native American	2014	Math	100.0%	0.0%	
Smedley Elementary	06	Asian	2014	Math	100.0%	0.0%	
Smedley Elementary	06	Multi-Ethnic	2014	Math	100.0%	0.0%	
Smedley Elementary	06	Black	2014	Math	58.4%	41.5%	
Smedley Elementary	06	White	2014	Math	66.6%	33.3%	
Smedley Elementary	06	All Subgroups	2014	Reading	41.8%	58.3%	
Smedley Elementary	06	Econ Disadv	2014	Reading	42.7%	57.3%	
Smedley Elementary	06	IEP	2014	Reading	16.6%	83.3%	
Smedley Elementary	06	ELL	2014	Reading	100.0%	0.0%	
Smedley Elementary	06	Native American	2014	Reading	100.0%	0.0%	
Smedley Elementary	06	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Smedley Elementary	06	White	2014	Reading	66.6%	33.3%	
Smedley Elementary	06	Hispanic	2014	Reading	57.9%	42.1%	
Smedley Elementary	06	Asian	2014	Reading	100.0%	0.0%	
Smedley Elementary	06	Black	2014	Reading	32.3%	67.7%	
Harrity Elementary	03	All Subgroups	2012	Math	59.6%	40.4%	
Harrity Elementary	03	Econ Disadv	2012	Math	58.5%	41.5%	
Harrity Elementary	03	IEP	2012	Math	16.7%	83.3%	
Harrity Elementary	03	Black	2012	Math	59.1%	40.9%	
Harrity Elementary	03	All Subgroups	2012	Reading	40.4%	59.6%	
Harrity Elementary	03	Econ Disadv	2012	Reading	40.4%	59.5%	
Harrity Elementary	03	IEP	2012	Reading	16.7%	83.4%	
Harrity Elementary	03	Black	2012	Reading	39.8%	60.2%	
Harrity Elementary	04	All Subgroups	2012	Math	55.6%	44.5%	
Harrity Elementary	04	Econ Disadv	2012	Math	53.5%	46.4%	
Harrity Elementary	04	IEP	2012	Math	0.0%	100.0%	
Harrity Elementary	04	Black	2012	Math	55.6%	44.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Harrity Elementary	04	All Subgroups	2012	Reading	40.7%	59.2%	
Harrity Elementary	04	Econ Disadv	2012	Reading	40.8%	59.2%	
Harrity Elementary	04	IEP	2012	Reading	0.0%	100.0%	
Harrity Elementary	04	Black	2012	Reading	40.7%	59.2%	
Harrity Elementary	05	All Subgroups	2012	Math	52.4%	47.7%	
Harrity Elementary	05	Econ Disadv	2012	Math	51.5%	48.5%	
Harrity Elementary	05	IEP	2012	Math	50.0%	50.0%	
Harrity Elementary	05	Hispanic	2012	Math	0.0%	100.0%	
Harrity Elementary	05	Black	2012	Math	52.9%	47.1%	
Harrity Elementary	05	All Subgroups	2012	Reading	36.2%	63.9%	
Harrity Elementary	05	Econ Disadv	2012	Reading	35.4%	64.6%	
Harrity Elementary	05	IEP	2012	Reading	33.3%	66.7%	
Harrity Elementary	05	Black	2012	Reading	36.5%	63.5%	
Harrity Elementary	05	Hispanic	2012	Reading	0.0%	100.0%	
Harrity Elementary	06	All Subgroups	2012	Math	61.5%	38.5%	
Harrity Elementary	06	Econ Disadv	2012	Math	61.1%	39.0%	
Harrity Elementary	06	IEP	2012	Math	8.3%	91.7%	
Harrity Elementary	06	ELL	2012	Math	0.0%	100.0%	
Harrity Elementary	06	Black	2012	Math	62.4%	37.7%	
Harrity Elementary	06	Hispanic	2012	Math	0.0%	100.0%	
Harrity Elementary	06	All Subgroups	2012	Reading	37.2%	62.8%	
Harrity Elementary	06	Econ Disadv	2012	Reading	36.4%	63.7%	
Harrity Elementary	06	IEP	2012	Reading	8.3%	91.6%	
Harrity Elementary	06	ELL	2012	Reading	0.0%	100.0%	
Harrity Elementary	06	Hispanic	2012	Reading	0.0%	100.0%	
Harrity Elementary	06	Black	2012	Reading	37.7%	62.4%	
Harrity Elementary	07	All Subgroups	2012	Math	79.0%	21.0%	
Harrity Elementary	07	Econ Disadv	2012	Math	77.4%	22.7%	
Harrity Elementary	07	IEP	2012	Math	37.5%	62.5%	
Harrity Elementary	07	Black	2012	Math	79.0%	21.0%	
Harrity Elementary	07	All Subgroups	2012	Reading	58.0%	42.0%	
Harrity Elementary	07	Econ Disadv	2012	Reading	57.3%	42.6%	
Harrity Elementary	07	IEP	2012	Reading	12.5%	87.5%	
Harrity Elementary	07	Black	2012	Reading	58.0%	42.0%	
Harrity Elementary	08	All Subgroups	2012	Math	85.5%	14.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Harrity Elementary	08	Econ Disadv	2012	Math	86.0%	14.1%	
Harrity Elementary	08	IEP	2012	Math	71.4%	28.6%	
Harrity Elementary	08	ELL	2012	Math	0.0%	100.0%	
Harrity Elementary	08	Black	2012	Math	85.5%	14.5%	
Harrity Elementary	08	All Subgroups	2012	Reading	76.8%	23.2%	
Harrity Elementary	08	Econ Disadv	2012	Reading	75.0%	25.0%	
Harrity Elementary	08	IEP	2012	Reading	28.6%	71.5%	
Harrity Elementary	08	ELL	2012	Reading	0.0%	100.0%	
Harrity Elementary	08	Black	2012	Reading	76.8%	23.2%	
Harrity Elementary	03	All Subgroups	2013	Math	51.0%	49.0%	
Harrity Elementary	03	Econ Disadv	2013	Math	52.9%	47.1%	
Harrity Elementary	03	IEP	2013	Math	10.0%	90.0%	
Harrity Elementary	03	Black	2013	Math	51.0%	49.0%	
Harrity Elementary	03	All Subgroups	2013	Reading	47.4%	52.6%	
Harrity Elementary	03	Econ Disadv	2013	Reading	47.7%	52.3%	
Harrity Elementary	03	IEP	2013	Reading	10.0%	90.0%	
Harrity Elementary	03	Black	2013	Reading	47.4%	52.6%	
Harrity Elementary	04	All Subgroups	2013	Math	49.5%	50.4%	
Harrity Elementary	04	Econ Disadv	2013	Math	49.5%	50.5%	
Harrity Elementary	04	IEP	2013	Math	8.3%	91.7%	
Harrity Elementary	04	Black	2013	Math	49.5%	50.4%	
Harrity Elementary	04	All Subgroups	2013	Reading	35.6%	64.4%	
Harrity Elementary	04	Econ Disadv	2013	Reading	34.8%	65.2%	
Harrity Elementary	04	IEP	2013	Reading	8.3%	91.6%	
Harrity Elementary	04	Black	2013	Reading	35.6%	64.4%	
Harrity Elementary	05	All Subgroups	2013	Math	45.7%	54.4%	
Harrity Elementary	05	Econ Disadv	2013	Math	42.0%	58.0%	
Harrity Elementary	05	IEP	2013	Math	0.0%	100.0%	
Harrity Elementary	05	Black	2013	Math	45.7%	54.4%	
Harrity Elementary	05	All Subgroups	2013	Reading	28.4%	71.6%	
Harrity Elementary	05	Econ Disadv	2013	Reading	26.0%	73.9%	
Harrity Elementary	05	IEP	2013	Reading	0.0%	100.0%	
Harrity Elementary	05	Black	2013	Reading	28.4%	71.6%	
Harrity Elementary	06	All Subgroups	2013	Math	55.0%	45.0%	
Harrity Elementary	06	Econ Disadv	2013	Math	55.4%	44.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Harrity Elementary	06	IEP	2013	Math	21.1%	79.0%	
Harrity Elementary	06	Black	2013	Math	56.1%	43.9%	
Harrity Elementary	06	Hispanic	2013	Math	0.0%	100.0%	
Harrity Elementary	06	All Subgroups	2013	Reading	42.0%	58.0%	
Harrity Elementary	06	Econ Disadv	2013	Reading	41.3%	58.7%	
Harrity Elementary	06	IEP	2013	Reading	15.8%	84.2%	
Harrity Elementary	06	Hispanic	2013	Reading	0.0%	100.0%	
Harrity Elementary	06	Black	2013	Reading	42.8%	57.1%	
Harrity Elementary	07	All Subgroups	2013	Math	70.7%	29.4%	
Harrity Elementary	07	Econ Disadv	2013	Math	70.5%	29.6%	
Harrity Elementary	07	IEP	2013	Math	21.4%	78.6%	
Harrity Elementary	07	Black	2013	Math	71.6%	28.4%	
Harrity Elementary	07	Hispanic	2013	Math	0.0%	100.0%	
Harrity Elementary	07	All Subgroups	2013	Reading	37.9%	62.2%	
Harrity Elementary	07	Econ Disadv	2013	Reading	38.6%	61.5%	
Harrity Elementary	07	IEP	2013	Reading	21.4%	78.5%	
Harrity Elementary	07	Black	2013	Reading	38.4%	61.7%	
Harrity Elementary	07	Hispanic	2013	Reading	0.0%	100.0%	
Harrity Elementary	08	All Subgroups	2013	Math	66.3%	33.8%	
Harrity Elementary	08	Econ Disadv	2013	Math	68.6%	31.4%	
Harrity Elementary	08	IEP	2013	Math	40.0%	60.0%	
Harrity Elementary	08	Black	2013	Math	66.3%	33.8%	
Harrity Elementary	08	All Subgroups	2013	Reading	61.1%	39.0%	
Harrity Elementary	08	Econ Disadv	2013	Reading	61.2%	38.8%	
Harrity Elementary	08	IEP	2013	Reading	20.0%	80.0%	
Harrity Elementary	08	Black	2013	Reading	61.1%	39.0%	
Harrity Elementary	03	All Subgroups	2014	Math	56.9%	43.2%	
Harrity Elementary	03	Econ Disadv	2014	Math	55.7%	44.3%	
Harrity Elementary	03	IEP	2014	Math	6.3%	93.8%	
Harrity Elementary	03	ELL	2014	Math	66.7%	33.3%	
Harrity Elementary	03	Black	2014	Math	56.1%	43.8%	
Harrity Elementary	03	White	2014	Math	100.0%	0.0%	
Harrity Elementary	03	Hispanic	2014	Math	66.7%	33.3%	
Harrity Elementary	03	All Subgroups	2014	Reading	53.5%	46.5%	
Harrity Elementary	03	Econ Disadv	2014	Reading	52.0%	47.9%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Harrity Elementary	03	IEP	2014	Reading	0.0%	100.0%	
Harrity Elementary	03	ELL	2014	Reading	0.0%	100.0%	
Harrity Elementary	03	Hispanic	2014	Reading	66.7%	33.3%	
Harrity Elementary	03	Black	2014	Reading	52.5%	47.5%	
Harrity Elementary	03	White	2014	Reading	100.0%	0.0%	
Harrity Elementary	04	All Subgroups	2014	Math	59.8%	40.2%	
Harrity Elementary	04	Econ Disadv	2014	Math	60.0%	40.0%	
Harrity Elementary	04	IEP	2014	Math	25.0%	75.0%	
Harrity Elementary	04	ELL	2014	Math	25.0%	75.0%	
Harrity Elementary	04	Black	2014	Math	59.5%	40.4%	
Harrity Elementary	04	Hispanic	2014	Math	66.6%	33.3%	
Harrity Elementary	04	All Subgroups	2014	Reading	47.3%	52.7%	
Harrity Elementary	04	Econ Disadv	2014	Reading	47.7%	52.3%	
Harrity Elementary	04	IEP	2014	Reading	16.7%	83.3%	
Harrity Elementary	04	ELL	2014	Reading	50.0%	50.0%	
Harrity Elementary	04	Hispanic	2014	Reading	66.7%	33.3%	
Harrity Elementary	04	Black	2014	Reading	46.6%	53.3%	
Harrity Elementary	05	All Subgroups	2014	Math	36.7%	63.2%	
Harrity Elementary	05	Econ Disadv	2014	Math	35.6%	64.3%	
Harrity Elementary	05	IEP	2014	Math	5.6%	94.4%	
Harrity Elementary	05	ELL	2014	Math	66.7%	33.3%	
Harrity Elementary	05	Black	2014	Math	37.1%	62.9%	
Harrity Elementary	05	Hispanic	2014	Math	0.0%	100.0%	
Harrity Elementary	05	All Subgroups	2014	Reading	28.3%	71.7%	
Harrity Elementary	05	Econ Disadv	2014	Reading	27.2%	72.8%	
Harrity Elementary	05	IEP	2014	Reading	0.0%	100.0%	
Harrity Elementary	05	ELL	2014	Reading	66.6%	33.3%	
Harrity Elementary	05	Black	2014	Reading	28.5%	71.4%	
Harrity Elementary	05	Hispanic	2014	Reading	0.0%	100.0%	
Harrity Elementary	06	All Subgroups	2014	Math	39.5%	60.6%	
Harrity Elementary	06	Econ Disadv	2014	Math	38.1%	61.9%	
Harrity Elementary	06	IEP	2014	Math	0.0%	100.0%	
Harrity Elementary	06	ELL	2014	Math	100.0%	0.0%	
Harrity Elementary	06	Black	2014	Math	40.0%	60.0%	
Harrity Elementary	06	Hispanic	2014	Math	0.0%	100.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Harrity Elementary	06	All Subgroups	2014	Reading	43.0%	56.9%	
Harrity Elementary	06	Econ Disadv	2014	Reading	42.2%	57.8%	
Harrity Elementary	06	IEP	2014	Reading	0.0%	100.0%	
Harrity Elementary	06	ELL	2014	Reading	100.0%	0.0%	
Harrity Elementary	06	Hispanic	2014	Reading	0.0%	100.0%	
Harrity Elementary	06	Black	2014	Reading	43.6%	56.3%	
Harrity Elementary	07	All Subgroups	2014	Math	66.7%	33.4%	
Harrity Elementary	07	Econ Disadv	2014	Math	61.3%	38.8%	
Harrity Elementary	07	IEP	2014	Math	36.9%	63.1%	
Harrity Elementary	07	ELL	2014	Math	100.0%	0.0%	
Harrity Elementary	07	Black	2014	Math	67.4%	32.7%	
Harrity Elementary	07	Hispanic	2014	Math	50.0%	50.0%	
Harrity Elementary	07	All Subgroups	2014	Reading	48.5%	51.5%	
Harrity Elementary	07	Econ Disadv	2014	Reading	44.4%	55.6%	
Harrity Elementary	07	IEP	2014	Reading	20.0%	80.0%	
Harrity Elementary	07	ELL	2014	Reading	100.0%	0.0%	
Harrity Elementary	07	Hispanic	2014	Reading	50.0%	50.0%	
Harrity Elementary	07	Black	2014	Reading	48.4%	51.6%	
Harrity Elementary	08	All Subgroups	2014	Math	68.6%	31.4%	
Harrity Elementary	08	Econ Disadv	2014	Math	67.8%	32.2%	
Harrity Elementary	08	IEP	2014	Math	15.4%	84.6%	
Harrity Elementary	08	Hispanic	2014	Math	0.0%	100.0%	
Harrity Elementary	08	Black	2014	Math	69.6%	30.4%	
Harrity Elementary	08	All Subgroups	2014	Reading	55.7%	44.3%	
Harrity Elementary	08	Econ Disadv	2014	Reading	55.9%	44.0%	
Harrity Elementary	08	IEP	2014	Reading	23.1%	76.9%	
Harrity Elementary	08	Hispanic	2014	Reading	0.0%	100.0%	
Harrity Elementary	08	Black	2014	Reading	56.5%	43.4%	
Clymer Elementary	03	All Subgroups	2012	Math	46.0%	54.0%	
Clymer Elementary	03	Econ Disadv	2012	Math	46.0%	54.0%	
Clymer Elementary	03	IEP	2012	Math	16.7%	83.3%	
Clymer Elementary	03	Hispanic	2012	Math	40.0%	60.0%	
Clymer Elementary	03	Black	2012	Math	46.7%	53.4%	
Clymer Elementary	03	All Subgroups	2012	Reading	40.0%	60.0%	
Clymer Elementary	03	Econ Disadv	2012	Reading	40.0%	60.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Clymer Elementary	03	IEP	2012	Reading	8.3%	91.7%	
Clymer Elementary	03	Hispanic	2012	Reading	60.0%	40.0%	
Clymer Elementary	03	Black	2012	Reading	37.7%	62.3%	
Clymer Elementary	04	All Subgroups	2012	Math	41.6%	58.3%	
Clymer Elementary	04	Econ Disadv	2012	Math	42.9%	57.1%	
Clymer Elementary	04	IEP	2012	Math	10.0%	90.0%	
Clymer Elementary	04	Black	2012	Math	41.1%	58.8%	
Clymer Elementary	04	Hispanic	2012	Math	100.0%	0.0%	
Clymer Elementary	04	Native American	2012	Math	0.0%	100.0%	
Clymer Elementary	04	All Subgroups	2012	Reading	41.6%	58.3%	
Clymer Elementary	04	Econ Disadv	2012	Reading	40.0%	60.0%	
Clymer Elementary	04	IEP	2012	Reading	10.0%	90.0%	
Clymer Elementary	04	Black	2012	Reading	41.2%	58.8%	
Clymer Elementary	04	Native American	2012	Reading	0.0%	100.0%	
Clymer Elementary	04	Hispanic	2012	Reading	100.0%	0.0%	
Clymer Elementary	05	All Subgroups	2012	Math	31.1%	68.9%	
Clymer Elementary	05	Econ Disadv	2012	Math	31.1%	68.9%	
Clymer Elementary	05	IEP	2012	Math	6.7%	93.3%	
Clymer Elementary	05	ELL	2012	Math	0.0%	100.0%	
Clymer Elementary	05	Black	2012	Math	35.9%	64.1%	
Clymer Elementary	05	Hispanic	2012	Math	0.0%	100.0%	
Clymer Elementary	05	All Subgroups	2012	Reading	17.8%	82.2%	
Clymer Elementary	05	Econ Disadv	2012	Reading	17.8%	82.2%	
Clymer Elementary	05	IEP	2012	Reading	6.7%	93.3%	
Clymer Elementary	05	ELL	2012	Reading	0.0%	100.0%	
Clymer Elementary	05	Hispanic	2012	Reading	16.7%	83.4%	
Clymer Elementary	05	Black	2012	Reading	18.0%	82.1%	
Clymer Elementary	06	All Subgroups	2012	Math	38.8%	61.2%	
Clymer Elementary	06	Econ Disadv	2012	Math	38.8%	61.2%	
Clymer Elementary	06	IEP	2012	Math	9.1%	91.0%	
Clymer Elementary	06	Black	2012	Math	37.6%	62.6%	
Clymer Elementary	06	Hispanic	2012	Math	100.0%	0.0%	
Clymer Elementary	06	All Subgroups	2012	Reading	34.7%	65.3%	
Clymer Elementary	06	Econ Disadv	2012	Reading	34.7%	65.3%	
Clymer Elementary	06	IEP	2012	Reading	9.1%	91.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Clymer Elementary	06	Black	2012	Reading	33.3%	66.7%	
Clymer Elementary	06	Hispanic	2012	Reading	100.0%	0.0%	
Clymer Elementary	07	All Subgroups	2012	Math	40.0%	60.0%	
Clymer Elementary	07	Econ Disadv	2012	Math	40.0%	60.0%	
Clymer Elementary	07	IEP	2012	Math	9.1%	91.0%	
Clymer Elementary	07	Black	2012	Math	40.0%	60.0%	
Clymer Elementary	07	All Subgroups	2012	Reading	32.5%	67.5%	
Clymer Elementary	07	Econ Disadv	2012	Reading	32.5%	67.5%	
Clymer Elementary	07	IEP	2012	Reading	9.1%	90.9%	
Clymer Elementary	07	Black	2012	Reading	32.5%	67.5%	
Clymer Elementary	08	All Subgroups	2012	Math	64.7%	35.3%	
Clymer Elementary	08	Econ Disadv	2012	Math	64.7%	35.3%	
Clymer Elementary	08	IEP	2012	Math	40.0%	60.0%	
Clymer Elementary	08	ELL	2012	Math	100.0%	0.0%	
Clymer Elementary	08	Native American	2012	Math	0.0%	100.0%	
Clymer Elementary	08	Hispanic	2012	Math	100.0%	0.0%	
Clymer Elementary	08	Black	2012	Math	64.5%	35.5%	
Clymer Elementary	08	All Subgroups	2012	Reading	53.0%	47.1%	
Clymer Elementary	08	Econ Disadv	2012	Reading	53.0%	47.1%	
Clymer Elementary	08	IEP	2012	Reading	20.0%	80.0%	
Clymer Elementary	08	ELL	2012	Reading	100.0%	0.0%	
Clymer Elementary	08	Native American	2012	Reading	0.0%	100.0%	
Clymer Elementary	08	Hispanic	2012	Reading	50.0%	50.0%	
Clymer Elementary	08	Black	2012	Reading	54.9%	45.2%	
Clymer Elementary	03	All Subgroups	2013	Math	81.3%	18.7%	
Clymer Elementary	03	Econ Disadv	2013	Math	81.3%	18.7%	
Clymer Elementary	03	IEP	2013	Math	62.5%	37.5%	
Clymer Elementary	03	Black	2013	Math	79.1%	20.9%	
Clymer Elementary	03	Hispanic	2013	Math	100.0%	0.0%	
Clymer Elementary	03	All Subgroups	2013	Reading	66.7%	33.3%	
Clymer Elementary	03	Econ Disadv	2013	Reading	66.7%	33.3%	
Clymer Elementary	03	IEP	2013	Reading	62.5%	37.5%	
Clymer Elementary	03	Black	2013	Reading	62.8%	37.3%	
Clymer Elementary	03	Hispanic	2013	Reading	100.0%	0.0%	
Clymer Elementary	04	All Subgroups	2013	Math	46.2%	53.9%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Clymer Elementary	04	Econ Disadv	2013	Math	46.2%	53.9%	
Clymer Elementary	04	IEP	2013	Math	0.0%	100.0%	
Clymer Elementary	04	Black	2013	Math	47.6%	52.4%	
Clymer Elementary	04	Hispanic	2013	Math	40.0%	60.0%	
Clymer Elementary	04	All Subgroups	2013	Reading	39.2%	60.8%	
Clymer Elementary	04	Econ Disadv	2013	Reading	39.2%	60.8%	
Clymer Elementary	04	IEP	2013	Reading	0.0%	100.0%	
Clymer Elementary	04	Black	2013	Reading	36.6%	63.4%	
Clymer Elementary	04	Hispanic	2013	Reading	50.0%	50.0%	
Clymer Elementary	05	All Subgroups	2013	Math	36.2%	63.8%	
Clymer Elementary	05	Econ Disadv	2013	Math	35.5%	64.4%	
Clymer Elementary	05	IEP	2013	Math	16.7%	83.3%	
Clymer Elementary	05	Black	2013	Math	37.3%	62.8%	
Clymer Elementary	05	Hispanic	2013	Math	25.0%	75.0%	
Clymer Elementary	05	All Subgroups	2013	Reading	25.6%	74.5%	
Clymer Elementary	05	Econ Disadv	2013	Reading	24.4%	75.5%	
Clymer Elementary	05	IEP	2013	Reading	0.0%	100.0%	
Clymer Elementary	05	Hispanic	2013	Reading	0.0%	100.0%	
Clymer Elementary	05	Black	2013	Reading	28.0%	72.1%	
Clymer Elementary	06	All Subgroups	2013	Math	42.5%	57.5%	
Clymer Elementary	06	Econ Disadv	2013	Math	41.0%	59.0%	
Clymer Elementary	06	IEP	2013	Math	0.0%	100.0%	
Clymer Elementary	06	ELL	2013	Math	0.0%	100.0%	
Clymer Elementary	06	Black	2013	Math	47.2%	52.7%	
Clymer Elementary	06	Hispanic	2013	Math	0.0%	100.0%	
Clymer Elementary	06	All Subgroups	2013	Reading	21.4%	78.6%	
Clymer Elementary	06	Econ Disadv	2013	Reading	21.9%	78.1%	
Clymer Elementary	06	IEP	2013	Reading	0.0%	100.0%	
Clymer Elementary	06	ELL	2013	Reading	0.0%	100.0%	
Clymer Elementary	06	Hispanic	2013	Reading	0.0%	100.0%	
Clymer Elementary	06	Black	2013	Reading	24.3%	75.6%	
Clymer Elementary	07	All Subgroups	2013	Math	52.0%	48.0%	
Clymer Elementary	07	Econ Disadv	2013	Math	52.0%	48.0%	
Clymer Elementary	07	IEP	2013	Math	23.1%	76.9%	
Clymer Elementary	07	Hispanic	2013	Math	60.0%	40.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Clymer Elementary	07	Black	2013	Math	51.1%	48.9%	
Clymer Elementary	07	All Subgroups	2013	Reading	40.0%	60.0%	
Clymer Elementary	07	Econ Disadv	2013	Reading	40.0%	60.0%	
Clymer Elementary	07	IEP	2013	Reading	7.7%	92.3%	
Clymer Elementary	07	Black	2013	Reading	40.0%	60.0%	
Clymer Elementary	07	Hispanic	2013	Reading	40.0%	60.0%	
Clymer Elementary	08	All Subgroups	2013	Math	46.1%	53.9%	
Clymer Elementary	08	Econ Disadv	2013	Math	46.1%	53.9%	
Clymer Elementary	08	IEP	2013	Math	0.0%	100.0%	
Clymer Elementary	08	Hispanic	2013	Math	33.3%	66.7%	
Clymer Elementary	08	Black	2013	Math	47.2%	52.8%	
Clymer Elementary	08	All Subgroups	2013	Reading	46.1%	53.8%	
Clymer Elementary	08	Econ Disadv	2013	Reading	46.1%	53.8%	
Clymer Elementary	08	IEP	2013	Reading	20.0%	80.0%	
Clymer Elementary	08	Hispanic	2013	Reading	33.3%	66.7%	
Clymer Elementary	08	Black	2013	Reading	47.3%	52.8%	
Clymer Elementary	03	All Subgroups	2014	Math	74.5%	25.5%	
Clymer Elementary	03	Econ Disadv	2014	Math	75.5%	24.5%	
Clymer Elementary	03	IEP	2014	Math	46.6%	53.3%	
Clymer Elementary	03	ELL	2014	Math	66.7%	33.3%	
Clymer Elementary	03	Black	2014	Math	75.6%	24.5%	
Clymer Elementary	03	White	2014	Math	0.0%	100.0%	
Clymer Elementary	03	Hispanic	2014	Math	80.0%	20.0%	
Clymer Elementary	03	All Subgroups	2014	Reading	58.2%	41.8%	
Clymer Elementary	03	Econ Disadv	2014	Reading	58.5%	41.5%	
Clymer Elementary	03	IEP	2014	Reading	40.0%	60.0%	
Clymer Elementary	03	ELL	2014	Reading	33.3%	66.6%	
Clymer Elementary	03	Black	2014	Reading	63.2%	36.7%	
Clymer Elementary	03	Hispanic	2014	Reading	20.0%	80.0%	
Clymer Elementary	03	White	2014	Reading	0.0%	100.0%	
Clymer Elementary	04	All Subgroups	2014	Math	71.5%	28.5%	
Clymer Elementary	04	Econ Disadv	2014	Math	71.1%	28.9%	
Clymer Elementary	04	IEP	2014	Math	45.5%	54.5%	
Clymer Elementary	04	ELL	2014	Math	66.6%	33.3%	
Clymer Elementary	04	Black	2014	Math	73.5%	26.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Clymer Elementary	04	Multi-Ethnic	2014	Math	100.0%	0.0%	
Clymer Elementary	04	Hispanic	2014	Math	50.0%	50.0%	
Clymer Elementary	04	All Subgroups	2014	Reading	39.3%	60.7%	
Clymer Elementary	04	Econ Disadv	2014	Reading	40.0%	60.0%	
Clymer Elementary	04	IEP	2014	Reading	36.4%	63.7%	
Clymer Elementary	04	ELL	2014	Reading	33.3%	66.6%	
Clymer Elementary	04	Hispanic	2014	Reading	33.3%	66.6%	
Clymer Elementary	04	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Clymer Elementary	04	Black	2014	Reading	40.8%	59.2%	
Clymer Elementary	05	All Subgroups	2014	Math	22.7%	77.4%	
Clymer Elementary	05	Econ Disadv	2014	Math	22.4%	77.5%	
Clymer Elementary	05	IEP	2014	Math	23.5%	76.5%	
Clymer Elementary	05	ELL	2014	Math	50.0%	50.0%	
Clymer Elementary	05	Black	2014	Math	25.0%	75.0%	
Clymer Elementary	05	Hispanic	2014	Math	12.5%	87.5%	
Clymer Elementary	05	White	2014	Math	0.0%	100.0%	
Clymer Elementary	05	All Subgroups	2014	Reading	13.0%	87.0%	
Clymer Elementary	05	Econ Disadv	2014	Reading	12.0%	88.0%	
Clymer Elementary	05	IEP	2014	Reading	17.6%	82.4%	
Clymer Elementary	05	ELL	2014	Reading	50.0%	50.0%	
Clymer Elementary	05	Hispanic	2014	Reading	0.0%	100.0%	
Clymer Elementary	05	White	2014	Reading	0.0%	100.0%	
Clymer Elementary	05	Black	2014	Reading	15.6%	84.5%	
Clymer Elementary	06	All Subgroups	2014	Math	37.1%	62.9%	
Clymer Elementary	06	Econ Disadv	2014	Math	39.6%	60.4%	
Clymer Elementary	06	IEP	2014	Math	29.4%	70.6%	
Clymer Elementary	06	ELL	2014	Math	0.0%	100.0%	
Clymer Elementary	06	Black	2014	Math	40.4%	59.6%	
Clymer Elementary	06	Native American	2014	Math	0.0%	100.0%	
Clymer Elementary	06	Hispanic	2014	Math	20.0%	80.0%	
Clymer Elementary	06	White	2014	Math	0.0%	100.0%	
Clymer Elementary	06	All Subgroups	2014	Reading	29.7%	70.3%	
Clymer Elementary	06	Econ Disadv	2014	Reading	27.9%	72.1%	
Clymer Elementary	06	IEP	2014	Reading	29.4%	70.6%	
Clymer Elementary	06	ELL	2014	Reading	0.0%	100.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Clymer Elementary	06	White	2014	Reading	0.0%	100.0%	
Clymer Elementary	06	Native American	2014	Reading	100.0%	0.0%	
Clymer Elementary	06	Hispanic	2014	Reading	20.0%	80.0%	
Clymer Elementary	06	Black	2014	Reading	29.8%	70.2%	
Clymer Elementary	07	All Subgroups	2014	Math	44.5%	55.5%	
Clymer Elementary	07	Econ Disadv	2014	Math	46.2%	53.9%	
Clymer Elementary	07	IEP	2014	Math	12.5%	87.5%	
Clymer Elementary	07	ELL	2014	Math	0.0%	100.0%	
Clymer Elementary	07	Hispanic	2014	Math	0.0%	100.0%	
Clymer Elementary	07	Black	2014	Math	50.0%	50.0%	
Clymer Elementary	07	All Subgroups	2014	Reading	33.3%	66.7%	
Clymer Elementary	07	Econ Disadv	2014	Reading	35.9%	64.1%	
Clymer Elementary	07	IEP	2014	Reading	18.8%	81.3%	
Clymer Elementary	07	ELL	2014	Reading	0.0%	100.0%	
Clymer Elementary	07	Black	2014	Reading	37.5%	62.5%	
Clymer Elementary	07	Hispanic	2014	Reading	0.0%	100.0%	
Clymer Elementary	08	All Subgroups	2014	Math	55.4%	44.6%	
Clymer Elementary	08	Econ Disadv	2014	Math	57.5%	42.6%	
Clymer Elementary	08	IEP	2014	Math	23.8%	76.2%	
Clymer Elementary	08	ELL	2014	Math	33.3%	66.6%	
Clymer Elementary	08	Hispanic	2014	Math	42.9%	57.2%	
Clymer Elementary	08	White	2014	Math	0.0%	100.0%	
Clymer Elementary	08	Black	2014	Math	58.3%	41.6%	
Clymer Elementary	08	All Subgroups	2014	Reading	49.1%	50.9%	
Clymer Elementary	08	Econ Disadv	2014	Reading	47.8%	52.2%	
Clymer Elementary	08	IEP	2014	Reading	25.0%	75.0%	
Clymer Elementary	08	ELL	2014	Reading	33.3%	66.7%	
Clymer Elementary	08	Hispanic	2014	Reading	28.6%	71.5%	
Clymer Elementary	08	Black	2014	Reading	53.2%	46.8%	
Clymer Elementary	08	White	2014	Reading	0.0%	100.0%	
Hardy Williams Academy	03	All Subgroups	2012	Math	51.5%	48.5%	
Hardy Williams Academy	03	Econ Disadv	2012	Math	49.5%	50.5%	
Hardy Williams Academy	03	IEP	2012	Math	28.5%	71.4%	
Hardy Williams Academy	03	Black	2012	Math	51.5%	48.5%	
Hardy Williams Academy	03	Multi-Ethnic	2012	Math	50.0%	50.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Hardy Williams Academy	03	All Subgroups	2012	Reading	44.1%	56.0%	
Hardy Williams Academy	03	Econ Disadv	2012	Reading	42.5%	57.6%	
Hardy Williams Academy	03	IEP	2012	Reading	7.1%	92.9%	
Hardy Williams Academy	03	Black	2012	Reading	43.2%	56.8%	
Hardy Williams Academy	03	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Hardy Williams Academy	04	All Subgroups	2012	Math	66.6%	33.3%	
Hardy Williams Academy	04	Econ Disadv	2012	Math	66.6%	33.4%	
Hardy Williams Academy	04	IEP	2012	Math	33.3%	66.6%	
Hardy Williams Academy	04	Asian	2012	Math	100.0%	0.0%	
Hardy Williams Academy	04	Black	2012	Math	66.2%	33.7%	
Hardy Williams Academy	04	All Subgroups	2012	Reading	51.1%	48.8%	
Hardy Williams Academy	04	Econ Disadv	2012	Reading	52.6%	47.4%	
Hardy Williams Academy	04	IEP	2012	Reading	58.3%	41.6%	
Hardy Williams Academy	04	Asian	2012	Reading	100.0%	0.0%	
Hardy Williams Academy	04	Black	2012	Reading	50.6%	49.4%	
Hardy Williams Academy	05	All Subgroups	2012	Math	86.2%	13.9%	
Hardy Williams Academy	05	Econ Disadv	2012	Math	89.7%	10.4%	
Hardy Williams Academy	05	IEP	2012	Math	50.0%	50.0%	
Hardy Williams Academy	05	Hispanic	2012	Math	100.0%	0.0%	
Hardy Williams Academy	05	Black	2012	Math	85.8%	14.3%	
Hardy Williams Academy	05	Multi-Ethnic	2012	Math	100.0%	0.0%	
Hardy Williams Academy	05	Asian	2012	Math	100.0%	0.0%	
Hardy Williams Academy	05	All Subgroups	2012	Reading	50.5%	49.5%	
Hardy Williams Academy	05	Econ Disadv	2012	Reading	55.1%	44.9%	
Hardy Williams Academy	05	IEP	2012	Reading	66.7%	33.4%	
Hardy Williams Academy	05	Hispanic	2012	Reading	0.0%	100.0%	
Hardy Williams Academy	05	Asian	2012	Reading	100.0%	0.0%	
Hardy Williams Academy	05	Black	2012	Reading	50.0%	50.0%	
Hardy Williams Academy	05	Multi-Ethnic	2012	Reading	100.0%	0.0%	
Hardy Williams Academy	06	All Subgroups	2012	Math	85.5%	14.5%	
Hardy Williams Academy	06	Econ Disadv	2012	Math	87.3%	12.8%	
Hardy Williams Academy	06	IEP	2012	Math	50.0%	50.0%	
Hardy Williams Academy	06	Asian	2012	Math	100.0%	0.0%	
Hardy Williams Academy	06	Black	2012	Math	85.3%	14.6%	
Hardy Williams Academy	06	All Subgroups	2012	Reading	72.4%	27.7%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Hardy Williams Academy	06	Econ Disadv	2012	Reading	76.3%	23.6%	
Hardy Williams Academy	06	IEP	2012	Reading	0.0%	100.0%	
Hardy Williams Academy	06	Black	2012	Reading	73.4%	26.7%	
Hardy Williams Academy	06	Asian	2012	Reading	0.0%	100.0%	
Hardy Williams Academy	07	All Subgroups	2012	Math	80.8%	19.2%	
Hardy Williams Academy	07	Econ Disadv	2012	Math	79.1%	21.0%	
Hardy Williams Academy	07	IEP	2012	Math	71.4%	28.5%	
Hardy Williams Academy	07	Black	2012	Math	80.8%	19.2%	
Hardy Williams Academy	07	All Subgroups	2012	Reading	52.1%	47.9%	
Hardy Williams Academy	07	Econ Disadv	2012	Reading	50.0%	50.0%	
Hardy Williams Academy	07	IEP	2012	Reading	21.4%	78.6%	
Hardy Williams Academy	07	Black	2012	Reading	52.1%	47.9%	
Hardy Williams Academy	08	All Subgroups	2012	Math	64.1%	35.9%	
Hardy Williams Academy	08	Econ Disadv	2012	Math	60.6%	39.3%	
Hardy Williams Academy	08	IEP	2012	Math	26.7%	73.3%	
Hardy Williams Academy	08	Black	2012	Math	63.7%	36.4%	
Hardy Williams Academy	08	Hispanic	2012	Math	100.0%	0.0%	
Hardy Williams Academy	08	All Subgroups	2012	Reading	64.1%	35.9%	
Hardy Williams Academy	08	Econ Disadv	2012	Reading	57.4%	42.6%	
Hardy Williams Academy	08	IEP	2012	Reading	26.7%	73.3%	
Hardy Williams Academy	08	Hispanic	2012	Reading	100.0%	0.0%	
Hardy Williams Academy	08	Black	2012	Reading	63.7%	36.4%	
Hardy Williams Academy	03	All Subgroups	2013	Math	51.1%	48.9%	
Hardy Williams Academy	03	Econ Disadv	2013	Math	52.9%	47.1%	
Hardy Williams Academy	03	IEP	2013	Math	19.0%	81.0%	
Hardy Williams Academy	03	Black	2013	Math	51.1%	48.9%	
Hardy Williams Academy	03	All Subgroups	2013	Reading	42.6%	57.4%	
Hardy Williams Academy	03	Econ Disadv	2013	Reading	43.0%	57.0%	
Hardy Williams Academy	03	IEP	2013	Reading	9.5%	90.5%	
Hardy Williams Academy	03	Black	2013	Reading	42.6%	57.4%	
Hardy Williams Academy	04	All Subgroups	2013	Math	59.7%	40.3%	
Hardy Williams Academy	04	Econ Disadv	2013	Math	59.5%	40.5%	
Hardy Williams Academy	04	IEP	2013	Math	23.5%	76.5%	
Hardy Williams Academy	04	Black	2013	Math	59.9%	40.2%	
Hardy Williams Academy	04	Multi-Ethnic	2013	Math	50.0%	50.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Hardy Williams Academy	04	All Subgroups	2013	Reading	49.2%	50.7%	
Hardy Williams Academy	04	Econ Disadv	2013	Reading	48.8%	51.3%	
Hardy Williams Academy	04	IEP	2013	Reading	11.8%	88.3%	
Hardy Williams Academy	04	Black	2013	Reading	48.5%	51.5%	
Hardy Williams Academy	04	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Hardy Williams Academy	05	All Subgroups	2013	Math	62.7%	37.3%	
Hardy Williams Academy	05	Econ Disadv	2013	Math	62.5%	37.5%	
Hardy Williams Academy	05	IEP	2013	Math	33.3%	66.7%	
Hardy Williams Academy	05	Black	2013	Math	62.7%	37.3%	
Hardy Williams Academy	05	All Subgroups	2013	Reading	38.7%	61.4%	
Hardy Williams Academy	05	Econ Disadv	2013	Reading	37.5%	62.6%	
Hardy Williams Academy	05	IEP	2013	Reading	20.0%	80.0%	
Hardy Williams Academy	05	Black	2013	Reading	38.7%	61.4%	
Hardy Williams Academy	06	All Subgroups	2013	Math	81.7%	18.3%	
Hardy Williams Academy	06	Econ Disadv	2013	Math	80.4%	19.5%	
Hardy Williams Academy	06	IEP	2013	Math	33.3%	66.7%	
Hardy Williams Academy	06	Black	2013	Math	81.2%	18.8%	
Hardy Williams Academy	06	Asian	2013	Math	100.0%	0.0%	
Hardy Williams Academy	06	Hispanic	2013	Math	100.0%	0.0%	
Hardy Williams Academy	06	All Subgroups	2013	Reading	61.7%	38.4%	
Hardy Williams Academy	06	Econ Disadv	2013	Reading	63.8%	36.2%	
Hardy Williams Academy	06	IEP	2013	Reading	33.3%	66.7%	
Hardy Williams Academy	06	Asian	2013	Reading	100.0%	0.0%	
Hardy Williams Academy	06	Hispanic	2013	Reading	0.0%	100.0%	
Hardy Williams Academy	06	Black	2013	Reading	61.9%	38.1%	
Hardy Williams Academy	07	All Subgroups	2013	Math	77.8%	22.2%	
Hardy Williams Academy	07	Econ Disadv	2013	Math	83.3%	16.7%	
Hardy Williams Academy	07	IEP	2013	Math	20.0%	80.0%	
Hardy Williams Academy	07	Black	2013	Math	77.8%	22.2%	
Hardy Williams Academy	07	All Subgroups	2013	Reading	62.9%	37.0%	
Hardy Williams Academy	07	Econ Disadv	2013	Reading	66.7%	33.4%	
Hardy Williams Academy	07	IEP	2013	Reading	0.0%	100.0%	
Hardy Williams Academy	07	Black	2013	Reading	62.9%	37.0%	
Hardy Williams Academy	08	All Subgroups	2013	Math	91.8%	8.1%	
Hardy Williams Academy	08	Econ Disadv	2013	Math	91.1%	8.8%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Hardy Williams Academy	08	IEP	2013	Math	71.4%	28.6%	
Hardy Williams Academy	08	Black	2013	Math	91.8%	8.1%	
Hardy Williams Academy	08	All Subgroups	2013	Reading	75.6%	24.4%	
Hardy Williams Academy	08	Econ Disadv	2013	Reading	73.6%	26.5%	
Hardy Williams Academy	08	IEP	2013	Reading	42.8%	57.1%	
Hardy Williams Academy	08	Black	2013	Reading	75.6%	24.4%	
Hardy Williams Academy	03	All Subgroups	2014	Math	66.0%	34.0%	
Hardy Williams Academy	03	Econ Disadv	2014	Math	65.3%	34.7%	
Hardy Williams Academy	03	IEP	2014	Math	50.0%	50.0%	
Hardy Williams Academy	03	Multi-Ethnic	2014	Math	66.6%	33.3%	
Hardy Williams Academy	03	Black	2014	Math	65.6%	34.4%	
Hardy Williams Academy	03	White	2014	Math	100.0%	0.0%	
Hardy Williams Academy	03	All Subgroups	2014	Reading	44.0%	56.0%	
Hardy Williams Academy	03	Econ Disadv	2014	Reading	42.9%	57.2%	
Hardy Williams Academy	03	IEP	2014	Reading	26.9%	73.1%	
Hardy Williams Academy	03	Multi-Ethnic	2014	Reading	33.3%	66.6%	
Hardy Williams Academy	03	White	2014	Reading	100.0%	0.0%	
Hardy Williams Academy	03	Black	2014	Reading	43.7%	56.3%	
Hardy Williams Academy	04	All Subgroups	2014	Math	46.7%	53.3%	
Hardy Williams Academy	04	Econ Disadv	2014	Math	46.5%	53.4%	
Hardy Williams Academy	04	IEP	2014	Math	13.0%	86.9%	
Hardy Williams Academy	04	Black	2014	Math	46.7%	53.3%	
Hardy Williams Academy	04	All Subgroups	2014	Reading	43.3%	56.7%	
Hardy Williams Academy	04	Econ Disadv	2014	Reading	43.2%	56.9%	
Hardy Williams Academy	04	IEP	2014	Reading	8.7%	91.3%	
Hardy Williams Academy	04	Black	2014	Reading	43.3%	56.7%	
Hardy Williams Academy	05	All Subgroups	2014	Math	50.0%	50.0%	
Hardy Williams Academy	05	Econ Disadv	2014	Math	50.4%	49.6%	
Hardy Williams Academy	05	IEP	2014	Math	10.0%	90.0%	
Hardy Williams Academy	05	Black	2014	Math	49.6%	50.4%	
Hardy Williams Academy	05	Multi-Ethnic	2014	Math	100.0%	0.0%	
Hardy Williams Academy	05	All Subgroups	2014	Reading	33.6%	66.4%	
Hardy Williams Academy	05	Econ Disadv	2014	Reading	33.9%	66.1%	
Hardy Williams Academy	05	IEP	2014	Reading	0.0%	100.0%	
Hardy Williams Academy	05	Multi-Ethnic	2014	Reading	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Hardy Williams Academy	05	Black	2014	Reading	33.1%	67.0%	
Hardy Williams Academy	06	All Subgroups	2014	Math	72.3%	27.7%	
Hardy Williams Academy	06	Econ Disadv	2014	Math	73.3%	26.8%	
Hardy Williams Academy	06	IEP	2014	Math	56.3%	43.8%	
Hardy Williams Academy	06	Black	2014	Math	72.0%	28.0%	
Hardy Williams Academy	06	Hispanic	2014	Math	100.0%	0.0%	
Hardy Williams Academy	06	All Subgroups	2014	Reading	43.4%	56.5%	
Hardy Williams Academy	06	Econ Disadv	2014	Reading	43.7%	56.4%	
Hardy Williams Academy	06	IEP	2014	Reading	12.5%	87.6%	
Hardy Williams Academy	06	Black	2014	Reading	44.0%	56.0%	
Hardy Williams Academy	06	Hispanic	2014	Reading	0.0%	100.0%	
Hardy Williams Academy	07	All Subgroups	2014	Math	79.5%	20.5%	
Hardy Williams Academy	07	Econ Disadv	2014	Math	77.2%	22.7%	
Hardy Williams Academy	07	IEP	2014	Math	25.0%	75.0%	
Hardy Williams Academy	07	Black	2014	Math	79.8%	20.2%	
Hardy Williams Academy	07	Asian	2014	Math	100.0%	0.0%	
Hardy Williams Academy	07	Hispanic	2014	Math	50.0%	50.0%	
Hardy Williams Academy	07	All Subgroups	2014	Reading	55.1%	44.8%	
Hardy Williams Academy	07	Econ Disadv	2014	Reading	52.2%	47.8%	
Hardy Williams Academy	07	IEP	2014	Reading	8.3%	91.6%	
Hardy Williams Academy	07	Asian	2014	Reading	100.0%	0.0%	
Hardy Williams Academy	07	Hispanic	2014	Reading	0.0%	100.0%	
Hardy Williams Academy	07	Black	2014	Reading	55.8%	44.2%	
Hardy Williams Academy	08	All Subgroups	2014	Math	91.5%	8.6%	
Hardy Williams Academy	08	Econ Disadv	2014	Math	93.7%	6.4%	
Hardy Williams Academy	08	IEP	2014	Math	40.0%	60.0%	
Hardy Williams Academy	08	Black	2014	Math	91.5%	8.6%	
Hardy Williams Academy	08	All Subgroups	2014	Reading	77.1%	22.9%	
Hardy Williams Academy	08	Econ Disadv	2014	Reading	78.1%	21.9%	
Hardy Williams Academy	08	IEP	2014	Reading	0.0%	100.0%	
Hardy Williams Academy	08	Black	2014	Reading	77.1%	22.9%	
Gratz Campus	11	All Subgroups	2012	Math	21.0%	79.0%	
Gratz Campus	11	Econ Disadv	2012	Math	21.1%	78.9%	
Gratz Campus	11	IEP	2012	Math	10.3%	89.8%	
Gratz Campus	11	Black	2012	Math	20.5%	79.6%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Gratz Campus	11	Native American	2012	Math	0.0%	100.0%	
Gratz Campus	11	Hispanic	2012	Math	66.7%	33.3%	
Gratz Campus	11	All Subgroups	2012	Reading	20.3%	79.6%	
Gratz Campus	11	Econ Disadv	2012	Reading	20.5%	79.6%	
Gratz Campus	11	IEP	2012	Reading	10.0%	90.0%	
Gratz Campus	11	Hispanic	2012	Reading	0.0%	100.0%	
Gratz Campus	11	Black	2012	Reading	20.9%	79.1%	
Gratz Campus	11	Native American	2012	Reading	0.0%	100.0%	
Gratz Campus	11	All Subgroups	2013	Math	9.1%	90.9%	
Gratz Campus	11	Econ Disadv	2013	Math	11.1%	88.8%	
Gratz Campus	11	IEP	2013	Math	0.0%	100.0%	
Gratz Campus	11	Multi-Ethnic	2013	Math	0.0%	100.0%	
Gratz Campus	11	Hispanic	2013	Math	14.3%	85.7%	
Gratz Campus	11	Black	2013	Math	8.9%	91.1%	
Gratz Campus	11	All Subgroups	2013	Reading	24.1%	75.9%	
Gratz Campus	11	Econ Disadv	2013	Reading	22.2%	77.7%	
Gratz Campus	11	IEP	2013	Reading	4.0%	96.0%	
Gratz Campus	11	Hispanic	2013	Reading	14.3%	85.8%	
Gratz Campus	11	Black	2013	Reading	24.1%	75.9%	
Gratz Campus	11	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Gratz Campus	07	All Subgroups	2014	Math	41.8%	58.2%	
Gratz Campus	07	Econ Disadv	2014	Math	39.1%	60.9%	
Gratz Campus	07	IEP	2014	Math	25.0%	75.1%	
Gratz Campus	07	ELL	2014	Math	100.0%	0.0%	
Gratz Campus	07	White	2014	Math	0.0%	100.0%	
Gratz Campus	07	Asian	2014	Math	0.0%	100.0%	
Gratz Campus	07	Hispanic	2014	Math	50.0%	50.0%	
Gratz Campus	07	Multi-Ethnic	2014	Math	0.0%	100.0%	
Gratz Campus	07	Black	2014	Math	45.8%	54.2%	
Gratz Campus	07	All Subgroups	2014	Reading	36.3%	63.6%	
Gratz Campus	07	Econ Disadv	2014	Reading	34.8%	65.2%	
Gratz Campus	07	IEP	2014	Reading	25.1%	75.1%	
Gratz Campus	07	ELL	2014	Reading	0.0%	100.0%	
Gratz Campus	07	White	2014	Reading	33.3%	66.6%	
Gratz Campus	07	Hispanic	2014	Reading	50.0%	50.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Gratz Campus	07	Black	2014	Reading	35.4%	64.6%	
Gratz Campus	07	Asian	2014	Reading	0.0%	100.0%	
Gratz Campus	07	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Gratz Campus	08	All Subgroups	2014	Math	44.4%	55.5%	
Gratz Campus	08	Econ Disadv	2014	Math	43.6%	56.4%	
Gratz Campus	08	IEP	2014	Math	15.8%	84.2%	
Gratz Campus	08	ELL	2014	Math	100.0%	0.0%	
Gratz Campus	08	Black	2014	Math	44.6%	55.3%	
Gratz Campus	08	Hispanic	2014	Math	66.6%	33.3%	
Gratz Campus	08	Multi-Ethnic	2014	Math	33.3%	66.7%	
Gratz Campus	08	White	2014	Math	0.0%	100.0%	
Gratz Campus	08	All Subgroups	2014	Reading	46.1%	53.9%	
Gratz Campus	08	Econ Disadv	2014	Reading	45.5%	54.5%	
Gratz Campus	08	IEP	2014	Reading	31.6%	68.5%	
Gratz Campus	08	ELL	2014	Reading	100.0%	0.0%	
Gratz Campus	08	Multi-Ethnic	2014	Reading	66.7%	33.3%	
Gratz Campus	08	White	2014	Reading	100.0%	0.0%	
Gratz Campus	08	Hispanic	2014	Reading	66.6%	33.3%	
Gratz Campus	08	Black	2014	Reading	42.9%	57.1%	
Gratz Campus	11	All Subgroups	2014	Math	20.1%	80.0%	
Gratz Campus	11	Econ Disadv	2014	Math	19.2%	80.8%	
Gratz Campus	11	IEP	2014	Math	8.6%	91.4%	
Gratz Campus	11	Black	2014	Math	20.3%	79.7%	
Gratz Campus	11	Hispanic	2014	Math	16.7%	83.3%	
Gratz Campus	11	White	2014	Math	0.0%	100.0%	
Gratz Campus	11	Multi-Ethnic	2014	Math	0.0%	100.0%	
Gratz Campus	11	All Subgroups	2014	Reading	34.1%	65.9%	
Gratz Campus	11	Econ Disadv	2014	Reading	32.9%	67.1%	
Gratz Campus	11	IEP	2014	Reading	14.7%	85.3%	
Gratz Campus	11	Black	2014	Reading	34.0%	66.0%	
Gratz Campus	11	White	2014	Reading	0.0%	100.0%	
Gratz Campus	11	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Gratz Campus	11	Hispanic	2014	Reading	50.0%	50.0%	
Cleveland Elementary	03	All Subgroups	2012	Math	16.1%	84.0%	
Cleveland Elementary	03	Econ Disadv	2012	Math	16.1%	84.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Cleveland Elementary	03	Black	2012	Math	16.3%	83.6%	
Cleveland Elementary	03	All Subgroups	2012	Reading	17.0%	83.1%	
Cleveland Elementary	03	Econ Disadv	2012	Reading	17.0%	83.1%	
Cleveland Elementary	03	Black	2012	Reading	17.3%	82.7%	
Cleveland Elementary	04	All Subgroups	2012	Math	21.9%	78.1%	
Cleveland Elementary	04	Econ Disadv	2012	Math	21.9%	78.1%	
Cleveland Elementary	04	Black	2012	Math	23.6%	76.5%	
Cleveland Elementary	04	All Subgroups	2012	Reading	19.7%	80.3%	
Cleveland Elementary	04	Econ Disadv	2012	Reading	19.7%	80.3%	
Cleveland Elementary	04	Black	2012	Reading	21.2%	78.8%	
Cleveland Elementary	05	All Subgroups	2012	Math	24.1%	75.9%	
Cleveland Elementary	05	Econ Disadv	2012	Math	24.1%	75.9%	
Cleveland Elementary	05	IEP	2012	Math	15.4%	84.6%	
Cleveland Elementary	05	Black	2012	Math	21.8%	78.2%	
Cleveland Elementary	05	All Subgroups	2012	Reading	15.8%	84.3%	
Cleveland Elementary	05	Econ Disadv	2012	Reading	15.8%	84.3%	
Cleveland Elementary	05	IEP	2012	Reading	7.7%	92.3%	
Cleveland Elementary	05	Black	2012	Reading	14.9%	85.2%	
Cleveland Elementary	06	All Subgroups	2012	Math	25.4%	74.6%	
Cleveland Elementary	06	Econ Disadv	2012	Math	25.4%	74.6%	
Cleveland Elementary	06	Black	2012	Math	25.0%	75.0%	
Cleveland Elementary	06	All Subgroups	2012	Reading	24.2%	75.9%	
Cleveland Elementary	06	Econ Disadv	2012	Reading	24.2%	75.9%	
Cleveland Elementary	06	Black	2012	Reading	23.7%	76.2%	
Cleveland Elementary	07	All Subgroups	2012	Math	33.9%	66.0%	
Cleveland Elementary	07	Econ Disadv	2012	Math	34.6%	65.3%	
Cleveland Elementary	07	Black	2012	Math	34.0%	66.0%	
Cleveland Elementary	07	All Subgroups	2012	Reading	29.1%	70.9%	
Cleveland Elementary	07	Econ Disadv	2012	Reading	29.6%	70.4%	
Cleveland Elementary	07	Black	2012	Reading	28.8%	71.2%	
Cleveland Elementary	08	All Subgroups	2012	Math	40.3%	59.7%	
Cleveland Elementary	08	Econ Disadv	2012	Math	41.8%	58.2%	
Cleveland Elementary	08	IEP	2012	Math	9.1%	90.9%	
Cleveland Elementary	08	Black	2012	Math	41.8%	58.2%	
Cleveland Elementary	08	All Subgroups	2012	Reading	47.4%	52.5%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Cleveland Elementary	08	Econ Disadv	2012	Reading	47.4%	52.6%	
Cleveland Elementary	08	IEP	2012	Reading	25.0%	75.0%	
Cleveland Elementary	08	Black	2012	Reading	49.1%	50.9%	
Cleveland Elementary	03	All Subgroups	2013	Math	48.1%	51.9%	
Cleveland Elementary	03	Econ Disadv	2013	Math	47.8%	52.1%	
Cleveland Elementary	03	IEP	2013	Math	0.0%	100.0%	
Cleveland Elementary	03	Hispanic	2013	Math	100.0%	0.0%	
Cleveland Elementary	03	Black	2013	Math	46.8%	53.3%	
Cleveland Elementary	03	Multi-Ethnic	2013	Math	100.0%	0.0%	
Cleveland Elementary	03	All Subgroups	2013	Reading	37.9%	62.0%	
Cleveland Elementary	03	Econ Disadv	2013	Reading	34.7%	65.2%	
Cleveland Elementary	03	IEP	2013	Reading	0.0%	100.0%	
Cleveland Elementary	03	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Cleveland Elementary	03	Black	2013	Reading	37.7%	62.4%	
Cleveland Elementary	03	Hispanic	2013	Reading	0.0%	100.0%	
Cleveland Elementary	04	All Subgroups	2013	Math	25.7%	74.3%	
Cleveland Elementary	04	Econ Disadv	2013	Math	27.0%	73.0%	
Cleveland Elementary	04	IEP	2013	Math	0.0%	100.0%	
Cleveland Elementary	04	Hispanic	2013	Math	0.0%	100.0%	
Cleveland Elementary	04	Black	2013	Math	26.5%	73.5%	
Cleveland Elementary	04	All Subgroups	2013	Reading	25.7%	74.3%	
Cleveland Elementary	04	Econ Disadv	2013	Reading	25.4%	74.6%	
Cleveland Elementary	04	IEP	2013	Reading	10.0%	90.0%	
Cleveland Elementary	04	Hispanic	2013	Reading	0.0%	100.0%	
Cleveland Elementary	04	Black	2013	Reading	26.5%	73.5%	
Cleveland Elementary	05	All Subgroups	2013	Math	35.7%	64.3%	
Cleveland Elementary	05	Econ Disadv	2013	Math	37.6%	62.5%	
Cleveland Elementary	05	IEP	2013	Math	16.7%	83.3%	
Cleveland Elementary	05	Multi-Ethnic	2013	Math	0.0%	100.0%	
Cleveland Elementary	05	Black	2013	Math	37.9%	62.2%	
Cleveland Elementary	05	Asian	2013	Math	0.0%	100.0%	
Cleveland Elementary	05	Hispanic	2013	Math	0.0%	100.0%	
Cleveland Elementary	05	All Subgroups	2013	Reading	26.0%	73.9%	
Cleveland Elementary	05	Econ Disadv	2013	Reading	27.0%	73.0%	
Cleveland Elementary	05	IEP	2013	Reading	16.7%	83.3%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Cleveland Elementary	05	Asian	2013	Reading	0.0%	100.0%	
Cleveland Elementary	05	Multi-Ethnic	2013	Reading	0.0%	100.0%	
Cleveland Elementary	05	Black	2013	Reading	26.1%	73.9%	
Cleveland Elementary	05	Hispanic	2013	Reading	50.0%	50.0%	
Cleveland Elementary	06	All Subgroups	2013	Math	66.7%	33.3%	
Cleveland Elementary	06	Econ Disadv	2013	Math	62.2%	37.8%	
Cleveland Elementary	06	IEP	2013	Math	18.8%	81.3%	
Cleveland Elementary	06	Black	2013	Math	67.9%	32.2%	
Cleveland Elementary	06	White	2013	Math	100.0%	0.0%	
Cleveland Elementary	06	Hispanic	2013	Math	33.3%	66.6%	
Cleveland Elementary	06	All Subgroups	2013	Reading	40.0%	60.0%	
Cleveland Elementary	06	Econ Disadv	2013	Reading	37.8%	62.3%	
Cleveland Elementary	06	IEP	2013	Reading	6.3%	93.8%	
Cleveland Elementary	06	Hispanic	2013	Reading	33.3%	66.7%	
Cleveland Elementary	06	Black	2013	Reading	39.2%	60.7%	
Cleveland Elementary	06	White	2013	Reading	100.0%	0.0%	
Cleveland Elementary	07	All Subgroups	2013	Math	65.2%	34.8%	
Cleveland Elementary	07	Econ Disadv	2013	Math	66.1%	33.9%	
Cleveland Elementary	07	IEP	2013	Math	0.0%	100.0%	
Cleveland Elementary	07	Hispanic	2013	Math	25.0%	75.0%	
Cleveland Elementary	07	Black	2013	Math	67.6%	32.3%	
Cleveland Elementary	07	All Subgroups	2013	Reading	38.3%	61.8%	
Cleveland Elementary	07	Econ Disadv	2013	Reading	38.0%	62.1%	
Cleveland Elementary	07	IEP	2013	Reading	16.7%	83.3%	
Cleveland Elementary	07	Hispanic	2013	Reading	0.0%	100.0%	
Cleveland Elementary	07	Black	2013	Reading	40.7%	59.4%	
Cleveland Elementary	08	All Subgroups	2013	Math	41.7%	58.3%	
Cleveland Elementary	08	Econ Disadv	2013	Math	50.0%	50.0%	
Cleveland Elementary	08	IEP	2013	Math	10.0%	90.0%	
Cleveland Elementary	08	Multi-Ethnic	2013	Math	0.0%	100.0%	
Cleveland Elementary	08	Hispanic	2013	Math	0.0%	100.0%	
Cleveland Elementary	08	Black	2013	Math	43.1%	56.9%	
Cleveland Elementary	08	All Subgroups	2013	Reading	55.0%	45.0%	
Cleveland Elementary	08	Econ Disadv	2013	Reading	60.9%	39.1%	
Cleveland Elementary	08	IEP	2013	Reading	20.0%	80.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Cleveland Elementary	08	Multi-Ethnic	2013	Reading	100.0%	0.0%	
Cleveland Elementary	08	Hispanic	2013	Reading	0.0%	100.0%	
Cleveland Elementary	08	Black	2013	Reading	55.2%	44.8%	
Cleveland Elementary	03	All Subgroups	2014	Math	55.1%	44.9%	
Cleveland Elementary	03	Econ Disadv	2014	Math	55.1%	44.9%	
Cleveland Elementary	03	IEP	2014	Math	15.4%	84.6%	
Cleveland Elementary	03	White	2014	Math	100.0%	0.0%	
Cleveland Elementary	03	Black	2014	Math	55.8%	44.2%	
Cleveland Elementary	03	Hispanic	2014	Math	0.0%	100.0%	
Cleveland Elementary	03	All Subgroups	2014	Reading	47.2%	52.8%	
Cleveland Elementary	03	Econ Disadv	2014	Reading	47.2%	52.8%	
Cleveland Elementary	03	IEP	2014	Reading	15.4%	84.6%	
Cleveland Elementary	03	Black	2014	Reading	46.5%	53.5%	
Cleveland Elementary	03	Hispanic	2014	Reading	50.0%	50.0%	
Cleveland Elementary	03	White	2014	Reading	100.0%	0.0%	
Cleveland Elementary	04	All Subgroups	2014	Math	56.2%	43.8%	
Cleveland Elementary	04	Econ Disadv	2014	Math	55.9%	44.1%	
Cleveland Elementary	04	IEP	2014	Math	27.8%	72.3%	
Cleveland Elementary	04	ELL	2014	Math	0.0%	100.0%	
Cleveland Elementary	04	Multi-Ethnic	2014	Math	100.0%	0.0%	
Cleveland Elementary	04	Hispanic	2014	Math	50.0%	50.0%	
Cleveland Elementary	04	Black	2014	Math	55.8%	44.2%	
Cleveland Elementary	04	All Subgroups	2014	Reading	39.7%	60.3%	
Cleveland Elementary	04	Econ Disadv	2014	Reading	38.5%	61.4%	
Cleveland Elementary	04	IEP	2014	Reading	23.5%	76.5%	
Cleveland Elementary	04	ELL	2014	Reading	0.0%	100.0%	
Cleveland Elementary	04	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Cleveland Elementary	04	Hispanic	2014	Reading	0.0%	100.0%	
Cleveland Elementary	04	Black	2014	Reading	40.0%	60.0%	
Cleveland Elementary	05	All Subgroups	2014	Math	33.9%	66.1%	
Cleveland Elementary	05	Econ Disadv	2014	Math	32.8%	67.3%	
Cleveland Elementary	05	IEP	2014	Math	8.3%	91.7%	
Cleveland Elementary	05	ELL	2014	Math	100.0%	0.0%	
Cleveland Elementary	05	Hispanic	2014	Math	50.0%	50.0%	
Cleveland Elementary	05	Black	2014	Math	33.3%	66.6%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Cleveland Elementary	05	All Subgroups	2014	Reading	25.9%	74.2%	
Cleveland Elementary	05	Econ Disadv	2014	Reading	24.2%	75.9%	
Cleveland Elementary	05	IEP	2014	Reading	0.0%	100.0%	
Cleveland Elementary	05	ELL	2014	Reading	100.0%	0.0%	
Cleveland Elementary	05	Black	2014	Reading	25.0%	75.0%	
Cleveland Elementary	05	Hispanic	2014	Reading	50.0%	50.0%	
Cleveland Elementary	06	All Subgroups	2014	Math	72.4%	27.5%	
Cleveland Elementary	06	Econ Disadv	2014	Math	71.2%	28.8%	
Cleveland Elementary	06	IEP	2014	Math	36.4%	63.7%	
Cleveland Elementary	06	Hispanic	2014	Math	50.0%	50.0%	
Cleveland Elementary	06	Multi-Ethnic	2014	Math	100.0%	0.0%	
Cleveland Elementary	06	Black	2014	Math	72.7%	27.2%	
Cleveland Elementary	06	All Subgroups	2014	Reading	33.3%	66.7%	
Cleveland Elementary	06	Econ Disadv	2014	Reading	31.9%	68.2%	
Cleveland Elementary	06	IEP	2014	Reading	0.0%	100.0%	
Cleveland Elementary	06	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Cleveland Elementary	06	Hispanic	2014	Reading	0.0%	100.0%	
Cleveland Elementary	06	Black	2014	Reading	34.9%	65.2%	
Cleveland Elementary	07	All Subgroups	2014	Math	55.7%	44.3%	
Cleveland Elementary	07	Econ Disadv	2014	Math	50.0%	50.0%	
Cleveland Elementary	07	IEP	2014	Math	17.3%	82.6%	
Cleveland Elementary	07	White	2014	Math	100.0%	0.0%	
Cleveland Elementary	07	Hispanic	2014	Math	25.0%	75.0%	
Cleveland Elementary	07	Black	2014	Math	57.2%	42.9%	
Cleveland Elementary	07	All Subgroups	2014	Reading	49.2%	50.9%	
Cleveland Elementary	07	Econ Disadv	2014	Reading	42.3%	57.7%	
Cleveland Elementary	07	IEP	2014	Reading	21.7%	78.3%	
Cleveland Elementary	07	Hispanic	2014	Reading	25.0%	75.0%	
Cleveland Elementary	07	Black	2014	Reading	50.0%	50.0%	
Cleveland Elementary	07	White	2014	Reading	100.0%	0.0%	
Cleveland Elementary	08	All Subgroups	2014	Math	47.9%	52.0%	
Cleveland Elementary	08	Econ Disadv	2014	Math	43.3%	56.7%	
Cleveland Elementary	08	IEP	2014	Math	0.0%	100.0%	
Cleveland Elementary	08	ELL	2014	Math	0.0%	100.0%	
Cleveland Elementary	08	Black	2014	Math	51.5%	48.6%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct
Cleveland Elementary	08	Hispanic	2014	Math	0.0%	100.0%	
Cleveland Elementary	08	All Subgroups	2014	Reading	61.7%	38.3%	
Cleveland Elementary	08	Econ Disadv	2014	Reading	58.4%	41.6%	
Cleveland Elementary	08	IEP	2014	Reading	14.3%	85.7%	
Cleveland Elementary	08	ELL	2014	Reading	100.0%	0.0%	
Cleveland Elementary	08	Hispanic	2014	Reading	20.0%	80.0%	
Cleveland Elementary	08	Black	2014	Reading	64.7%	35.3%	
Francis D. Pastorius	03	All Subgroups	2013	Math	30.0%	70.0%	
Francis D. Pastorius	03	All Subgroups	2013	Reading	27.0%	72.0%	
Francis D. Pastorius	04	All Subgroups	2013	Math	19.0%	81.0%	
Francis D. Pastorius	04	All Subgroups	2013	Reading	21.0%	79.0%	
Francis D. Pastorius	05	All Subgroups	2013	Math	13.0%	86.0%	
Francis D. Pastorius	05	All Subgroups	2013	Reading	11.0%	89.0%	
Francis D. Pastorius	06	All Subgroups	2013	Math	23.0%	76.0%	
Francis D. Pastorius	06	All Subgroups	2013	Reading	12.0%	89.0%	
Francis D. Pastorius	07	All Subgroups	2013	Math	15.0%	86.0%	
Francis D. Pastorius	07	All Subgroups	2013	Reading	24.0%	76.0%	
Francis D. Pastorius	08	All Subgroups	2013	Math	22.0%	78.0%	
Francis D. Pastorius	08	All Subgroups	2013	Reading	34.0%	66.0%	
Francis D. Pastorius	03	All Subgroups	2014	Math	58.3%	41.7%	
Francis D. Pastorius	03	Econ Disadv	2014	Math	57.2%	42.9%	
Francis D. Pastorius	03	IEP	2014	Math	16.7%	83.3%	
Francis D. Pastorius	03	Hispanic	2014	Math	100.0%	0.0%	
Francis D. Pastorius	03	Multi-Ethnic	2014	Math	66.6%	33.3%	
Francis D. Pastorius	03	Black	2014	Math	56.9%	43.1%	
Francis D. Pastorius	03	All Subgroups	2014	Reading	25.1%	75.0%	
Francis D. Pastorius	03	Econ Disadv	2014	Reading	28.5%	71.5%	
Francis D. Pastorius	03	IEP	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	03	Hispanic	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	03	Multi-Ethnic	2014	Reading	66.6%	33.3%	
Francis D. Pastorius	03	Black	2014	Reading	22.7%	77.3%	
Francis D. Pastorius	04	All Subgroups	2014	Math	43.0%	57.0%	
Francis D. Pastorius	04	Econ Disadv	2014	Math	43.6%	56.3%	
Francis D. Pastorius	04	IEP	2014	Math	10.0%	90.0%	
Francis D. Pastorius	04	Multi-Ethnic	2014	Math	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Francis D. Pastorius	04	Hispanic	2014	Math	0.0%	100.0%	
Francis D. Pastorius	04	Black	2014	Math	42.9%	57.1%	
Francis D. Pastorius	04	All Subgroups	2014	Reading	30.0%	70.0%	
Francis D. Pastorius	04	Econ Disadv	2014	Reading	30.4%	69.5%	
Francis D. Pastorius	04	IEP	2014	Reading	5.6%	94.4%	
Francis D. Pastorius	04	Black	2014	Reading	29.5%	70.6%	
Francis D. Pastorius	04	Hispanic	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	04	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Francis D. Pastorius	05	All Subgroups	2014	Math	32.7%	67.3%	
Francis D. Pastorius	05	Econ Disadv	2014	Math	29.8%	70.2%	
Francis D. Pastorius	05	IEP	2014	Math	14.3%	85.7%	
Francis D. Pastorius	05	Hispanic	2014	Math	0.0%	100.0%	
Francis D. Pastorius	05	Multi-Ethnic	2014	Math	0.0%	100.0%	
Francis D. Pastorius	05	Black	2014	Math	34.7%	65.3%	
Francis D. Pastorius	05	All Subgroups	2014	Reading	19.6%	80.4%	
Francis D. Pastorius	05	Econ Disadv	2014	Reading	19.5%	80.4%	
Francis D. Pastorius	05	IEP	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	05	Black	2014	Reading	20.9%	79.2%	
Francis D. Pastorius	05	Multi-Ethnic	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	05	Hispanic	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	06	All Subgroups	2014	Math	52.1%	47.9%	
Francis D. Pastorius	06	Econ Disadv	2014	Math	52.3%	47.7%	
Francis D. Pastorius	06	IEP	2014	Math	16.7%	83.4%	
Francis D. Pastorius	06	Black	2014	Math	54.4%	45.6%	
Francis D. Pastorius	06	Hispanic	2014	Math	0.0%	100.0%	
Francis D. Pastorius	06	All Subgroups	2014	Reading	34.0%	66.0%	
Francis D. Pastorius	06	Econ Disadv	2014	Reading	37.2%	62.8%	
Francis D. Pastorius	06	IEP	2014	Reading	16.7%	83.4%	
Francis D. Pastorius	06	Black	2014	Reading	34.8%	65.2%	
Francis D. Pastorius	06	Hispanic	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	07	All Subgroups	2014	Math	44.9%	55.1%	
Francis D. Pastorius	07	Econ Disadv	2014	Math	43.1%	56.8%	
Francis D. Pastorius	07	IEP	2014	Math	0.0%	100.0%	
Francis D. Pastorius	07	ELL	2014	Math	0.0%	100.0%	
Francis D. Pastorius	07	Hispanic	2014	Math	0.0%	100.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
GRADE/SUBGROUP

Building	Grade	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%P
Francis D. Pastorius	07	Black	2014	Math	46.8%	53.2%	
Francis D. Pastorius	07	Multi-Ethnic	2014	Math	0.0%	100.0%	
Francis D. Pastorius	07	All Subgroups	2014	Reading	42.9%	57.1%	
Francis D. Pastorius	07	Econ Disadv	2014	Reading	43.2%	56.9%	
Francis D. Pastorius	07	IEP	2014	Reading	15.4%	84.6%	
Francis D. Pastorius	07	ELL	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	07	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Francis D. Pastorius	07	Black	2014	Reading	42.5%	57.4%	
Francis D. Pastorius	07	Hispanic	2014	Reading	0.0%	100.0%	
Francis D. Pastorius	08	All Subgroups	2014	Math	60.4%	39.6%	
Francis D. Pastorius	08	Econ Disadv	2014	Math	63.8%	36.2%	
Francis D. Pastorius	08	IEP	2014	Math	42.8%	57.2%	
Francis D. Pastorius	08	Hispanic	2014	Math	100.0%	0.0%	
Francis D. Pastorius	08	Black	2014	Math	60.8%	39.2%	
Francis D. Pastorius	08	Multi-Ethnic	2014	Math	0.0%	100.0%	
Francis D. Pastorius	08	All Subgroups	2014	Reading	47.2%	52.8%	
Francis D. Pastorius	08	Econ Disadv	2014	Reading	49.0%	51.0%	
Francis D. Pastorius	08	IEP	2014	Reading	14.2%	85.7%	
Francis D. Pastorius	08	Multi-Ethnic	2014	Reading	100.0%	0.0%	
Francis D. Pastorius	08	Black	2014	Reading	45.1%	55.0%	
Francis D. Pastorius	08	Hispanic	2014	Reading	100.0%	0.0%	

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Lenfest Campus	All Subgroups	2012	Math	78.9%	21.1%	12
Lenfest Campus	Econ Disadv	2012	Math	78.8%	21.2%	13
Lenfest Campus	IEP	2012	Math	57.7%	42.3%	15
Lenfest Campus	ELL	2012	Math	50.0%	50.0%	0
Lenfest Campus	Hispanic	2012	Math	78.5%	21.4%	0
Lenfest Campus	Black	2012	Math	79.1%	20.8%	13
Lenfest Campus	Native American	2012	Math	100.0%	0.0%	0
Lenfest Campus	Multi-Ethnic	2012	Math	0.0%	100.0%	0
Lenfest Campus	White	2012	Math	75.0%	25.0%	25
Lenfest Campus	All Subgroups	2012	Reading	70.7%	29.3%	23
Lenfest Campus	Econ Disadv	2012	Reading	66.1%	33.9%	20
Lenfest Campus	IEP	2012	Reading	46.7%	53.3%	33
Lenfest Campus	ELL	2012	Reading	0.0%	100.0%	100
Lenfest Campus	Multi-Ethnic	2012	Reading	0.0%	100.0%	100
Lenfest Campus	Hispanic	2012	Reading	71.4%	28.6%	28
Lenfest Campus	Native American	2012	Reading	100.0%	0.0%	0
Lenfest Campus	White	2012	Reading	100.0%	0.0%	0
Lenfest Campus	Black	2012	Reading	70.2%	29.7%	20
Lenfest Campus	All Subgroups	2013	Math	72.6%	27.4%	13
Lenfest Campus	Econ Disadv	2013	Math	67.1%	33.0%	15
Lenfest Campus	IEP	2013	Math	26.6%	73.3%	20
Lenfest Campus	ELL	2013	Math	62.5%	37.5%	0
Lenfest Campus	Hispanic	2013	Math	52.6%	47.4%	15
Lenfest Campus	Black	2013	Math	74.4%	25.6%	13
Lenfest Campus	Multi-Ethnic	2013	Math	100.0%	0.0%	0
Lenfest Campus	Native American	2013	Math	100.0%	0.0%	0
Lenfest Campus	White	2013	Math	60.0%	40.0%	0
Lenfest Campus	Asian	2013	Math	100.0%	0.0%	0
Lenfest Campus	All Subgroups	2013	Reading	64.1%	35.9%	18
Lenfest Campus	Econ Disadv	2013	Reading	55.9%	44.1%	23
Lenfest Campus	IEP	2013	Reading	22.3%	77.8%	20
Lenfest Campus	ELL	2013	Reading	37.5%	62.5%	25
Lenfest Campus	Hispanic	2013	Reading	47.4%	52.6%	10

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Lenfest Campus	Multi-Ethnic	2013	Reading	100.0%	0.0%	0
Lenfest Campus	Native American	2013	Reading	100.0%	0.0%	0
Lenfest Campus	White	2013	Reading	60.0%	40.0%	0
Lenfest Campus	Asian	2013	Reading	100.0%	0.0%	0
Lenfest Campus	Black	2013	Reading	65.3%	34.7%	20
Lenfest Campus	All Subgroups	2014	Math	60.3%	39.8%	23
Lenfest Campus	Econ Disadv	2014	Math	55.0%	45.0%	22
Lenfest Campus	IEP	2014	Math	15.3%	84.6%	29
Lenfest Campus	ELL	2014	Math	16.7%	83.3%	0
Lenfest Campus	Hispanic	2014	Math	53.4%	46.7%	20
Lenfest Campus	Black	2014	Math	61.5%	38.5%	22
Lenfest Campus	Multi-Ethnic	2014	Math	75.0%	25.0%	0
Lenfest Campus	White	2014	Math	16.7%	83.3%	0
Lenfest Campus	All Subgroups	2014	Reading	54.9%	45.1%	23
Lenfest Campus	Econ Disadv	2014	Reading	50.7%	49.3%	25
Lenfest Campus	IEP	2014	Reading	10.8%	89.2%	32
Lenfest Campus	ELL	2014	Reading	16.7%	83.3%	33
Lenfest Campus	Hispanic	2014	Reading	40.0%	60.0%	13
Lenfest Campus	Multi-Ethnic	2014	Reading	75.0%	25.0%	25
Lenfest Campus	White	2014	Reading	16.7%	83.3%	33
Lenfest Campus	Black	2014	Reading	56.3%	43.6%	24
Thomas Campus	All Subgroups	2012	Math	83.1%	16.9%	13
Thomas Campus	Econ Disadv	2012	Math	83.6%	16.5%	13
Thomas Campus	IEP	2012	Math	51.0%	49.0%	35
Thomas Campus	ELL	2012	Math	100.0%	0.0%	0
Thomas Campus	Multi-Ethnic	2012	Math	100.0%	0.0%	0
Thomas Campus	Hispanic	2012	Math	91.7%	8.3%	8
Thomas Campus	Native American	2012	Math	100.0%	0.0%	0
Thomas Campus	Black	2012	Math	81.9%	18.1%	13
Thomas Campus	Asian	2012	Math	89.2%	10.8%	8
Thomas Campus	White	2012	Math	79.3%	20.7%	20
Thomas Campus	All Subgroups	2012	Reading	70.5%	29.5%	19
Thomas Campus	Econ Disadv	2012	Reading	71.0%	29.0%	19

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Thomas Campus	IEP	2012	Reading	27.4%	72.5%	33
Thomas Campus	ELL	2012	Reading	72.8%	27.3%	27
Thomas Campus	Hispanic	2012	Reading	83.4%	16.6%	8
Thomas Campus	Black	2012	Reading	69.1%	30.9%	19
Thomas Campus	Multi-Ethnic	2012	Reading	50.0%	50.0%	0
Thomas Campus	Asian	2012	Reading	86.5%	13.5%	13
Thomas Campus	Native American	2012	Reading	0.0%	100.0%	100
Thomas Campus	White	2012	Reading	58.6%	41.3%	31
Thomas Campus	All Subgroups	2013	Math	74.4%	25.7%	14
Thomas Campus	Econ Disadv	2013	Math	76.7%	23.3%	13
Thomas Campus	IEP	2013	Math	42.6%	57.4%	19
Thomas Campus	ELL	2013	Math	63.7%	36.4%	18
Thomas Campus	Multi-Ethnic	2013	Math	80.0%	20.0%	10
Thomas Campus	Hispanic	2013	Math	75.1%	25.1%	18
Thomas Campus	White	2013	Math	60.0%	40.0%	24
Thomas Campus	Asian	2013	Math	94.5%	5.4%	3
Thomas Campus	Black	2013	Math	71.3%	28.6%	15
Thomas Campus	All Subgroups	2013	Reading	68.2%	31.8%	19
Thomas Campus	Econ Disadv	2013	Reading	68.0%	32.0%	18
Thomas Campus	IEP	2013	Reading	29.0%	70.9%	27
Thomas Campus	ELL	2013	Reading	18.2%	81.9%	45
Thomas Campus	Hispanic	2013	Reading	75.1%	25.0%	12
Thomas Campus	Asian	2013	Reading	81.8%	18.2%	12
Thomas Campus	Black	2013	Reading	67.4%	32.6%	19
Thomas Campus	Multi-Ethnic	2013	Reading	80.0%	20.0%	10
Thomas Campus	White	2013	Reading	50.0%	50.0%	30
Thomas Campus	All Subgroups	2014	Math	69.5%	30.5%	15
Thomas Campus	Econ Disadv	2014	Math	68.4%	31.5%	15
Thomas Campus	IEP	2014	Math	37.8%	62.2%	20
Thomas Campus	ELL	2014	Math	74.6%	25.4%	8
Thomas Campus	Hispanic	2014	Math	80.0%	20.0%	13
Thomas Campus	Asian	2014	Math	90.8%	9.1%	1
Thomas Campus	Black	2014	Math	60.8%	39.2%	20

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Thomas Campus	Multi-Ethnic	2014	Math	57.1%	42.9%	17
Thomas Campus	Native American	2014	Math	100.0%	0.0%	0
Thomas Campus	White	2014	Math	66.7%	33.4%	15
Thomas Campus	All Subgroups	2014	Reading	64.2%	35.8%	17
Thomas Campus	Econ Disadv	2014	Reading	63.3%	36.7%	16
Thomas Campus	IEP	2014	Reading	31.1%	68.9%	25
Thomas Campus	ELL	2014	Reading	50.8%	49.2%	11
Thomas Campus	Hispanic	2014	Reading	64.4%	35.6%	20
Thomas Campus	Multi-Ethnic	2014	Reading	60.7%	39.3%	14
Thomas Campus	Native American	2014	Reading	100.0%	0.0%	0
Thomas Campus	White	2014	Reading	58.9%	41.1%	20
Thomas Campus	Asian	2014	Reading	77.9%	22.0%	4
Thomas Campus	Black	2014	Reading	60.3%	39.6%	23
Shoemaker Campus	All Subgroups	2012	Math	78.5%	21.5%	16
Shoemaker Campus	Econ Disadv	2012	Math	78.2%	21.7%	16
Shoemaker Campus	IEP	2012	Math	43.3%	56.6%	43
Shoemaker Campus	ELL	2012	Math	66.7%	33.4%	16
Shoemaker Campus	Hispanic	2012	Math	100.0%	0.0%	0
Shoemaker Campus	Black	2012	Math	78.1%	21.8%	16
Shoemaker Campus	Asian	2012	Math	100.0%	0.0%	0
Shoemaker Campus	Native American	2012	Math	100.0%	0.0%	0
Shoemaker Campus	White	2012	Math	100.0%	0.0%	0
Shoemaker Campus	All Subgroups	2012	Reading	64.1%	35.9%	20
Shoemaker Campus	Econ Disadv	2012	Reading	64.3%	35.7%	20
Shoemaker Campus	IEP	2012	Reading	28.3%	71.6%	38
Shoemaker Campus	ELL	2012	Reading	50.0%	50.0%	16
Shoemaker Campus	Hispanic	2012	Reading	50.0%	50.0%	0
Shoemaker Campus	Black	2012	Reading	63.8%	36.3%	20
Shoemaker Campus	Asian	2012	Reading	100.0%	0.0%	0
Shoemaker Campus	Native American	2012	Reading	100.0%	0.0%	0
Shoemaker Campus	White	2012	Reading	100.0%	0.0%	0
Shoemaker Campus	All Subgroups	2013	Math	69.5%	30.5%	19
Shoemaker Campus	Econ Disadv	2013	Math	69.7%	30.3%	18

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Shoemaker Campus	IEP	2013	Math	27.2%	72.8%	37
Shoemaker Campus	Multi-Ethnic	2013	Math	100.0%	0.0%	0
Shoemaker Campus	Native American	2013	Math	100.0%	0.0%	0
Shoemaker Campus	Hispanic	2013	Math	0.0%	100.0%	0
Shoemaker Campus	Asian	2013	Math	100.0%	0.0%	0
Shoemaker Campus	Black	2013	Math	69.2%	30.7%	19
Shoemaker Campus	All Subgroups	2013	Reading	62.1%	37.9%	24
Shoemaker Campus	Econ Disadv	2013	Reading	62.9%	37.1%	21
Shoemaker Campus	IEP	2013	Reading	17.2%	82.9%	38
Shoemaker Campus	Multi-Ethnic	2013	Reading	50.0%	50.0%	0
Shoemaker Campus	Native American	2013	Reading	100.0%	0.0%	0
Shoemaker Campus	Hispanic	2013	Reading	0.0%	100.0%	0
Shoemaker Campus	Asian	2013	Reading	100.0%	0.0%	0
Shoemaker Campus	Black	2013	Reading	62.1%	38.0%	24
Shoemaker Campus	All Subgroups	2014	Math	64.4%	35.5%	20
Shoemaker Campus	Econ Disadv	2014	Math	62.8%	37.3%	22
Shoemaker Campus	IEP	2014	Math	25.0%	75.0%	26
Shoemaker Campus	Multi-Ethnic	2014	Math	66.7%	33.3%	33
Shoemaker Campus	Native American	2014	Math	100.0%	0.0%	0
Shoemaker Campus	Hispanic	2014	Math	66.6%	33.3%	33
Shoemaker Campus	Asian	2014	Math	100.0%	0.0%	0
Shoemaker Campus	Black	2014	Math	64.2%	35.7%	20
Shoemaker Campus	All Subgroups	2014	Reading	62.9%	37.1%	21
Shoemaker Campus	Econ Disadv	2014	Reading	61.2%	38.8%	22
Shoemaker Campus	IEP	2014	Reading	19.0%	81.1%	29
Shoemaker Campus	Multi-Ethnic	2014	Reading	66.7%	33.3%	0
Shoemaker Campus	Native American	2014	Reading	100.0%	0.0%	0
Shoemaker Campus	Hispanic	2014	Reading	33.3%	66.6%	33
Shoemaker Campus	Asian	2014	Reading	100.0%	0.0%	0
Shoemaker Campus	Black	2014	Reading	63.0%	37.1%	21
Pickett Campus	All Subgroups	2012	Math	58.5%	41.5%	19
Pickett Campus	Econ Disadv	2012	Math	61.7%	38.3%	20
Pickett Campus	IEP	2012	Math	17.2%	82.8%	26

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Pickett Campus	ELL	2012	Math	100.0%	0.0%	0
Pickett Campus	Hispanic	2012	Math	80.0%	20.0%	0
Pickett Campus	Multi-Ethnic	2012	Math	100.0%	0.0%	0
Pickett Campus	Asian	2012	Math	100.0%	0.0%	0
Pickett Campus	Black	2012	Math	57.8%	42.2%	19
Pickett Campus	All Subgroups	2012	Reading	54.4%	45.7%	18
Pickett Campus	Econ Disadv	2012	Reading	53.9%	46.1%	19
Pickett Campus	IEP	2012	Reading	17.7%	82.3%	15
Pickett Campus	ELL	2012	Reading	0.0%	100.0%	100
Pickett Campus	Hispanic	2012	Reading	60.0%	40.0%	20
Pickett Campus	Multi-Ethnic	2012	Reading	100.0%	0.0%	0
Pickett Campus	Asian	2012	Reading	50.0%	50.0%	50
Pickett Campus	Black	2012	Reading	54.2%	45.8%	18
Pickett Campus	All Subgroups	2013	Math	63.7%	36.3%	20
Pickett Campus	Econ Disadv	2013	Math	64.3%	35.8%	19
Pickett Campus	IEP	2013	Math	25.3%	74.6%	19
Pickett Campus	Hispanic	2013	Math	75.0%	25.0%	0
Pickett Campus	Black	2013	Math	63.5%	36.4%	20
Pickett Campus	All Subgroups	2013	Reading	58.8%	41.2%	23
Pickett Campus	Econ Disadv	2013	Reading	57.6%	42.3%	22
Pickett Campus	IEP	2013	Reading	18.6%	81.4%	24
Pickett Campus	Hispanic	2013	Reading	50.0%	50.0%	25
Pickett Campus	Black	2013	Reading	59.0%	41.0%	22
Pickett Campus	All Subgroups	2014	Math	68.6%	31.4%	19
Pickett Campus	Econ Disadv	2014	Math	68.8%	31.3%	20
Pickett Campus	IEP	2014	Math	36.8%	63.2%	29
Pickett Campus	ELL	2014	Math	100.0%	0.0%	0
Pickett Campus	Hispanic	2014	Math	66.7%	33.3%	33
Pickett Campus	Asian	2014	Math	100.0%	0.0%	0
Pickett Campus	Black	2014	Math	68.7%	31.3%	19
Pickett Campus	Multi-Ethnic	2014	Math	0.0%	100.0%	100
Pickett Campus	All Subgroups	2014	Reading	62.0%	38.0%	20
Pickett Campus	Econ Disadv	2014	Reading	61.3%	38.7%	21

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Pickett Campus	IEP	2014	Reading	28.9%	71.2%	32
Pickett Campus	ELL	2014	Reading	100.0%	0.0%	0
Pickett Campus	Hispanic	2014	Reading	66.7%	33.3%	0
Pickett Campus	Multi-Ethnic	2014	Reading	0.0%	100.0%	0
Pickett Campus	Black	2014	Reading	62.0%	38.0%	20
Pickett Campus	Asian	2014	Reading	100.0%	0.0%	0
Mann Elementary	All Subgroups	2012	Math	78.8%	21.1%	14
Mann Elementary	Econ Disadv	2012	Math	77.4%	22.5%	15
Mann Elementary	IEP	2012	Math	35.1%	64.8%	40
Mann Elementary	ELL	2012	Math	90.9%	9.1%	0
Mann Elementary	Native American	2012	Math	100.0%	0.0%	0
Mann Elementary	Black	2012	Math	78.0%	22.0%	14
Mann Elementary	Asian	2012	Math	100.0%	0.0%	0
Mann Elementary	Multi-Ethnic	2012	Math	100.0%	0.0%	0
Mann Elementary	Hispanic	2012	Math	100.0%	0.0%	0
Mann Elementary	All Subgroups	2012	Reading	57.4%	42.7%	26
Mann Elementary	Econ Disadv	2012	Reading	55.7%	44.2%	28
Mann Elementary	IEP	2012	Reading	27.8%	72.2%	47
Mann Elementary	ELL	2012	Reading	81.8%	18.2%	18
Mann Elementary	Multi-Ethnic	2012	Reading	60.0%	40.0%	40
Mann Elementary	Hispanic	2012	Reading	66.7%	33.3%	33
Mann Elementary	Native American	2012	Reading	100.0%	0.0%	0
Mann Elementary	Asian	2012	Reading	100.0%	0.0%	0
Mann Elementary	Black	2012	Reading	56.7%	43.3%	26
Mann Elementary	All Subgroups	2013	Math	79.2%	20.8%	12
Mann Elementary	Econ Disadv	2013	Math	78.3%	21.7%	13
Mann Elementary	IEP	2013	Math	28.6%	71.4%	35
Mann Elementary	ELL	2013	Math	55.5%	44.4%	33
Mann Elementary	Asian	2013	Math	66.6%	33.3%	0
Mann Elementary	Black	2013	Math	79.7%	20.4%	12
Mann Elementary	Hispanic	2013	Math	75.0%	25.0%	25
Mann Elementary	Multi-Ethnic	2013	Math	71.4%	28.6%	14
Mann Elementary	White	2013	Math	100.0%	0.0%	0

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Mann Elementary	All Subgroups	2013	Reading	55.2%	44.8%	20
Mann Elementary	Econ Disadv	2013	Reading	54.1%	45.9%	20
Mann Elementary	IEP	2013	Reading	14.3%	85.7%	13
Mann Elementary	ELL	2013	Reading	44.4%	55.5%	22
Mann Elementary	Hispanic	2013	Reading	50.0%	50.0%	37
Mann Elementary	Asian	2013	Reading	33.3%	66.6%	33
Mann Elementary	Black	2013	Reading	55.0%	44.9%	20
Mann Elementary	Multi-Ethnic	2013	Reading	71.5%	28.6%	0
Mann Elementary	White	2013	Reading	100.0%	0.0%	0
Mann Elementary	All Subgroups	2014	Math	75.9%	24.1%	14
Mann Elementary	Econ Disadv	2014	Math	74.8%	25.2%	14
Mann Elementary	IEP	2014	Math	31.3%	68.8%	33
Mann Elementary	ELL	2014	Math	40.0%	60.0%	40
Mann Elementary	Hispanic	2014	Math	83.3%	16.7%	13
Mann Elementary	Multi-Ethnic	2014	Math	57.2%	42.9%	14
Mann Elementary	White	2014	Math	100.0%	0.0%	0
Mann Elementary	Asian	2014	Math	100.0%	0.0%	0
Mann Elementary	Black	2014	Math	75.6%	24.4%	15
Mann Elementary	All Subgroups	2014	Reading	52.9%	47.1%	22
Mann Elementary	Econ Disadv	2014	Reading	52.0%	48.0%	23
Mann Elementary	IEP	2014	Reading	16.7%	83.4%	16
Mann Elementary	ELL	2014	Reading	20.0%	80.0%	20
Mann Elementary	Hispanic	2014	Reading	38.9%	61.1%	38
Mann Elementary	Multi-Ethnic	2014	Reading	42.9%	57.2%	14
Mann Elementary	White	2014	Reading	100.0%	0.0%	0
Mann Elementary	Asian	2014	Reading	100.0%	0.0%	0
Mann Elementary	Black	2014	Reading	53.3%	46.6%	23
Smedley Elementary	All Subgroups	2012	Math	52.0%	48.1%	28
Smedley Elementary	Econ Disadv	2012	Math	52.0%	48.0%	28
Smedley Elementary	IEP	2012	Math	25.5%	74.5%	38
Smedley Elementary	ELL	2012	Math	50.0%	50.0%	16
Smedley Elementary	Hispanic	2012	Math	52.5%	47.5%	22
Smedley Elementary	Multi-Ethnic	2012	Math	71.4%	28.6%	14

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Smedley Elementary	White	2012	Math	33.3%	66.7%	42
Smedley Elementary	Black	2012	Math	51.8%	48.2%	28
Smedley Elementary	Native American	2012	Math	100.0%	0.0%	0
Smedley Elementary	Asian	2012	Math	75.0%	25.0%	25
Smedley Elementary	All Subgroups	2012	Reading	36.5%	63.5%	23
Smedley Elementary	Econ Disadv	2012	Reading	36.8%	63.2%	23
Smedley Elementary	IEP	2012	Reading	18.4%	81.7%	23
Smedley Elementary	ELL	2012	Reading	41.7%	58.3%	25
Smedley Elementary	White	2012	Reading	38.1%	61.9%	14
Smedley Elementary	Asian	2012	Reading	75.0%	25.0%	25
Smedley Elementary	Native American	2012	Reading	100.0%	0.0%	0
Smedley Elementary	Multi-Ethnic	2012	Reading	71.4%	28.6%	14
Smedley Elementary	Hispanic	2012	Reading	37.5%	62.5%	25
Smedley Elementary	Black	2012	Reading	33.5%	66.5%	24
Smedley Elementary	All Subgroups	2013	Math	54.2%	45.8%	22
Smedley Elementary	Econ Disadv	2013	Math	54.8%	45.3%	22
Smedley Elementary	IEP	2013	Math	25.3%	74.8%	24
Smedley Elementary	ELL	2013	Math	75.0%	25.0%	0
Smedley Elementary	Hispanic	2013	Math	63.5%	36.6%	13
Smedley Elementary	Multi-Ethnic	2013	Math	75.0%	25.0%	12
Smedley Elementary	Native American	2013	Math	100.0%	0.0%	0
Smedley Elementary	White	2013	Math	63.2%	36.9%	23
Smedley Elementary	Asian	2013	Math	100.0%	0.0%	0
Smedley Elementary	Black	2013	Math	50.2%	49.8%	24
Smedley Elementary	All Subgroups	2013	Reading	40.4%	59.7%	24
Smedley Elementary	Econ Disadv	2013	Reading	41.2%	58.8%	24
Smedley Elementary	IEP	2013	Reading	14.6%	85.4%	23
Smedley Elementary	ELL	2013	Reading	58.4%	41.6%	8
Smedley Elementary	Hispanic	2013	Reading	40.3%	59.6%	25
Smedley Elementary	Multi-Ethnic	2013	Reading	68.8%	31.3%	12
Smedley Elementary	Native American	2013	Reading	100.0%	0.0%	0
Smedley Elementary	White	2013	Reading	52.7%	47.4%	23
Smedley Elementary	Asian	2013	Reading	100.0%	0.0%	0

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Smedley Elementary	Black	2013	Reading	37.2%	62.8%	25
Smedley Elementary	All Subgroups	2014	Math	50.8%	49.2%	19
Smedley Elementary	Econ Disadv	2014	Math	50.3%	49.8%	20
Smedley Elementary	IEP	2014	Math	26.2%	73.8%	16
Smedley Elementary	ELL	2014	Math	61.9%	38.1%	4
Smedley Elementary	Hispanic	2014	Math	49.3%	50.7%	18
Smedley Elementary	Asian	2014	Math	100.0%	0.0%	0
Smedley Elementary	Black	2014	Math	46.6%	53.3%	23
Smedley Elementary	Multi-Ethnic	2014	Math	78.8%	21.3%	15
Smedley Elementary	Native American	2014	Math	100.0%	0.0%	0
Smedley Elementary	White	2014	Math	63.7%	36.4%	18
Smedley Elementary	All Subgroups	2014	Reading	41.4%	58.7%	22
Smedley Elementary	Econ Disadv	2014	Reading	40.9%	59.1%	23
Smedley Elementary	IEP	2014	Reading	14.7%	85.2%	17
Smedley Elementary	ELL	2014	Reading	47.6%	52.4%	14
Smedley Elementary	Hispanic	2014	Reading	43.7%	56.3%	18
Smedley Elementary	Asian	2014	Reading	100.0%	0.0%	0
Smedley Elementary	Black	2014	Reading	37.6%	62.4%	23
Smedley Elementary	Multi-Ethnic	2014	Reading	57.6%	42.4%	24
Smedley Elementary	Native American	2014	Reading	100.0%	0.0%	0
Smedley Elementary	White	2014	Reading	54.6%	45.5%	27
Harrity Elementary	All Subgroups	2012	Math	64.4%	35.7%	20
Harrity Elementary	Econ Disadv	2012	Math	63.3%	36.7%	20
Harrity Elementary	IEP	2012	Math	32.8%	67.3%	20
Harrity Elementary	ELL	2012	Math	0.0%	100.0%	0
Harrity Elementary	Hispanic	2012	Math	0.0%	100.0%	50
Harrity Elementary	Black	2012	Math	64.5%	35.5%	20
Harrity Elementary	All Subgroups	2012	Reading	46.7%	53.2%	19
Harrity Elementary	Econ Disadv	2012	Reading	46.0%	54.0%	19
Harrity Elementary	IEP	2012	Reading	18.9%	81.1%	19
Harrity Elementary	ELL	2012	Reading	0.0%	100.0%	0
Harrity Elementary	Black	2012	Reading	46.8%	53.1%	19
Harrity Elementary	Hispanic	2012	Reading	0.0%	100.0%	50

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Harrity Elementary	All Subgroups	2013	Math	55.5%	44.4%	21
Harrity Elementary	Econ Disadv	2013	Math	56.0%	44.0%	23
Harrity Elementary	IEP	2013	Math	17.8%	82.2%	23
Harrity Elementary	Hispanic	2013	Math	0.0%	100.0%	33
Harrity Elementary	Black	2013	Math	55.9%	44.1%	21
Harrity Elementary	All Subgroups	2013	Reading	41.9%	58.1%	29
Harrity Elementary	Econ Disadv	2013	Reading	41.4%	58.6%	29
Harrity Elementary	IEP	2013	Reading	13.7%	86.3%	19
Harrity Elementary	Hispanic	2013	Reading	0.0%	100.0%	33
Harrity Elementary	Black	2013	Reading	42.1%	57.9%	29
Harrity Elementary	All Subgroups	2014	Math	54.7%	45.4%	17
Harrity Elementary	Econ Disadv	2014	Math	52.9%	47.2%	18
Harrity Elementary	IEP	2014	Math	15.4%	84.6%	18
Harrity Elementary	ELL	2014	Math	58.3%	41.6%	33
Harrity Elementary	Hispanic	2014	Math	46.2%	53.9%	30
Harrity Elementary	Black	2014	Math	54.7%	45.3%	17
Harrity Elementary	White	2014	Math	100.0%	0.0%	0
Harrity Elementary	All Subgroups	2014	Reading	45.6%	54.4%	21
Harrity Elementary	Econ Disadv	2014	Reading	44.5%	55.5%	21
Harrity Elementary	IEP	2014	Reading	9.9%	90.1%	11
Harrity Elementary	ELL	2014	Reading	50.0%	50.0%	29
Harrity Elementary	Hispanic	2014	Reading	46.2%	53.9%	23
Harrity Elementary	White	2014	Reading	100.0%	0.0%	0
Harrity Elementary	Black	2014	Reading	45.6%	54.4%	21
Clymer Elementary	All Subgroups	2012	Math	42.9%	57.1%	23
Clymer Elementary	Econ Disadv	2012	Math	43.1%	56.9%	23
Clymer Elementary	IEP	2012	Math	12.5%	87.5%	29
Clymer Elementary	ELL	2012	Math	50.0%	50.0%	0
Clymer Elementary	Hispanic	2012	Math	40.0%	60.0%	20
Clymer Elementary	Native American	2012	Math	0.0%	100.0%	100
Clymer Elementary	Black	2012	Math	43.4%	56.5%	23
Clymer Elementary	All Subgroups	2012	Reading	35.9%	64.2%	21
Clymer Elementary	Econ Disadv	2012	Reading	35.6%	64.4%	21

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Clymer Elementary	IEP	2012	Reading	9.4%	90.7%	21
Clymer Elementary	ELL	2012	Reading	50.0%	50.0%	0
Clymer Elementary	Hispanic	2012	Reading	46.6%	53.4%	6
Clymer Elementary	Native American	2012	Reading	0.0%	100.0%	50
Clymer Elementary	Black	2012	Reading	35.4%	64.5%	21
Clymer Elementary	All Subgroups	2013	Math	51.1%	48.9%	19
Clymer Elementary	Econ Disadv	2013	Math	50.9%	49.1%	19
Clymer Elementary	IEP	2013	Math	15.2%	84.9%	16
Clymer Elementary	ELL	2013	Math	0.0%	100.0%	0
Clymer Elementary	Hispanic	2013	Math	45.2%	54.9%	9
Clymer Elementary	Black	2013	Math	51.9%	48.1%	21
Clymer Elementary	All Subgroups	2013	Reading	40.1%	59.9%	22
Clymer Elementary	Econ Disadv	2013	Reading	40.1%	59.9%	22
Clymer Elementary	IEP	2013	Reading	12.1%	87.9%	9
Clymer Elementary	ELL	2013	Reading	0.0%	100.0%	0
Clymer Elementary	Hispanic	2013	Reading	40.7%	59.4%	3
Clymer Elementary	Black	2013	Reading	40.0%	60.0%	24
Clymer Elementary	All Subgroups	2014	Math	51.5%	48.6%	19
Clymer Elementary	Econ Disadv	2014	Math	52.6%	47.4%	18
Clymer Elementary	IEP	2014	Math	28.9%	71.1%	17
Clymer Elementary	ELL	2014	Math	42.8%	57.1%	21
Clymer Elementary	Hispanic	2014	Math	33.3%	66.6%	19
Clymer Elementary	Black	2014	Math	54.5%	45.5%	18
Clymer Elementary	Multi-Ethnic	2014	Math	100.0%	0.0%	0
Clymer Elementary	Native American	2014	Math	0.0%	100.0%	100
Clymer Elementary	White	2014	Math	0.0%	100.0%	50
Clymer Elementary	All Subgroups	2014	Reading	37.3%	62.7%	24
Clymer Elementary	Econ Disadv	2014	Reading	37.3%	62.6%	24
Clymer Elementary	IEP	2014	Reading	27.1%	72.9%	13
Clymer Elementary	ELL	2014	Reading	28.5%	71.5%	28
Clymer Elementary	Hispanic	2014	Reading	16.7%	83.4%	27
Clymer Elementary	Multi-Ethnic	2014	Reading	0.0%	100.0%	0
Clymer Elementary	Native American	2014	Reading	100.0%	0.0%	0

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Clymer Elementary	White	2014	Reading	0.0%	100.0%	25
Clymer Elementary	Black	2014	Reading	40.5%	59.5%	23
Hardy Williams Academy	All Subgroups	2012	Math	70.5%	29.5%	16
Hardy Williams Academy	Econ Disadv	2012	Math	70.3%	29.6%	15
Hardy Williams Academy	IEP	2012	Math	41.2%	58.7%	33
Hardy Williams Academy	Asian	2012	Math	100.0%	0.0%	0
Hardy Williams Academy	Black	2012	Math	70.3%	29.7%	16
Hardy Williams Academy	Multi-Ethnic	2012	Math	66.6%	33.3%	33
Hardy Williams Academy	Hispanic	2012	Math	100.0%	0.0%	0
Hardy Williams Academy	All Subgroups	2012	Reading	54.3%	45.8%	20
Hardy Williams Academy	Econ Disadv	2012	Reading	54.1%	46.0%	20
Hardy Williams Academy	IEP	2012	Reading	30.2%	69.8%	23
Hardy Williams Academy	Asian	2012	Reading	66.7%	33.3%	0
Hardy Williams Academy	Multi-Ethnic	2012	Reading	100.0%	0.0%	0
Hardy Williams Academy	Black	2012	Reading	54.0%	46.1%	20
Hardy Williams Academy	Hispanic	2012	Reading	50.0%	50.0%	0
Hardy Williams Academy	All Subgroups	2013	Math	69.3%	30.6%	14
Hardy Williams Academy	Econ Disadv	2013	Math	69.9%	30.1%	13
Hardy Williams Academy	IEP	2013	Math	33.4%	66.7%	14
Hardy Williams Academy	Multi-Ethnic	2013	Math	50.0%	50.0%	50
Hardy Williams Academy	Asian	2013	Math	100.0%	0.0%	0
Hardy Williams Academy	Black	2013	Math	69.3%	30.6%	14
Hardy Williams Academy	Hispanic	2013	Math	100.0%	0.0%	0
Hardy Williams Academy	All Subgroups	2013	Reading	54.4%	45.6%	18
Hardy Williams Academy	Econ Disadv	2013	Reading	54.7%	45.2%	18
Hardy Williams Academy	IEP	2013	Reading	19.7%	80.2%	11
Hardy Williams Academy	Multi-Ethnic	2013	Reading	100.0%	0.0%	0
Hardy Williams Academy	Hispanic	2013	Reading	0.0%	100.0%	0
Hardy Williams Academy	Asian	2013	Reading	100.0%	0.0%	0
Hardy Williams Academy	Black	2013	Reading	54.3%	45.7%	18
Hardy Williams Academy	All Subgroups	2014	Math	66.5%	33.6%	14
Hardy Williams Academy	Econ Disadv	2014	Math	65.2%	34.7%	14
Hardy Williams Academy	IEP	2014	Math	31.3%	68.6%	15

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Hardy Williams Academy	Multi-Ethnic	2014	Math	75.0%	25.0%	0
Hardy Williams Academy	White	2014	Math	100.0%	0.0%	0
Hardy Williams Academy	Asian	2014	Math	100.0%	0.0%	0
Hardy Williams Academy	Black	2014	Math	66.2%	33.7%	14
Hardy Williams Academy	Hispanic	2014	Math	66.7%	33.3%	33
Hardy Williams Academy	All Subgroups	2014	Reading	48.3%	51.6%	22
Hardy Williams Academy	Econ Disadv	2014	Reading	46.9%	53.1%	22
Hardy Williams Academy	IEP	2014	Reading	11.9%	88.1%	19
Hardy Williams Academy	Multi-Ethnic	2014	Reading	50.0%	50.0%	29
Hardy Williams Academy	White	2014	Reading	100.0%	0.0%	0
Hardy Williams Academy	Hispanic	2014	Reading	0.0%	100.0%	66
Hardy Williams Academy	Asian	2014	Reading	100.0%	0.0%	0
Hardy Williams Academy	Black	2014	Reading	48.4%	51.6%	23
Gratz Campus	All Subgroups	2012	Math	21.0%	79.0%	18
Gratz Campus	Econ Disadv	2012	Math	21.1%	78.9%	18
Gratz Campus	IEP	2012	Math	10.3%	89.8%	19
Gratz Campus	Black	2012	Math	20.5%	79.6%	18
Gratz Campus	Native American	2012	Math	0.0%	100.0%	50
Gratz Campus	Hispanic	2012	Math	66.7%	33.3%	0
Gratz Campus	All Subgroups	2012	Reading	20.3%	79.6%	23
Gratz Campus	Econ Disadv	2012	Reading	20.5%	79.6%	23
Gratz Campus	IEP	2012	Reading	10.0%	90.0%	19
Gratz Campus	Black	2012	Reading	20.9%	79.1%	22
Gratz Campus	Native American	2012	Reading	0.0%	100.0%	50
Gratz Campus	Hispanic	2012	Reading	0.0%	100.0%	66
Gratz Campus	All Subgroups	2013	Math	9.1%	90.9%	53
Gratz Campus	Econ Disadv	2013	Math	11.1%	88.8%	47
Gratz Campus	IEP	2013	Math	0.0%	100.0%	20
Gratz Campus	Multi-Ethnic	2013	Math	0.0%	100.0%	100
Gratz Campus	Hispanic	2013	Math	14.3%	85.7%	57
Gratz Campus	Black	2013	Math	8.9%	91.1%	53
Gratz Campus	All Subgroups	2013	Reading	24.1%	75.9%	40
Gratz Campus	Econ Disadv	2013	Reading	22.2%	77.7%	40

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Gratz Campus	IEP	2013	Reading	4.0%	96.0%	12
Gratz Campus	Multi-Ethnic	2013	Reading	100.0%	0.0%	0
Gratz Campus	Hispanic	2013	Reading	14.3%	85.8%	42
Gratz Campus	Black	2013	Reading	24.1%	75.9%	40
Gratz Campus	All Subgroups	2014	Math	26.8%	73.2%	32
Gratz Campus	Econ Disadv	2014	Math	26.1%	73.9%	32
Gratz Campus	IEP	2014	Math	12.4%	87.6%	17
Gratz Campus	ELL	2014	Math	100.0%	0.0%	0
Gratz Campus	Hispanic	2014	Math	36.4%	63.7%	18
Gratz Campus	Multi-Ethnic	2014	Math	20.0%	80.0%	40
Gratz Campus	White	2014	Math	0.0%	100.0%	40
Gratz Campus	Asian	2014	Math	0.0%	100.0%	100
Gratz Campus	Black	2014	Math	27.0%	73.0%	32
Gratz Campus	All Subgroups	2014	Reading	36.3%	63.8%	33
Gratz Campus	Econ Disadv	2014	Reading	35.3%	64.7%	33
Gratz Campus	IEP	2014	Reading	19.4%	80.6%	22
Gratz Campus	ELL	2014	Reading	50.0%	50.0%	0
Gratz Campus	Hispanic	2014	Reading	54.6%	45.5%	27
Gratz Campus	Multi-Ethnic	2014	Reading	60.0%	40.0%	20
Gratz Campus	White	2014	Reading	40.0%	60.0%	40
Gratz Campus	Asian	2014	Reading	0.0%	100.0%	100
Gratz Campus	Black	2014	Reading	35.5%	64.6%	33
Cleveland Elementary	All Subgroups	2012	Math	26.6%	73.3%	25
Cleveland Elementary	Econ Disadv	2012	Math	26.9%	73.2%	26
Cleveland Elementary	IEP	2012	Math	8.5%	91.5%	10
Cleveland Elementary	Black	2012	Math	26.9%	73.1%	26
Cleveland Elementary	All Subgroups	2012	Reading	25.4%	74.5%	23
Cleveland Elementary	Econ Disadv	2012	Reading	25.4%	74.6%	23
Cleveland Elementary	IEP	2012	Reading	12.0%	88.0%	14
Cleveland Elementary	Black	2012	Reading	25.9%	74.2%	22
Cleveland Elementary	All Subgroups	2013	Math	46.9%	53.2%	23
Cleveland Elementary	Econ Disadv	2013	Math	47.7%	52.3%	20
Cleveland Elementary	IEP	2013	Math	8.8%	91.2%	15

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Cleveland Elementary	Multi-Ethnic	2013	Math	33.3%	66.6%	33
Cleveland Elementary	White	2013	Math	100.0%	0.0%	0
Cleveland Elementary	Hispanic	2013	Math	23.1%	76.9%	23
Cleveland Elementary	Asian	2013	Math	0.0%	100.0%	0
Cleveland Elementary	Black	2013	Math	47.6%	52.3%	21
Cleveland Elementary	All Subgroups	2013	Reading	36.7%	63.3%	23
Cleveland Elementary	Econ Disadv	2013	Reading	36.0%	63.9%	23
Cleveland Elementary	IEP	2013	Reading	10.5%	89.5%	7
Cleveland Elementary	Multi-Ethnic	2013	Reading	66.7%	33.3%	0
Cleveland Elementary	White	2013	Reading	100.0%	0.0%	0
Cleveland Elementary	Hispanic	2013	Reading	15.4%	84.6%	30
Cleveland Elementary	Asian	2013	Reading	0.0%	100.0%	0
Cleveland Elementary	Black	2013	Reading	37.1%	62.9%	23
Cleveland Elementary	All Subgroups	2014	Math	53.9%	46.0%	18
Cleveland Elementary	Econ Disadv	2014	Math	52.4%	47.7%	19
Cleveland Elementary	IEP	2014	Math	19.1%	81.0%	16
Cleveland Elementary	ELL	2014	Math	33.3%	66.7%	0
Cleveland Elementary	Hispanic	2014	Math	23.5%	76.4%	23
Cleveland Elementary	Multi-Ethnic	2014	Math	100.0%	0.0%	0
Cleveland Elementary	White	2014	Math	100.0%	0.0%	0
Cleveland Elementary	Black	2014	Math	54.7%	45.2%	18
Cleveland Elementary	All Subgroups	2014	Reading	43.2%	56.8%	19
Cleveland Elementary	Econ Disadv	2014	Reading	40.7%	59.3%	20
Cleveland Elementary	IEP	2014	Reading	14.4%	85.5%	10
Cleveland Elementary	ELL	2014	Reading	66.7%	33.3%	0
Cleveland Elementary	Hispanic	2014	Reading	23.5%	76.5%	29
Cleveland Elementary	Black	2014	Reading	43.7%	56.3%	19
Cleveland Elementary	Multi-Ethnic	2014	Reading	50.0%	50.0%	0
Cleveland Elementary	White	2014	Reading	100.0%	0.0%	0
Francis D. Pastorius	All Subgroups	2013	Math	22.0%	79.0%	23
Francis D. Pastorius	IEP	2013	Math	9.0%	91.0%	14
Francis D. Pastorius	All Subgroups	2013	Reading	21.0%	79.0%	26
Francis D. Pastorius	IEP	2013	Reading	5.0%	96.0%	14

MASTERY CHARTER SCHOOLS

STATE TEST PERFORMANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Subject	% Prof / Adv	%Pct Bas / Bel	%Pct Ba
Francis D. Pastorius	All Subgroups	2014	Math	48.1%	51.9%	18
Francis D. Pastorius	Econ Disadv	2014	Math	47.8%	52.2%	18
Francis D. Pastorius	IEP	2014	Math	16.7%	83.4%	15
Francis D. Pastorius	ELL	2014	Math	0.0%	100.0%	0
Francis D. Pastorius	Hispanic	2014	Math	25.0%	75.0%	12
Francis D. Pastorius	Multi-Ethnic	2014	Math	42.9%	57.2%	28
Francis D. Pastorius	Black	2014	Math	48.9%	51.1%	17
Francis D. Pastorius	All Subgroups	2014	Reading	33.1%	67.0%	24
Francis D. Pastorius	Econ Disadv	2014	Reading	34.4%	65.7%	23
Francis D. Pastorius	IEP	2014	Reading	9.5%	90.5%	17
Francis D. Pastorius	ELL	2014	Reading	0.0%	100.0%	100
Francis D. Pastorius	Hispanic	2014	Reading	14.3%	85.8%	42
Francis D. Pastorius	Multi-Ethnic	2014	Reading	71.4%	28.6%	0
Francis D. Pastorius	Black	2014	Reading	32.6%	67.4%	24

MASTERY CHARTER SCHOOLS

GRADUATION DATA

	# of 2012 Grads	# of 2012 Students in Cohort	2012 Grad Rate	# of 2013 Grads	# of 2013 Students in Cohort	2013 Grad Rate	# of 2014 Grads	# of 2014 Students in Cohort	2014 Grad Rate
Lenfest	60	68	88.24%	58	66	87.88%	70	74	94.59%
Thomas	70	81	86.42%	49	57	85.96%	70	80	87.50%
Shoemaker	92	100	92.00%	102	107	95.33%	100	103	97.09%
Pickett	73	75	97.33%	81	88	92.05%	91	92	98.91%
Gratz	177	226	78.32%	189	236	80.08%	147	168	87.50%
All Schools	472	550	85.82%	479	554	86.46%	478	517	92.46%

SCHOOL

School	Year	Denominator	Direct		2 yr	%	4 yr	%
			Enrollment #	DE %				
Shoemaker	2012	98	73	74.50%	14	19%	59	81%
	2013	105	79	75.20%	14	18%	65	82%
	2014	104	80	76.20%	21	26%	59	74%
School	Year	Denominator	YR 1 Direct	YR 1 % Direct	YR 2 Direct	YR 2 % Direct	YR 4 Direct	YR 4 % Direct
			Enrollment #	Enrollment	Enrollment #	Enrollment	Enrollment #	Enrollment
Lenfest	2012	67	57	85%	18	32%	39	68%
	2013	65	53	81.50%	8	15%	45	85%
	2014	76	71	93.40%	3	4%	68	96%
Pickett	2012	73	47	64.40%	17	36%	30	64%
	2013	85	56	66%	10	18%	46	82%
	2014	94	72	77%	14	19%	58	81%
Thomas	2012	77	57	74%	13	23%	44	77%
	2013	54	44	81.50%	9	20%	35	80%
	2014	74	58	78.40%	12	21%	46	79%
Gratz	2012	214	62	29%	24	39%	38	61%
	2013	191	73	38.20%	32	44%	41	56%
	2014	166	70	43.00%	28	40%	42	60%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Lenfest Campus	All Subgroups	2012	95.2%
Lenfest Campus	Econ Disadv	2012	94.6%
Lenfest Campus	IEP	2012	94.2%
Lenfest Campus	ELL	2012	96.2%
Lenfest Campus	Asian	2012	95.2%
Lenfest Campus	Black	2012	95.3%
Lenfest Campus	Multi-Ethnic	2012	82.3%
Lenfest Campus	Native American	2012	96.1%
Lenfest Campus	White	2012	97.0%
Lenfest Campus	Hispanic	2012	93.9%
Lenfest Campus	All Subgroups	2013	94.4%
Lenfest Campus	Econ Disadv	2013	94.6%
Lenfest Campus	IEP	2013	92.1%
Lenfest Campus	ELL	2013	89.4%
Lenfest Campus	Hispanic	2013	90.4%
Lenfest Campus	Multi-Ethnic	2013	91.8%
Lenfest Campus	Native American	2013	98.1%
Lenfest Campus	White	2013	95.3%
Lenfest Campus	Asian	2013	96.7%
Lenfest Campus	Black	2013	94.6%
Lenfest Campus	All Subgroups	2014	94.4%
Lenfest Campus	Econ Disadv	2014	94.5%
Lenfest Campus	IEP	2014	92.8%
Lenfest Campus	ELL	2014	92.0%
Lenfest Campus	Hispanic	2014	92.3%
Lenfest Campus	Multi-Ethnic	2014	89.6%
Lenfest Campus	Native American	2014	98.3%
Lenfest Campus	Asian	2014	98.9%
Lenfest Campus	Black	2014	94.5%
Lenfest Campus	White	2014	95.6%
Thomas Campus	All Subgroups	2012	94.9%
Thomas Campus	Econ Disadv	2012	94.8%
Thomas Campus	IEP	2012	94.6%
Thomas Campus	ELL	2012	94.9%
Thomas Campus	Multi-Ethnic	2012	90.9%
Thomas Campus	Native American	2012	97.9%
Thomas Campus	White	2012	93.5%
Thomas Campus	Asian	2012	96.0%
Thomas Campus	Black	2012	95.1%
Thomas Campus	Hispanic	2012	93.6%
Thomas Campus	All Subgroups	2013	93.9%
Thomas Campus	Econ Disadv	2013	95.0%
Thomas Campus	IEP	2013	92.4%
Thomas Campus	ELL	2013	94.7%
Thomas Campus	Multi-Ethnic	2013	94.6%
Thomas Campus	Native American	2013	97.6%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Thomas Campus	White	2013	90.8%
Thomas Campus	Hispanic	2013	92.6%
Thomas Campus	Asian	2013	95.7%
Thomas Campus	Black	2013	94.3%
Thomas Campus	All Subgroups	2014	94.6%
Thomas Campus	Econ Disadv	2014	95.0%
Thomas Campus	IEP	2014	93.1%
Thomas Campus	ELL	2014	96.5%
Thomas Campus	Hispanic	2014	94.1%
Thomas Campus	Multi-Ethnic	2014	95.1%
Thomas Campus	Native American	2014	98.3%
Thomas Campus	White	2014	93.5%
Thomas Campus	Asian	2014	96.8%
Thomas Campus	Black	2014	94.4%
Shoemaker Campus	All Subgroups	2012	95.3%
Shoemaker Campus	Econ Disadv	2012	95.2%
Shoemaker Campus	IEP	2012	93.0%
Shoemaker Campus	ELL	2012	93.4%
Shoemaker Campus	Hispanic	2012	96.7%
Shoemaker Campus	Native American	2012	98.1%
Shoemaker Campus	White	2012	99.3%
Shoemaker Campus	Asian	2012	88.1%
Shoemaker Campus	Black	2012	95.3%
Shoemaker Campus	All Subgroups	2013	95.6%
Shoemaker Campus	Econ Disadv	2013	95.8%
Shoemaker Campus	IEP	2013	93.8%
Shoemaker Campus	ELL	2013	94.9%
Shoemaker Campus	Hispanic	2013	96.1%
Shoemaker Campus	Multi-Ethnic	2013	99.8%
Shoemaker Campus	Native American	2013	96.2%
Shoemaker Campus	Asian	2013	83.9%
Shoemaker Campus	Black	2013	95.6%
Shoemaker Campus	All Subgroups	2014	95.1%
Shoemaker Campus	Econ Disadv	2014	95.6%
Shoemaker Campus	IEP	2014	93.0%
Shoemaker Campus	ELL	2014	97.5%
Shoemaker Campus	Multi-Ethnic	2014	98.1%
Shoemaker Campus	Native American	2014	96.4%
Shoemaker Campus	Hispanic	2014	95.9%
Shoemaker Campus	Asian	2014	100.0%
Shoemaker Campus	Black	2014	95.1%
Pickett Campus	All Subgroups	2012	91.8%
Pickett Campus	Econ Disadv	2012	91.9%
Pickett Campus	IEP	2012	89.9%
Pickett Campus	ELL	2012	99.5%
Pickett Campus	Hispanic	2012	94.5%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Pickett Campus	Asian	2012	97.9%
Pickett Campus	Black	2012	91.8%
Pickett Campus	All Subgroups	2013	91.4%
Pickett Campus	Econ Disadv	2013	92.7%
Pickett Campus	IEP	2013	89.2%
Pickett Campus	ELL	2013	97.3%
Pickett Campus	Hispanic	2013	93.9%
Pickett Campus	Black	2013	91.4%
Pickett Campus	All Subgroups	2014	92.5%
Pickett Campus	Econ Disadv	2014	93.0%
Pickett Campus	IEP	2014	90.6%
Pickett Campus	ELL	2014	95.2%
Pickett Campus	Multi-Ethnic	2014	100.0%
Pickett Campus	Hispanic	2014	91.9%
Pickett Campus	Asian	2014	94.8%
Pickett Campus	Black	2014	92.5%
Mann Elementary	All Subgroups	2012	94.7%
Mann Elementary	Econ Disadv	2012	94.7%
Mann Elementary	IEP	2012	94.1%
Mann Elementary	ELL	2012	94.7%
Mann Elementary	Hispanic	2012	92.8%
Mann Elementary	Native American	2012	94.1%
Mann Elementary	White	2012	98.9%
Mann Elementary	Asian	2012	96.8%
Mann Elementary	Black	2012	94.8%
Mann Elementary	Multi-Ethnic	2012	96.0%
Mann Elementary	All Subgroups	2013	94.0%
Mann Elementary	Econ Disadv	2013	94.3%
Mann Elementary	IEP	2013	92.9%
Mann Elementary	ELL	2013	92.9%
Mann Elementary	Hispanic	2013	91.9%
Mann Elementary	White	2013	90.2%
Mann Elementary	Asian	2013	89.5%
Mann Elementary	Black	2013	94.2%
Mann Elementary	Multi-Ethnic	2013	93.1%
Mann Elementary	Pacific Islander	2013	97.6%
Mann Elementary	All Subgroups	2014	92.6%
Mann Elementary	Econ Disadv	2014	92.7%
Mann Elementary	IEP	2014	91.0%
Mann Elementary	ELL	2014	94.2%
Mann Elementary	Multi-Ethnic	2014	91.3%
Mann Elementary	Pacific Islander	2014	97.8%
Mann Elementary	White	2014	96.6%
Mann Elementary	Asian	2014	92.6%
Mann Elementary	Black	2014	92.7%
Mann Elementary	Hispanic	2014	91.9%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Smedley Elementary	All Subgroups	2012	93.0%
Smedley Elementary	Econ Disadv	2012	93.1%
Smedley Elementary	IEP	2012	92.6%
Smedley Elementary	ELL	2012	92.9%
Smedley Elementary	Hispanic	2012	92.3%
Smedley Elementary	Multi-Ethnic	2012	91.9%
Smedley Elementary	Native American	2012	93.2%
Smedley Elementary	Asian	2012	96.1%
Smedley Elementary	Black	2012	93.1%
Smedley Elementary	White	2012	95.0%
Smedley Elementary	All Subgroups	2013	94.0%
Smedley Elementary	Econ Disadv	2013	94.3%
Smedley Elementary	IEP	2013	93.6%
Smedley Elementary	ELL	2013	94.1%
Smedley Elementary	Hispanic	2013	92.6%
Smedley Elementary	Multi-Ethnic	2013	92.6%
Smedley Elementary	Native American	2013	94.0%
Smedley Elementary	White	2013	95.4%
Smedley Elementary	Black	2013	94.4%
Smedley Elementary	Asian	2013	97.2%
Smedley Elementary	All Subgroups	2014	92.8%
Smedley Elementary	Econ Disadv	2014	93.1%
Smedley Elementary	IEP	2014	91.8%
Smedley Elementary	ELL	2014	92.9%
Smedley Elementary	Native American	2014	86.5%
Smedley Elementary	White	2014	92.7%
Smedley Elementary	Asian	2014	95.3%
Smedley Elementary	Black	2014	93.2%
Smedley Elementary	Hispanic	2014	92.5%
Smedley Elementary	Multi-Ethnic	2014	91.2%
Harrity Elementary	All Subgroups	2012	94.1%
Harrity Elementary	Econ Disadv	2012	93.9%
Harrity Elementary	IEP	2012	94.4%
Harrity Elementary	ELL	2012	95.2%
Harrity Elementary	Hispanic	2012	91.4%
Harrity Elementary	White	2012	99.4%
Harrity Elementary	Black	2012	94.1%
Harrity Elementary	All Subgroups	2013	94.4%
Harrity Elementary	Econ Disadv	2013	94.6%
Harrity Elementary	IEP	2013	94.5%
Harrity Elementary	ELL	2013	97.3%
Harrity Elementary	White	2013	99.5%
Harrity Elementary	Black	2013	94.5%
Harrity Elementary	Hispanic	2013	91.1%
Harrity Elementary	Multi-Ethnic	2013	95.4%
Harrity Elementary	All Subgroups	2014	93.4%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Harrity Elementary	Econ Disadv	2014	93.6%
Harrity Elementary	IEP	2014	93.5%
Harrity Elementary	ELL	2014	97.6%
Harrity Elementary	Multi-Ethnic	2014	99.4%
Harrity Elementary	White	2014	99.4%
Harrity Elementary	Hispanic	2014	92.8%
Harrity Elementary	Black	2014	93.4%
Harrity Elementary	Native American	2014	94.7%
Clymer Elementary	All Subgroups	2012	91.9%
Clymer Elementary	Econ Disadv	2012	92.0%
Clymer Elementary	IEP	2012	90.7%
Clymer Elementary	ELL	2012	91.5%
Clymer Elementary	Native American	2012	92.3%
Clymer Elementary	White	2012	95.1%
Clymer Elementary	Black	2012	92.0%
Clymer Elementary	Hispanic	2012	90.5%
Clymer Elementary	All Subgroups	2013	93.3%
Clymer Elementary	Econ Disadv	2013	93.7%
Clymer Elementary	IEP	2013	91.1%
Clymer Elementary	ELL	2013	93.6%
Clymer Elementary	Black	2013	93.6%
Clymer Elementary	Multi-Ethnic	2013	80.5%
Clymer Elementary	Native American	2013	83.7%
Clymer Elementary	White	2013	93.4%
Clymer Elementary	Hispanic	2013	91.6%
Clymer Elementary	All Subgroups	2014	92.6%
Clymer Elementary	Econ Disadv	2014	92.9%
Clymer Elementary	IEP	2014	90.1%
Clymer Elementary	ELL	2014	91.0%
Clymer Elementary	Hispanic	2014	89.5%
Clymer Elementary	Multi-Ethnic	2014	82.1%
Clymer Elementary	Black	2014	93.0%
Clymer Elementary	White	2014	93.6%
Clymer Elementary	Native American	2014	91.7%
Hardy Williams Academy	All Subgroups	2012	95.3%
Hardy Williams Academy	Econ Disadv	2012	95.3%
Hardy Williams Academy	IEP	2012	95.6%
Hardy Williams Academy	Multi-Ethnic	2012	96.3%
Hardy Williams Academy	White	2012	95.1%
Hardy Williams Academy	Asian	2012	96.9%
Hardy Williams Academy	Black	2012	95.3%
Hardy Williams Academy	Hispanic	2012	91.8%
Hardy Williams Academy	All Subgroups	2013	95.0%
Hardy Williams Academy	Econ Disadv	2013	95.3%
Hardy Williams Academy	IEP	2013	93.5%
Hardy Williams Academy	ELL	2013	96.5%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Hardy Williams Academy	Hispanic	2013	88.0%
Hardy Williams Academy	Multi-Ethnic	2013	97.4%
Hardy Williams Academy	White	2013	96.7%
Hardy Williams Academy	Asian	2013	97.1%
Hardy Williams Academy	Black	2013	95.0%
Hardy Williams Academy	All Subgroups	2014	93.6%
Hardy Williams Academy	Econ Disadv	2014	94.0%
Hardy Williams Academy	IEP	2014	92.8%
Hardy Williams Academy	ELL	2014	98.4%
Hardy Williams Academy	Hispanic	2014	92.4%
Hardy Williams Academy	Multi-Ethnic	2014	97.3%
Hardy Williams Academy	White	2014	96.9%
Hardy Williams Academy	Asian	2014	93.9%
Hardy Williams Academy	Black	2014	93.6%
Gratz Campus	All Subgroups	2012	78.0%
Gratz Campus	Econ Disadv	2012	76.6%
Gratz Campus	IEP	2012	76.9%
Gratz Campus	ELL	2012	86.3%
Gratz Campus	Multi-Ethnic	2012	66.5%
Gratz Campus	Native American	2012	69.2%
Gratz Campus	White	2012	80.3%
Gratz Campus	Black	2012	77.9%
Gratz Campus	Hispanic	2012	83.6%
Gratz Campus	All Subgroups	2013	83.3%
Gratz Campus	Econ Disadv	2013	85.3%
Gratz Campus	IEP	2013	80.5%
Gratz Campus	ELL	2013	86.3%
Gratz Campus	Multi-Ethnic	2013	88.8%
Gratz Campus	Native American	2013	0.0%
Gratz Campus	White	2013	64.5%
Gratz Campus	Hispanic	2013	82.0%
Gratz Campus	Black	2013	83.3%
Gratz Campus	All Subgroups	2014	82.6%
Gratz Campus	Econ Disadv	2014	84.3%
Gratz Campus	IEP	2014	80.2%
Gratz Campus	ELL	2014	81.7%
Gratz Campus	Hispanic	2014	78.3%
Gratz Campus	Multi-Ethnic	2014	84.8%
Gratz Campus	White	2014	85.8%
Gratz Campus	Asian	2014	79.0%
Gratz Campus	Black	2014	82.7%
Cleveland Elementary	All Subgroups	2013	94.4%
Cleveland Elementary	Econ Disadv	2013	95.0%
Cleveland Elementary	IEP	2013	93.1%
Cleveland Elementary	ELL	2013	100.0%
Cleveland Elementary	Native American	2013	94.9%

MASTERY CHARTER SCHOOLS

ATTENDANCE
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Attendance
Cleveland Elementary	Multi-Ethnic	2013	96.2%
Cleveland Elementary	White	2013	96.3%
Cleveland Elementary	Hispanic	2013	94.3%
Cleveland Elementary	Asian	2013	98.4%
Cleveland Elementary	Black	2013	94.3%
Cleveland Elementary	All Subgroups	2014	94.5%
Cleveland Elementary	Econ Disadv	2014	94.8%
Cleveland Elementary	IEP	2014	93.7%
Cleveland Elementary	ELL	2014	93.1%
Cleveland Elementary	Hispanic	2014	91.8%
Cleveland Elementary	Multi-Ethnic	2014	95.2%
Cleveland Elementary	Native American	2014	92.9%
Cleveland Elementary	White	2014	89.2%
Cleveland Elementary	Asian	2014	91.2%
Cleveland Elementary	Black	2014	94.6%
Francis D. Pastorius	All Subgroups	2014	92.1%
Francis D. Pastorius	Econ Disadv	2014	92.7%
Francis D. Pastorius	IEP	2014	91.5%
Francis D. Pastorius	ELL	2014	78.2%
Francis D. Pastorius	Hispanic	2014	88.9%
Francis D. Pastorius	Multi-Ethnic	2014	92.2%
Francis D. Pastorius	Black	2014	92.2%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Lenfest Campus	All Subgroups	2012	98%
Lenfest Campus	Econ Disadv	2012	97%
Lenfest Campus	IEP	2012	98%
Lenfest Campus	ELL	2012	94%
Lenfest Campus	Black	2012	98%
Lenfest Campus	Asian	2012	100%
Lenfest Campus	White	2012	100%
Lenfest Campus	Hispanic	2012	96%
Lenfest Campus	Multi-Ethnic	2012	100%
Lenfest Campus	Native American	2012	100%
Lenfest Campus	All Subgroups	2013	96%
Lenfest Campus	Econ Disadv	2013	99%
Lenfest Campus	IEP	2013	98%
Lenfest Campus	ELL	2013	100%
Lenfest Campus	Multi-Ethnic	2013	100%
Lenfest Campus	Hispanic	2013	97%
Lenfest Campus	White	2013	100%
Lenfest Campus	Asian	2013	100%
Lenfest Campus	Native American	2013	57%
Lenfest Campus	Black	2013	96%
Lenfest Campus	All Subgroups	2014	96%
Lenfest Campus	Econ Disadv	2014	100%
Lenfest Campus	IEP	2014	95%
Lenfest Campus	ELL	2014	100%
Lenfest Campus	Hispanic	2014	100%
Lenfest Campus	Multi-Ethnic	2014	88%
Lenfest Campus	Asian	2014	100%
Lenfest Campus	Black	2014	96%
Lenfest Campus	Native American	2014	100%
Lenfest Campus	White	2014	100%
Thomas Campus	All Subgroups	2012	97%
Thomas Campus	Econ Disadv	2012	96%
Thomas Campus	IEP	2012	96%
Thomas Campus	ELL	2012	99%
Thomas Campus	Black	2012	97%
Thomas Campus	Asian	2012	97%
Thomas Campus	Multi-Ethnic	2012	100%
Thomas Campus	Hispanic	2012	92%
Thomas Campus	White	2012	96%
Thomas Campus	Native American	2012	100%
Thomas Campus	All Subgroups	2013	97%
Thomas Campus	Econ Disadv	2013	100%
Thomas Campus	IEP	2013	96%
Thomas Campus	ELL	2013	98%
Thomas Campus	Native American	2013	100%
Thomas Campus	Hispanic	2013	100%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Thomas Campus	Asian	2013	99%
Thomas Campus	White	2013	96%
Thomas Campus	Black	2013	96%
Thomas Campus	Multi-Ethnic	2013	98%
Thomas Campus	All Subgroups	2014	97%
Thomas Campus	Econ Disadv	2014	100%
Thomas Campus	IEP	2014	95%
Thomas Campus	ELL	2014	97%
Thomas Campus	Native American	2014	100%
Thomas Campus	Multi-Ethnic	2014	100%
Thomas Campus	Black	2014	97%
Thomas Campus	Asian	2014	98%
Thomas Campus	White	2014	93%
Thomas Campus	Hispanic	2014	96%
Shoemaker Campus	All Subgroups	2012	98%
Shoemaker Campus	Econ Disadv	2012	97%
Shoemaker Campus	IEP	2012	99%
Shoemaker Campus	ELL	2012	100%
Shoemaker Campus	Hispanic	2012	91%
Shoemaker Campus	Native American	2012	100%
Shoemaker Campus	White	2012	0%
Shoemaker Campus	Asian	2012	100%
Shoemaker Campus	Black	2012	98%
Shoemaker Campus	All Subgroups	2013	97%
Shoemaker Campus	Econ Disadv	2013	99%
Shoemaker Campus	IEP	2013	97%
Shoemaker Campus	ELL	2013	78%
Shoemaker Campus	Multi-Ethnic	2013	100%
Shoemaker Campus	Native American	2013	100%
Shoemaker Campus	Asian	2013	56%
Shoemaker Campus	Black	2013	97%
Shoemaker Campus	Hispanic	2013	85%
Shoemaker Campus	All Subgroups	2014	97%
Shoemaker Campus	Econ Disadv	2014	100%
Shoemaker Campus	IEP	2014	97%
Shoemaker Campus	ELL	2014	100%
Shoemaker Campus	Hispanic	2014	100%
Shoemaker Campus	Multi-Ethnic	2014	100%
Shoemaker Campus	Native American	2014	100%
Shoemaker Campus	Black	2014	97%
Shoemaker Campus	Asian	2014	100%
Pickett Campus	All Subgroups	2012	95%
Pickett Campus	Econ Disadv	2012	93%
Pickett Campus	IEP	2012	95%
Pickett Campus	ELL	2012	100%
Pickett Campus	Black	2012	95%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Pickett Campus	Asian	2012	100%
Pickett Campus	Hispanic	2012	97%
Pickett Campus	All Subgroups	2013	95%
Pickett Campus	Econ Disadv	2013	99%
Pickett Campus	IEP	2013	94%
Pickett Campus	ELL	2013	100%
Pickett Campus	Hispanic	2013	100%
Pickett Campus	Black	2013	95%
Pickett Campus	All Subgroups	2014	93%
Pickett Campus	Econ Disadv	2014	99%
Pickett Campus	IEP	2014	90%
Pickett Campus	ELL	2014	100%
Pickett Campus	Multi-Ethnic	2014	100%
Pickett Campus	Hispanic	2014	83%
Pickett Campus	Black	2014	93%
Pickett Campus	Asian	2014	100%
Mann Elementary	All Subgroups	2012	98%
Mann Elementary	Econ Disadv	2012	97%
Mann Elementary	IEP	2012	100%
Mann Elementary	ELL	2012	93%
Mann Elementary	Hispanic	2012	98%
Mann Elementary	Native American	2012	100%
Mann Elementary	Multi-Ethnic	2012	98%
Mann Elementary	Black	2012	98%
Mann Elementary	Asian	2012	91%
Mann Elementary	White	2012	100%
Mann Elementary	All Subgroups	2013	98%
Mann Elementary	Econ Disadv	2013	100%
Mann Elementary	IEP	2013	98%
Mann Elementary	ELL	2013	99%
Mann Elementary	Pacific Islander	2013	100%
Mann Elementary	Multi-Ethnic	2013	98%
Mann Elementary	Hispanic	2013	98%
Mann Elementary	Black	2013	98%
Mann Elementary	Asian	2013	100%
Mann Elementary	White	2013	100%
Mann Elementary	All Subgroups	2014	97%
Mann Elementary	Econ Disadv	2014	99%
Mann Elementary	IEP	2014	96%
Mann Elementary	ELL	2014	98%
Mann Elementary	Pacific Islander	2014	100%
Mann Elementary	Hispanic	2014	95%
Mann Elementary	Black	2014	97%
Mann Elementary	White	2014	100%
Mann Elementary	Asian	2014	100%
Mann Elementary	Multi-Ethnic	2014	97%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Smedley Elementary	All Subgroups	2012	95%
Smedley Elementary	Econ Disadv	2012	93%
Smedley Elementary	IEP	2012	95%
Smedley Elementary	ELL	2012	96%
Smedley Elementary	Multi-Ethnic	2012	92%
Smedley Elementary	White	2012	99%
Smedley Elementary	Asian	2012	100%
Smedley Elementary	Native American	2012	100%
Smedley Elementary	Black	2012	95%
Smedley Elementary	Hispanic	2012	95%
Smedley Elementary	All Subgroups	2013	96%
Smedley Elementary	Econ Disadv	2013	99%
Smedley Elementary	IEP	2013	98%
Smedley Elementary	ELL	2013	99%
Smedley Elementary	Hispanic	2013	98%
Smedley Elementary	Native American	2013	100%
Smedley Elementary	Asian	2013	100%
Smedley Elementary	Multi-Ethnic	2013	97%
Smedley Elementary	Black	2013	96%
Smedley Elementary	White	2013	95%
Smedley Elementary	All Subgroups	2014	95%
Smedley Elementary	Econ Disadv	2014	100%
Smedley Elementary	IEP	2014	94%
Smedley Elementary	ELL	2014	98%
Smedley Elementary	Hispanic	2014	96%
Smedley Elementary	Multi-Ethnic	2014	96%
Smedley Elementary	Native American	2014	88%
Smedley Elementary	Asian	2014	100%
Smedley Elementary	Black	2014	95%
Smedley Elementary	White	2014	91%
Harrity Elementary	All Subgroups	2012	97%
Harrity Elementary	Econ Disadv	2012	96%
Harrity Elementary	IEP	2012	97%
Harrity Elementary	ELL	2012	100%
Harrity Elementary	Hispanic	2012	100%
Harrity Elementary	White	2012	100%
Harrity Elementary	Black	2012	97%
Harrity Elementary	All Subgroups	2013	98%
Harrity Elementary	Econ Disadv	2013	99%
Harrity Elementary	IEP	2013	97%
Harrity Elementary	ELL	2013	96%
Harrity Elementary	Multi-Ethnic	2013	100%
Harrity Elementary	Hispanic	2013	100%
Harrity Elementary	Black	2013	98%
Harrity Elementary	White	2013	100%
Harrity Elementary	All Subgroups	2014	97%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Harrity Elementary	Econ Disadv	2014	100%
Harrity Elementary	IEP	2014	98%
Harrity Elementary	ELL	2014	100%
Harrity Elementary	Native American	2014	100%
Harrity Elementary	Multi-Ethnic	2014	100%
Harrity Elementary	Hispanic	2014	100%
Harrity Elementary	White	2014	100%
Harrity Elementary	Black	2014	97%
Clymer Elementary	All Subgroups	2012	96%
Clymer Elementary	Econ Disadv	2012	96%
Clymer Elementary	IEP	2012	96%
Clymer Elementary	ELL	2012	100%
Clymer Elementary	Hispanic	2012	96%
Clymer Elementary	Black	2012	96%
Clymer Elementary	White	2012	100%
Clymer Elementary	Native American	2012	100%
Clymer Elementary	All Subgroups	2013	95%
Clymer Elementary	Econ Disadv	2013	99%
Clymer Elementary	IEP	2013	95%
Clymer Elementary	ELL	2013	100%
Clymer Elementary	Native American	2013	57%
Clymer Elementary	White	2013	100%
Clymer Elementary	Black	2013	95%
Clymer Elementary	Hispanic	2013	97%
Clymer Elementary	Multi-Ethnic	2013	100%
Clymer Elementary	All Subgroups	2014	95%
Clymer Elementary	Econ Disadv	2014	99%
Clymer Elementary	IEP	2014	98%
Clymer Elementary	ELL	2014	100%
Clymer Elementary	Hispanic	2014	93%
Clymer Elementary	Multi-Ethnic	2014	100%
Clymer Elementary	Native American	2014	100%
Clymer Elementary	Black	2014	96%
Clymer Elementary	White	2014	100%
Hardy Williams Academy	All Subgroups	2012	99%
Hardy Williams Academy	Econ Disadv	2012	98%
Hardy Williams Academy	IEP	2012	99%
Hardy Williams Academy	Asian	2012	100%
Hardy Williams Academy	Black	2012	99%
Hardy Williams Academy	White	2012	100%
Hardy Williams Academy	Hispanic	2012	100%
Hardy Williams Academy	Multi-Ethnic	2012	100%
Hardy Williams Academy	All Subgroups	2013	99%
Hardy Williams Academy	Econ Disadv	2013	100%
Hardy Williams Academy	IEP	2013	100%
Hardy Williams Academy	ELL	2013	100%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Hardy Williams Academy	Multi-Ethnic	2013	100%
Hardy Williams Academy	Hispanic	2013	90%
Hardy Williams Academy	White	2013	100%
Hardy Williams Academy	Black	2013	99%
Hardy Williams Academy	Asian	2013	100%
Hardy Williams Academy	All Subgroups	2014	97%
Hardy Williams Academy	Econ Disadv	2014	100%
Hardy Williams Academy	IEP	2014	97%
Hardy Williams Academy	ELL	2014	100%
Hardy Williams Academy	Multi-Ethnic	2014	100%
Hardy Williams Academy	Hispanic	2014	100%
Hardy Williams Academy	Asian	2014	100%
Hardy Williams Academy	Black	2014	97%
Hardy Williams Academy	White	2014	100%
Gratz Campus	All Subgroups	2012	85%
Gratz Campus	Econ Disadv	2012	78%
Gratz Campus	IEP	2012	88%
Gratz Campus	ELL	2012	100%
Gratz Campus	Hispanic	2012	84%
Gratz Campus	Multi-Ethnic	2012	88%
Gratz Campus	Black	2012	85%
Gratz Campus	Native American	2012	100%
Gratz Campus	White	2012	67%
Gratz Campus	All Subgroups	2013	88%
Gratz Campus	Econ Disadv	2013	97%
Gratz Campus	IEP	2013	85%
Gratz Campus	ELL	2013	85%
Gratz Campus	White	2013	80%
Gratz Campus	Multi-Ethnic	2013	96%
Gratz Campus	Black	2013	88%
Gratz Campus	Hispanic	2013	84%
Gratz Campus	Native American	2013	0%
Gratz Campus	All Subgroups	2014	84%
Gratz Campus	Econ Disadv	2014	97%
Gratz Campus	IEP	2014	86%
Gratz Campus	ELL	2014	77%
Gratz Campus	Hispanic	2014	83%
Gratz Campus	Asian	2014	67%
Gratz Campus	Multi-Ethnic	2014	87%
Gratz Campus	Black	2014	84%
Gratz Campus	White	2014	80%
Cleveland Elementary	All Subgroups	2013	96%
Cleveland Elementary	Econ Disadv	2013	98%
Cleveland Elementary	IEP	2013	98%
Cleveland Elementary	ELL	2013	100%
Cleveland Elementary	Hispanic	2013	88%

MASTERY CHARTER SCHOOLS

RETENTION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Retention
Cleveland Elementary	Multi-Ethnic	2013	94%
Cleveland Elementary	Native American	2013	100%
Cleveland Elementary	White	2013	73%
Cleveland Elementary	Asian	2013	100%
Cleveland Elementary	Black	2013	96%
Cleveland Elementary	All Subgroups	2014	94%
Cleveland Elementary	Econ Disadv	2014	99%
Cleveland Elementary	IEP	2014	95%
Cleveland Elementary	ELL	2014	84%
Cleveland Elementary	Hispanic	2014	89%
Cleveland Elementary	Multi-Ethnic	2014	95%
Cleveland Elementary	Native American	2014	0%
Cleveland Elementary	Black	2014	95%
Cleveland Elementary	Asian	2014	0%
Cleveland Elementary	White	2014	80%
Francis D. Pastorius	All Subgroups	2014	96%
Francis D. Pastorius	Econ Disadv	2014	100%
Francis D. Pastorius	IEP	2014	99%
Francis D. Pastorius	ELL	2014	100%
Francis D. Pastorius	Hispanic	2014	100%
Francis D. Pastorius	Multi-Ethnic	2014	94%
Francis D. Pastorius	Black	2014	95%

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Lenfest Campus	All Subgroups	2012	0.57
Lenfest Campus	Econ Disadv	2012	1.31
Lenfest Campus	IEP	2012	0.00
Lenfest Campus	ELL	2012	0.00
Lenfest Campus	Hispanic	2012	0.00
Lenfest Campus	Asian	2012	0.00
Lenfest Campus	Black	2012	0.63
Lenfest Campus	Multi-Ethnic	2012	0.00
Lenfest Campus	Native American	2012	0.00
Lenfest Campus	White	2012	0.00
Lenfest Campus	All Subgroups	2013	0.76
Lenfest Campus	Econ Disadv	2013	0.00
Lenfest Campus	IEP	2013	0.00
Lenfest Campus	ELL	2013	0.00
Lenfest Campus	Hispanic	2013	0.00
Lenfest Campus	Multi-Ethnic	2013	0.00
Lenfest Campus	Native American	2013	0.00
Lenfest Campus	White	2013	0.00
Lenfest Campus	Asian	2013	0.00
Lenfest Campus	Black	2013	0.82
Lenfest Campus	All Subgroups	2014	0.18
Lenfest Campus	Econ Disadv	2014	0.00
Lenfest Campus	IEP	2014	0.84
Lenfest Campus	ELL	2014	0.00
Lenfest Campus	Hispanic	2014	0.00
Lenfest Campus	Multi-Ethnic	2014	0.00
Lenfest Campus	Native American	2014	0.00
Lenfest Campus	White	2014	0.00
Lenfest Campus	Asian	2014	0.00
Lenfest Campus	Black	2014	0.20
Thomas Campus	All Subgroups	2012	0.50
Thomas Campus	Econ Disadv	2012	0.55
Thomas Campus	IEP	2012	0.96
Thomas Campus	ELL	2012	0.00
Thomas Campus	Hispanic	2012	0.00
Thomas Campus	Multi-Ethnic	2012	0.00
Thomas Campus	Native American	2012	0.00
Thomas Campus	White	2012	3.70
Thomas Campus	Asian	2012	0.00
Thomas Campus	Black	2012	0.00
Thomas Campus	All Subgroups	2013	0.16
Thomas Campus	Econ Disadv	2013	0.00
Thomas Campus	IEP	2013	0.00
Thomas Campus	ELL	2013	0.00
Thomas Campus	Hispanic	2013	0.00
Thomas Campus	Asian	2013	0.00

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Thomas Campus	Black	2013	0.27
Thomas Campus	Multi-Ethnic	2013	0.00
Thomas Campus	Native American	2013	0.00
Thomas Campus	White	2013	0.00
Thomas Campus	All Subgroups	2014	0.18
Thomas Campus	Econ Disadv	2014	0.24
Thomas Campus	IEP	2014	0.64
Thomas Campus	ELL	2014	0.00
Thomas Campus	Hispanic	2014	0.00
Thomas Campus	Multi-Ethnic	2014	0.00
Thomas Campus	Native American	2014	0.00
Thomas Campus	White	2014	0.00
Thomas Campus	Asian	2014	0.00
Thomas Campus	Black	2014	0.36
Shoemaker Campus	All Subgroups	2012	0.14
Shoemaker Campus	Econ Disadv	2012	0.26
Shoemaker Campus	IEP	2012	0.00
Shoemaker Campus	ELL	2012	0.00
Shoemaker Campus	Hispanic	2012	0.00
Shoemaker Campus	Asian	2012	0.00
Shoemaker Campus	Black	2012	0.14
Shoemaker Campus	Native American	2012	0.00
Shoemaker Campus	White	2012	0.00
Shoemaker Campus	All Subgroups	2013	0.00
Shoemaker Campus	Econ Disadv	2013	0.00
Shoemaker Campus	IEP	2013	0.00
Shoemaker Campus	ELL	2013	0.00
Shoemaker Campus	Hispanic	2013	0.00
Shoemaker Campus	Multi-Ethnic	2013	0.00
Shoemaker Campus	Native American	2013	0.00
Shoemaker Campus	Asian	2013	0.00
Shoemaker Campus	Black	2013	0.00
Shoemaker Campus	All Subgroups	2014	0.00
Shoemaker Campus	Econ Disadv	2014	0.00
Shoemaker Campus	IEP	2014	0.00
Shoemaker Campus	ELL	2014	0.00
Shoemaker Campus	Hispanic	2014	0.00
Shoemaker Campus	Multi-Ethnic	2014	0.00
Shoemaker Campus	Native American	2014	0.00
Shoemaker Campus	Asian	2014	0.00
Shoemaker Campus	Black	2014	0.00
Pickett Campus	All Subgroups	2012	1.55
Pickett Campus	Econ Disadv	2012	2.02
Pickett Campus	IEP	2012	0.59
Pickett Campus	ELL	2012	0.00
Pickett Campus	Hispanic	2012	0.00

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Pickett Campus	Asian	2012	0.00
Pickett Campus	Black	2012	1.58
Pickett Campus	All Subgroups	2013	0.00
Pickett Campus	Econ Disadv	2013	0.00
Pickett Campus	IEP	2013	0.00
Pickett Campus	ELL	2013	0.00
Pickett Campus	Hispanic	2013	0.00
Pickett Campus	Black	2013	0.00
Pickett Campus	All Subgroups	2014	0.49
Pickett Campus	Econ Disadv	2014	0.58
Pickett Campus	IEP	2014	0.00
Pickett Campus	ELL	2014	0.00
Pickett Campus	Hispanic	2014	0.00
Pickett Campus	Asian	2014	0.00
Pickett Campus	Black	2014	0.50
Pickett Campus	Multi-Ethnic	2014	0.00
Mann Elementary	All Subgroups	2012	0.19
Mann Elementary	Econ Disadv	2012	0.26
Mann Elementary	IEP	2012	0.00
Mann Elementary	ELL	2012	0.00
Mann Elementary	Hispanic	2012	0.00
Mann Elementary	Multi-Ethnic	2012	0.00
Mann Elementary	Native American	2012	0.00
Mann Elementary	White	2012	0.00
Mann Elementary	Asian	2012	0.00
Mann Elementary	Black	2012	0.21
Mann Elementary	All Subgroups	2013	0.00
Mann Elementary	Econ Disadv	2013	0.00
Mann Elementary	IEP	2013	0.00
Mann Elementary	ELL	2013	0.00
Mann Elementary	Hispanic	2013	0.00
Mann Elementary	Multi-Ethnic	2013	0.00
Mann Elementary	Pacific Islander	2013	0.00
Mann Elementary	White	2013	0.00
Mann Elementary	Asian	2013	0.00
Mann Elementary	Black	2013	0.00
Mann Elementary	All Subgroups	2014	0.00
Mann Elementary	Econ Disadv	2014	0.00
Mann Elementary	IEP	2014	0.00
Mann Elementary	ELL	2014	0.00
Mann Elementary	Hispanic	2014	0.00
Mann Elementary	Multi-Ethnic	2014	0.00
Mann Elementary	Pacific Islander	2014	0.00
Mann Elementary	White	2014	0.00
Mann Elementary	Asian	2014	0.00
Mann Elementary	Black	2014	0.00

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Smedley Elementary	All Subgroups	2012	0.28
Smedley Elementary	Econ Disadv	2012	0.37
Smedley Elementary	IEP	2012	1.38
Smedley Elementary	ELL	2012	0.00
Smedley Elementary	Hispanic	2012	0.00
Smedley Elementary	Multi-Ethnic	2012	0.00
Smedley Elementary	Native American	2012	0.00
Smedley Elementary	White	2012	0.00
Smedley Elementary	Asian	2012	0.00
Smedley Elementary	Black	2012	0.40
Smedley Elementary	All Subgroups	2013	0.00
Smedley Elementary	Econ Disadv	2013	0.00
Smedley Elementary	IEP	2013	0.00
Smedley Elementary	ELL	2013	0.00
Smedley Elementary	Hispanic	2013	0.00
Smedley Elementary	Asian	2013	0.00
Smedley Elementary	Black	2013	0.00
Smedley Elementary	Multi-Ethnic	2013	0.00
Smedley Elementary	Native American	2013	0.00
Smedley Elementary	White	2013	0.00
Smedley Elementary	All Subgroups	2014	0.00
Smedley Elementary	Econ Disadv	2014	0.00
Smedley Elementary	IEP	2014	0.00
Smedley Elementary	ELL	2014	0.00
Smedley Elementary	Hispanic	2014	0.00
Smedley Elementary	Multi-Ethnic	2014	0.00
Smedley Elementary	Native American	2014	0.00
Smedley Elementary	White	2014	0.00
Smedley Elementary	Asian	2014	0.00
Smedley Elementary	Black	2014	0.00
Harrity Elementary	All Subgroups	2012	0.00
Harrity Elementary	Econ Disadv	2012	0.00
Harrity Elementary	IEP	2012	0.00
Harrity Elementary	ELL	2012	0.00
Harrity Elementary	Hispanic	2012	0.00
Harrity Elementary	Black	2012	0.00
Harrity Elementary	White	2012	0.00
Harrity Elementary	All Subgroups	2013	0.00
Harrity Elementary	Econ Disadv	2013	0.00
Harrity Elementary	IEP	2013	0.00
Harrity Elementary	ELL	2013	0.00
Harrity Elementary	Hispanic	2013	0.00
Harrity Elementary	Multi-Ethnic	2013	0.00
Harrity Elementary	White	2013	0.00
Harrity Elementary	Black	2013	0.00
Harrity Elementary	All Subgroups	2014	0.00

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Harrity Elementary	Econ Disadv	2014	0.00
Harrity Elementary	IEP	2014	0.00
Harrity Elementary	ELL	2014	0.00
Harrity Elementary	Hispanic	2014	0.00
Harrity Elementary	Multi-Ethnic	2014	0.00
Harrity Elementary	Native American	2014	0.00
Harrity Elementary	White	2014	0.00
Harrity Elementary	Black	2014	0.00
Clymer Elementary	All Subgroups	2012	0.00
Clymer Elementary	Econ Disadv	2012	0.00
Clymer Elementary	IEP	2012	0.00
Clymer Elementary	ELL	2012	0.00
Clymer Elementary	Hispanic	2012	0.00
Clymer Elementary	Native American	2012	0.00
Clymer Elementary	White	2012	0.00
Clymer Elementary	Black	2012	0.00
Clymer Elementary	All Subgroups	2013	0.00
Clymer Elementary	Econ Disadv	2013	0.00
Clymer Elementary	IEP	2013	0.00
Clymer Elementary	ELL	2013	0.00
Clymer Elementary	Hispanic	2013	0.00
Clymer Elementary	Multi-Ethnic	2013	0.00
Clymer Elementary	Native American	2013	0.00
Clymer Elementary	White	2013	0.00
Clymer Elementary	Black	2013	0.00
Clymer Elementary	All Subgroups	2014	0.00
Clymer Elementary	Econ Disadv	2014	0.00
Clymer Elementary	IEP	2014	0.00
Clymer Elementary	ELL	2014	0.00
Clymer Elementary	Hispanic	2014	0.00
Clymer Elementary	Black	2014	0.00
Clymer Elementary	Multi-Ethnic	2014	0.00
Clymer Elementary	Native American	2014	0.00
Clymer Elementary	White	2014	0.00
Hardy Williams Academy	All Subgroups	2012	0.00
Hardy Williams Academy	Econ Disadv	2012	0.00
Hardy Williams Academy	IEP	2012	0.00
Hardy Williams Academy	Multi-Ethnic	2012	0.00
Hardy Williams Academy	White	2012	0.00
Hardy Williams Academy	Hispanic	2012	0.00
Hardy Williams Academy	Asian	2012	0.00
Hardy Williams Academy	Black	2012	0.00
Hardy Williams Academy	All Subgroups	2013	0.11
Hardy Williams Academy	Econ Disadv	2013	0.00
Hardy Williams Academy	IEP	2013	0.00
Hardy Williams Academy	ELL	2013	0.00

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Hardy Williams Academy	Hispanic	2013	0.00
Hardy Williams Academy	Multi-Ethnic	2013	0.00
Hardy Williams Academy	White	2013	0.00
Hardy Williams Academy	Asian	2013	0.00
Hardy Williams Academy	Black	2013	0.11
Hardy Williams Academy	All Subgroups	2014	0.00
Hardy Williams Academy	Econ Disadv	2014	0.00
Hardy Williams Academy	IEP	2014	0.00
Hardy Williams Academy	ELL	2014	0.00
Hardy Williams Academy	Hispanic	2014	0.00
Hardy Williams Academy	Multi-Ethnic	2014	0.00
Hardy Williams Academy	White	2014	0.00
Hardy Williams Academy	Asian	2014	0.00
Hardy Williams Academy	Black	2014	0.00
Gratz Campus	All Subgroups	2012	2.06
Gratz Campus	Econ Disadv	2012	3.47
Gratz Campus	IEP	2012	1.93
Gratz Campus	ELL	2012	0.00
Gratz Campus	Hispanic	2012	0.00
Gratz Campus	Multi-Ethnic	2012	0.00
Gratz Campus	Native American	2012	0.00
Gratz Campus	White	2012	0.00
Gratz Campus	Black	2012	2.14
Gratz Campus	All Subgroups	2013	0.90
Gratz Campus	Econ Disadv	2013	0.22
Gratz Campus	IEP	2013	0.73
Gratz Campus	ELL	2013	0.00
Gratz Campus	Hispanic	2013	2.94
Gratz Campus	Black	2013	0.84
Gratz Campus	Multi-Ethnic	2013	0.00
Gratz Campus	Native American	2013	0.00
Gratz Campus	White	2013	0.00
Gratz Campus	All Subgroups	2014	0.24
Gratz Campus	Econ Disadv	2014	0.00
Gratz Campus	IEP	2014	0.31
Gratz Campus	ELL	2014	0.00
Gratz Campus	Hispanic	2014	0.00
Gratz Campus	Multi-Ethnic	2014	0.00
Gratz Campus	White	2014	0.00
Gratz Campus	Asian	2014	0.00
Gratz Campus	Black	2014	0.25
Cleveland Elementary	All Subgroups	2012	0.00
Cleveland Elementary	All Subgroups	2013	0.00
Cleveland Elementary	Econ Disadv	2013	0.00
Cleveland Elementary	IEP	2013	0.00
Cleveland Elementary	ELL	2013	0.00

MASTERY CHARTER SCHOOLS

EXPULSION DATA
BUILDING/SUBGROUP

Building	Subgroup	School_Year	Expulsions Per 100 Students
Cleveland Elementary	Hispanic	2013	0.00
Cleveland Elementary	Multi-Ethnic	2013	0.00
Cleveland Elementary	Native American	2013	0.00
Cleveland Elementary	White	2013	0.00
Cleveland Elementary	Asian	2013	0.00
Cleveland Elementary	Black	2013	0.00
Cleveland Elementary	All Subgroups	2014	0.13
Cleveland Elementary	Econ Disadv	2014	0.00
Cleveland Elementary	IEP	2014	0.00
Cleveland Elementary	ELL	2014	0.00
Cleveland Elementary	Hispanic	2014	0.00
Cleveland Elementary	Multi-Ethnic	2014	0.00
Cleveland Elementary	Native American	2014	0.00
Cleveland Elementary	White	2014	0.00
Cleveland Elementary	Asian	2014	0.00
Cleveland Elementary	Black	2014	0.14
Francis D. Pastorius	All Subgroups	2013	0.00
Francis D. Pastorius	All Subgroups	2014	0.00
Francis D. Pastorius	Econ Disadv	2014	0.00
Francis D. Pastorius	IEP	2014	0.00
Francis D. Pastorius	ELL	2014	0.00
Francis D. Pastorius	Hispanic	2014	0.00
Francis D. Pastorius	Black	2014	0.00
Francis D. Pastorius	Multi-Ethnic	2014	0.00

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Lenfest Campus	All Subgroups	2012	0.75
Lenfest Campus	Econ Disadv	2012	0.74
Lenfest Campus	IEP	2012	1.13
Lenfest Campus	ELL	2012	0.00
Lenfest Campus	Asian	2012	0.00
Lenfest Campus	Black	2012	0.75
Lenfest Campus	Hispanic	2012	0.57
Lenfest Campus	Multi-Ethnic	2012	0.00
Lenfest Campus	Native American	2012	2.50
Lenfest Campus	White	2012	0.79
Lenfest Campus	All Subgroups	2013	0.70
Lenfest Campus	Econ Disadv	2013	0.69
Lenfest Campus	IEP	2013	0.98
Lenfest Campus	ELL	2013	0.85
Lenfest Campus	Asian	2013	0.00
Lenfest Campus	Black	2013	0.71
Lenfest Campus	Hispanic	2013	0.67
Lenfest Campus	Multi-Ethnic	2013	1.33
Lenfest Campus	Native American	2013	0.00
Lenfest Campus	White	2013	0.00
Lenfest Campus	All Subgroups	2014	0.68
Lenfest Campus	Econ Disadv	2014	0.66
Lenfest Campus	IEP	2014	0.75
Lenfest Campus	ELL	2014	0.47
Lenfest Campus	Asian	2014	0.00
Lenfest Campus	Black	2014	0.69
Lenfest Campus	Hispanic	2014	0.60
Lenfest Campus	Multi-Ethnic	2014	0.98
Lenfest Campus	Native American	2014	0.00
Lenfest Campus	White	2014	0.62
Thomas Campus	All Subgroups	2012	0.49
Thomas Campus	Econ Disadv	2012	0.48
Thomas Campus	IEP	2012	0.53
Thomas Campus	ELL	2012	0.47
Thomas Campus	Asian	2012	0.07
Thomas Campus	Black	2012	0.57
Thomas Campus	Hispanic	2012	0.50
Thomas Campus	Multi-Ethnic	2012	0.50
Thomas Campus	Native American	2012	0.00
Thomas Campus	White	2012	0.61
Thomas Campus	All Subgroups	2013	0.49
Thomas Campus	Econ Disadv	2013	0.42
Thomas Campus	IEP	2013	0.76
Thomas Campus	ELL	2013	0.31
Thomas Campus	Asian	2013	0.18
Thomas Campus	Black	2013	0.61

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Thomas Campus	Hispanic	2013	0.39
Thomas Campus	Multi-Ethnic	2013	0.49
Thomas Campus	Native American	2013	0.00
Thomas Campus	White	2013	0.41
Thomas Campus	All Subgroups	2014	0.30
Thomas Campus	Econ Disadv	2014	0.26
Thomas Campus	IEP	2014	0.57
Thomas Campus	ELL	2014	0.23
Thomas Campus	Asian	2014	0.18
Thomas Campus	Black	2014	0.39
Thomas Campus	Hispanic	2014	0.34
Thomas Campus	Multi-Ethnic	2014	0.30
Thomas Campus	Native American	2014	0.00
Thomas Campus	White	2014	0.19
Shoemaker Campus	All Subgroups	2012	0.41
Shoemaker Campus	Econ Disadv	2012	0.43
Shoemaker Campus	IEP	2012	0.66
Shoemaker Campus	ELL	2012	0.00
Shoemaker Campus	Asian	2012	0.00
Shoemaker Campus	Black	2012	0.42
Shoemaker Campus	Hispanic	2012	0.00
Shoemaker Campus	Native American	2012	0.00
Shoemaker Campus	White	2012	0.00
Shoemaker Campus	All Subgroups	2013	0.37
Shoemaker Campus	Econ Disadv	2013	0.39
Shoemaker Campus	IEP	2013	0.47
Shoemaker Campus	ELL	2013	0.46
Shoemaker Campus	Asian	2013	0.00
Shoemaker Campus	Black	2013	0.37
Shoemaker Campus	Hispanic	2013	0.00
Shoemaker Campus	Multi-Ethnic	2013	0.00
Shoemaker Campus	Native American	2013	2.50
Shoemaker Campus	All Subgroups	2014	0.44
Shoemaker Campus	Econ Disadv	2014	0.45
Shoemaker Campus	IEP	2014	0.69
Shoemaker Campus	ELL	2014	0.00
Shoemaker Campus	Asian	2014	0.00
Shoemaker Campus	Black	2014	0.44
Shoemaker Campus	Hispanic	2014	0.89
Shoemaker Campus	Multi-Ethnic	2014	0.00
Shoemaker Campus	Native American	2014	0.50
Pickett Campus	All Subgroups	2012	0.66
Pickett Campus	Econ Disadv	2012	0.66
Pickett Campus	IEP	2012	0.79
Pickett Campus	ELL	2012	0.00
Pickett Campus	Asian	2012	0.00

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Pickett Campus	Black	2012	0.66
Pickett Campus	Hispanic	2012	0.98
Pickett Campus	All Subgroups	2013	0.65
Pickett Campus	Econ Disadv	2013	0.59
Pickett Campus	IEP	2013	0.79
Pickett Campus	ELL	2013	0.00
Pickett Campus	Black	2013	0.66
Pickett Campus	Hispanic	2013	0.25
Pickett Campus	All Subgroups	2014	0.72
Pickett Campus	Econ Disadv	2014	0.71
Pickett Campus	IEP	2014	0.90
Pickett Campus	ELL	2014	0.40
Pickett Campus	Asian	2014	0.00
Pickett Campus	Black	2014	0.73
Pickett Campus	Hispanic	2014	0.56
Pickett Campus	Multi-Ethnic	2014	0.00
Mann Elementary	All Subgroups	2012	0.41
Mann Elementary	Econ Disadv	2012	0.46
Mann Elementary	IEP	2012	0.30
Mann Elementary	ELL	2012	0.06
Mann Elementary	Asian	2012	0.23
Mann Elementary	Black	2012	0.42
Mann Elementary	Hispanic	2012	0.40
Mann Elementary	Multi-Ethnic	2012	0.09
Mann Elementary	Native American	2012	4.00
Mann Elementary	White	2012	0.00
Mann Elementary	All Subgroups	2013	0.22
Mann Elementary	Econ Disadv	2013	0.23
Mann Elementary	IEP	2013	0.19
Mann Elementary	ELL	2013	0.08
Mann Elementary	Asian	2013	0.00
Mann Elementary	Black	2013	0.22
Mann Elementary	Hispanic	2013	0.32
Mann Elementary	Multi-Ethnic	2013	0.00
Mann Elementary	Pacific Islander	2013	0.00
Mann Elementary	White	2013	6.00
Mann Elementary	All Subgroups	2014	0.41
Mann Elementary	Econ Disadv	2014	0.41
Mann Elementary	IEP	2014	0.60
Mann Elementary	ELL	2014	0.21
Mann Elementary	Asian	2014	0.00
Mann Elementary	Black	2014	0.46
Mann Elementary	Hispanic	2014	0.17
Mann Elementary	Multi-Ethnic	2014	0.18
Mann Elementary	Pacific Islander	2014	0.00
Mann Elementary	White	2014	0.00

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Smedley Elementary	All Subgroups	2012	0.25
Smedley Elementary	Econ Disadv	2012	0.23
Smedley Elementary	IEP	2012	0.39
Smedley Elementary	ELL	2012	0.08
Smedley Elementary	Asian	2012	0.00
Smedley Elementary	Black	2012	0.28
Smedley Elementary	Hispanic	2012	0.17
Smedley Elementary	Multi-Ethnic	2012	0.14
Smedley Elementary	Native American	2012	0.00
Smedley Elementary	White	2012	0.23
Smedley Elementary	All Subgroups	2013	0.20
Smedley Elementary	Econ Disadv	2013	0.19
Smedley Elementary	IEP	2013	0.30
Smedley Elementary	ELL	2013	0.03
Smedley Elementary	Asian	2013	0.17
Smedley Elementary	Black	2013	0.23
Smedley Elementary	Hispanic	2013	0.28
Smedley Elementary	Multi-Ethnic	2013	0.07
Smedley Elementary	Native American	2013	0.00
Smedley Elementary	White	2013	0.03
Smedley Elementary	All Subgroups	2014	0.25
Smedley Elementary	Econ Disadv	2014	0.24
Smedley Elementary	IEP	2014	0.33
Smedley Elementary	ELL	2014	0.06
Smedley Elementary	Asian	2014	0.60
Smedley Elementary	Black	2014	0.28
Smedley Elementary	Hispanic	2014	0.22
Smedley Elementary	Multi-Ethnic	2014	0.12
Smedley Elementary	Native American	2014	0.00
Smedley Elementary	White	2014	0.05
Harrity Elementary	All Subgroups	2012	0.32
Harrity Elementary	Econ Disadv	2012	0.31
Harrity Elementary	IEP	2012	0.48
Harrity Elementary	ELL	2012	0.00
Harrity Elementary	Black	2012	0.32
Harrity Elementary	Hispanic	2012	0.29
Harrity Elementary	White	2012	0.00
Harrity Elementary	All Subgroups	2013	0.25
Harrity Elementary	Econ Disadv	2013	0.21
Harrity Elementary	IEP	2013	0.15
Harrity Elementary	ELL	2013	0.07
Harrity Elementary	Black	2013	0.25
Harrity Elementary	Hispanic	2013	0.09
Harrity Elementary	Multi-Ethnic	2013	0.00
Harrity Elementary	White	2013	0.00
Harrity Elementary	All Subgroups	2014	0.29

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Harrity Elementary	Econ Disadv	2014	0.23
Harrity Elementary	IEP	2014	0.25
Harrity Elementary	ELL	2014	0.13
Harrity Elementary	Black	2014	0.29
Harrity Elementary	Hispanic	2014	0.27
Harrity Elementary	Multi-Ethnic	2014	0.00
Harrity Elementary	Native American	2014	0.00
Harrity Elementary	White	2014	0.00
Clymer Elementary	All Subgroups	2012	1.48
Clymer Elementary	Econ Disadv	2012	1.45
Clymer Elementary	IEP	2012	1.35
Clymer Elementary	ELL	2012	0.00
Clymer Elementary	Black	2012	1.47
Clymer Elementary	Hispanic	2012	1.61
Clymer Elementary	Native American	2012	0.00
Clymer Elementary	White	2012	0.00
Clymer Elementary	All Subgroups	2013	0.34
Clymer Elementary	Econ Disadv	2013	0.28
Clymer Elementary	IEP	2013	0.24
Clymer Elementary	ELL	2013	0.00
Clymer Elementary	Black	2013	0.38
Clymer Elementary	Hispanic	2013	0.07
Clymer Elementary	Multi-Ethnic	2013	0.00
Clymer Elementary	Native American	2013	0.00
Clymer Elementary	White	2013	0.00
Clymer Elementary	All Subgroups	2014	0.26
Clymer Elementary	Econ Disadv	2014	0.26
Clymer Elementary	IEP	2014	0.15
Clymer Elementary	ELL	2014	0.16
Clymer Elementary	Black	2014	0.26
Clymer Elementary	Hispanic	2014	0.21
Clymer Elementary	Multi-Ethnic	2014	0.00
Clymer Elementary	Native American	2014	0.00
Clymer Elementary	White	2014	0.56
Hardy Williams Academy	All Subgroups	2012	0.62
Hardy Williams Academy	Econ Disadv	2012	0.59
Hardy Williams Academy	IEP	2012	0.62
Hardy Williams Academy	Asian	2012	0.00
Hardy Williams Academy	Black	2012	0.62
Hardy Williams Academy	Hispanic	2012	0.20
Hardy Williams Academy	Multi-Ethnic	2012	0.83
Hardy Williams Academy	White	2012	0.00
Hardy Williams Academy	All Subgroups	2013	0.47
Hardy Williams Academy	Econ Disadv	2013	0.44
Hardy Williams Academy	IEP	2013	0.71
Hardy Williams Academy	ELL	2013	0.20

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Hardy Williams Academy	Asian	2013	0.00
Hardy Williams Academy	Black	2013	0.48
Hardy Williams Academy	Hispanic	2013	0.00
Hardy Williams Academy	Multi-Ethnic	2013	0.20
Hardy Williams Academy	White	2013	0.00
Hardy Williams Academy	All Subgroups	2014	0.66
Hardy Williams Academy	Econ Disadv	2014	0.59
Hardy Williams Academy	IEP	2014	0.70
Hardy Williams Academy	ELL	2014	0.00
Hardy Williams Academy	Asian	2014	0.00
Hardy Williams Academy	Black	2014	0.67
Hardy Williams Academy	Hispanic	2014	0.57
Hardy Williams Academy	Multi-Ethnic	2014	0.00
Hardy Williams Academy	White	2014	0.00
Gratz Campus	All Subgroups	2012	2.99
Gratz Campus	Econ Disadv	2012	2.80
Gratz Campus	IEP	2012	1.96
Gratz Campus	ELL	2012	0.00
Gratz Campus	Black	2012	3.03
Gratz Campus	Hispanic	2012	1.59
Gratz Campus	Multi-Ethnic	2012	5.05
Gratz Campus	Native American	2012	4.00
Gratz Campus	White	2012	0.00
Gratz Campus	All Subgroups	2013	1.42
Gratz Campus	Econ Disadv	2013	1.35
Gratz Campus	IEP	2013	1.87
Gratz Campus	ELL	2013	0.00
Gratz Campus	Black	2013	1.44
Gratz Campus	Hispanic	2013	0.81
Gratz Campus	Multi-Ethnic	2013	1.09
Gratz Campus	Native American	2013	0.00
Gratz Campus	White	2013	0.00
Gratz Campus	All Subgroups	2014	2.17
Gratz Campus	Econ Disadv	2014	2.16
Gratz Campus	IEP	2014	2.88
Gratz Campus	ELL	2014	1.84
Gratz Campus	Asian	2014	0.54
Gratz Campus	Black	2014	2.19
Gratz Campus	Hispanic	2014	2.06
Gratz Campus	Multi-Ethnic	2014	1.62
Gratz Campus	White	2014	0.63
Cleveland Elementary	All Subgroups	2013	0.26
Cleveland Elementary	Econ Disadv	2013	0.23
Cleveland Elementary	IEP	2013	0.61
Cleveland Elementary	ELL	2013	0.00
Cleveland Elementary	Asian	2013	0.00

MASTERY CHARTER SCHOOLS

OUT OF SCHOOL SUSPENSIONS
BUILDING/SUBGROUP

Building	Subgroup	School_Year	OSS Days Per FSE
Cleveland Elementary	Black	2013	0.25
Cleveland Elementary	Hispanic	2013	0.59
Cleveland Elementary	Multi-Ethnic	2013	0.15
Cleveland Elementary	Native American	2013	0.00
Cleveland Elementary	White	2013	0.00
Cleveland Elementary	All Subgroups	2014	0.17
Cleveland Elementary	Econ Disadv	2014	0.18
Cleveland Elementary	IEP	2014	0.38
Cleveland Elementary	ELL	2014	0.13
Cleveland Elementary	Asian	2014	0.00
Cleveland Elementary	Black	2014	0.16
Cleveland Elementary	Hispanic	2014	0.59
Cleveland Elementary	Multi-Ethnic	2014	0.00
Cleveland Elementary	Native American	2014	0.00
Cleveland Elementary	White	2014	0.00
Francis D. Pastorius	All Subgroups	2014	0.36
Francis D. Pastorius	Econ Disadv	2014	0.34
Francis D. Pastorius	IEP	2014	0.75
Francis D. Pastorius	ELL	2014	0.00
Francis D. Pastorius	Black	2014	0.37
Francis D. Pastorius	Hispanic	2014	0.37
Francis D. Pastorius	Multi-Ethnic	2014	0.19

APPENDIX G: SUPPLEMENTAL ORG. BUDGET & FINANCIAL INFO.

I. Mastery Charter CSP Budget Narrative	Page 2
II. Mastery Charter CSP Budget Detail	Page 8
III. Mastery Charter Five Year Expansion Plan	Page 9
IV. Indirect Cost Rate Certification	Page 10
V. Mastery Charter PA Department of Education Annual Financial Report	Page 12

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

Mastery Charter School Network (Mastery Charter High School as lead applicant) is requesting funding to defray the cost opening 12 new schools between 2010-2015. 80% or more of grant resources have been budgeted to go directly to start -up expenses at individual charter schools, with between 12-20% per year allocated to building growth capacity to support new schools at the central office (Network Support Team) over the next five years.

For the purposes of opening new schools and significantly expanding existing schools we are including a planning year and two operational years of CSP funding for each new school we open in the next five years. The one exception is our new school opening Fall 2015 will be eligible for only years of CSP funding for implementation. This funding is for a total of 12 schools and 6,800 students with a variable level of funding in each year based on the Mastery five-year fiscal plan for supporting new schools. This plan for how dollars are to be allocated by initiative in each year at each school are included on page 7 of this attachment. There it is evident how we request fewer dollars in the final year of the grant for each school as we move toward sustainability in year three of each school's operation. The financial model shows that we are adding new schools each year and phasing schools out of the grant in subsequent years. For example, the two schools under CSP that open in Fall 2016 will no longer receive any CSP dollars in Fall 2018 and will be fully sustainable at that point in time at Mastery. A narrative of our spending plan under the grant is detailed as follows:

SITE BASED- PERSONNEL (ON LOCAL SCHOOL BUDGETS)

Apprentice School Leaders (ASLs): These school-based positions are key to our expansion plan in building leadership teams for new schools in the year prior to opening. A significant portion of funds over the five year grant period is dedicated to supporting the ASL program over the next five years. ASLs for schools in planning years are placed at other Mastery schools to learn our

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

model so they can serve on a founding team the following year. In addition, some ASLs in out years of the grant will be placed at CSP schools in years 2-4 of the grant where they will both train for a new school the following year and provide capacity support in other CSP schools in their ASL year. These dollars will fully fund our gap for the following ASL positions in years 1-5, with the remaining ASL positions being funded at the school level through other fundraising during the five year terms:

Year 1: 8 ASLs, 3 grant funded

Years 2-4: 12 ASLs, 5 grant funded each year

Year 5: 6 ASLs, 4 grant funded

All ASLs will be full-time site, based employees. We are requesting [REDACTED] in CSP grant funding over five years to support this effort.

Instructional/Content Coaches: We are requesting funding for new Instructional/Content Coaches to serve in site-based roles at CSP schools for the duration of the grant. While our current professional development system is incredibly strong, we need additional skilled trainers at the school level to focus solely on helping our new teachers improve their practice and increase their content knowledge so they can improve their students' achievement at the pace expected by Mastery under the grant. We are requesting [REDACTED] in grant funds to support salaries for two full time equivalent Instructional/Content Coaches over the five year grant period.

Regional Schools Officer (RSO)(1FTE): The RSO is responsible for supporting each new school's leadership team to ensure they meet student achievement goals. RSO salaries are split by the schools they serve and their time is dedicated 100% to providing on site coaching and leadership support to principals and their teams. The RSO ensures the effective implementation

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

of Mastery's academic and management model and schools' fidelity to Mastery's values and mission. The RSO for new schools will be a member of the Mastery organization's senior leadership team and as such is engaged in the overall strategy of Mastery Charter Schools. Expansion site Principals will report directly to the RSO. We are requesting [REDACTED] in CSP grant funding over five years to support this position.

Family Engagement & Community Outreach Managers (.3FTE per site): Family & Community Outreach Managers will be hired to build relationships with parents, develop external partnerships to meet parent and community needs, support enrollment of new schools during the early phase, create momentum for the approval of new Mastery schools, facilitate family trainings to support student achievement, serve as an effective member of the school's leadership team, and help build a base of parent leadership at each school. We are requesting [REDACTED] over the five year grant period to fund this role at each new school. The staffing model will include 1 FTE in year one for implementation of our first school and planning phase in the two 2016 openings. After that, we will have .33 of a FEC Manager per new school in either planning or implementation phase. Managers will share up to three schools and some schools will choose to increase time by using operating funds to expand the role. The grant supports 1FTE in year 1, 2 FTEs in year 2, 3 FTEs in years 3-4 and 2 FTEs in year 5.

CMO PERSONNEL ***We do not exceed the 20% cap by CSP Grants for support for initial operational costs associated with the expansion or improvement of our oversight or management of new and/or expanded charter schools under this grant. CMO costs for expansion are included in this Personnel section and under contracts for External Evaluation.*

Project Director(.5 FTE): This Network Support Team position will serve 50% time on the CSP grant in years 1-4 of the grant and 40% time in year 5 of the portion of this salary not paid by

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

CSP will be provided by Mastery operating funds. The PD will be responsible for overall leadership of the grant, all reporting to the Department of Education, and oversight for the implementation of charter expansion in conjunction with the CEO at Mastery and achievement of all project objectives. The PD's qualifications are included in Section D5 of the grant narrative and her resume is included in Appendix B. We are requesting [REDACTED] in CSP grant funding over five years to support this position.

Recruitment Manager (1FTE): The Recruitment Manager will lead the staff hiring process at all new schools including resume screening, interviewing, and scheduling. The Recruitment Manager will also be responsible for managing applications throughout the duration of the hiring and grant cycle. We are requesting [REDACTED] in CSP funds to support this position 100% in years 1-4 and 50% in year 5 as we close out hiring activity under the grant.

Special Education Achievement Gap (SEAG) Director (1FTE): The SEAG is an entirely new function being created under CSP to have a laser focus on student achievement over time for our special needs program. S/he will be a part of the Specialized Services team at the NST and will ensure that all special education students, across all schools, produce breakthrough academic results. The SEAG Director is responsible for the development, implementation, and assessment of all specialized services for new schools including special education services and academic interventions/RTII. We are requesting [REDACTED] in CSP grant dollars to support this position 50% time in year 1 as we ramp up activity under the grant and seek to post and hire for this new role, 100% in years 2-4, and 50% time in year five as we wind down on grant funding.

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

FRINGE BENEFITS

Mastery has a 32% fringe rate applied to all full time salaries of staff. The CSP grant will cover [REDACTED] in fringe costs for all staff listed under personnel above and in the attached line item budget over the five-year grant period.

EQUIPMENT

We have not requested any funding for equipment under CSP.

SUPPLIES

Mastery is requesting **\$1,980,000 (approximately \$165,000 per school in its planning year or first year in the grant)** for new instructional materials and technology needed to defray opening costs at each new school. These expenses include new books, testing materials, classroom furniture, instructional software, classroom technology, etc. As shown in the five year plan, typical new schools need \$1,750 in start- up costs alone outside of additional staffing or facilities costs. Mastery spends approximately \$1,000,000 per new school for start -up costs and we are only asking for a fractional cost of that burden from the CSP grant.

CONTRACTUAL

Mastery is requesting **\$405,000** over the five year grant period to support external evaluation and validation of our project under the Charter Schools Program for Replication and Expansion. We will seek a qualified evaluator via a competitive RFP process that follows federal contracting requirements.

CONSTRUCTION

We have not requested funding for construction under CSP.

TRAVEL

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

Mastery is requesting **\$10,000** (\$2,000 each year) over the five year grant period to send two staff to the required Annual Project Director's meeting. These funds will be used to cover the costs of lodging, meals, and transportation.

OTHER

Indirect Costs: Mastery Charter School has an approved indirect cost rate of 8%. The five year indirect rate based on the 8% factor is **\$710,168**. Evidence of our cost rate approval is included in Appendix G.

TOTAL DIRECT COSTS

The total direct costs requested from the Department of Education to support the Mastery Charter Schools CSP proposal are **\$8,877,098**.

TOTAL COST OF THE PROJECT:

The total cost of the CSP grant project is \$9,587, 266, or approximately \$1,409 per child over the life of the grant.

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
Number of New Schools	1	2	3	3	3	12
Total Number of Schools	1	3	6	9	12	N/A
Active schools by year (plan/implem)	3	6	8	9	6	
CMO PERSONNEL and Contracts \$ as						
% of total						
PERSONNEL						
NST BASED						
Project Director (.5 FTE)						
Recruitment Manager (1FTE)						
Special Education Achievement Gap Director (1 FTE)						
SITE BASED/DEDICATED						
Apprentice School Leaders						
Instructional & Content Coaches/PD Developers (2 FTE)						
Regional School Officer (1FTE)						
Family Engagement & Outreach Managers (.33 FTE per site)						
FRINGE BENEFITS						
Full Time Salaries (@ 32%)						
SUPPLIES						
Instructional Materials (books, testing materials, classroom furniture, software, classroom technology, etc.)	495,000	495,000	495,000	495,000		1,980,000
CONTRACTS						
External Evaluator (Data Analytics, Eval, and Tool Development) - part of CMO 20%	45,000	100,000	110,000	110,000	40,000	405,000
TRAVEL						
Annual Project Director's Mtg. (2 Staff: hotel, meals, transportation)	2,000	2,000	2,000	2,000	2,000	10,000
INDIRECT						
Indirect @ 8%	122,349	156,528	167,050	169,216	95,026	710,168
TOTALS						

Mastery Charter Five Year Expansion Plan

	Yr 1 CSP	Yr 2 CSP	Yr 3 CSP	Yr 4 CSP	Yr 5 CSP	TOTAL
	FY 16	FY17	FY 18	FY 19	FY 20	
# of new schools	1	2	3	3	3	12
Total # of charter schools	16	18	21	24	27	
Students in existing charter schools	10,100	10,850	11,950	13,600	15,250	
New charter students (PA, NJ, DE, DC)	750	1,100	1,650	1,650	1,650	6,800 550 students per
Total # of students	10,850	11,950	13,600	15,250	16,900	

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
<u>Central Office (CO) Net Loss</u>						
Local School Revenues	\$ 119,350,000	\$ 131,450,000	\$ 149,600,000	\$ 167,750,000	\$ 185,900,000	\$ 754,050,000 \$11,000 per chi
CO Revenues	\$ 10,144,750	\$ 11,173,250	\$ 12,716,000	\$ 14,258,750	\$ 15,801,500	\$ 64,094,250 8.5% CO servic
CO Expenses	\$ (16,700,000)	\$ (16,000,000)	\$ (16,500,000)	\$ (16,300,000)	\$ (16,400,000)	\$ (81,900,000)
CO Loss	\$ (6,555,250)	\$ (4,826,750)	\$ (3,784,000)	\$ (2,041,250)	\$ (598,500)	\$ (17,805,750)

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
<u>Site Based Expansion Costs</u>						
Apprentice School Leaders	\$	\$	\$	\$	\$	\$
New School Start-up Costs	\$ (1,312,500)	\$ (1,925,000)	\$ (2,887,500)	\$ (2,887,500)	\$ (2,887,500)	\$ (11,900,000) 4 ASLs per new
New School Facilities Improvements	\$ (1,000,000)	\$ (2,000,000)	\$ (3,000,000)	\$ (3,000,000)	\$ (3,000,000)	\$ (12,000,000) \$1,750 per new
Total Site Based Expansion Costs	\$ (2,952,500)	\$ (4,885,000)	\$ (6,871,500)	\$ (6,883,500)	\$ (6,391,500)	\$ (27,984,000) \$Imm per new

TOTAL EXPANSION FUNDING NEEDED [REDACTED]

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
<u>Existing Pledges</u>						
William Penn Foundation	\$ 810,000	\$ 360,000				\$ 1,170,000
PSP	\$ 1,500,000					\$ 1,500,000
B. Lenfest	\$ 1,350,000	\$ 1,350,000				\$ 2,700,000
G. Lenfest	\$ 1,400,000	\$ 250,000				\$ 1,650,000
Charter School Growth Fund	\$ 350,000	\$ 150,000				\$ 500,000
Anonymous Donor	\$ 1,000,000					\$ 1,000,000
TOTAL EXISTING PLEDGES	\$ 6,410,000	\$ 2,110,000	\$ -	\$ -	\$ -	\$ 8,520,000

FUNDS STILL NEEDED FOR EXPANSION \$ (3,097,750) \$ (7,601,750) \$ (10,655,500) \$ (8,924,750) \$ (6,990,000) \$ (37,269,750)

CSP GRANT FUNDING IF AWARDED \$ 1,651,709 \$ 2,113,128 \$ 2,255,169 \$ 2,284,410 \$ 1,282,850 \$ 9,587,266

REMAINING NEED AFTER CSP AWARD \$ (1,446,041) \$ (5,488,622) \$ (8,400,331) \$ (6,640,340) \$ (5,707,150) \$ (27,682,484)

RESTRICTED INDIRECT COST RATE CERTIFICATION

APPLICABLE TO FISCAL YEAR JULY 1, 2013 THROUGH JUNE 30, 2014
 BASED ON ANNUAL FINANCIAL REPORT FOR YEAR ENDING JUNE 30, 2012

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

1-26-51-000-2
 Mastery Charter High School

-----> **ALLOCATIONS** <-----

Func-Obj	Description	Amount
1000 - 000	Instruction	6,736,642.00
2100 - 000	Support Services - Pupil Personnel	██████████
2200 - 000	- Instructional Staff	██████████
2300 - 000	- Administration	4,359,039.00
2400 - 000	- Pupil Health	62,775.00
2500 - 000	- Business	1,389,200.00
2600 - 000	- Operation & Maint	488,330.00
2700 - 000	- Student Transp Svcs	4,639.00
2800 - 000	- Central	1,101,688.00
2900 - 000	- Other Support Service	0.00
3000 - 000	Oper of Non-Instruct Svcs	216,947.00
4000 - 000	Facilities Acquisition, Constr & Improv	0.00
5100 - 000	Other Financing Uses - Debt Service	163,409.00
5200 - 000	- Fund Transfers	0.00
	Total Oper Expenses - Food Svc Fund	0.00
	- Oth Enterprise Fund	0.00
	Total Allocations ----->	A 17,999,713.00

-----> **ELIMINATIONS** <-----

Func-Obj	Description General Fund Expenditures	Amount
1000 - 322	Instruction - Prof Edu Svc IU	0.00
- 323	Instruction - Prof Edu Svc - Oth Edu Agy	0.00
- 560	Instruction - Tuition	37,065.00
- 700	- Property	14,712.00
1200 - 594	- Spec Prog - IU Svc	0.00
- 597	- IC Spec Prog - IU Svc	0.00
1807 - 000	Pre-K Pass thru	0.00
2100 - 700	Support Svc - Pup Per - Property	0.00
2200 - 700	- Ins Stf - Property	0.00
2300 - 700	- Admin - Property	48,088.00
- 820	- Judgements	0.00
2400 - 700	- Pup Hlth - Property	0.00
2500 - 700	- Business - Property	1,454.00
2600 - 700	- Op & Mnt - Property	4,490.00
2700 - 700	- Stu Trn Svcs - Property	0.00
2800 - 700	- Central - Property	52,831.00
2900 - 595	- Oth Sup Svcs - IU Withhold	0.00
- 596	- IU Dir Pay	0.00
- 700	- Property	0.00
2990 - 899	- Pass Thru	0.00
3000 - 700	Oper of Non-Instruct Serv - Property	0.00
3100 - 571	Food Serv Mgmt - Food	0.00
- 630	- Food	0.00
4000 - 000	Facilities Acquisition, Constr & Improv	0.00
5100 - 000	Oth Fin Uses - Debt Serv	163,409.00
5220 - 000	- Fund Tran - Spec Rev	0.00
5230 - 000	- Cap Proj	0.00
5240 - 000	- Debt Serv	0.00
5250 - 000	- Enterprise	0.00
5260 - 000	- Intrnl Serv	0.00
5270 - 000	- Trust & Agncy	0.00
5280 - 000	- Activity Fund	0.00
	Depreciation - Food Svc Fund	0.00
	- Other Enterprise	0.00
	Claims + Judgements - Food Svc Fund	0.00
	- Other Enterprise	0.00
	Total Eliminations ----->	B 322,049.00

-----> **INDIRECT COSTS** <-----

Func-Obj	Description	Amount
2300-000	Administration - General Audit	0.00
2310-000	Administration - Business Manager	0.00
2500-000	Business	1,384,944.00
2830-000	Central - Staff Services	0.00
2840-000	Central - Data Processing	1,048,857.00
xxxx-115	Termination Leave/Payouts (excludes functions above)	47,096.00
Total Indirect Costs ----->		C 2,480,897.00

-----> **COMPUTATIONS** <-----

Actual 2011-12 Indirect Costs	C	2,480,897.00
Actual 2011-12 Base for Allocation	A-B-C	15,196,767.00
Applicable 2011-12 Restricted Indirect Cost Rate		0.0798 D

2011-12 Carry-Forward Adjustment

Actual 2011-12 Indirect Costs	C	2,480,897.00
2009-10 Carry-Forward Adj - (O)/U Recovery		224,043.66 E
2011-12 Indirect Costs for Carry-Forward Adj	C + E	<u>2,704,940.66</u> F
2011-12 Estimated Indirect Costs	(A-B-C)*D	1,212,702.01 G
2011-12 Carry-Forward Adj - (O)/U Recovery	F - G	1,492,238.65 H

Restricted Indirect Cost Rate Applicable to 2013-14

Actual 2011-12 Indirect Costs	C	2,480,897.00
2011-12 Carry-Forward Adj - (O)/U Recovery	H	1,492,238.65
2011-12 Indirect Costs for Rate Calculation	C + H	<u>3,973,135.65</u> I
Restricted Indirect Cost Rate for 2013-14	I/(A-B-C)	<u>0.0800</u>

APPROVED BY BUREAU OF COMMONWEALTH ACCOUNTING - ECD FEDERAL ACCOUNTING

SIGNATURE : Lori A. Graham
 TITLE : Acting Director, Bureau of Budget and Fiscal Management
 DATE : 10/30/2013

LEA Name: Mastery CHS - Lenfest Campus
Address 35 S. 4th St.
City Philadelphia, PA 19144

Charter School Grade Level: 7-12

County: Philadelphia
AUN Number: 126510002

**Pennsylvania Department of Education
Comptroller's Office**

Annual Financial Report , PDE-2057

School District, AVTS/CTC, Special Program Jointures, and Charter School

For the Fiscal Year Ending
06/30/2014

CERTIFICATION: By signing this page I agree that the electronic file submitted is a complete and accurate statement of the financial operations and status of the local education agency for the fiscal year. It has been prepared in accordance with generally accepted accounting principles and established Commonwealth of PA reporting guidelines.

Scott Gordon

Chief School Administrator

(Signature required)

Date

Ron Biscardi

Board Secretary

(Signature required)

Date

Scott Gordon

Contact Person

Contact Person E-mail Address

Ext. 1056

Contact Person Telephone Number

Contact Person Fax Number

Mail original signed coversheet to: Bureau of Accounting and Financial Management, Central Agencies and School Finance, 555 Walnut St - 9th Floor, Harrisburg, PA 17101 ATTN: AFR

Contact Information: Scott Gordon
 2158669000 Extension: 1056

Index	Validation Failed	Amount
32002	No expenditures have been reported for Gifted Education within function 1243 on the Supplemental Expenditures Schedule . Correct this reporting area, or, verify that the school does not provide gifted education services to any students.	
	Justification: The school does not provide gifted education services to any students.	
43103	Food service expenditures are reported in Function 3100, but no revenue is reported in code 6600 representing receipts from students/adults for purchased food. Correct, or verify that all food is served free of charge to everyone at the school.	
	Exp Detail Function 3100 Rev Detail 6600	
	Justification: The revenue from the food service programs was in the form of federal and state grant subsidies for the nutritional breakfast and lunch program. The school does not charge fees for meals at the school.	
80608	Bond Data Entry: No ending long term liability has been reported for Other Post Employment Benefits (OPEB) Correct data or verify that the LEA does not offer any type of OPEB to employees.	
	Governmental Funds (OPEB)	
	Justification: There were no other post employment benefits.	
80609	Bond Data Entry: No ending long term liability has been reported for Compensated Absences. Correct data or verify that the LEA does not allow for compensated absences.	
	Governmental Funds	
	Justification: There were no compensated absences.	

Audit Certification
Annual Financial Report:
For the Fiscal Year Ending 06/30/2014
(Pursuant to PA School Code Section 218(b))

LEA Name: Mastery CHS - Lenfest Campus
AUN Number: 126510002
County: Philadelphia

Audit Certification Due: 12/31/2014

This certification is applicable to:

Indicate if the school audit was completed prior to submission of this form

Orig. Annual Financial Report submitted to Comptroller Operations: 12/17/14
 Annual Financial Report revisions submitted on:

Yes, audit has been completed
 No, audit has not been completed

Auditing Firm:

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

Auditor Contact Name: Bruce Braunewell
Auditor Phone: [REDACTED]
Auditor E-mail: [REDACTED]

CERTIFICATION: By signing this page I agree that the financial statements of the school have been properly audited as noted above pursuant to Article XXIV, and in the auditor's professional opinion, the Annual Financial Report (PDE-2057) submitted on the date referenced is materially consistent with the audited financial statements.

Chief School Administrator

Board Secretary

Signature
Scott Gordon

Date

Signature
Ron Biscardi

Date

AFR Contact Person: Scott Gordon

Email: [REDACTED]

FAX:

Mail completed form to:

Bureau of Accounting and Financial Management, Central Agencies and School Finance, 555 Walnut St - 9th Floor, Harrisburg, PA 17101 ATTN: AFR

NOTE: A new Audit Certification form is due with each AFR Revision.

PR/Award # U282M150038

Page e1169

Amounts Expressed in Whole Dollars

	General (10)	Public Purpose Trust (27)	Other Compt Approved (28)	Athletic/ Activity (29)	Capital Reserve (690,1850) (31)
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES					
Assets					
0100	Cash and Cash Equivalents	6,741,832			
0110	Investments				
0120	Taxes Receivable (Net)				
0130	Due From Other Funds	506,894			
0141	Due from Other Governments				
0142	State Revenue Receivable	243,506			
0143	Federal Revenue Receivable	328,443			
0145	Other Intergovernmental Revenue Receivable				
0146	Due From Primary Governments				
0147	Due From Component Units				
0150	Other Receivables (Include Bond Proceeds Receivable)	217,518			
0160	Advances to Other Funds (Long-Term Loans)				
0170	Inventories				
0180	Prepaid Expenses / Expenditures	114,248			
0190	Other Current Assets	80,000			
	TOTAL ASSETS	8,232,441			
0910	Deferred Outflows Of Resources				
	TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	8,232,441			

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:52

BALANCE SHEET - Governmental Funds NAG)

Page GOV-5B

Capital Reserve 1432 (32)	Other Capital Projects Funds (39)	Debt Service (40)	Permanent (90)	Total Governmental Funds	
					Assets
				6,741,832	0100
					0110
					0120
				506,894	0130
					0141
				243,506	0142
				328,443	0143
					0145
					0146
					0147
				217,518	0150
					0160
					0170
				114,248	0180
				80,000	0190
				8,232,441	
					0910
				8,232,441	

Amounts Expressed in Whole Dollars

	General (10)	Public Purpose Trust (27)	Other Compt Approved (28)	Athletic/ Activity (29)	Capital Reserve (690,1850) (31)
LIABILITIES AND DEFERRED INFLOWS OF RESOURCES AND FUND BALANCES					
Liabilities					
0400	Due to Other Funds		74,145		
0411	Due to Other Governments		328		
0412	Due to Primary Government				
0413	Due to Component Units				
0420	Accounts Payable		814,625		
0430	Contracts Payable				
0440	Curr. Portion of LT Debt (incl. ST Comp Abs, OPEB)				
0450	Short-Term Payables				
0461	Accrued Salaries and Benefits				
0462	Payroll Deductions and Withholdings				
0470	Advances from Other Funds				
0480	Unearned Revenues				
0490	Other Current Liabilities		1,683,870		
	TOTAL LIABILITIES		5,408,213		
0950	Deferred Inflows Of Resources				
Fund Balances					
0810	Nonspendable Fund Balance		194,248		
0820	Restricted Fund Balance				
0830	Committed Fund Balance		2,600,000		
0840	Assigned Fund Balance				
0850	Unassigned Fund Balance		29,980		
	TOTAL FUND BALANCES		2,824,228		
	TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND FUND BALANCES		8,232,441		

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:52

BALANCE SHEET - Governmental Funds NAG

Page GOV-6B

Capital Reserve 1432 (32)	Other Capital Projects Funds (39)	Debt Service (40)	Permanent (90)	Total Governmental Funds	
					Liabilities
					74,145 0400
					328 0411
					0412
					0413
				814,625	0420
					0430
					0440
					0450
				2,835,245	0461
					0462
					0470
					0480
				1,683,870	0490
				5,408,213	
					0950
					Fund Balances
				194,248	0810
					0820
				2,600,000	0830
					0840
				29,980	0850
				2,824,228	
				8,232,441	

Amounts Expressed in Whole Dollars

	General (10)	Public Purpose Trust (27)	Other Compt Approved (28)	Athletic/ Activity (29)	Capital Reserve (690,1850) (31)
REVENUES					
6000 Local Sources	18,286,123				
7000 State Sources	1,096,673				
8000 Federal Sources	4,536,948				
TOTAL REVENUES	23,919,744				
EXPENDITURES					
1000 Instruction	8,058,046				
2000 Support Services	15,001,726				
3000 Noninstructional Services	401,131				
4000 Fac Acq, Const, and Imp					
5110 Debt Service (Principal & Interest)					
5130 Refund of Prior Year Receipts					
5140 Short Term Borrowing – Interests and Costs					
TOTAL EXPENDITURES	23,460,903				
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	458,841				
OTHER FINANCING SOURCES (USES)					
9110 Bonds Issued (Face Value) (Do not include Refunded Bonds)					
9120 Refunding Bonds Issued					
9130 Bond Premiums					
9200 Proceeds From Extended Term Financing					
9300 Interfund Transfers - IN (from other funds)					
9400 Sale / Compensation for Fixed Assets					
9500 Capital Contributions					
9710 Transfers from Component Unit					
9720 Transfers From Primary Govt					
9900 Other Financing Sources Not Listed (9000 Series)					
5120 Debt Service - Refunded Bond Issues (Pmt to Ref Bond Escrow Agent)					
5150 Bond Discounts					
5200 Interfund Transfers - Out (to other funds)					
5300 Transfer to Component Unit or Primary Government					
TOTAL OTHER FINANCING SOURCES (USES)					

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE (REG)

Governmental Funds

Page GOV-7B

Capital Reserve 1432 (32)	Other Capital Projects Funds (39)	Debt Service (40)	Permanent (90)	Total Governmental Funds	
				18,286,123	6000
				1,096,673	7000
				4,536,948	8000
				23,919,744	
				8,058,046	1000
				15,001,726	2000
				401,131	3000
					4000
					5110
					5130
					5140
				23,460,903	
				458,841	
					9110
					9120
					9130
					9200
					9300
					9400
					9500
					9710
					9720
					9900
					5120
					5150
					5200
					5300

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE (REG)

Governmental Funds

Page GOV-8A

Amounts Expressed in Whole Dollars

SPECIAL AND EXTRAORDINARY ITEMS

	General (10)	Public Purpose Trust (27)	Other Compt Approved (28)	Athletic/ Activity (29)	Capital Reserve (690,1850) (31)
8888 Special Items					
8889 Extraordinary Items					
NET CHANGE IN FUND BALANCES	458,841				
0040 Fund Balance - Beginning of Fiscal Year	2,365,387				
0050 Prior Period Adjustment					
FUND BALANCE - END OF YEAR	2,824,228				

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:52

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE (REG)

Governmental Funds

Page GOV-8B

Capital Reserve 1432 (32)	Other Capital Projects Funds (39)	Debt Service (40)	Permanent (90)	Total Governmental Funds	
					8888
					8889
				458,841	
				2,365,387	0040
					0050
				2,824,228	

		Budgeted Amounts		Actual (Budgetary Basis)	Variance With Final Budget Positive (Negative)
		Original	Final		
Amounts Expressed in Whole Dollars					
REVENUES					
6000	Local Sources	19,197,709	19,230,967	18,286,123	(944,844)
7000	State Sources	913,513	1,065,693	1,096,673	30,980
8000	Federal Sources	2,161,162	3,862,066	4,536,948	674,882
TOTAL REVENUES		22,272,384	24,158,726	23,919,744	(238,982)
EXPENDITURES					
1100	Regular Programs	4,645,085	3,309,760	5,811,257	(2,501,497)
1200	Special Programs	1,875,911	2,152,259	2,234,124	(81,865)
1300	Vocational Programs				
1400	Other Instructional Programs	38,871	30,870	12,665	18,205
1500	Nonpublic School Programs				
1600	Adult Education Programs				
1700	Community/Junior College Programs				
1800	Pre-Kindergarten				
2100	Pupil Personnel Services				
2200	Instructional Staff Services				
2300	Administrative Services	5,986,403	5,922,559	5,895,195	27,364
2400	Pupil Health	57,750	57,750	64,383	(6,633)
2500	Business Services	1,494,286	1,551,286	1,532,733	18,553
2600	Operation and Maintenance of Plant Services	725,395	826,562	1,266,289	(439,727)
2700	Student Transportation Services	4,500	4,500	3,753	747
2800	Central & Other Support Services	1,615,380	1,688,880	1,396,113	292,767
2900	Other Support Services				
3100	Food Services	104,096	135,000	184,583	(49,583)
3200	Student Activities	208,575	191,575	216,548	(24,973)
3300	Community Services				
3400	Scholarships and Awards				
4000	Fac Acq, Const, and Imp				
5110	Debt Service (Principal & Interest)				
5130	Refund of Prior Year Receipts				
5140	Short Term Borrowing – Interests and Costs				
TOTAL EXPENDITURES		21,824,545	20,983,286	23,460,903	(2,477,617)
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		447,839	3,175,440	458,841	(2,716,599)

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE (REBAG)

BUDGET AND ACTUAL

General Fund

Amounts Expressed in Whole Dollars		Budgeted Amounts		Actual	Variance With
		Original	Final	(Budgetary Basis)	Final Budget Positive (Negative)
OTHER FINANCING SOURCES (USES)					
9100	Sale of Bonds				
9200	Proceeds From Extended Term Financing				
9300	Interfund Transfers - IN (from other funds)				
9400	Sale / Compensation for Fixed Assets				
9700	Transfers from Comp Unit / Primary Govt				
9900	Other Financing Sources Not Listed (9000 Series)				
5120	Debt Service - Refunded Bond Issues				
5150	Bond Discounts				
5200	Interfund Transfers - Out (to other funds)				
5300	Transfer to Component Unit or Primary Government				
5900	Budgetary Reserve	447,839	3,175,440		3,175,440
TOTAL OTHER FINANCING SOURCES (USES)		(447,839)	(3,175,440)		3,175,440
SPECIAL AND EXTRAORDINARY ITEMS					
8888	Special Items				
8889	Extraordinary Items				
NET CHANGE IN FUND BALANCES					
0040	Fund Balance - Beginning of Fiscal Year	2,365,387	2,365,387	2,365,387	
0050	Prior Period Adjustment				
FUND BALANCE - END OF YEAR		2,365,387	2,365,387	2,824,228	458,841

Amounts Expressed in Whole Dollars

	Food Service (51)	Child Care Operations (52)	Other Enterprise Funds (58)	TOTAL	Internal Service (60)
--	-------------------------	----------------------------------	--------------------------------------	-------	-----------------------------

ASSETS AND DEFERRED OUTFLOWS OF RESOURCES

Current Assets:

- 0100 Cash and Cash Equivalents
- 0110 Investments
- 0130 Due From Other Funds
- 0141 Due from Other Governments
- 0146 Due From Primary Governments
- 0147 Due From Component Units
- 0150 Other Receivables (Include Bond Proceeds Receivable)
- 0170 Inventories
- 0180 Prepaid Expenses / Expenditures
- 0190 Other Current Assets

Total Current Assets

Noncurrent Assets:

- 0108 Restricted Cash and Cash Equivalents
- 0160 Advances to Other Funds (Long-Term Loans)
- 0211 Land
- 0212 Site Improvements (net)
- 0220 Building & Building Improvements (net)
- 0230 Furniture & Equipment (net)
- 0250 Construction in Progress
- 0260 LT Prepayments (net Acc Amort LT Prepayments)

Total NonCurrent Assets

- 0910 Deferred Outflows Of Resources

TOTAL ASSETS AND DEFERRED OUTFLOW OF RESOURCES

Amounts Expressed in Whole Dollars

	Food Service (51)	Child Care Operations (52)	Other Enterprise Funds (58)	TOTAL	Internal Service (60)
--	----------------------	-------------------------------	--------------------------------	-------	--------------------------

LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION

Current Liabilities:

- 0400 Due to Other Funds
- 0411 Due to Other Governments
- 0413 Due to Component Units
- 0420 Accounts Payable
- 0430 Contracts Payable
- 0440 Curr. Portion of LT Debt (incl. ST Comp Abs, OPEB)
- 0450 Short-Term Payables
- 0461 Accrued Salaries and Benefits
- 0462 Payroll Deductions and Withholdings
- 0480 Unearned Revenues
- 0490 Other Current Liabilities

Total Current Liabilities

Noncurrent Liabilities:

- 0470 Advances from Other Funds
- 0510 Bonds Payable
- 0520 Extended Term Financing Agreements Payable
- 0530 Lease Purchase Obligations
- 0540 LT Portion of Compensated Absences
- 0550 Authority Lease Obligations
- 0599 Other Long-Term Liabilities

Total NonCurrent Liabilities

TOTAL LIABILITIES

- 0950 Deferred Inflows Of Resources

NET POSITION

- 0791 Invested in Capital Assets Net of Related Debt
- 0798 Restricted for Legal Purposes (0792-0798)
- 0799 Unrestricted

TOTAL NET POSITION

TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION (REP)

Proprietary Funds

Page PRO-13A

Amounts Expressed in Whole Dollars

OPERATING REVENUES

- 6600 Food Service Revenue
- 6900 Charges for Services
- 6999 Other Operating Revenues

TOTAL OPERATING REVENUES

OPERATING EXPENSES

- 100 Salaries
- 200 Employee Benefits
- 300 Purchased Professional and Technical Service
- 400 Purchased Property Services
- 500 Other Purchased Service
- 600 Supplies
- 700 Depreciation
- 810 Dues and Fees
- 890 Other Operating Expenditures

TOTAL OPERATING EXPENSES

OPERATING INCOME (LOSS)

NONOPERATING REVENUES (EXPENSES)

- 6500 Earnings on Investments
- 6920 Contributions and Donations - Private Sources
- 6930 Gain / Loss on Sale of Fixed Assets
- 6991 Refunds of Prior Year Expenditures
- 7000 State Sources
- 8000 Federal Sources
- 820 Claims and Judgements
- 830 Interest Expenses

TOTAL NONOPERATING REVENUES (EXPENSES)

INCOME (LOSS) BEFORE CONTRIBUTIONS AND TRANSFERS

Food Service (51)	Child Care Operations (52)	Other Enterprise Funds (58)	TOTAL	Internal Service (60)
-------------------	----------------------------	-----------------------------	-------	-----------------------

	Food Service (51)	Child Care Operations (52)	Other Enterprise Funds (58)	TOTAL	Internal Service (60)
Cash Flows From Operating Activities					
9937					
9938					
9939					
9940					
9941					
9942					
9943					
9944					
Net Cash Provided By (Used For) Operating Activities					
Cash Flows From Non-Capital Financing Activities					
6000					
7000					
8000					
9917					
9918					
9919					
9920					
9921					
9922					
Net Cash Prov By (Used for) Non-Capital Financing Activities					
Cash Flows From Capital and Related Financing Activities					
4000					
6930					
9200					
9925					
9926					
9927					
Net Cash Prov By (Used for) Capital and Related Financing Activities					
Cash Flows From Investing Activities					
6500					
9929					
9930					
9931					
9932					
Net Cash Prov By (Used for) Investing Activities					

	Food Service (51)	Child Care Operations (52)	Other Enterprise Funds (58)	TOTAL	Internal Service (60)
Net Inc (Dec) in Cash and Cash Flow					
9935	Cash and Cash Equivalents Beginning of Year				
Cash and Cash Equivalents at Year End					
<hr/>					
9900	Other Financing Sources Not Listed (9000 Series)				
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided by (Used for):					
9901	Depreciation and Net Amortization				
9902	Provision for Uncollectible Accounts				
9903	Other Adjustments				
9904	(Inc) Dec In Accounts Receivable (0120-0150)				
9905	Advances to Other Funds (0160)				
9906	(Inc) Dec in Inventories (0170)				
9907	(Inc) Dec in Prepaid Expenses (0180)				
9908	(Inc) Dec in Other Current Assets (0190)				
9909	Inc (Dec) in Accounts Payable (0400-0450)				
9910	Inc (Dec) in Accrued Salaries/Benefits (0461)				
9911	Inc (Dec) in Payroll Deductions/Withholding (0462)				
9912	Inc (Dec) in Advances from Other Funds (0470)				
9913	Inc (Dec) in Unearned Revenue (0480)				
9914	Inc (Dec) in Other Current Liabilities (0490)				
Total Adjustments					
Cash Provided By (Used For) Total					

Amounts Expressed in Whole Dollars

Private Purpose Trust (71)	Investment Trust (72)	Pension Trust (73)	Activity (81)	Other Agency (89)
----------------------------------	-----------------------------	--------------------------	------------------	-------------------------

ASSETS AND DEFERRED OUTFLOWS OF RESOURCES

Assets

0100	Cash and Cash Equivalents
0110	Investments
0130	Due From Other Funds
0147	Due From Component Units
0150	Other Receivables
0160	Advances to Other Funds
0170	Inventories
0180	Prepaid Expenses / Expenditures
0190	Other Current Assets
0220	Building & Building Improvements (net)
0230	Furniture & Equipment (net)

TOTAL ASSETS

0910	Deferred Outflows Of Resources
------	--------------------------------

TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:55

STATEMENT OF NET POSITION (NAF)

Fiduciary Funds

Page FID-17B

Component Units (98)	Component Units (99)	Total Fiduciary Funds
		0100
		0110
		0130
		0147
		0150
		0160
		0170
		0180
		0190
		0220
		0230
		0910

Amounts Expressed in Whole Dollars

Private Purpose Trust (71)	Investment Trust (72)	Pension Trust (73)	Activity (81)	Other Agency (89)
----------------------------------	-----------------------------	--------------------------	------------------	-------------------------

LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION

Liabilities

0400	Due to Other Funds
0411	Due to Other Governments
0412	Due to Primary Government
0413	Due to Component Units
0420	Accounts Payable
0430	Contracts Payable
0450	Short-Term Payables
0461	Accrued Salaries and Benefits
0462	Payroll Deductions and Withholdings
0470	Advances from Other Funds
0480	Unearned Revenues
0490	Other Current Liabilities

TOTAL LIABILITIES

0950	Deferred Inflows Of Resources
------	-------------------------------

Net Position

0791	Invested in Capital Assets Net of Related Debt
0798	Restricted for Legal Purposes (0792-0798)
0799	Unrestricted

TOTAL NET POSITION

TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:55

STATEMENT OF NET POSITION (NAF)

Fiduciary Funds

Page FID-18B

Component Units (98)	Component Units (99)	Total Fiduciary Funds
		0400
		0411
		0412
		0413
		0420
		0430
		0450
		0461
		0462
		0470
		0480
		0490
		0950
		0791
		0798
		0799

Amounts Expressed in Whole Dollars		Private Purpose Trust (71)	Investment Trust (72)	Pension Trust (73)	Component Units (98)	Component Units (99)
Additions						
9945	Gifts and Contributions					
9946	Other Additions					
Deductions						
9947	Scholarships Awarded					
9948	Other Deductions					
Change In Net Position						
0041	Net Position - Beginning of Fiscal Year					
9949	Net Position Held in Trust for Pension Benefits					
Net Position - End of Fiscal Year						

**Total
Fiduciary
Funds**

9945

9946

9947

9948

0041

9949

		AMOUNT	TOTAL
6000	Revenue from Local Sources		
6500	Earnings on Investments	5,784.00	
6700	Revenue From Student Activities	27,055.00	
6920	Contributions and Donations From Private Sources	2,754,211.00	
6944	Receipts from Other LEAS in PA - Education	6,263,928.00	
6962	All Other Services Provided Other PA LEAs	8,312,253.00	
6999	All Other Local Revenues Not Specified	922,892.00	
6000	Total Revenue from Local Sources		18,286,123.00
7000	Revenue from State Sources		
7330	Health Services	6,907.00	
7600	Subsidy for Milk, Lunch and Breakfast Programs	7,739.00	
7820	Revenue for Retirement Payments	1,082,027.00	
7000	Total Revenue from State Sources		1,096,673.00
8000	Revenue from Federal Sources		
8511	Grants (IDEA & NCLB) - Not Spec. (8510 Series)	3,926,481.00	
8512	IDEA, Part B	117,108.00	
8514	NCLB, Title I - Imprv. Acad. Ach. (Disadvantaged)	341,917.00	
8515	NCLB, Title II - Prep/Trng/Recruit. HQ Tchrs/Prin.	7,368.00	
8530	Child Nutrition Program	142,740.00	
8810	Schl Based ACCESS Med Reimb Prog	1,334.00	
8000	Total Revenue from Federal Sources		4,536,948.00

SUMMARY OF GENERAL FUND REVENUES AND OTHER FINANCING SOURCES

	<u>AMOUNT</u>	<u>TOTAL</u>
Revenue from Local Sources	18,286,123.00	
Revenue from State Sources	1,096,673.00	
Revenue from Federal Sources	4,536,948.00	
Other Financing Sources		23,919,744.00

SUMMARY OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES (TOTE)

BY SUBFUNCTIONS

	Amount	Total
1000 Instruction		
1100 Regular Programs - E/S	5,811,257.00	
1200 Special and Gifted Education	2,234,124.00	
1400 Other Instructional Programs - E/S	12,665.00	
		8,058,046.00
2000 Support Services		
2100 Pupil Personnel	██████████	
2200 Instructional Staff	██████████	
2300 Administration	5,895,195.00	
2400 Pupil Health	64,383.00	
2500 Business	1,532,733.00	
2600 Operation & Maintenance of Plant Services	1,266,289.00	
2700 Student Transportation Services	3,753.00	
2800 Central	1,396,113.00	
		15,001,726.00
3000 Operation of Noninstructional Services		
3100 Food Services	184,583.00	
3200 Student Activities	216,548.00	
		401,131.00
TOTAL ACTUAL EXPENDITURES OTHER FINANCING USES		<u><u>23,460,903.00</u></u>

	<u>Total</u>
1000 Instruction	
100 Personnel Services-Salaries	
Total Personnel Services-Salaries	██████████
200 Personnel Services-Employee Benefits	
220 Social Security Contributions	██████████
230 PSERS Retirement Contributions	██████████
240 Tuition Reimbursements	██████████
260 Workmen's Compensation	██████████
290 Other Employee Benefits	██████████
Total Personnel Services-Employee Benefits	██████████
300 Purchased Professional & Technical Services	
Total Purchased Professional & Technical Services	768,974.00
500 Other Purchased Services	
510 Student Transportation Services	67,119.00
550 Printing & Binding	18.00
560 Tuition	216,012.00
580 Travel	2,702.00
590 Miscellaneous Purchased Services	1,477,967.00
Total Other Purchased Services	1,763,818.00
600 Supplies	
610 General Supplies	143,717.00
630 Food	6,213.00
640 Books & Periodicals	106,051.00
Total Supplies	255,981.00
700 Property	
750 Equipment - Original & Additional	67,311.00
Total Property	67,311.00
Total 1000 Instruction	<u>8,058,046.00</u>

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
1100 Regular Programs - E/S				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
230 PSERS Retirement Contributions				
240 Tuition Reimbursements				
260 Workmen's Compensation				
290 Other Employee Benefits				
Total Personnel Services-Employee Benefits				
300 Purchased Professional & Technical Services				
Total Purchased Professional & Technical Services		171,548.00		171,548.00
500 Other Purchased Services				
510 Student Transportation Services		12,448.00		12,448.00
569 Tuition - Other		105,192.00		105,192.00
580 Travel		62.00		62.00
599 Other Misc Purchased Services		95,618.00	1,382,349.00	1,477,967.00
Total Other Purchased Services		213,320.00	1,382,349.00	1,595,669.00
600 Supplies				
610 General Supplies		108,811.00		108,811.00
630 Food		6,124.00		6,124.00
640 Books & Periodicals		93,883.00		93,883.00
Total Supplies		208,818.00		208,818.00
700 Property				
750 Equipment - Original & Additional		59,366.00		59,366.00
Total Property		59,366.00		59,366.00
Total 1100 Regular Programs - E/S		1,534,157.00	4,277,100.00	5,811,257.00

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
1200 Special and Gifted Education				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
230 PSERS Retirement Contributions				
240 Tuition Reimbursements				
260 Workmen's Compensation				
290 Other Employee Benefits				
Total Personnel Services-Employee Benefits				
300 Purchased Professional & Technical Services				
Total Purchased Professional & Technical Services		597,426.00		597,426.00
500 Other Purchased Services				
510 Student Transportation Services		54,671.00		54,671.00
550 Printing & Binding		18.00		18.00
567 Tuition to Approved Private and PA Chartered Schools		110,820.00		110,820.00
580 Travel		2,640.00		2,640.00
Total Other Purchased Services		168,149.00		168,149.00
600 Supplies				
610 General Supplies		34,889.00		34,889.00
630 Food		89.00		89.00
640 Books & Periodicals		12,168.00		12,168.00
Total Supplies		47,146.00		47,146.00
700 Property				
750 Equipment - Original & Additional		7,945.00		7,945.00
Total Property		7,945.00		7,945.00
Total 1200 Special and Gifted Education		2,117,016.00	117,108.00	2,234,124.00

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-4

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
1400 Other Instructional Programs - E/S				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries		██████████		██████████
200 Personnel Services-Employee Benefits				
220 Social Security Contributions		██████████		██████████
260 Workmen's Compensation		██████████		██████████
Total Personnel Services-Employee Benefits		██████████		██████████
600 Supplies				
610 General Supplies		17.00		17.00
Total Supplies		17.00		17.00
Total 1400 Other Instructional Programs - E/S		<u>12,665.00</u>		<u>12,665.00</u>

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-5

1420 Summer School

100 Personnel Services-Salaries

Total Personnel Services-Salaries

200 Personnel Services-Employee Benefits

220 Social Security Contributions

260 Workmen's Compensation

Total Personnel Services-Employee Benefits

Total 1420 Summer School

Elementary

Secondary

Federal

Total

██████████

██████████

██████████

██████████

██████████

██████████

██████████

██████████

██████████

██████████

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-6

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
1450 Instruct. Prog. Outside the Established School Day				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
260 Workmen's Compensation				
Total Personnel Services-Employee Benefits				
600 Supplies				
610 General Supplies		17.00		17.00
Total Supplies		17.00		17.00
Total 1450 Instruct. Prog. Outside the Established School Day		<u>771.00</u>		<u>771.00</u>

	<u>Total</u>
2000 Support Services	
100 Personnel Services-Salaries	
Total Personnel Services-Salaries	██████████
200 Personnel Services-Employee Benefits	
220 Social Security Contributions	██████████
230 PSERS Retirement Contributions	██████████
240 Tuition Reimbursements	██████████
260 Workmen's Compensation	██████████
290 Other Employee Benefits	██████████
Total Personnel Services-Employee Benefits	██████████
300 Purchased Professional & Technical Services	
Total Purchased Professional & Technical Services	1,255,589.00
400 Purchased Property Services	
410 Cleaning Services	101,096.00
420 Utility Services	129,586.00
430 Repairs and Maintenance	145,584.00
450 Construction Services	468,500.00
460 Extermination Services	1,440.00
490 Other Purchased Property Services	31,696.00
Total Purchased Property Services	877,902.00
500 Other Purchased Services	
510 Student Transportation Services	3,753.00
520 Insurance-General	33,859.00
530 Communications	446,414.00
540 Advertising	101,849.00
550 Printing & Binding	114,579.00
580 Travel	105,815.00
590 Miscellaneous Purchased Services	103,560.00
Total Other Purchased Services	909,829.00
600 Supplies	
610 General Supplies	316,058.00
630 Food	192,988.00
640 Books & Periodicals	30,314.00
Total Supplies	539,360.00
700 Property	
750 Equipment - Original & Additional	75,007.00
Total Property	75,007.00
Total 2000 Support Services	15,001,726.00

	<u>Federal</u>	<u>Total</u>
2100 Pupil Personnel		
100 Personnel Services-Salaries		
Total Personnel Services-Salaries		
200 Personnel Services-Employee Benefits		
220 Social Security Contributions		
230 PSERS Retirement Contributions		
260 Workmen's Compensation		
290 Other Employee Benefits		
Total Personnel Services-Employee Benefits		
300 Purchased Professional & Technical Services		
Total Purchased Professional & Technical Services		78,639.00
500 Other Purchased Services		
580 Travel		924.00
Total Other Purchased Services		924.00
600 Supplies		
610 General Supplies		17,134.00
630 Food		1,439.00
Total Supplies		18,573.00
Total 2100 Pupil Personnel		

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
2120 Guidance Services				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
230 PSERS Retirement Contributions				
260 Workmen's Compensation				
290 Other Employee Benefits				
Total Personnel Services-Employee Benefits				
500 Other Purchased Services				
580 Travel		924.00		924.00
Total Other Purchased Services		924.00		924.00
600 Supplies				
610 General Supplies		17,134.00		17,134.00
630 Food		1,439.00		1,439.00
Total Supplies		18,573.00		18,573.00
Total 2120 Guidance Services		756,419.00		756,419.00

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-10

2140 Psychological Services

300 Purchased Professional & Technical Services

Total Purchased Professional & Technical Services

Total 2140 Psychological Services

Elementary

Secondary

Federal

Total

78,639.00

78,639.00

78,639.00

78,639.00

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-11

2160 Social Work Services

100 Personnel Services-Salaries

Total Personnel Services-Salaries

200 Personnel Services-Employee Benefits

220 Social Security Contributions

230 PSERS Retirement Contributions

260 Workmen's Compensation

290 Other Employee Benefits

Total Personnel Services-Employee Benefits

Total 2160 Social Work Services

Federal

Total

████████

████████

████████

████████

████████

████████

████████

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
2200 Instructional Staff				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
230 PSERS Retirement Contributions				
240 Tuition Reimbursements				
260 Workmen's Compensation				
290 Other Employee Benefits				
Total Personnel Services-Employee Benefits				
300 Purchased Professional & Technical Services				
Total Purchased Professional & Technical Services		97,930.00		97,930.00
500 Other Purchased Services				
550 Printing & Binding		11,097.00		11,097.00
580 Travel		49,307.00		49,307.00
599 Other Misc Purchased Services		13,554.00		13,554.00
Total Other Purchased Services		73,958.00		73,958.00
600 Supplies				
610 General Supplies		76,706.00		76,706.00
630 Food		94,629.00		94,629.00
640 Books & Periodicals		30,204.00		30,204.00
Total Supplies		201,539.00		201,539.00
Total 2200 Instructional Staff		3,907,644.00		3,907,644.00

	<u>Federal</u>	<u>Total</u>
2300 Administration		
100 Personnel Services-Salaries		
Total Personnel Services-Salaries		██████████
200 Personnel Services-Employee Benefits		
220 Social Security Contributions		██████████
230 PSERS Retirement Contributions		██████████
240 Tuition Reimbursements		██████████
260 Workmen's Compensation		██████████
290 Other Employee Benefits		██████████
Total Personnel Services-Employee Benefits		██████████
300 Purchased Professional & Technical Services		
Total Purchased Professional & Technical Services		480,085.00
500 Other Purchased Services		
520 Insurance-General		33,859.00
540 Advertising		101,849.00
550 Printing & Binding		103,482.00
580 Travel		43,248.00
590 Miscellaneous Purchased Services		88,927.00
Total Other Purchased Services		371,365.00
600 Supplies		
610 General Supplies		174,332.00
630 Food		93,749.00
640 Books & Periodicals		110.00
Total Supplies		268,191.00
Total 2300 Administration		<u>5,895,195.00</u>

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-14

2350 Legal and Accounting Services

300 Purchased Professional & Technical Services

Total Purchased Professional & Technical Services

600 Supplies

610 General Supplies

Total Supplies

Total 2350 Legal and Accounting Services

Federal

Total

179,685.00

60.00

60.00

179,745.00

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-15

2360 Office Of The Superintendent (Exec Dir.) Svcs.

300 Purchased Professional & Technical Services

Total Purchased Professional & Technical Services

Total 2360 Office Of The Superintendent (Exec Dir.) Svcs.

Elementary

Secondary

Federal

Total

9,799.00

9,799.00

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
2380 Office Of The Principal Services				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
230 PSERS Retirement Contributions				
240 Tuition Reimbursements				
260 Workmen's Compensation				
290 Other Employee Benefits				
Total Personnel Services-Employee Benefits				
300 Purchased Professional & Technical Services				
Total Purchased Professional & Technical Services		290,601.00		290,601.00
500 Other Purchased Services				
520 Insurance-General		33,859.00		33,859.00
540 Advertising		101,849.00		101,849.00
550 Printing & Binding		103,482.00		103,482.00
580 Travel		43,248.00		43,248.00
599 Other Misc Purchased Services		88,927.00		88,927.00
Total Other Purchased Services		371,365.00		371,365.00
600 Supplies				
610 General Supplies		174,272.00		174,272.00
630 Food		93,749.00		93,749.00
640 Books & Periodicals		110.00		110.00
Total Supplies		268,131.00		268,131.00
Total 2380 Office Of The Principal Services		5,705,651.00		5,705,651.00

	<u>Federal</u>	<u>Total</u>
2400 Pupil Health		
100 Personnel Services-Salaries		
Total Personnel Services-Salaries		██████████
200 Personnel Services-Employee Benefits		
220 Social Security Contributions		██████████
230 PSERS Retirement Contributions		██████████
260 Workmen's Compensation		██████████
Total Personnel Services-Employee Benefits		██████████
300 Purchased Professional & Technical Services		
Total Purchased Professional & Technical Services		4,176.00
600 Supplies		
610 General Supplies		1,260.00
Total Supplies		1,260.00
Total 2400 Pupil Health		64,383.00

	<u>Federal</u>	<u>Total</u>
2500 Business		
100 Personnel Services-Salaries		
Total Personnel Services-Salaries		
200 Personnel Services-Employee Benefits		
220 Social Security Contributions		
230 PSERS Retirement Contributions		
240 Tuition Reimbursements		
260 Workmen's Compensation		
290 Other Employee Benefits		
Total Personnel Services-Employee Benefits		
300 Purchased Professional & Technical Services		
Total Purchased Professional & Technical Services		519,403.00
500 Other Purchased Services		
580 Travel		3,815.00
599 Other Misc Purchased Services		945.00
Total Other Purchased Services		4,760.00
600 Supplies		
610 General Supplies		27,819.00
630 Food		2,374.00
Total Supplies		30,193.00
Total 2500 Business		<u>1,532,733.00</u>

	<u>Elementary</u>	<u>Secondary</u>	<u>Federal</u>	<u>Total</u>
2600 Operation & Maintenance of Plant Services				
100 Personnel Services-Salaries				
Total Personnel Services-Salaries				
200 Personnel Services-Employee Benefits				
220 Social Security Contributions				
230 PSERS Retirement Contributions				
260 Workmen's Compensation				
290 Other Employee Benefits				
Total Personnel Services-Employee Benefits				
400 Purchased Property Services				
410 Cleaning Services				101,096.00
420 Utility Services				129,586.00
430 Repairs and Maintenance				133,789.00
450 Construction Services				468,500.00
460 Extermination Services				1,440.00
490 Other Purchased Property Services				31,696.00
Total Purchased Property Services				866,107.00
500 Other Purchased Services				
580 Travel				2,401.00
Total Other Purchased Services				2,401.00
600 Supplies				
610 General Supplies		6,533.00		6,533.00
630 Food				427.00
Total Supplies				6,960.00
700 Property				
750 Equipment - Original & Additional				71,753.00
Total Property				71,753.00
Total 2600 Operation & Maintenance of Plant Services				<u>1,266,289.00</u>

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-20

	<u>Federal</u>	<u>Total</u>
2700 Student Transportation Services		
500 <u>Other Purchased Services</u>		
515 St Trans - Public Carriers		3,753.00
Total Other Purchased Services		3,753.00
Total 2700 Student Transportation Services		<u>3,753.00</u>

	<u>Federal</u>	<u>Total</u>
2800 Central		
100 <u>Personnel Services-Salaries</u>		
Total Personnel Services-Salaries		
200 <u>Personnel Services-Employee Benefits</u>		
220 Social Security Contributions		
230 PSERS Retirement Contributions		
240 Tuition Reimbursements		
260 Workmen's Compensation		
290 Other Employee Benefits		
Total Personnel Services-Employee Benefits		
300 <u>Purchased Professional & Technical Services</u>		
Total Purchased Professional & Technical Services		75,356.00
400 <u>Purchased Property Services</u>		
430 Repairs and Maintenance		11,795.00
Total Purchased Property Services		11,795.00
500 <u>Other Purchased Services</u>		
530 Communications		446,414.00
580 Travel		6,120.00
599 Other Misc Purchased Services		134.00
Total Other Purchased Services		452,668.00
600 <u>Supplies</u>		
610 General Supplies		12,274.00
630 Food		370.00
Total Supplies		12,644.00
700 <u>Property</u>		
750 Equipment - Original & Additional		3,254.00
Total Property		3,254.00
Total 2800 Central		<u>1,396,113.00</u>

	<u>Federal</u>	<u>Total</u>
3000 Operation of Noninstructional Services		
100 Personnel Services-Salaries		
Total Personnel Services-Salaries		██████████
200 Personnel Services-Employee Benefits		
220 Social Security Contributions		██████████
260 Workmen's Compensation		██████████
290 Other Employee Benefits		██████████
Total Personnel Services-Employee Benefits		██████████
300 Purchased Professional & Technical Services		
Total Purchased Professional & Technical Services		8,114.00
500 Other Purchased Services		
510 Student Transportation Services		3,555.00
570 Food Service Management	142,740.00	157,635.00
580 Travel		660.00
590 Miscellaneous Purchased Services		5,416.00
Total Other Purchased Services	142,740.00	167,266.00
600 Supplies		
610 General Supplies		48,992.00
630 Food		402.00
Total Supplies		49,394.00
700 Property		
750 Equipment - Original & Additional		12,500.00
Total Property		12,500.00
Total 3000 Operation of Noninstructional Services	<u>142,740.00</u>	<u>401,131.00</u>

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:57

DETAIL OF GENERAL FUND EXPENDITURES AND OTHER FINANCING USES

Page EXP-23

	<u>Federal</u>	<u>Total</u>
3100 Food Services		
500 Other Purchased Services		
570 Food Service Management	142,740.00	157,635.00
Total Other Purchased Services	142,740.00	157,635.00
600 Supplies		
610 General Supplies		14,448.00
Total Supplies		14,448.00
700 Property		
750 Equipment - Original & Additional		12,500.00
Total Property		12,500.00
Total 3100 Food Services	<u>142,740.00</u>	<u>184,583.00</u>

	<u>Federal</u>	<u>Total</u>
3200 Student Activities		
100 Personnel Services-Salaries		
Total Personnel Services-Salaries		██████████
200 Personnel Services-Employee Benefits		
220 Social Security Contributions		██████████
260 Workmen's Compensation		██████████
290 Other Employee Benefits		██████████
Total Personnel Services-Employee Benefits		██████████
300 Purchased Professional & Technical Services		
Total Purchased Professional & Technical Services		8,114.00
500 Other Purchased Services		
510 Student Transportation Services		3,555.00
580 Travel		660.00
599 Other Misc Purchased Services		5,416.00
Total Other Purchased Services		9,631.00
600 Supplies		
610 General Supplies		34,544.00
630 Food		402.00
Total Supplies		34,946.00
Total 3200 Student Activities		216,548.00

(PRINCIPAL AMOUNTS ONLY)

ALL GOVERNMENTAL FUND TYPES	Short-Term Borrowing	General Obligation Bonds	Authority Building Obligations	Other Long-Term Debt	Other Post Employment Benefits (OPEB)	Compensated Absences	Total
1 Debt at Beginning of Fiscal Year				42,076			42,076
2 Additional Debt Incurred During Year				97,206			97,206
3 Retirements and Repayments				33,299			33,299
4 Debt at End of Fiscal Year				105,983			105,983
5 Accreted Interest at End Of Fiscal Year							
6 Total Debt and Accreted Interest				105,983			105,983
7 Current Portion P&I - Due within 1 year				31,461			31,461
8 Interest Paid during current fiscal year				8,686			8,686

(PRINCIPAL AMOUNTS ONLY)

ALL PROPRIETARY FUND TYPES	Short-Term Borrowing	General Obligation Bonds	Authority Building Obligations	Other Long-Term Debt	Other Post Employment Benefits (OPEB)	Compensated Absences	Total
1 Debt at Beginning of Fiscal Year							
2 Additional Debt Incurred During Year							
3 Retirements and Repayments							
4 Debt at End of Fiscal Year							
5 Accreted Interest at End Of Fiscal Year							
6 Total Debt and Accreted Interest							
7 Current Portion P&I - Due within 1 year							
8 Interest Paid during current fiscal year							

Total Principal and Interest Payments Made by Your School - All Funds
 (Include Payments From All Funds)

TOTAL DEBT SERVICE PAYMENTS

Function	Fund		Principal (910)	Principal (920)	Interest (830)	Total (Principal + Interest)	Miscellaneous Other Uses (990)
5110	10	General					
5110	20	Special Revenue					
5110	30	Capital Projects					
5110	40	Debt Services					
5120	10	General					
5120	20	Special Revenue					
5120	30	Capital Projects					
5120	40	Debt Services					
Total Debt Payments - Governmental Funds			<hr/> <hr/>				
5110	50	Enterprise					
5110	60	Internal Service					
5120	50	Enterprise					
5120	60	Internal Service					
Total Debt Payments - Proprietary Funds			<hr/> <hr/>				

Bond Detail

Governmental Funds

Debt Category	Debt Issue Date (MM/YYYY)	Principal Amounts Only				Current Portion Due Within One Year (Principal and Interest)	Interest Paid During Fiscal Year
		Debt at Beginning of Fiscal Year	Additions	Reductions / Repayments	Debt at End of Fiscal Year		
Other Long Term Debt/Liabilities		42,076	97,206	33,299	105,983	31,461	8,686
Totals for Debt Entered:		42,076	97,206	33,299	105,983	31,461	8,686

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:35:59

Bond and Other Debt Listing

Page Bonds-2

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:36:00

Tuition Schedule (TUIT)

Page SCHED-25

Tuition Paid to Other LEAs During Fiscal Year

Tuition Reported in General Fund Expenditures 1000-560
 Purchased Services in General Fund Expenditures 1000-594 and 1000-597

Amount

216,012.00

Total

216,012.00

Tuition Paid to Institution Types During Fiscal Year

- 1 1306 Institutions
- 2 Institutionalized Children's Programs
- 3 Juveniles incarcerated in adult facilities
- 4 Residential Treatment Facilities
- 5 Other Local Education Agencies
- 6 Brick and Mortar Charter Schools
- 7 Cyber Charter Schools
- 8 Career and Technology Centers
- 9 Approved Private Schools
- 10 PA Chartered Schools for the Deaf and Blind
- 11 Private Residential Rehabilitative Institutions
- 12 Juvenile detention centers
- 13 Special Program Jointures
- 14 Other Tuition Not Included Elsewhere In This Section

Tuition Paid For
Nonspecial Education

Tuition Paid For
Special Education

110,820.00

105,192.00

Total Amounts Paid to Institutions

105,192.00

110,820.00

DO NOT INCLUDE FEDERAL EXPENDITURES

FUNCTION-OBJECT	ELEMENTARY	SECONDARY	TOTAL
1100-322			
1100-323			
1100-324			
1100-329		171,548.00	171,548.00
Total 320		171,548.00	171,548.00
1200-322			
1200-323			
1200-324			
1200-329		597,426.00	597,426.00
Total 320		597,426.00	597,426.00
1300-322			
1300-323			
1300-324			
1300-329			
Total 320			
2200-322			
2200-323			
2200-324			
2200-329		97,930.00	97,930.00
Total 320		97,930.00	97,930.00
2400-322			
2400-323			
2400-324			
2400-329		4,176.00	4,176.00
Total 320		4,176.00	4,176.00
2450-322			
2450-323			
2450-324			
2450-329			
Total 320			
2900-322			
2900-323			
2900-324			
2900-329			
Total 320			

I. Student Transportation Services for Educational Field Trips

II. Student Transportation Services for Student Activities

III. Rental of Vehicles for Student Transportation Services

IV. Capital Reserve (Special Revenue) Fund

Include only district-owned transportation expenditures paid from State or local money.
DO NOT include federal expenditures or payments to contract service providers.
Contracted transportation services should not be recorded on this schedule.

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:36:01

General Fund Encumbrance Schedule (ENCU)

Page SCHED-28

Function	Object	Amount	Function	Object	Amount	Function	Object	Amount
----------	--------	--------	----------	--------	--------	----------	--------	--------

NOTE: Only reimbursable encumbrances will be included in your Actual Instructional Expense calculation.

PR/Award # U282M150038

Page e1226

TOTAL ENCUMBRANCES:

2013-2014 PDE-2057 Annual Financial Report - 06/30/2014 Fiscal Year End

School: 126510002 Mastery CHS - Lenfest Campus

County: Philadelphia

Printed 12/17/2014 6:36:01

Adjustments Schedule (ADJU)

Fund 30 Only

Page SCHED-29

NOTE: Report expenditures that are paid out of the special revenue fund and/or capital project fund that would be considered reimbursable if they were made from the general fund. See Instructions.

PR/Award # U282M150038

NOTE: You Must Complete This Schedule If You Desire A Certified Restricted Indirect Cost Rate

Expenditures considered allowable indirect costs for the listed functions, and a brief explanation of those expenditures.

Function	Indirect Costs (General Fund Only)	Termination or Leave Payout Salaries Object 115	Explanation
2300			General Audit expenditures only
2310			Business Manager expenditures coded to 2310**
2500	1,532,733.00		Business Support Services
2830			
2840	1,392,859.00		Data Technology Costs
Total	2,925,592.00		

** Function 2310 should only be used to report Business Manager related expenditures if the Business Manager also holds the position of Board Secretary.

All Termination/Leave Payout Salaries	
Function-Object	Amount
1000-115	
2000-115	
3000-115	
Total	

On the schedule below, report the amount of expenditures by fund for the functions and objects listed. These expenditures are considered (1) unallowable as indirect costs and must be eliminated from the indirect cost calculation, (2) included in the base for allocation, or (3) are allowable as indirect costs but are not reported in the Annual Financial Report. All other expenditures used in the Indirect Cost Rate Computation are reported in the Annual Financial Report.

General Fund Expenditures	
Function-Object	Amount
1000-322	
1000-323	
1200-594	
1200-597	
2300-820	
2500-432	
2500-810	
2900-595	
2900-596	
2990-899	

Food Costs: Cafeteria or General Fund	
Function-Object	Amount
3100-571	157,635.00
3100-630	

LEA acknowledges there are no 2990-899 pass thru funds to report.

FUNCTION	SPECIAL EDUCATION	NONSPECIAL EDUCATION	TOTAL
2120 Guidance Services			
2140 Psychological Services			
2150 Speech Pathology And Audiology Services			
2160 Social Work Services			
2260 Instruction and Curriculum Development Services			
2350 Legal and Accounting Services			
2420 Medical Services			
2440 Nursing Services			
2700 Student Transportation Services			
TOTAL			

**Benefits for Staff Relative to
Collective Bargaining Agreements**

	OBJECT	COVERED	NOT COVERED	TOTAL
10 General Fund	211 Medical Insurance			
	212 Dental Insurance			
	215 Eye Care Insurance			
	216 Prescription Insurance			
	271 Self-Insurance Medical Health Benefits			
	272 Self-Insurance Dental Health Benefits			
	275 Self-Insurance Eye Care Health Benefits			
	276 Self-Insurance Prescription Health Benefits			
	FUND TOTAL			
50 Enterprise Fund	211 Medical Insurance			
	212 Dental Insurance			
	215 Eye Care Insurance			
	216 Prescription Insurance			
	271 Self-Insurance Medical Health Benefits			
	272 Self-Insurance Dental Health Benefits			
	275 Self-Insurance Eye Care Health Benefits			
	276 Self-Insurance Prescription Health Benefits			
	FUND TOTAL			
60 Internal Service Fund	211 Medical Insurance			
	212 Dental Insurance			
	215 Eye Care Insurance			
	216 Prescription Insurance			
	271 Self-Insurance Medical Health Benefits			
	272 Self-Insurance Dental Health Benefits			
	275 Self-Insurance Eye Care Health Benefits			
	276 Self-Insurance Prescription Health Benefits			
	FUND TOTAL			
TOTAL FOR ALL FUNDS				

LEA acknowledges there is no Self Insurance data to report.

PR/Award # U282M150038

LEA acknowledges there were no ARRA funded expenditures

<u>General Fund Expenditures: Functions</u>	1000	2000	3100	3200	3300	4000	Object Total
100 Personnel Services-Salaries							
200 Personnel Services-Employee Benefits							
300 Purchased Professional & Technical Service							
400 Purchased Property Services							
500 Other Purchased Services							
600 Supplies							
700 Property							
810 Dues And Fees							
820 Claims and Judgments Against the LEA							
890 Miscellaneous Expenditures							
Total GF Expenditures: Functions							

<u>General Fund Expenditures: Sub Functions</u>	1500	1600	1700	2280	2450	2750	Object Total
100 Personnel Services-Salaries							
200 Personnel Services-Employee Benefits							
300 Purchased Professional & Technical Service							
400 Purchased Property Services							
500 Other Purchased Services							
600 Supplies							
700 Property							
810 Dues And Fees							
820 Claims and Judgments Against the LEA							
890 Miscellaneous Expenditures							
Total GF Expenditures: Sub Functions							

<u>Enterprise Fund Expenses</u>	Fund 51	Funds 52-58	Account Total
100 Salaries			
200 Employee Benefits			
300 Purchased Professional and Technical Servi			
400 Purchased Property Services			
500 Other Purchased Service			
600 Supplies			
700 Property			
810 Dues and Fees			
820 Claims and Judgments Against the LEA			
890 Other Operating Expenditures			
Total Enterprise Fund Expenses			

PR/Award # U282M150038

PSERS Salary Data (School Districts Only)

Amount Description	Amount
Total Salary Base for salaries subject to PSERS withholding	
Total Federally Funded salaries subject to PSERS withholding	

Title I Expenditure Data (School Districts and Charter Schools)

Amount Description	Amount
Expenditures Funded with Current Title I Funds	341,917.00
Expenditures Funded with Carry over Title I Funds	
Total Title I Expenditures	341,917.00

Title I ARRA Amount (School Districts and Charter Schools)

Amount Description	Amount
Portion of Total Title I Expenditures funded with ARRA Title I	

Federal Revenues as reported in the General Fund Revenue Detail

Non-ARRA Revenue

Federal Revenue: 8110-8690, 8810-8830	4,536,948.00	
Federal Pass Thru Revenue: 6831, 6832, 6839	0.00	
Total Non-ARRA Federal Revenue		4,536,948.00

ARRA Revenue

Federal ARRA BEF Revenue: 8708	0.00	
Federal ARRA Edujobs Revenue: 8709	0.00	
Federal ARRA Revenue: 8701-8707, 8721-8799	0.00	
Federal ARRA Pass Thru Revenue: 6833-6836	0.00	
Total ARRA Federal Revenue		0.00

Total Federal Revenue		4,536,948.00
------------------------------	--	--------------

Federal Expenditures: as reported in the General Fund Expenditure Detail (Federal Column)

Function 1000	4,394,208.00	
Function 2000	0.00	
Function 3000	142,740.00	
Function 4000	0.00	
Function 5000	0.00	
Total Federal Expenditures reported in General Fund		4,536,948.00

APPENDIX H: ADDITIONAL INFORMATION

I. Instructional Standards	Page 2
II. Teacher Handbook (2014-2015)	Page 7
III. Mastery 3.0 Management Overview	Page 102
IV. Mastery 3.0 Academic Model Overview	Page 112
V. Mastery Value Add System Reference Guide & Sample Teacher Report	Page 120
VI. Mastery Network Support Team & School Organizational Charts	Page 132
VII. Internal Analytics Resources	Page 134
VIII. School District of Philadelphia School Progress Report User Guide & FAQs	Page 139
IX. Pennsylvania Department of Education School Performance Profile	Page 170
<ul style="list-style-type: none">• Executive Summary• FAQs• SPP Score Report	
X. Board Membership	Page 188
<ul style="list-style-type: none">• Mastery Charter School Boards, Pennsylvania• Mastery Charter High School Board, Pennsylvania• Mastery Schools of Camden, New Jersey	
XI. Mastery School Level Program Summary & Principles	Page 189
XII. 2015 Principal & Assist. Principal Instruction Management Routines	Page 194
XIII. Admissions & Enrollment Policies	Page 196

Instructional Standards 2014-15

Student Work: Over time, students are successfully engaging in varied, rigorous, aligned, teacher-designed/selected academic activities and practice. Through examining several work samples over the course of a report period, including in-class and at home assignments, it's apparent that students are being held to a rigorous bar and are moving closer to or achieving that bar as the report period progresses. To determine the level of expectations for students or the degree of student growth on aligned, relevant assignments, multiple examples must be gathered to obtain sufficient evidence.

Strand	Description	Outstanding
STUDENT GROWTH	Evidence of appropriate student growth over time. Over the course of the observation window, individual students' work products are increasing in accuracy, sophistication and depth. Students demonstrate increasing independence in class (designing own note structures, using resources to work through problems, etc.) and out of class (preparing ahead of time for class activities, prioritizing studying and reviewing when needed, etc.).	<p>All students are making exceptional growth over time. Some students have an especially steep trajectory – surpassing expectations. All growth is concrete, measurable and often exceeding grade level, course, or IEP-driven expectations. Students are effectively completing projects and assignments that require significant out of class work and independent pursuit.</p> <p>Teacher designs assignments that ensure student practice is rigorous and meaningful. Practice often requires students to make authentic connections and applications of content.</p>
SIGNIFICANT PRACTICE	In class and out of class assignments are built to ensure significant practice, application and/or preparation.	
EXPLANATION REQUIRED	Teacher designs student work that requires students to explain, justify and support answers and, ultimately, demonstrate conceptual understanding (math explanation, text evidence, observational evidence).	
RIGOROUS WORK	A significant portion of students are engaging in grade/course appropriate Common Core level rigor in their work. Student work requires students to apply learning to different contexts (i.e. basic computation, word problem and error analysis; class novel and cold read) and use multiple skills and layered knowledge.	

Rigorous Instruction: In class, students are constantly engaged, challenged and carrying the vast majority of the cognitive load. Teacher is making purposeful moves to ensure students are learning and building a deeper, more nuanced, more conceptual understanding of the content. The teacher ensures each part of the lesson structure is rigorous and effectively capitalizes on student in-class experiences to increase conceptual understanding.

Strand	Description	Outstanding
INCREASINGLY SOPHISTICATED STUDENT RESPONSE	Students' answers become more accurate and detailed through teacher prompting and clear expectations. Students are using accurate and precise academic and content specific language in a variety of contexts.	<p>Student talk is a significant and effective driver of student learning. Students consistently agree with, disagree with, add on to, challenge and question peer comments in authentic ways. In student conversations, kids stay focused on a single idea and develop it before jumping to another idea. Students effectively debate ideas, consider alternate views and prompt each other to provide justification, rationale and evidence for ideas. Often, students drive and facilitate the conversation, monitoring equal participation, critiquing own and class' dialogue productivity.</p> <p>Teacher expertly executes the lesson structures, making modifications and adjustments based on best practices and a research informed approach. Teacher ensures each portion of the structure accomplishes its intended goal.</p> <p>Teacher facilitates learning expertly, ensuring that student conceptual understanding builds and deepens throughout the course of class. Teacher strategically selects the most appropriate, effective and efficient method to solidify student understanding including effectively asking strategic, pointed and nuanced questions and selecting the most appropriate student examples to examine. Teacher ensures students can apply the content across multiple settings – truly able to generalize their knowledge.</p> <p>Teacher content expertise is obvious. S/he is able to bring in additional resources, make nuanced connections in class, and expertly design/modify lessons to drive student understanding.</p> <p>Over time, the teacher purposely builds student independence and ownership of learning by increasing student ability to facilitate conversations, debate with peers, use resources to solve misunderstanding and support other students.</p>
THINK AND DO	Students are actively learning through hands on practice, in depth engagement with material and student centered learning for a bulk of the lesson. Students are grappling with and working through difficult material to make connections, build conceptual understanding and internalize content.	
ACCOUNTABLE TALK	Students are often engaged in teacher and student facilitated discussion that is structured, productive, and academically focused. When in academic discussions, students frequently and productively respond to and build upon the responses of their peers.	
RIGOROUS LEARNING OUTCOME	The daily lesson is driving towards new learning of a concept or skill that is appropriate and rigorous for students both individually and as a group.	
RIGOROUS and FOCUSED QUESTIONING	Teacher asks specific, high level and open ended questions that are purposefully driving towards exemplar responses from students. Teacher questioning facilitates students' ability to make meaning and build understanding of important and relevant content, information and/or connections.	
EFFECTIVE STRUCTURE	Lesson structure is effectively executed with the spirit of each portion maintained. <i>See content specific structure descriptions.</i>	
ACCURATE CONTENT	Content presented is accurate and aligned to a conceptual approach. Teachers are consistently using precise and accurate academic and content specific language throughout the lesson.	
SOLIDIFY STUDENT LEARNING	At necessary points in the lesson, teacher uses questioning, error analysis, focused class discussion, student presentation, teacher explanation or other method to illuminate and clarify relevant and aligned content, information or connections.	

Classroom Culture: Teacher creates a student-centered classroom culture that values individuals, builds respectful relationships and ensures students are gaining non cognitive skills alongside academics. Teacher actively builds student self-esteem, self-efficacy and a growth mindset through explicit instruction, reinforcement and highlighting persistence. The teacher focuses on creating a strong, academically focused community of students that support each other and are invested in their collective success.

Strand	Description	Outstanding
ON BOARD	Students are not only compliant, but they are engaged in, focused on, and participating in the task at hand. Students follow class norms and expectations.	<p>The students' persistence, determination, and dedication to achievement are clear, both for themselves and their classmates. Every student is actively engaged in the lesson and participating multiple times throughout class. Students demonstrate curiosity and authentic excitement about the content and course, and about academic pursuit in general.</p> <p>Students are joyful. The classroom is a place where students want to be – feeling connected, engaged, valued and excited. Students feel part of a positive caring community and interact with each other and the teacher as such.</p> <p>Student academic leadership is apparent in and a driver of classroom structures, interactions and the flow of the lesson. Students take significant responsibility for their learning and the learning of their classmates by asking questions, pursuing additional practice/support and effectively helping classmates. If the teacher is occupied or absent, the class essentially runs itself – students ensure academic focus of their peers and that learning is not interrupted or lost for the day.</p> <p>Student voice and ownership are visible in many aspects of the classroom. Students are able to influence classroom structures, curriculum, and assignments in ways that maintain rigor but build investment and relevance.</p> <p>The teacher strategically cultivates a pervasive message of hard work and academic grit through every student interaction to inspire students to work hard. The teacher uses individualized strategies (by student and/or cohort) to constantly invest every student in his/her ability to succeed, thereby building intrinsic motivation.</p>
PRODUCTIVE INTERACTIONS	Student interactions with peers and adults are productive – interactions facilitate a learning environment. Interactions are positive – students are positive, supportive and respectful.	
STUDENT LEADERSHIP	Students have authentic and meaningful responsibilities in the classroom that ensure the productivity and functioning of the community and student ownership of learning (i.e. class jobs, discussion leaders, teaching/supporting peers, selecting content or texts, etc.)	
CULTURE OF PERSISTENCE	Students are grappling with difficult work, comfortable to struggle and persist through difficult material. Students express a desire to take on challenges and a belief in their ability to tackle anything. Students are taking ownership for their learning by asking questions, accessing resources, and working to uncover support, ideas, approaches and answers.	
URGENT EFFICIENCY	Teacher ensures communications regarding expectations and directions are incredibly clear, efficient and easy to follow. Teacher minimizes time for transition and transaction and manages the class in a way that maximizes instructional time.	
HOLD HIGH EXPECTATIONS	Teacher communicates and maintains high expectations for student behavior through positive praise when students are meeting expectations and redirection (anonymous reminder, quick word, etc.) when students are not meeting expectations. When sharing expectations, teacher often provides logical, efficient and community centered rationale (i.e. affective statements) for academic and behavior expectations and redirections.	
RAPPORT	Teacher is comfortable and confident in his/her interactions with students – always modeling positive and respectful interactions. Teacher builds strong individual relationships with all students. Teacher engages with and learns about individual students, their culture, family, background and experiences.	
BUILD MINDSET	Teacher proactively and purposefully teaches and reinforces student mindset around self-efficacy and growth mindset. Teacher promotes and praises student struggle, persistence, confidence and independence. Teacher is pushing students along the college continuum, increasing expectations of student ownership of their own learning.	

ENGAGING APPROACH	Teacher takes into account student interest, culture, background and experiences when preparing and executing instruction. Teacher presents materials and activities with genuine enthusiasm about the content and the assignment.	<p>Recent exemplary student work is on display and frequently used in lessons and conversation to push the bar higher and reinforce the notion that hard work equals success.</p> <p>Instructional time is clearly precious and valued. Every teacher and student action is purposeful, necessary, efficient, and conveys a sense of urgency. Students and teachers believe they can achieve great things and are doing everything possible to do so.</p>
CREATE SOCIAL BELONGING	Teacher creates and maintains an inclusive classroom community that values and respects all students. Communication with individual students and with the whole class consistently creates a safe, welcoming community/classroom culture.	
CLASSROOM ENVIRONMENT	Teacher’s classroom physically reflects a focus on students, student achievement, building student mindset and creating a sense of belonging. Wall displays recognize individual students and their successes. Academic displays are useful and intentional. Classroom is clean and organized.	

Responsive and Individualized: Teacher responds effectively to data in the moment, adjusting course by selecting specific student examples, asking pointed questions, highlighting common misconceptions, re teaching struggling students and other immediate responses. Teacher is also adept at using data from informal and formal assessments to select and plan for the most relevant learning goals, activities and approaches for upcoming lessons and units. Finally, teacher is transparent with student achievement data, using it, alongside individual and class goals around that data, to invest and motivate students.

Strand	Description	Outstanding
GOAL ORIENTED	Students can articulate their current performance, strengths and areas of growth in the class content. Students are aware of and invested in individual goals and can articulate how they can move closer to achieving those goals.	<p>Students receive robust and frequent verbal and written feedback on assignments, projects, classwork and verbal responses. Students are consistently expected to adjust and improve their contributions and assignments based on that feedback by rewriting, retesting, redesigning, restating, etc. Because of the strength and consistency of feedback, students are acutely aware of and invested in their progress on report period, semester, and year-long goals and are doggedly determined to meet those goals. Students articulate a nuanced self-awareness about their understanding of the course content.</p> <p>Students embody an inclusive culture – supporting peers’ different needs with moral and academic support. The classroom is a place where students and teacher recognize that equity is ensuring all students get the support they need to be successful.</p> <p>Teacher expertly designs and executes lessons, assignments and assessments that provide multiple opportunities to gauge content prerequisite knowledge, misconceptions, and misunderstandings leading to an incredibly nuanced and detailed understanding of every student’s strengths, weaknesses and progress. In the moment, the teacher uses that information to be nimble and responsive in the day’s lesson – creating small groups, reteaching, adjusting, changing examples, creating activities, etc. on the fly.</p> <p>Future lesson plans and the unit plan as a whole is adjusted and modified regularly based on reliable assessment data – often addressing individual or small group need. The teacher is able to change course responsively, but also maintains regular differentiation structures given the typical needs of the students.</p>
SETS GOALS	Teacher sets individual student and class academic goals, communicates progress and conveys urgency.	
GATHERS DATA	Teacher constantly checks for student understanding of all concepts explored and presented. Teacher gathers and tracks student information from CFUs daily through effective questioning, observation, conferencing and student work review.	
USES DATA NOW	Teacher uses qualitative and quantitative student data gathered during the lesson to drive questioning, student work selection, individual student support, and the pace of the lesson. Teacher makes adjustments based on lesson progression and student understanding throughout the lesson.	
STUDENT FEEDBACK	Teacher provides written and verbal feedback to students that is frequent, authentic, meaningful and drives a change in student action both during the lesson and throughout the report period. <i>Gather data in class and through portfolio examples.</i>	
STUDENT SUPPORT	Teacher provides additional student support and attention for consistently struggling students. (i.e. office hours, extra practice, peer support, etc.). <i>Gather data through teacher conversation.</i>	
PLANNED DIFFERENTIATION	Teacher uses data from prior lessons during the course of the report period to proactively design differentiation strategies (i.e. small groups, scaffolded assignments, extension activities, etc.) to ensure the majority of students move towards content mastery and beyond. Supports and structures do not undermine the purpose of the lesson.	
PACING	Pacing is appropriate – neither dragged out nor rushed, with time for closure and student reflection on learning outcomes. Teachers work to maximize instructional time.	
ASSESSMENT	Teacher designs and administers appropriate, efficient, informative, authentic and aligned formative assessments to gather relevant and frequent data about student understandings, misconceptions and skills. <i>Gather data by reviewing assessment examples.</i>	



Mastery Charter Schools
Excellence. No Excuses.

MASTERY CHARTER SCHOOLS PA EMPLOYEE HANDBOOK 2014-15

AUGUST 2014

TABLE OF CONTENTS

Welcome to the Mastery Charter Schools Community.....	8
Mission	9
Values	9
Mastery 3.0 – Vision and Principles	10
Human Resources.....	11
Time Off Policies and Procedures.....	11
10½ Month Staff	11
12Month Staff.....	12
Requesting Time Off.....	14
Absences.....	14
Call Out Procedures.....	14
School Closings	15
Leave of Absence Policies.....	15
Americans with Disabilities Act (ADA).....	24
Ultipro – Human Resources Information System.....	25
How to Login To the System.....	25
System Uses.....	26
Who do I contact if I need help?	26
Payroll Procedures.....	26
Payroll Calendar.....	26
Employment Documentation Requirements	27
Taxes and Deductions.....	28
Employment Separation	29
At-will Employment	29
Employment Status Categories	30
Employment of Minors.....	31
Work Hours.....	31
Overtime.....	31
Benefits.....	32

Eligibility	32
Creative Benefits	32
Domestic Partnerships.....	33
Medical and Dental Insurance.....	33
Vision Insurance	33
Flexible Spending.....	33
Transit Account.....	34
Parking Account.....	34
Disability and Life Insurance.....	34
Voluntary Short-term Disability and Life Insurance	34
Employee Assistance Program	35
COBRA.....	35
Retirement Programs	35
Tuition Reimbursement.....	36
General Human Resources	36
Changes to Personal Data, Taxes, and Direct Deposit.....	36
Regulatory Requirements.....	36
Request to Review Personnel Files.....	37
Contracts and Offer Letters.....	37
Job Postings and Transfers	37
Certification and Highly Qualified Status	38
Overview.....	38
Definitions	38
Submitting Certification/HQT Documents	38
Mastery Charter Schools Policies	39
Student Policies	39
Transportation of Students	39
Confidentiality	39
Student Lockers	40
Reporting Suicide or Personal Safety Concerns	40
Administration of Medication to Students.....	40

Relationships with Students	40
Child Abuse Reporting Policy.....	40
General Policies	41
Open-Door Policy.....	41
Grievance Policy	41
Nondiscrimination Policy (Equal Employment Opportunity Employer).....	42
Policy against Harassment and Retaliation	42
Policy against Sexual Harassment	42
Fraternization Policy.....	43
Alcohol and Drug Policy.....	44
Non-Smoking Policy.....	44
Violence in the Workplace.....	44
Professional Dress and Appearance.....	45
Conflict of Interest.....	45
No-Solicitation/No-Distribution	45
Political Activities.....	45
Family Educational Rights and Privacy Act (FERPA)	46
Immigration Act Compliance Procedures.....	46
PA Code of Professional Practice and Conduct for Educators.....	47
Corporal Punishment.....	47
Professional Misconduct	47
Whistleblower Policy	48
School Property and Equipment.....	49
Social Media Policy	49
Technology Policies	49
Technology and Business Equipment.....	49
Laptops And Desktops	50
Cell Phones and Smart Phones.....	50
Photocopiers.....	51
Other Business Equipment	51
Data Storage and Backups.....	51

Voicemail	51
Limited Rights of Use.....	52
No Expectation of Privacy.....	52
Internet and E-mail Etiquette	52
Computer, Device, and Internet Use.....	52
Responsibility For Use and/or Misuse.....	53
Equipment Return Policy	54
Teaching at Mastery Charter Schools.....	55
Professional Development and Feedback	55
Instructional Standards	55
Instructional Standards and Teacher Feedback	56
Mastery Charter Schools Teacher Coaching Model	56
Staff Training and Collaboration.....	57
Benchmark Assessment Manual	58
Beyond the Classroom.....	60
Academic Program	60
Elementary Academic Program	60
Secondary Academic Program.....	61
Assessment.....	61
Report Cards, Grades and Attendance Reporting	62
Honor Roll.....	63
Course Credit and Credit Recovery	63
Student Culture Programs	64
The Mastery Charter Schools Core Values and Code of Conduct	64
The Road to College.....	64
Individual Rewards and Consequences	64
Dean Referrals	65
Additional Culture Systems	65
Special Education and Specialized Services.....	68
Student Achievement above All	68
Confidentiality	68

Mastery Charter Schools’ Case Management Model.....	68
Functional Behavior Assessments and Positive Behavior Support Plans	69
Parent Contact.....	69
Health Related Information.....	70
English Language Learners (ELL).....	70
Student Assistance Program (SAP)	72
Performance Based Teacher Advancement System.....	73
Overview.....	73
Advancement Criteria.....	74
Reviews.....	75
Performance Category Guidelines.....	75
End-of-Year Decision Guidelines	77
Teacher Incentive Fund	78
Contracts (10½ Month Staff Members).....	78
Appeals of Salary Determination.....	79
Performance Improvement Plan	79
Process.....	79
Outcomes	79
Teacher Load and Compensation.....	80
Overview of Contracted Loads	80
Additional ‘On Time’ Compensation	80
Additional Caseload Compensation	80
Additional Preps	80
Other Additional Compensation.....	81
Higher Education	81
Teacher Leaders.....	81
Grade Team Lead.....	81
Extra-Curricular.....	81
Internal class coverage	81
Saturday school	82
Summer school	82

School Leaders, Culture, College, Support	82
Mastery Charter Schools Management Model	82
Overview.....	82
Advancement Criteria.....	82
Reviews.....	83
Performance Categories and Expectations	83
Decision Making	84
Appeal/Review Process	85
Appendix.....	86
Appendix 1: Management Standards.....	86
Appendix 2: Salary Scale - Mastery’s Management Model.....	93
Appendix 3: Salary Scale – Teacher Advancement System	94
Appendix 4: School Calendar.....	95

WELCOME TO THE MASTERY CHARTER SCHOOLS COMMUNITY

Together, we will ensure that all students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams. We believe that educational inequity is the most pressing social problem facing our country—the civil rights issue of our day. Mastery Charter Schools exists to solve the problem. We believe it is imperative that every child receives a quality, college-preparatory education. With your support, Mastery Charter Schools is creating a network of exceptionally high performing urban schools that demonstrate that all students—not just those attending selective schools—can succeed and achieve academically. Our purpose is to raise the bar for urban education and prompt system changes. We live by our motto: “Excellence. No Excuses.”

We are relentlessly committed to student achievement. We know that all students can and must achieve. Our expectations are high and our timeline is aggressive. We use clear measures to determine achievement. When we fail, we own it and look to develop better and more effective methods. We constantly explore new strategies to increase our effectiveness. We know that high expectations must be matched by high and efficient support. We are united by our shared mission, the urgency of the calling and our relentless pursuit of academic achievement for all. Our program is distinct in several ways. Most importantly, our employees are outstanding and relentlessly committed to student achievement.

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

MISSION

We do whatever it takes to meet our MISSION.

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

VALUES

Our actions are supported by our VALUES.

- 1. Student Achievement -- Above All**
Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success.
- 2. We Serve**
We serve students and their families first. Our business is their success.
- 3. The High Road**
We do the right thing. We are fair and treat folks with respect.
- 4. Grit**
Our students' futures are at stake – we don't give up. We do more with less. If it doesn't work, we fix it. We find a way.
- 5. Joy and Humor**
Our positive, caring culture supports student and staff success. We like fun. We love to laugh.
- 6. Straight Talk**
We face reality, communicate honestly and respectfully, and hold each other accountable.
- 7. Open Doors**
Everybody is welcome to talk to anybody. We are open and transparent.
- 8. Continuous Improvement**
We seek a better way – always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis.
- 9. One Team**
We are in this together. We may disagree, but at the end of the day, we support each other 100%.

MASTERY 3.0 – VISION AND PRINCIPLES

Vision:

Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for post-secondary success

Principles:

1. Pitch High

We believe our students are brilliant and capable of rigorous work. Instruction is based on materials and concepts that require students to stretch.

2. Think & Do

Mastery instruction requires students to think and carry the cognitive load. Learning is active, enabling students to construct meaning and develop deep understanding of difficult and engaging material.

3. Joy!

Our schools are joyful places. Students shine because they experience wonder, express themselves, and feel connected to their school community. Student learning is joyful and engaging, student centered and authentic.

4. Cultural Context

We believe that culture, race, and identity strongly influences how we teach, students learn, and the school community interacts. We believe the cultures of our students and families are a source of strength and opportunity. Staff are aware and responsive to culture and individual identities, and so are better equipped to connect with and engage our students.

5. Preparation

Intellectual preparation, planning, & practice drives quality instruction. Teachers develop an in-depth understanding of lesson content and the nuances of lesson delivery. We allocate time and provide structure for teachers to collaboratively learn content, rehearse, and plan.

6. Leaders Proactively Impact Instruction

We believe the role of school leaders is to work directly with teachers on planning and instruction. Leaders are curricular experts and content knowledgeable. Leaders support instruction in real time.

7. Build Mindset

School culture, discipline, SEL programming, and support systems are designed to teach students to act responsibly and make good decisions. We balance structure and independence. We intentionally create community and provide opportunities for students to lead.

8. Responsive & Individualized

Teachers meet individual student’s needs by constantly gathering qualitative and quantitative data about student learning and use that data to inform and individualize instruction.

HUMAN RESOURCES

TIME OFF POLICIES AND PROCEDURES

All full-time, salaried employees are eligible for paid time off depending on the individuals’ position type below.

10½ Month Staff

Type of Time Off	10 ½ Month Staff and ASLs	Bank and Rollover Policy
Personal Time	56 Hours (accrual rate is 5.33 hours per month)	On August 15 th of each year, employee banks are reset. Personal hours may be rolled over or cashed out at 50%. Employee personal banks shall not exceed 112 hours at any one time. Employees starting after August 15 th will receive a prorated vacation bank at the rate of 5.33 hours/month. Employees may use time before they are accrued; however, if the employee utilizes hours before they are accrued, and terminates employment, the payment for these hours will be taken out of the last paycheck before departure. If an employee exhausts all personal time in his/her bank, further personal requests should be designated as unpaid time off.
Vacation Time	Pre-Scheduled Winter Break, Spring Break, and Summer Break (no additional vacation days)	N/A
Holidays*	See school calendar for exact dates	For the 2014-15 school year, MCS will not be closed in observance of the first day of Rosh Hashanah. All full-time employees are eligible for an additional 8 hours of paid time off to use in observance of a religious holiday not observed by MCS during the 2014-15 school year. See Religious Holiday Hours policy below.

**Eligible, salaried full-time employees will receive a paid day off for each school-observed holiday, where the holiday falls on a workday. Specific school schedules distributed at the beginning of each school year identify the calendar for the year, the number of school days to be worked by teachers and administrative staff plus any additional school scheduled breaks.*

***Employees can view their 10½ month/12 month status in employment contract.*

12Month Staff

Type of Time Off	12 Month Staff	Bank and Rollover Policy
Personal Time	<p align="center">56 Hours (accrual rate is 4.67 hours per month)</p>	<p>On August 15th of each year, employee banks are reset. Personal hours may be rolled over or cashed out at 50%. Employee personal banks shall not exceed 112 hours at any one time. Employees starting after August 15th will receive a prorated vacation bank at the rate of 4.67 hours/month. Employees may use time before they are accrued; however, if the employee utilizes hours before they are accrued, and terminates employment, the payment for these hours will be taken out of the last paycheck before departure. If an employee exhausts all personal time in his/her bank, further personal requests should be designated as unpaid time off.</p>
Vacation Time	<p align="center">88 Hours (accrual rate is 7.33 hours per month)</p> <p align="center">Pre-Scheduled Winter Break, Spring Break, and week-long Summer Break</p>	<p>On August 15th of each year 12 month staff vacation banks are reset to accrue 88 hours per year. Employees may rollover up to 40 unused vacation hours from the previous year. All other unused hours from the previous year will be lost. Employees starting after August 15th will receive a prorated vacation bank at the rate of 7.33 hours/month. Employees may use hours before they are accrued; however, if the employee utilizes hours before they are accrued, and terminates employment, the payment for these hours will be taken out of the last paycheck before departure. If an employee exhausts all vacation time in his/her bank, further vacation requests should be designated as unpaid time off. Employee vacation time banks may not exceed 128 hours and unused vacation hours cannot be cashed out.</p>
Holidays*	See school calendar for exact dates	<p>For the 2014-15 school year, MCS will not be closed in observance of the first day of Rosh Hashanah. All full-time employees are eligible for an additional 8 hours of paid time off to use in observance of a religious holiday not observed by MCS during the 2014-15 school year. See Religious Holiday Hours policy below.</p>

**Eligible, salaried full-time employees will receive a paid day off for each school-observed holiday, where the holiday falls on a workday. Specific school schedules distributed at the beginning of each school year identify the calendar for the year, the number of school days to be worked by teachers and administrative staff plus any additional school scheduled breaks.*

Personal Hours

Personal hours are intended to provide for time off in cases of personal/family emergency and sickness. If the personal time is not for emergency or health purposes, staff must request the personal day in advance and must receive approval from his/her supervisor. Mastery Charter Schools retains the right to request verification, deemed satisfactory to Mastery Charter Schools, from a licensed health care provider for all unplanned absences of more than two consecutive days due to illness. If requested personal time is longer than 5 days, you will need to notify your manager 30 days in advance. Once allotted personal hours are exhausted, employees will not be permitted to request paid *personal* time off - any request for time off after an employee has exhausted all available leave, should be designated as unpaid time off and still must be approved by a manager. All Employees should adhere to their individual schools' absence policy.

Examples of Personal Time (not limited to)

Appropriate Use of Personal Hours	Inappropriate Use of Personal Hours
Annual doctor's appointment	Day before or after a vacation
Settling on a new house	School opening delay

Employees may use time before it is accrued; however, if the employee utilizes time before it is accrued and terminates employment, the payment for these hours will be taken out of the last paycheck before departure. Vacation time is not accrued during any unpaid leave of absence period. Should employment with Mastery Charter Schools end at either the employee or employer's discretion, employees who do not have signed contracts shall receive the value of accrued vacation hours at their current daily rate in their final pay check. Those who renege on a signed contract prior to its start or leave during a contract period will not be paid the value of their accrued vacation or personal time. Once allotted vacation hours are exhausted, employees will not be permitted to request paid *vacation* time off – any request for time off after an employee has exhausted all available leave, should be designated as unpaid time off.

Religious Holiday Hours

For the 2014-15 school year, Mastery Charter Schools will not be closed in observance of the first day of Rosh Hashanah as the day will be a typical instructional day for the school year. Recognizing that this Holiday will now be a workday for all employees, including those who observe Rosh Hashanah, all full-time employees will be eligible for an additional eight (8) hours of paid time off to use in observance of a religious holiday, including Rosh Hashanah and other religious holidays not observed by Mastery. The eight hours must be used in one (1) occurrence (i.e., cannot request 4 hours on one date and the remaining 4 on another, etc.) Employees who would like to take time off in observance of a religious holiday must request time off by notifying his/her supervisor in advance (at least thirty days before the requested date) and entering the time off request in UltiPro (must include the religious holiday in the subject of your request for time off). Failure to give advance notice to your supervisor may result in the time off request being denied. The eight hours of paid time off for religious holidays must be used by the end of the school year. Unused religious holiday time will not be cashed out and will not rollover into the following school year.

12 Month Staff Vacation

Vacation time with pay is available to eligible regular full-time employees in certain employment classification(s). Each employee is notified in their offer letter as to the amount of paid vacation time to be received each year. Generally, full time administrative (12 month employees) receive 88 vacation hours per year, which must be taken in compliance with Mastery Charter Schools' vacation policy. Vacation time must be

requested in advance and must receive approval from the supervisor via Ultipro notification. If requested vacation is longer than 5 days, you will need to notify your manager 30 days in advance.

On August 15th of each year, eligible employees' vacation bank is reset to provide 88 new hours on an accrued basis. Up to a maximum of 40 unused hours from the previous year may be rolled over to the next year with a total vacation day bank of 128 hours in one year. All other unused days from the previous year will be forfeited. Employees starting after August 15th will receive a prorated vacation bank at the rate of 7.33 hours/month.

Employees may use time before it is accrued; however, if the employee utilizes time before it is accrued and terminates employment, the payment for these hours will be taken out of the last paycheck before departure. Vacation time is not accrued during any unpaid leave of absence period. Should employment with Mastery Charter Schools end at either the employee or employer's discretion, employees who do not have signed contracts shall receive the value of accrued vacation hours at their current daily rate in their final pay check. Those who renege on a signed contract prior to its start or leave during a contract period will not be paid the value of their accrued vacation time. Once allotted vacation hours are exhausted, employees will not be permitted to request paid *vacation* time off – any request for time off after an employee has exhausted all available leave, should be designated as unpaid time off.

REQUESTING TIME OFF

All time off requests are entered through the Ultipro system (described below). Each school manages the process differently, so employees should speak with the Director of Operations at their campus for the specific policies and procedures. Please review the user manual on the homepage of Ultipro carefully which details how to request time off.

ABSENCES

All employees are expected to work on a regular and consistent basis, completing their regularly scheduled hours per week. Excessive absenteeism (more time than allotted in personal bank and not covered by FMLA) may result in disciplinary action, up to and including termination. Disciplinary action taken because of absenteeism will be considered on an individual basis, following review of the employee's absence and overall work record and legal issues as appropriate.

Any employee (teacher or administrative) who does not personally call each day and receive manager approval for time off or report to work for two consecutive workdays, beyond allotted personal time, will be considered to have voluntarily resigned from employment at Mastery Charter Schools. If an administrator or manager experiences this situation with an employee, he/she should contact the Director of Human Resources immediately.

A leave of absence for purposes of vacation, personal leave, military or jury duty, or other planned absence, are further described in this manual.

CALL OUT PROCEDURES

When preparing for a non-emergency day off, employees request time off in Ultipro to be approved by the Assistant Principal or Principal (please follow school procedure). Once the request is approved, the instructor may be requested to contact a substitute service provider. Instructors are strongly encouraged to give 3 days'

advance notice. This allows the school to prepare for the absence and increase the likelihood that a substitute instructor will be assigned.

In the event of an emergency absence, employees must contact the Director of Operations (or school designated emergency contact). Employees are strongly encouraged to call as soon as possible. If the APO does not answer, it is expected that the employee will leave a message indicating the employee’s name, contact information, reason for calling out, and date of return. Upon returning to work, the employee submits a “Time Off Request” in Ultipro to be approved by the designated approver.

Examples of Teacher Call Outs (not limited to)

Non-Emergency Day Off	Emergency Day Off
Settling on a house	Sick (you or your family)
Preparing for wedding, vacation, other significant life event	Death in family (covered under Bereavement Policy)

SCHOOL CLOSINGS

In the event of snow closing, Mastery Charter Schools will make an independent decision regarding the closing schools. Often, Mastery follows the Philadelphia School District closing policy, but students and staff should wait for an official announcement from Mastery Charter Schools regarding the official stance.

In the event of heat closing, Mastery Charter Schools vary. Please see your school specific information insert to determine if your school closes when the Philadelphia School District closes for heat.

Should a Mastery school close for any reason, we communicate closing information on our website (www.masterycharter.org). In the event of a school closing, employees can also tune to 6ABC, Fox29, CBS3, and KYW radio 1060 for information.

At times, emergencies such as severe weather, as mentioned above, fires, power failures, or national emergencies, can disrupt school operations. In extreme cases, these circumstances may require the closing of schools. When operations are officially closed due to emergency conditions, the time off from scheduled work will be paid. If an emergency closing has not been authorized, employees who fail to report for work will not be paid for the time off.

LEAVE OF ABSENCE POLICIES

Family Medical Leave

It is the policy of Mastery Charter Schools to comply with all Federal and State requirements and laws governing leave under the 1993 Family and Medical Leave Act (FMLA). The purpose of the Act is to help balance the demands of the workplace with the needs of families by allowing eligible employees to take up to 12 weeks of unpaid, job-protected leave for specific family emergencies such as serious illness or the birth of a child.

Reasons for Leave

All employees who meet the applicable time-of-service requirements may be granted a total of twelve (12) weeks of unpaid leave (during any 12-month period) for the following reasons:

- the birth of a child and to care for the newborn child within one year of birth;

- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of his or her job;
- any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" or
- Twenty-six workweeks (26) of leave during a single 12-month period to care for a covered service member with a serious injury or illness who is the spouse, son, daughter, parent, or next of kin to the employee (military caregiver leave).

Eligibility

To be eligible for family and medical leave, an employee must have worked for Mastery Charter Schools for at least 365 days (12 months) and have contributed 1,250 hours of service. Under the federal act, an eligible employee can take up to 12 weeks of leave during any 12-month period. Mastery Charter Schools will measure the 12-week (or 26-week) period backward from the 1st date an employee uses any leave under this policy. Each time an employee takes leave, the amount of leave will be subtracted from the 12 (or 26) weeks of available leave, and the balance remaining will be the amount the employee is entitled to take. Please note that periods of Pregnancy Leave and Parental Leave count against an employee's 12 (or 26) weeks of FMLA leave entitlement. More information can be found at <http://www.dol.gov/index.htm>.

Same employer limitation

A husband and wife or domestic partners who are eligible for FMLA leave and are employed by the same covered employer are limited to a combined total of 12 weeks of leave during a rolling 12-month period if the leave is taken to care for the employee's parent with a serious health condition, for the birth of the employee's son or daughter or to care for the child after the birth, or for placement of a son or daughter with the employee for adoption or foster care or to care for the child after placement. If one spouse or domestic partner is ineligible for FMLA leave, the other spouse or domestic partner would be entitled to a full 12 weeks of FMLA leave. Where the husband and wife or domestic partners both use a portion of the total 12-week FMLA leave entitlement for either the birth of a child, for placement for adoption or foster care, or to care for a parent, the husband and wife or domestic partners would each be entitled to the difference between the amount he or she has taken individually and 12 weeks for FMLA leave for other purposes. For example, if each spouse or domestic partner took six weeks of leave to care for a parent, each could use an additional six weeks due to his or her own serious health condition or to care for a child with a serious health condition. If leave is taken for other reasons, such as the employee's own serious health condition or to care for a child with a serious health condition, the husband and wife or domestic partners can each use up to 12 weeks of leave individually.

For employees not eligible for leave under the Family and Medical Leave Act, Mastery Charter Schools will review business considerations and the individual circumstances involved before leave may be granted. Employees not eligible are those who have worked less than a year or less than 1,250 hours in the previous 12 months or those that have exhausted all of their FMLA.

Leave Schedules

Medical leave for an employee's serious health condition or to care for a family member with a serious health condition may be taken intermittently or on a reduced leave schedule if medically necessary; in all other situations, FMLA leave may not be taken intermittently or on a reduced leave schedule unless agreed to by

Mastery Charter Schools. When approved leave is intermittent or on a reduced leave schedule, the employee may be placed temporarily in an alternative assignment that better accommodates the need for such leave.

Special Rules for Schools

The FMLA provides special rules for certain types of local educational agencies. Because of the special and important relationship school teachers have with students and the need for continuity of the teaching process in classrooms, the FMLA has two special rules applicable to instructional personnel as noted below:

20% Rule for Intermittent/Reduce Schedule Leave

When a teacher needs intermittent or reduced schedule FMLA leave, there is a potential interruption of and lack of continuity in the instructional process. There are special rules for this situation if the leave time requested represents more than 20% of the total number of working days over the period of time the leave will be taken. Under these circumstances, there are 2 available options:

- Take FMLA leave for a period of a particular duration, not greater than the planned treatment if employer can accommodate or
- The employee can transfer temporarily to an available alternative position for which the employee is qualified.

Leave at the End of an Academic Term

FMLA regulations provide that leave taken for a period that ends with the school year and begins the next semester is considered consecutive leave, not intermittent leave. Because the employee would not have been required to report to work during summer vacation, that period of time is not counted against an employee's leave entitlement.

Example: MCS' last day of school is June 20th. If an employee delivers their child and begins their FMLA 6 weeks prior to the last day of school, they are entitled to use their remaining 6 weeks of FMLA at the start of the next school year.

When a teacher or instructional employee takes FMLA leave and is expected to return just prior to the end of an academic term, testing, grading and other end-of semester issues can become problematic. The FMLA has special rules for instructional personnel that dictates that Mastery Charter Schools can require that the leave continue to the end of the term. The additional leave time required by the MCS will not count against the employee's FMLA entitlement.

Leave during School Breaks

Because the employee would not have been required to report to work during scheduled school breaks i.e. winter break/spring break, that period of time is not counted against an employee's leave entitlement. Employees will not receive regular pay for the breaks that fall during their leave but will be paid according to leave pay guidelines under parental leave and short-term disability.

Example: If an employee begins their FMLA in March and it extends through May, the one week of spring break will not count against the 12 weeks of FMLA that they are entitled to, nor will they receive one week of regular pay for spring break.

Use of Paid Time Off (PTO) during Leave

Employees who are eligible for a leave of absence are required to use available/accrued personal and/or vacation time during the unpaid portion of their leave of absence period. This amount is paid out in a lump sum payment in accordance with our bi-weekly pay schedule corresponding with your last day worked.

FMLA OUTSOURCING

Creative Benefits (CBI) administers Mastery Charter Schools FMLA Administration for all campuses. CBI partners with Mastery Charter Schools to administer FMLA leave and their services will include:

- Coordination of FMLA and disability claim paperwork
- Review and approval of all FMLA leave requests
- Written communication of FMLA approval or denial
- Tracking of FMLA time used
- Submission of disability claim forms to carriers as required including any claim paperwork required for state mandated leave
- Coordination of medical re-certification as required
- Facilitation of return to work notifications
- Assistance with claim appeals

FMLA LEAVE PROCESS

Requests for FMLA leave may be facilitated in one of two ways:

- **Scenario 1:**
 - Mastery Charter Schools employee notifies CBI directly that they will be out of work due to an accident or illness for three (3) or more consecutive days. A Claim Intake Form will be sent to Human Resources for completion in order to initiate the FMLA and/or STD claims process.
- **Scenario 2:**
 - Mastery Charter Schools employee notifies Human Resources that they will be out of work or are already absent due to an accident or illness for three (3) or more consecutive days. A Claim Intake Form will be completed by Human Resources with the information required to initiate the FMLA and/or STD claims process and forwarded to CBI.

If Mastery Charter Schools Employee Is Not Eligible for FMLA:

1. The CBI Leave Specialist will prepare the Notice of Eligibility and Rights & Responsibilities explaining that the employee is Not Eligible for FMLA and mail to employee's home address. In some cases letters will be sent via e-mail if the employee agrees to this method of communication and provides an appropriate e-mail address.

****Note:** Under FMLA guidelines, an employee who is not eligible for FMLA at the time a leave commences may become eligible during their leave. In this instance the balance of their leave will be designated as FMLA leave. **(This is commonly referred to as mid-stream eligibility)**

If Mastery Charter Schools Employee Is Eligible for FMLA:

1. The CBI Leave Specialist will provide to the employee:
 - Written confirmation of eligibility

- Notice of Eligibility and Rights & Responsibilities
- Certification of Health Care Provider Form

Confirmation of FMLA eligibility will be communicated within 2 business days and forms will be provided to the employee within 5 business days as per FMLA guidelines. For Military Leave, CBI will accept deployment orders and/or other official communication from the U.S. Military. *A call to Military Service is assumed if the President declares a National Emergency.*

Mastery Charter Schools employee will be notified that they must return the completed Certification of Health Care Provider Form within 15 calendar days. CBI Leave Specialist will follow up if forms have not been received within the allowed timeframe to determine if additional time is needed due to extenuating circumstances. If the employee does not respond to our inquiry within 7 calendar days past the original due date, the FMLA leave request will be denied. In the event forms are received and approved after a denial notification has been sent, CBI will issue another communication confirming FMLA eligibility.

2. Upon receipt and approval of the Certification of Health Care Provider Form, CBI will send the MCS employee an approval letter designating approval of FMLA leave. The letter will include the qualifying reason, dates of approval and leave duration. If state leave applies, this will also be included in the notification.
3. **Military Documentation** - If a Mastery Charter Schools employee is requesting leave due to a family member's active duty or call to active duty, he/she must provide proof of the family member's call-up or active duty status. The documentation may be a copy of the military orders or other military communication. If an employee is requesting leave to care for an injured or ill service member, he/she must provide proof of the injury and the need for care. This documentation may be military medical information, orders for treatment or other military communication that states that the service member is unable to perform their military duties.
4. **Benefit Coverage During Leave** - During a period of family, medical or military leave, an employee will be retained on MCS's health plan(s) under the same conditions that applied before leave commenced. MCS shall continue to pay premiums during family, medical or military leave. However, the employee is responsible to pay their portion of health insurance premiums, if applicable. Employees are also responsible for payment of all other voluntary benefit deductions normally withheld from their pay during leaves. If the employee fails to return to work after the expiration of the leave, the employee will be required to reimburse MCS for payment of any unpaid health insurance or other premiums paid during leave. While on paid FMLA, an employee will continue to pay their portion of the premiums through payroll deduction. While on unpaid FMLA, the employee will reimburse Mastery Charter Schools when they return to work. An employee is not entitled to the accrual of any seniority or employment benefits that would have accrued if not for the taking of leave. An employee who takes family and medical leave will not lose any seniority or employment benefits that accrued before the date leave began. While on unpaid leave of absence an employee will not accrue any leave time or receive Holiday pay.
5. **Restoration To Employment** - An employee eligible for family medical or military leave - with the exception of those employees designated as "highly compensated employees" - will be restored to his or her former position or to a position with equivalent pay, benefits, and other terms and conditions of employment. Mastery Charter Schools cannot guarantee that an employee will be returned to his or her original job. A determination as to whether a position is an "equivalent position" will be made by Mastery Charter Schools.

6. **Return From Leave** – Employees returning from leave for their own serious health condition or birth must present a *Fitness for Duty/Return to Work Certification Form*. It must be presented to the Human Resources Department **BEFORE** returning to the work location. Return to work notices will be coordinated with the CBI Leave Specialist prior to an employee’s return from leave. No employee shall be allowed to return to work without such form to full or partial duty. Employees taking leave for a family member must notify the CBI Leave Specialist so they can provide notification to the Human Resources Department when they no longer require leave or when they resume regular work hours.

7. **Failure To Return From Leave** -The failure of a Mastery Charter Schools employee to return to work upon the expiration of a family, medical or military leave of absence will subject them to immediate termination unless an extension is granted or in certain cases where a continued disability exists. An employee who requests an extension of family, medical or military leave due to the continuation or recurrence of their own health condition or their family member, must submit a request for an extension in writing to the CBI Leave Specialist who will then communicate the request to Human Resources. This written request must be made at least two (2) weeks prior to the expiration of the FMLA. If an employee fails to make the written request for an extension of the FMLA, the employee will be expected to return to work at the end of the expiration date of FMLA and if the employee does not return to work, he/she will be terminated. Extensions will not be granted for more than 30 days, except as required by law. If an employee cannot return to work after an extension, he/she will be terminated from employment. Once an employee is able to work and has a clearance from a healthcare provider, the employee may apply for any current open positions for which he/she may qualify.

8. **Failure to meet the terms of this policy** may lead to disciplinary action, up to and including termination of employment.

9. **Below is an example of Mastery Charter Schools’ FMLA Maternity Leave policy:**

Example of FMLA Maternity Approved Pay (case by case basis)*

Week	Short Term Disability Pay	Mastery Charter Schools Pay
1	0%	100%
2	60%	0%
3	60%	0%
4	60%	0%
5	60%	0%
6	60%	0%
7	0%	Unused Vacation/Personal Days
8	0%	Unused Vacation/Personal Days
9	0%	0%
10	0%	0%
11	0%	0%
12	0%	0%

**Payable weeks are subject to adjustment depending on the leave scenario. These times are dependent upon approval from the disability insurance carrier.*

***During the five day waiting period for Short Term Disability, the employee may use PTO in order to be paid. The employee should then enter their days in to Ultipro, as though they are requesting time off.*

Break Time for Nursing Mothers

In accordance with The Patient Protection and Affordable Care Act (“Affordable Care Act of March 2010”), MCS provides reasonable break time for an employee to lactate for her nursing child for one year after the child’s birth each time such employee has need to lactate. MCS has also designated private space at each campus for nursing mothers. Employees in need of using such space should contact the Director of Operations at the MCS Campus for information on reserving the space when needed. For questions about this policy, please contact Human Resources at hr@masterycharter.org.

Parental Leave

In addition to FMLA leave, all Employees who have worked with MCS for at least 90 days are eligible to take up to 5 days paid leave immediately after the birth or adoption of a child. This paid leave can be used in addition to the employee’s accrued sick and vacation leave, which need not be taken first.

For employees who are also eligible for FMLA leave, any period of parental leave shall count towards the employees’ FMLA entitlement of 12 weeks (see above). Subject to the terms, conditions, and limitations of the applicable plans, MCS will continue to provide health insurance benefits for the full period of the approved family leave. If an employee is requesting Parental Leave, they should contact Human Resources.

Adoption Leave

Employees who are in the process of adopting a child and meet the criteria below are eligible for the following adoption leave policy:

- Employee has worked for Mastery Charter Schools for at least 12 consecutive months as of the date the adoption leaves begins
- Employee meets the Family and Medical Leave Act (FMLA) criteria for a leave to adoption
- Employee can certify that he/she is the primary caregiver for the adoptive child—the child must be under the age of 18 on the date the leave begins

** If both adoptive parents work for MCS, only one may be designated as the primary caregiver.

This paid adoption leave does not apply to an employee adopting a blood relative or the child of the employee’s spouse or other member of the employee’s household.

Upon the adoption of a child, the FMLA entitles the primary caregiver to a leave for up twelve (12) consecutive weeks. Provided that the FMLA leave is taken immediately upon the placement of the child in the employee’s home, the employee will receive a lump sum payment representing 5 weeks paid at 60%. This payment is to help defer the cost of adoption.

In addition to the adoption payment, employees are eligible for Parental Leave (please refer to above policy).

As the adoption leave is to be taken in conjunction and concurrently with FMLA, employees must complete a Family Medical Leave Act Request form, which will be coordinated by Creative Benefits (CBI). Mastery’s employees are expected to provide as much advance notice to their supervisor and human resources as is possible. If leave is foreseeable, Mastery Charter Schools asks that the request be made at least 30 days prior to the expected leave period to allow for planning of coverage in the employee’s department or school.

Please refer to the FMLA policy for more information regarding procedure.

Creative Benefits Inc. FMLA Team	
Telephone	
Confidential Fax	
Pamela Rauch	
Kelly Fitzgerald	

Bereavement Leave

Employees who wish to take time off for bereavement due to the death of an immediate family member should notify their supervisor immediately and provide documentation (copy of obituary, note from Funeral Home) supporting the need for leave. The employee shall be entitled to days off for bereavement as follows:

- Up to five (5) days off with no loss of salary or benefits for spouse (licensed or common law), domestic partner, mother, father, parent surrogate/guardian, mother-in-law, father-in-law, child, step child, adopted child, sibling (brother and sister)
- Up to three (3) days off with no loss of salary or benefits for an employee’s relative who is not an immediate family member (such as, grandparents, grandchildren, niece/nephew, cousin, uncle, brother/sister-in-law).

Military Leave

A military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). If an employee is a member of the Reserve Corps of the U.S. Armed Forces or the state National Guard, the employee is eligible to take a military leave of absence without pay if required to go on active duty or active duty training. However, employees may use any available paid time off for the absence. To help Mastery Charter Schools cover the position while the employee is on leave, the employee must notify the supervisor and the Human Resources Department of the expected date of departure and, where possible, the employee’s return as soon as orders are received. If the employee is returning from active duty, the employee must apply for reinstatement within 31 days after being released from military duty or that employee will be considered to have resigned.

Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible. Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed or a comparable one depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

Sabbatical Leave

If an opportunity arises for an employee to work or undertake a special project pertaining to his/her career growth, such as continued education, international teaching experience, etc., the employee may request up to a 12 month leave of absence.

Applicants must communicate their desire to take a Sabbatical during the Mid-Year Review period of the current school year and their plan to return during the End of Year Review period of the upcoming school year.

Applicants must have been employed full-time by Mastery Charter Schools for at least five years and must meet the following criteria (to be determined at the discretion of the employee's manager):

- The employee's work performance is superior
- The employer deems that there are acceptable resources and adequate coverage available during the employee's absence
- The employee provides a detailed description and documentation of the leave opportunity
- The employee understands and accepts that this is a leave without pay
- The employee has not taken an unpaid leave of absence in the prior two years

No more than one employee per calendar year per campus may be granted a work sabbatical.

If the manager and the employee agree to all of the above conditions, then the following items should be discussed and the Work Sabbatical Leave Form completed, signed, and sent to Human Resources:

- The employee can opt to continue his/her health benefits for the agreed-upon time period if he/she pays the entire premium to the company. The company will make the payments to the various insurance carriers on the employee's behalf. If the employee elects to continue his/her benefits, the company will notify each carrier in writing of the employee's leave of absence.
- If electing to continue his or her benefits, the employee must submit a check representing the full monthly payment, made payable to Mastery Charter Schools, no later than the 15th of each month. Failure to submit payment will cause the employee's benefits to end immediately.
- Employees choosing to continue their benefits must understand that the benefit coverage is for opportunities within the location where they live and work. If the work sabbatical takes them to another city/state, then the coverage does not include being treated in that new location and the rules of the employee's health plan apply.
- Employees who opt to discontinue their benefits must understand that, upon their return to work, they will be treated as new employees as they reenroll.
- Once the time period for a work sabbatical is agreed upon in writing, it cannot be extended without a written request for extension and approval by the manager and Human Resources. If it is shortened, prior notice to the supervisor also is required. The total leave taken may not exceed one year.
- The employee and supervisor agree and understand that the position will remain open and available when the employee returns. Should the employee fail to return to work at the end of the agreed period of time, the position will be terminated.

***This leave is not intended to be an extension of FMLA, STD/LTD and/or any other current benefit provided by Mastery Charter Schools. This policy does not constitute a guarantee of continued employment. Rather, employment with Mastery Charter Schools is on an "at will" basis.*

Jury Duty

Mastery Charter Schools encourages employees to fulfill their civic responsibilities by serving jury duty when required. All regular, full-time staff members will be paid their regular salary. Therefore, all payable checks received from the courts must be turned over to the Mastery Charter Schools. They can be handed to your Director of Operations or Human Resources. Part-time employees will not be paid for time away from work serving jury duty. Therefore, all payable checks received from the courts are for the employee to keep. Employees must show the jury duty summons to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Employees are expected to report for work whenever the court schedule permits. Time off for jury duty does not count against a full-time employee's accrued personal or vacation time banks. If your jury duty is more than 5 consecutive days, please contact Human Resources.

Workers Compensation

Employees are occasionally injured on the job or suffer from work-related illnesses. This entitles the employee to workers' compensation through his or her employer. The workers' compensation system provides employees with wage replacement and medical treatment that typically supply the employees with up to 66% of their wages. The steps to follow when a work injury occurs are as follows:

1. Report incident to manager immediately. If serious injury and medical attention is needed, go to closest hospital emergency room.
2. The employee or their manager should report incident to the APO immediately.
3. The employee or their manager should document the incident using the Workers Comp Form and send to the appropriate Human Resources Manager who will follow-up with the employee.
4. The Human Resources Manager will inform the employee of the treating physician panel (also found on the UltiPro homepage) and have them sign the "Rights and Duties" form which indicates:
 - a. The duty to obtain treatment for work-related injuries and illnesses from one or more of the designated health care providers for 90 days from the date of the first visit to a designated provider.
 - b. The right to seek emergency medical treatment from any provider, but subsequent nonemergency
 - c. Treatment shall be by a designated provider for the remainder of the 90-day period.
 - d. The right to have all reasonable medical supplies and treatment related to the injury paid for by your employer as long as treatment is obtained from a designated provider during the 90day period.
 - e. The right, during this 90-day period, to switch from one designated health care provider to another designated provider.
 - f. The right to seek treatment from a provider if you are referred to that provider by a designated provider.
 - g. The right to an additional opinion from a provider of your choice when invasive surgery is prescribed by the designated provider.
 - h. The right to seek treatment or medical consultation from a non-designated provider during the 90-day period, but the services shall be at your expense for the applicable 90 days.
 - i. The right to seek treatment from any health care provider after the 90-day period has ended.
5. The duty to notify your employer of treatment by a non-designated provider (after the 90 day period) within 5 days of the first visit to that provider. The employer may not be required to pay for treatment rendered by a non-designated provider prior to receiving this notification. The Human Resources Manager will report the work injury to the Insurance Company and provide the employee with the claim number and insurance contact information.
6. Once the employee is confirmed to be returning to work, the Human Resources Manager will provide the employee with a job offer letter detailing their return. The employee and Human Resources Manager will confirm the details with the employee's manager.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act, known as the ADAAA, are federal laws that require employers with 15 or more employees to not discriminate against applicants and individuals with disabilities and, when needed, to provide reasonable accommodations to applicants and employees who are qualified for a job, with or without reasonable accommodations, so that they

may perform the essential job duties of the position. An accommodation may include a change to the work environment or to the way in which a job is usually performed.

Mastery Charter Schools will reasonably accommodate qualified individuals with a disability so that they can perform the essential functions of a job unless doing so causes a direct threat to these individuals or others in the workplace and the threat cannot be eliminated by reasonable accommodation and/or if the accommodation creates an undue hardship to Mastery Charter Schools.

All employees are required to comply with the Mastery's safety standards. Current employees who pose a direct threat to the health and/or safety of themselves or other individuals in the workplace will be placed on appropriate leave until an organizational decision has been made in regard to the employees' immediate employment situation.

Eligibility:

An employee has a disability if he or she has an impairment that substantially limits one or more major life activities or a record of such an impairment. **"Substantially limits" under the ADAAA has been broadened to allow** someone with an impairment to be "regarded as" having a disability, even without the perception that the impairment limits a major life activity, provided that the impairment does not have an actual *or expected* duration less than or equal to six months.

The ADAAA provides examples of **"major life activities,"** including "caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, and the operation of a major bodily function, such as functions of the immune system, normal cell growth and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions."

The steps to requesting a reasonable accommodation are as follows:

1. Contact Human Resources with your request for accommodation
2. Complete the **Accommodation Medical Certification Form** (this form must be completed by the employee and the employee's physician). Return completed form to Human Resources
3. Human Resources will review and determine eligibility

ULTIPRO – HUMAN RESOURCES INFORMATION SYSTEM

HOW TO LOGIN TO THE SYSTEM

- Go to <https://EW32.UltiPro.com>
 - **There is also an icon on your desktop.**
- Your login information is as follows:
 - **Username: Mastery Email Address (ex. jane.doe@masterycharter.org)**
 - **Password: Your Birthdate in this format – MMDDYYYY (ex. 01151981)**
 - *You will be asked to change your password immediately upon logging in the first time.*
 - **KEEP YOUR CHOSEN PASSWORD HANDY!**
- **If you have any trouble logging into the system, please send an email to the Director of Operations at your school or email support@masterycharter.org.**

NOTE: If you have worked at multiple campuses, you will have a choice of campuses when you first log in – choose your CURRENT campus.

SYSTEM USES

There are user manuals on the home page when you log into the system.

- Viewing Personal Information
 - Pay history and paystubs, W-2’s, taxes, direct deposit, address, key dates, and more
- Changing Personal Information
 - Direct Deposit, W-4 (taxes), Address and Personnel Information
- Requesting Time-Off (for non-emergency time-off)
- Viewing your time-off requests (approved and pending requests)
- Approving time-off requests from your team – Principal/AP Only
- Viewing all time off (approved, pending, denied) for your school – Principal/AP Only
- Viewing and Approving timesheets for hourly employees – Principal/AP Only

WHO DO I CONTACT IF I NEED HELP?

Your first line of contact is the Director of Operations at your school. If they are unable to help or unavailable, please email support@masterycharter.org.

PAYROLL PROCEDURES

PAYROLL CALENDAR

All Mastery Charter Schools employees are paid on a bi-weekly schedule, which means pay is distributed every other Friday. Employees are paid on the Friday after a completion of a two week pay period. For example, in looking at the calendar below, the August 29, 2014 paycheck covers time worked from August 10-23. In cases where a payday falls on a holiday, employees will be paid on the business day prior to the holiday. The highlighted blocks below are the dates when employees will be paid.

2014-15 Payroll Calendar		
Pay Period Start Date (Sun)	Pay Period End Date (Sat)	Pay Date
June 1, 2014	June 14, 2014	June 20, 2014
June 15, 2014	June 28, 2014	July 3, 2014
June 29, 2014	July 12, 2014	July 18, 2014
July 13, 2014	July 26, 2014	August 1, 2014
July 27, 2014	August 9, 2014	August 15, 2014
August 10, 2014	August 23, 2014	August 29, 2014
August 24, 2014	September 6, 2014	September 12, 2014
September 7, 2014	September 20, 2014	September 26, 2014
September 21, 2014	October 4, 2014	October 10, 2014

October 5, 2014	October 18, 2014	October 24, 2014
October 19, 2014	November 1, 2014	November 7, 2014
November 2, 2014	November 15, 2014	November 21, 2014
November 16, 2014	November 29, 2014	December 5, 2014
November 30, 2014	December 13, 2014	December 19, 2014
December 14, 2014	December 27, 2014	January 2, 2015
December 28, 2014	January 10, 2015	January 16, 2015
January 11, 2015	January 24, 2015	January 30, 2015
January 25, 2015	February 7, 2015	February 13, 2015
February 8, 2015	February 21, 2015	February 27, 2015
February 22, 2015	March 7, 2015	March 13, 2015
March 8, 2015	March 21, 2015	March 27, 2015
March 22, 2015	April 4, 2015	April 10, 2015
April 5, 2015	April 18, 2015	April 24, 2015
April 19, 2015	May 2, 2015	May 8, 2015
May 3, 2015	May 16, 2015	May 22, 2015
May 17, 2015	May 30, 2015	June 5, 2015
May 31, 2015	June 13, 2015	June 19, 2015
June 14, 2015	June 27, 2015	July 2, 2015
June 28, 2015	July 11, 2015	July 17, 2015
July 12, 2015	July 25, 2015	July 31, 2015
July 26, 2015	August 8, 2015	August 14, 2015

EMPLOYMENT DOCUMENTATION REQUIREMENTS

In order to be employed by Mastery Charter Schools, either as a full time, part time, or temporary employee, all employees are required to submit the following documents in order to receive pay. These documents are administered to the employee before or at the time of hire. Any misrepresentations or falsifications of the information provided, or failure to submit any of the following forms may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment. New employees will be required to complete and sign all new hire documentation included in an email from Human Resources before reporting to their first day of work. In the event an employee has not returned all required clearances s/he will not be eligible to work in a Mastery Charter Schools Campus. The employee can reach out to Human Resources to help complete New Hire Paperwork prior to reporting to work for his/her first day.

Required by all Mastery Charter Schools New Hires and Employees

Required Documentation*
IRS Form W-4
Immigration Services Form I-9 (w/ copies of appropriate identification)
Direct Deposit Form
Child Abuse History Clearance (Act 151)

FBI Fingerprint & Criminal History Record (Act 114)
Pennsylvania Criminal Records Check (Act 34)
Arrest or Conviction Form (Act 24)
Copy of Certification or Transcripts (where applicable)
Proof of Education (copy of degree/official or unofficial transcripts)
Completed TB Test

**In addition timely updated contact information and other appropriate information must be submitted.*

TAXES AND DEDUCTIONS

Taxes

The amount of tax deductions depends on the employee's income level, marital status and number of allowances the employee claims on the W-4 form.

Taxes
Federal Income Tax
Local Tax (PHILA R=Resident, PHILA NR=Non Resident)
State Tax
Employee Medicare
Social Security Employee Tax
PA Unemployment Employee Tax

Deductions

Deductions from an employee's gross pay period earnings are of two types: *mandatory* and *voluntary*. Mandatory deductions are those required by federal or state law or court order. Mastery Charter Schools is required by law to make the following deductions from an employee's check (when applicable). Employees will be notified before a deduction is implemented.

Possible Mandatory Deductions
Pennsylvania State Employee Retirement System (PSERS)
403(b) Retirement Account <i>Employees not enrolled in PSERS</i>
Child Support Payments (when applicable)
IRS Tax Levy (when applicable)
Other Wage Garnishments (when applicable)

Voluntary deductions are those requested by the employees to be made on their behalf and may include contributions toward health insurance premiums, tax-sheltered annuities, etc. Voluntary deductions will not be made without the employee's written request or authorization.

Possible Voluntary Deductions

Medical Insurance (PPO Plan)
Vision Insurance
Flexible Spending Accounts
Transit Account

EMPLOYMENT SEPARATION

At-will Employment

Employment with Mastery is “At-Will.” This means that you may terminate your employment at any time, for any reason or no reason, with or without cause, and with or without prior notice or procedural requirements. Likewise, Mastery may terminate your employment at any time, for any reason or no reason (other than an unlawful reason), with or without cause, and with or without prior notice of procedural requirements. No representatives of Mastery may enter into any agreements, or make any representations, written or oral, to alter your “At-Will” status or otherwise create any contractual obligation between you and Mastery. This Handbook and the policies contained herein are not intended to create (and shall not be construed as creating) a contract (express or implied) for employment between Mastery and any employee. However, to the extent an employee has a contract with Mastery that contains notice of termination provisions, said notice of termination provisions supersede this paragraph.

Probationary Period

The first 60 days of employment at Mastery will be a probationary period between the employee and the employer. An employee in probationary status may be terminated at any time during the probationary period with or without cause and without notice. This period shall be used for enhanced observation of Employee’s work performance and conduct.

Termination of Employment Contract

Pennsylvania is an “employment at-will” state. Mastery Charter Schools will end employment relationships in accordance with Pennsylvania’s “at-will” doctrine and procedures set forth in Mastery Charter Schools’ Employee Handbook. Mastery Charter Schools may terminate the Employee’s contract and employment for any of the following reasons, which are among the common reasons for termination of employment (including but not limited to the following and described below):

- Unsatisfactory Performance
- Misconduct
- Notice/Layoff
- Employee Abandonment of Position
- Resignation of Employee Prior to End of School Year

Termination for Unsatisfactory Performance

Where the Principal determines that the Employee’s performance is not satisfactory, the School may terminate the Employment Contract. Prior to such a determination, the School shall give the Employee notice of his/her unsatisfactory performance and the opportunity to improve his/her performance. Notice shall include:

- Written notice
- Improvement Plan
- Evaluation of Improvement Plan

Opportunities to improve performance shall include coaching, observations, in-class support, and/or modeling.

Termination for Misconduct

Where the Principal determines that there has been misconduct by the Employee, the School may terminate the Employment Contract at any time. Termination will be effective upon notice to Employee. For purposes of this contract, Misconduct is defined as: theft or destruction of School property; use of illegal substance or the unauthorized consumption of alcohol on School premises or during working hours; acts of sexual or racial harassment or any violent or abusive conduct toward a student or School employee; acts of forgery, plagiarism, or cheating; any other conduct which the Principal determines to constitute a threat to the safety or well-being of the students or other School employees.

Termination with Notice/Layoff

Under certain circumstances; including, but not limited to funding reductions, enrollment changes, and program changes, the Employee's position may be eliminated. In this case, the School reserves the right to terminate the contract and agrees to furnish the Employee at least one month's notice.

Contract Termination by Employee and Abandonment

If the employee terminates the contract prior to the end of the School year, the Employee will forfeit any remaining compensation under the contract (including vacation pay and bonuses) and any outstanding benefits. If the Employee is absent from work two days without notifying his/her supervisor or obtaining specific permission from his/her supervisor, the Employee will be considered to have abandoned her/his position and will be terminated.

Should the employee desire to separate from Mastery, it is requested that all employees provide the courtesy of three weeks' notice when resigning from their position. Failure to provide such notice may result in the loss of accrued benefits and any bonus described in the contract/offer (if applicable), immediate termination of health benefits coverage, and ineligibility for rehire. Employees who have signed contracts must abide by their terms and Mastery Charter Schools agrees to abide by those terms as well.

EMPLOYMENT STATUS CATEGORIES

It is the intent of Mastery Charter Schools to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications are provided by the Fair Labor Standards Act of 1938 (FLSA). Each employee is designated as either NONEXEMPT or EXEMPT which is notated in the employee's offer letter or contract.

- **NONEXEMPT** - employees entitled to their regular wage/salary and if applicable, overtime pay under the specific provisions of the FLSA. Nonexempt employees at Mastery Charter Schools include, but are not limited to administrative assistants, building engineers, and maintenance staff.
- **EXEMPT** – employees excluded from specific provisions from minimum wage, equal pay and overtime pay requirements of the FLSA. Exempt employees at Mastery Charter Schools are executive, administrative, or professional employees, including teachers and academic administrative personnel.
- *An employee classification of EXEMPT or NONEXEMPT classification may be changed only upon written notification by the CEO, depending on job function and responsibilities.*
- **REGULAR FULL-TIME** - employees who are not in a temporary or introductory status and who are regularly scheduled to work at least 30 or more hours per week. Generally, they are eligible for Mastery Charter Schools benefit package, subject to the terms, conditions, and limitations of each benefit program.

- **PART TIME AND TEMPORARY** - employees who are not assigned to a probationary period and are regularly scheduled to work less than 30 hours per week. While they receive all legally mandated benefits (such as Social Security, workers' compensation insurance and PSERS contributions), they are not eligible for all of Mastery Charter Schools' other benefit programs or holiday pay compensation.
- **MID-YEAR HIRE** – employees who are hired after January 1st of the current school year are not subject to the guidelines set forth in certain policies and procedures including, the *non-renewal* process and the *performance improvement process*. MY hires are not eligible for an End of Year salary increase and will receive summer pay at a prorated amount based on time worked.

EMPLOYMENT OF MINORS

Employees under 18 years of age are prohibited by law from performing certain types of work such as machine operation, or any other activities, which might expose them to conditions, defined by the Fair Labor Standards Act (FLSA) of 1938 as hazardous to minors. Additional limitations apply to employment of persons under the age of 16. **In no case may minors under the age of 14 be employed in the organization.** Minors must earn at least minimum wage and should work no more than 8 hours per day (non-school day) or 3 hours per day (school day).

WORK HOURS

The work schedule for an employee will vary on job title, staffing needs, operational demands and may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week. Each employee should refer to their offer letter or contract for their designated work schedule. However, it is subject to change as needed by the supervisor. Full time employees work hours are considered eight or eight and half hours a day (including a thirty minute break) five days a week.

Federal and state laws require Mastery Charter Schools to keep an accurate record of time worked in order to calculate employee pay and benefits. Full-time employees are required to follow daily check in procedures that are provided by the Director of Operations at each site. Nonexempt employees should accurately record the time they begin and end their work on a time sheet. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. Time sheets for NONEXEMPT and PART TIME employees are to be submitted to the Director of Operations or Manager at the employee's assigned work location. Logging time in and out of work is to be done by employees for themselves only. Signing other employees in or out will result in disciplinary actions being taken.

OVERTIME

Overtime compensation is paid to all NONEXEMPT employees in accordance with federal and state wage and hour regulations. When operating requirements or other needs cannot be met during regular working hours, nonexempt employees will be given the opportunity to volunteer for overtime work assignments. Overtime pay is based on actual hours worked. Time off on personal leave, vacation leave or any leave of absence will not be considered hours worked for purposes of performing overtime calculations. Overtime is calculated as having worked more than 40 hours within one work week (not including lunch breaks). Overtime work must always be approved before it is performed.

BENEFITS

ELIGIBILITY

Regular full-time employees, who work at least 30 hours or more per week, are eligible to participate in Mastery Charter Schools' benefits. All regular full-time employees and their spouses/domestic partners and dependents are eligible to participate in Mastery Charter Schools' health, dental and vision plans. Employees are also eligible to participate in retirement, life and disability insurance and other benefits as described below. Continuing through the 2014-2015 school year, employees are eligible for fully paid medical coverage under our HMO program. If the Employee chooses to elect our POS plan, he/she is responsible to pay the difference in cost between the two plans. Health insurance benefits become effective the 1st day of the calendar month after the employee's hire date. There will be a waiting period of up to 30 days between the start of employment and health coverage enrollment.

If the employee elects not to participate in Mastery Charter Schools health insurance (and has alternative coverage), he/she will receive a medical waiver payment in lieu of health coverage for the 2014-15 contract.

Effective July 1, 2014, Mastery employees who are dependents on a domestic partner and/or spouse's benefit plan, who are also Mastery employees, will not be eligible to receive the monthly medical benefit waiver.

Mastery is very excited to be able to offer our part-time employees (who work between 20-29 hours per week) an opportunity to participate in a selection of voluntary benefits offerings for the 2014-2015 school year. The voluntary benefits offerings include Vision, Flexible Spending for Medical, Dependent Care, Transit, and UNUM Voluntary Life Insurance and Short-term Disability.

Full-time employees are required to participate in retirement (PSERS or 403(b) plan), life, and disability insurances. Part-time employees working 20-29 hours per week are eligible to participate in voluntary life and disability plans and supplemental 403(b) plans.

Mastery Charter Schools reserves the right to eliminate or modify any of its benefits and eligibility requirements at any time. Benefits plans are subject to the terms, conditions, and limitations and are generally reviewed around July 1st of each year.

CREATIVE BENEFITS

Creative Benefits is Mastery Charter Schools' benefits advisor. They have extensive knowledge in all areas of health benefits. Questions about benefits should be directed to Creative Benefits (contact information below). Please make sure to mention that you are an employee at Mastery Charter Schools.

Contact Name	Phone Number	Email Address
Employee Service Team (General Benefit Questions)	1-844-231-8414	ESR@creativebenefitsinc.com
Gillian Conaghan (Medical, Dental, Vision, FSA)	██████████	████████████████████
Katelyn Martin (Medical, Dental, Vision, FSA)	██████████	████████████████████

Pam Rauch (Disability)	[REDACTED]	[REDACTED]
---------------------------	------------	------------

DOMESTIC PARTNERSHIPS

Mastery Charter Schools offers employees the option to provide benefits coverage to their partners with whom they share a common living arrangement. Supporting documentation may be required as determined by Human Resources Department and/or the partnering benefit providing companies. Benefit eligibility for domestic partnerships is subject to terms, conditions and limitations. Please ask Creative Benefits for more information.

During the course of the benefit plan year you may experience a life event where your domestic partner's relationship status changes and is now your spouse or if you have a marriage that was not previously recognized by the state of Pennsylvania and you would like to reflect this in your Ultipro records.

Making the change is a very simple process:

- 1) Log onto Ultipro
- 2) Select "Contacts" under the "Personal" tab and then Edit
- 3) Then under Add/Change contact update the relationship status to "Spouse"
- 4) Please notify Creative Benefits at [REDACTED] that this change has been made, as well as supplying a copy of your marriage certificate.

Please note that when a domestic partner transitions to spouse, the taxation of the costs of their benefits no longer applies. This means the gross up included in your pay will also be removed. This will be reflected in the pay cycle following the relationship status change.

MEDICAL AND DENTAL INSURANCE

Mastery Charter Schools offers eligible employees the opportunity to enroll in an employer paid medical and dental insurance program. At this time, eligible employees are provided a 100% employer paid medical coverage under our HMO program, including dependents. If the Employee chooses to elect our POS plan, he/she is responsible to pay the difference in cost between the two plans. Our health coverage plans include dental and vision. If the Employee elects not to receive health insurance (and provides evidence that s/he has alternative coverage), s/he may receive an Opt-Out rate per pay for waiving benefits. Health insurance benefits become effective the 1st day of the calendar month after the employee's hire date. There may be a waiting period of up to 30 days between the start of employment and health coverage enrollment.

VISION INSURANCE

Mastery Charter Schools offers optional vision insurance for all eligible employees through the provider VSP. Employees are responsible for payment of the full premium amount per paycheck. Premium amounts are subject to change according to the provider's terms.

FLEXIBLE SPENDING

Mastery Charter Schools offers the opportunity to all benefits eligible employees to take out pre-tax dollars and use this money for medical and dependent spending costs through AmeriFlex Flexible Spending Account (FSA). Medical pre-tax dollars can be used for such things as co-payments, prescription drugs, lab exams and tests, practitioners, and more. Please see the current year's benefits brochure for more information.

TRANSIT ACCOUNT

Mastery Charter Schools offers all staff the opportunity to use pre-tax dollars for public transit. Working with our flexible spending provider, AmeriFlex, employees can choose a monthly pre-tax deduction amount to be used for public transit. This money will be added to a debit card (if you have flexible spending, it will be the same card), and you can use the debit card at any public transit machine or teller to purchase tickets and passes. If you are interested in participating in this benefit, you should indicate so during your online enrollment. You may decrease or increase this benefit at any time during the plan year. Please see the current year's benefits brochure for more information.

PARKING ACCOUNT

Mastery Charter Schools offers all staff the opportunity to use pre-tax dollars for parking, at place or employment or at the mass transit location from which you commute to work. Working with our flexible spending provider, AmeriFlex, employees can choose a monthly pre-tax deduction amount to be used for parking. This money will be added to a debit card (if you have flexible spending, it will be the same card), and you can use the debit card at any parking machine or teller to purchase tickets and passes. The maximum pre-tax monthly contribution amount is \$125. If you are interested in participating in this benefit, you should indicate so during your online enrollment. You may decrease or increase this benefit at any time during the plan year.

TELADOC

All Mastery employees can take advantage of this new benefit offering, Teladoc. Part-time employees can use this service without being covered on Mastery's medical plan. Teladoc offers 24/7 access to board certified physicians via phone (1-800-Teladoc) or web www.teladoc.com. Instead of leaving work early, taking a day off or waiting until morning to make a call to a physician, Mastery employees will be able to call or click for care. Teladoc handles such conditions as: Cold and Flu symptoms, Bronchitis, Respiratory invocation, sinus problems, allergies, urinary tract infection, ear infections and pink eye. The cost to use this service is **\$10** for employees and Mastery will cover the rest.

DISABILITY AND LIFE INSURANCE

Mastery Charter Schools provides life insurance, (1x annual salary up to \$100,000) as well as short and long term disability for its eligible, full-time employees. Specific information and coverage may be obtained from Creative Benefits. Employees are eligible for life insurance and disability after 90 days of employment.

VOLUNTARY SHORT-TERM DISABILITY AND LIFE INSURANCE

Mastery provides staff with the opportunity to participate in voluntary benefits. The following voluntary benefits will be offered through UNUM:

- Term Life Insurance (will continue to be offered, in addition to the employer paid Life Insurance through Guardian)
- Short Term Disability Insurance (in addition to the employer paid policy through Guardian)

Enrollment into voluntary plans must be during the open enrollment period or during time of hire. Eligibility is the first of the month following date of hire. For more information on these plans, please contact Creative Benefits at 610-325-0200.

EMPLOYEE ASSISTANCE PROGRAM

Mastery Charter Schools provides an Employee Assistance Program which provides employees and family members with support services for a variety of issues associated with daily living: education, dependent care, lifestyle and fitness management, legal and financial, pet care.

To assess this benefit, employees may view <http://ibhworklife.com/> or call 1-800-386-7055.

COBRA

The federal Consolidated Omnibus Budget Reconciliation Act Of 1985 (COBRA) gives most terminated employees and their qualified beneficiaries the opportunity to continue health insurance coverage under Mastery Charter Schools' health plan. Under COBRA, the terminated employee or beneficiary pays the full or partial cost of health coverage (depending on reason for departure) at Mastery Charter Schools' group rate plus an administration fee. Mastery Charter Schools provides each eligible employee with a written notice describing rights granted under COBRA and insurance premiums when the employee is terminated or resigns from employment.

RETIREMENT PROGRAMS

As required by charter law, all full time Mastery Charter Schools employees will be automatically enrolled in a retirement plan. Employees are required to participate in Mastery's defined contribution 403(b) plan; if the employee was previously enrolled in the Public School Employee's Retirement System (PSERS), the employee may opt to continue PSERS instead of participating in Mastery's 403(b) plan. Both plans require a contribution that is deducted from the employee's paycheck towards an individual retirement fund. By enrolling in the 403(b) program or PSERS, an employee has a portion of pretax dollars set aside for retirement.

Part-time employees are also eligible to participate in Mastery's retirement plans, which include enrollment into PSERS (if previously enrolled) or a 403(b) plan. Part-time, hourly employees, who were previously enrolled in PSERS are eligible to continue their participation in PSERS and may also elect to participate in the supplemental 403(b) plan. Part-time employee eligibility for the 403(b) plan with employer match begins after fulfillment of working at least 500 hours.

PSERS

More information can be found on their website: www.psers.state.pa.us. Mastery Charter Schools matches the PSERS contribution as mandated by state law and the rate varies by year. The exact contribution amount for both employee and employer is displayed on your paystub.

PenServ 403(b)

Mastery Charter Schools has partnered with PenServ to administer our 403(b) options. All Mastery Charter Schools employees are eligible to enroll in the PenServ 403(b) plan. Mastery Charter Schools has partnered with a financial advisor; eXcel Retirement, to create a plan that will benefit all employees.

Full time employees, as mentioned above, are automatically enrolled at a contribution rate of 5% of the employees' salary. For new hires only, Mastery Charter Schools will match the contribution rate dollar for dollar up to 5% of the employees' salary.

Part-time employees who enroll in the 403(b) plan will be eligible for the employer match (5%) after working 500 hours. Part-time employees can enroll in the supplemental 403(b) plan at any time. Employees who are already enrolled in PSERS have the option to enroll in the designated 403(b) program, but will not receive the employer match since Mastery Charter Schools contributes an employer match to PSERS. If you have questions about your 403(b) plan, you can speak with an eXcel financial advisor at 215-599-6390.

TUITION REIMBURSEMENT

Mastery Charter Schools encourages staff to continue developing their instructional practice by taking coursework and workshops related to their field. According to the contract/offer letter under the “Benefits” section, regular full-time staff members are allotted up to \$1,000 towards reimbursements for education coursework or certification testing and related expenses. Any staff member may use up to \$400 (of the \$1,000) for education related workshops or seminars (and travel related to such endeavors); as approved by the Principal of your school.

Part time employees, who work in positions requiring certification or Highly Qualified Status, are allotted \$500 of tuition reimbursement towards reimbursement for certification testing and related expenses to help in obtaining HQT status.

The process requires the following:

- Staff must first pay for and complete the coursework, testing, and/or workshops related to their position
- Complete the tuition reimbursement form (found in UltiPro under “My Company” – “Electronic Forms”)
- Attach receipts and proof of grades for coursework (must be a “C” or better).
- Submit the form to the Manager for approval
- The Director of Operations will give the form to the Human Resources Manager for processing within two pay cycles

GENERAL HUMAN RESOURCES

CHANGES TO PERSONAL DATA, TAXES, AND DIRECT DEPOSIT

The information in the employee's personnel file is permanent and confidential, and must be kept up to date. The employee should inform Mastery Charter Schools immediately by entering updates into Ultipro, whenever there are changes in personal data such as address, telephone number, direct deposit information, marital status, changes in number of dependents, and emergency contact information. This information should be provided directly to the Human Resources Department via Ultipro. Employees should login to Ultipro and change information.

***Please note that information must be updated in Ultipro the Friday before a pay date or the change will not take effect until the following pay date.*

REGULATORY REQUIREMENTS

- The Employee’s employment is contingent upon successful completion of a background check including criminal and child abuse checks, as well as compliance with Immigration Act I-9 (proof of authorization to work in the United States is required).

- If the Employee does not provide proof to Mastery Charter Schools of having received clearances by his/her 1st day of employment, he/she could face immediate dismissal or a delay in employment.
- While employed by Mastery Charter Schools, the Employee will be expected to comply with all employment rules and procedures.
- Employees are required to report any arrests while employed with Mastery Charter Schools

REQUEST TO REVIEW PERSONNEL FILES

An official personnel file for each employee will be kept secured with the Human Resources Department. In addition to the employment documentation referenced above, all benefits enrollment forms; proof of dependent eligibility; contracts and/or offer letters; evaluations or performance reviews; educational transcripts, degrees, or certification; and application materials will be kept in this file. Employees may have access to review their file (except for confidential during business hours by submitting a written (email) request in advance to the Human Resources Department.

Release of personnel file information to anyone other than the employee would be executed only through a federal, state, or local court order; an employee signed release; or on a “need to know” basis as determined by the Director of Human Resources. Personnel files are the property of Mastery Charter Schools and may not be removed from Mastery Charter Schools’ premises without written authorization from Human Resources, CFO or CEO. Mastery Charter Schools will maintain a physical personnel record for the 5 years required by law.

CONTRACTS AND OFFER LETTERS

Upon hire, all full time or part-time employees receive an offer letter and/or contract via email from Human Resources, which they are required to sign electronically and return to Human Resources. Both documents include the title of the position the employee will fill, job description, designation of supervisor and compensation. This document will be maintained in the employee’s personnel file. If the employee’s title or job description significantly changes, a new offer letter or contract will be produced to outline the new terms of employment; however, in the interim, duties are to be performed as assigned.

JOB POSTINGS AND TRANSFERS

Mastery Charter Schools is committed to hiring a diverse workforce and the most qualified candidates who are aligned with our mission and values. When appropriate, Mastery Charter Schools will notify employees of available job openings and post the job openings for general public view. To apply for an internal transfer, follow the steps outlined below:

1. Speak with your current supervisor and/or principal about your desire to apply for a new position.
2. Apply online for the position that you are interested in at www.masterycharter.org. Click on the ‘Careers’ tab.
3. Recruitment and Human Resources will speak with your current supervisor about your performance to date. Any candidates on an improvement plan will not be eligible for a position change.
4. If eligible to move forward in the position change process, you will interview and/or demo with members of the NST leadership team.
5. Recruitment will notify candidates of their status.

CERTIFICATION AND HIGHLY QUALIFIED STATUS

OVERVIEW

Mastery Charter Schools strives to hire the most talented and qualified employees for its schools. Through the No Child Left Behind Act there are rules and regulations that Mastery Charter Schools must comply with regarding certification and highly-qualified status. Employees who are required to be certified and/or highly-qualified must take the appropriate steps necessary to reach that status. Human Resources supports teachers in ensuring that they have the information needed to become highly-qualified and/or certified, but it is the responsibility of the employee to ensure they reach the final status.

DEFINITIONS

Certification

A certified teacher or administrator obtains and maintains a position-appropriate certificate issued by the Commonwealth of Pennsylvania. Mastery Charter Schools requires that all instructional staff (teacher, principals, AP-Instruction, and AP-Specialized Services) obtain and maintain the appropriate certification. To obtain this status, employees may be required to take additional coursework and/or content tests, as well as apply for certification.

Highly-Qualified (HQT) Status

A highly-qualified teacher demonstrates competency in the subject area in which they are teaching. Competency can be obtained in one of three ways:

- Have at least a Bachelor's degree with a major in the core subject(s) being taught
- Have a valid state certification in the core subject(s) being taught for which no requirements have been waived (i.e. emergency certification)
- Demonstrate content expertise in the core subject(s) being taught by passing the state required PRAXIS exam(s)

In order for Para Professionals and Support Teachers to be considered "Highly Qualified" under Title I, they must meet one of the following three standards:

- Completed 48 credits of higher education
- Earned an Associate's degree or higher
- Has a High School Diploma and passed relevant content area Praxis exam(s)

SUBMITTING CERTIFICATION/HQT DOCUMENTS

The Employee's employment is contingent upon evidence of appropriate certification and highly qualified teacher status as recognized by the Pennsylvania Department of Education. Each Employee must obtain appropriate certification for his/her teaching subject area(s). Failure to obtain and maintain certification and HQT status may result in immediate dismissal or non-renewal of contract.

If the employee requires coursework to become certified, employee may use tuition reimbursement to contribute to the cost of coursework. If the Employee is not certified in Pennsylvania, the Employee must complete paperwork for Emergency Certification within two months of hire.

Special Education teachers– employees must provide proof of Special Education certification no later than three (3) months after contract start date. If employee does not have required PA certification, employee must provide one of the following 1) proof of enrollment in a Special Education certification program 2) proof of application for PA reciprocity (if Special Education certified in another State) within three (3) months of contract start date. If a Special Education teacher does not have PA certification, they must acquire an Emergency Permit within two months of hire date.

Teaching positions requiring HQT status – employees must provide proof of HQT status no later than two (2) months of contract start date. If employee is not highly qualified, employee must provide proof of actions taken (test registration, transcript request, etc.) to Human Resources within two (2) months of contract start date.

Employees who do not provide proof of certification/HQT status within the above time frames may be subject to disciplinary action, including unpaid Administrative leave, non-renewal of contract, or contract may be rescinded.

Teachers and administrators who do not receive PA certification within 1 year of employment start date will be subject to a \$2,000 certification decrease if proof of certification is not received by Human Resources within 1 year (teaching staff in positions that require Sped certification or HQT status must follow guidelines above). The \$2,000 certification decrease monies may be used toward additional tuition reimbursement for that contract year.

MASTERY CHARTER SCHOOLS POLICIES

STUDENT POLICIES

TRANSPORTATION OF STUDENTS

No school employees may transport students in private vehicles during school hours without explicit written permission from the principal, and that permission should only be granted in emergency circumstances. Employees are strongly advised not to drive students in their personal vehicles outside of school hours because of liability concerns as well as the possible perceptions of impropriety.

CONFIDENTIALITY

ALL student information (biographical, medical, academic, disciplinary, health, etc.) is considered confidential by law. Staff members may share this information with other staff members, who have a need to know for professional purposes, but not out of idle curiosity. When sharing student information, staff members should take special care not to speak where they might be overheard and to lock or shred all copied papers. Sending confidential reports to a public copier and having casual conversations where others might hear are the most common ways that student privacy rights are violated. Refer to FERPA for more details.

Mastery Charter Schools' staff should also treat personal information about other staff members, as well as confidential documents and information related to Mastery Charter Schools, with the same care and discretion that they treat student information.

STUDENT LOCKERS

While student lockers belong to Mastery Charter Schools, certain legal procedures must be followed before searching them. It must be written in the Student Handbook or elsewhere that such actions might take place, and administrators must have “probable cause” to suspect that they will find unauthorized use or materials before searching without a student’s permission. In other circumstances, as deemed appropriate, the student may first be asked to open the locker.

REPORTING SUICIDE OR PERSONAL SAFETY CONCERNS

All staff have a legal and ethical responsibility to report concerns about a student’s potential suicide risk, self-harm, or possible harm to others to the School Social Worker. The Social Worker will then discuss it with the Principal to discuss next steps, including whether or not there is a need to inform Children’s Services or others as appropriate.

ADMINISTRATION OF MEDICATION TO STUDENTS

Unless an Employee is a licensed nurse who has legal permission to administer medication, no Mastery Charter Schools Employee should administer medication of any kind to students. Even with the express permission of a parent/guardian, Employees, except nurses, should not administer any kind of medication, prescription or over-the-counter to the students. If you have concerns or questions about administering medication, please speak with the school’s nurse. Any Employee found to be in violation of this policy may be immediately dismissed.

RELATIONSHIPS WITH STUDENTS

Mastery Charter Schools believes that the professional relationship between a student and an employee is vital to a student’s educational development and affirms that the teaching relationship is based on trust, confidence and dependency. In this context, a professional relationship is defined as one where there is an assessing, supervising, tutoring, teaching, mentoring, coaching, or pastoral role, or a role providing administrative or technical support. Students are entitled to equality of treatment, and it is important that a personal relationship between a member of staff and a student is not perceived by others to prejudice that equality of treatment.

Employees are prohibited from entering into a sexual/romantic relationship with any student on or off the premises of Mastery Charter Schools while employed at Mastery Charter Schools. Further, staff should not enter into a business, commercial or financial relationship with a student which could compromise, or could be perceived to compromise, the objectivity and professional standing of the teaching relationship. Employees who fail to comply with these guidelines will be subject to disciplinary action up to and including termination. Depending on the situation, conduct may also be subject to legal actions.

CHILD ABUSE REPORTING POLICY

All Mastery Charter School employees are mandated reporters of suspected child abuse and are therefore required to report any situations in which they have reason to suspect that a student is being physically abused, emotionally abused, neglected, or sexually abused. When teachers suspect child abuse, they are required to notify the school social worker, who is the Mastery Charter Schools staff member designated to make reports of suspected abuse to the State Child Abuse Hotline (Childline).

If the school social worker is not available, staff members are required to report suspected abuse to the Assistant Principal of Specialized Services (APSS). If the Assistant Principal of Specialized Services is not

available, staff members should report their suspicions to the Principal. In situations in which a Mastery Charter Schools staff member in the chain of child abuse reporting is the person who is suspected of abusing the student, the staff member who suspects abuse should make the report to the next person in the chain of reporting. The social worker or APSS may involve the school nurse to examine physical injuries related to suspected abuse claims. Teachers should not call Childline directly without conferring with one of the staff members above—unless they are all unavailable and the situation is an emergency.

In the majority of cases, once the school social worker is notified of the report of suspected abuse, he or she will discuss the situation with the staff person and support him or her while the report is made to Childline. After a call to Childline is made, the school social worker may choose to alert the parents of the report or may choose to *not* alert them if the parents are the suspected abusers of the student. All school staff members are mandated to keep confidential any discussions regarding suspected child abuse; however, the school social worker may share some information with staff members on a need-to-know basis for the benefit of the student, keeping in mind the student’s right to confidentiality. Once a report of suspected abuse is made to Childline, all staff members are required to cooperate with investigators and are allowed to share basic educational information as well as information related to the original report of suspected abuse. If, after making a report of suspected abuse, a Mastery Charter Schools staff person is contacted by the Philadelphia Department of Human Services (DHS) or the Philadelphia Police Department, he or she should contact the school social worker to discuss the request for information before sharing information.

GENERAL POLICIES

OPEN-DOOR POLICY

Mastery Charter Schools strongly believes in an open-door, open-communication policy and feels it is an important benefit to the organization. Mastery Charter Schools encourages employees to discuss their problems with their direct supervisor in order to resolve the issues quickly and efficiently. If an employee has or foresees a problem which may interfere with that employee’s ability to adequately perform his/her responsibilities, the employee should discuss the matter with his/her supervisor. If the immediate supervisor is not able to answer the employee’s questions regarding the interpretation or application of this handbook or any other work place issue, then the employee may contact the Director of Human Resources for guidance.

GRIEVANCE POLICY

The process described below is available if a staff member is unable to resolve an issue or has a grievance:

1. Attempt to address the issue directly to the party concerned
2. If the matter is not resolved, address the concern to your supervisor if appropriate
3. If the matter is not resolved, address the concern to the Principal if appropriate
4. If the matter is not resolved, the concern can be addressed to Human Resources and Chief Finance Officer (CFO). Please document the concern in writing. Human Resources and/or the CFO will respond within 10 school days
5. If the matter is still not resolved, the concern can be addressed to the Ombudsman on the Board Executive Committee. The Ombudsman will respond within 10 school days

NONDISCRIMINATION POLICY (EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER)

Mastery Charter Schools is committed to being fair and impartial in all of its relations with its employees and applicants for employment and to make all employment-related decisions without regard to race, religion, color, national origin, age, sex, disability or any other categories protected by federal, state, or local law. This policy applies to recruitment, hiring, training, promotion and all other personnel actions and conditions of employment such as compensation, benefits, layoffs and reinstatements, training, tuition assistance and disciplinary measures. Decisions regarding employment and promotion will be based solely upon valid job-related factors.

Any employee with questions or concerns about any type of discrimination in the workplace is encouraged to bring these issues to the attention of their immediate supervisor, or the Human Resources Manager. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

POLICY AGAINST HARASSMENT AND RETALIATION

Mastery Charter Schools intends to foster a work environment free of harassment, discrimination, intimidation and insult. Harassment is defined as conduct or actions, based on race, religion, sex, national origin, age, disability, genetic information, military membership, or veteran status, severe or pervasive enough to create a hostile abusive or intimidating work environment for a reasonable person. Every staff member must be assured that he/she can work in an environment that is free from unwanted and unwelcome harassment and discrimination. As a result, Mastery Charter Schools expects that all employees will treat each other with fairness and respect. Harassment on the basis of race, religion, sex, national origin, age, disability, genetic information, military membership, or veteran status or as otherwise provided under state or local law, will not be tolerated and is strictly prohibited.

Any person who believes that he/she is the victim of any type of discriminatory conduct, should bring that conduct to the immediate attention of his/her supervisor or the Human Resources Department. Mastery Charter Schools will conduct a prompt and thorough investigation of all the circumstances surrounding the alleged incident in a confidential nature. If the investigation discloses that an individual has committed an act of discrimination, that individual will be subject to appropriate disciplinary action, up to and including termination. Retaliation in any form against an employee who complains of discrimination or harassment or who provides evidence relating to such conduct is strictly prohibited and will result in appropriate disciplinary action. Any supervisory employee to whom an employee brings a complaint of harassment but who fails to investigate to resolve it will also be disciplined.

POLICY AGAINST SEXUAL HARASSMENT

Mastery Charter Schools prohibits any employee from making unwelcome and unsolicited sexual advances, unwelcome, offensive or inappropriate comments regarding an employee's gender or engaging in other verbal or physical conduct of a sexual or gender-offensive nature; Mastery Charter Schools also prohibits conduct when an individual's submission to that conduct is made explicitly or implicitly a term or condition of that individual's employment, or when that conduct creates an intimidating, hostile, or offensive working environment.

Sexual Harassment includes (not limited to)

Sexual Harassment
Unwelcome or unwanted sexual advances
Requests or demands for sexual favors

Verbal abuse, kidding, or physical contact that is sexually oriented and considered unacceptable by the target of the abuse
Any type of sexually oriented conduct that interferes with another's work performance
Sexually oriented conversations or activities that create a work environment that is intimidating, hostile or offensive to any staff member
Verbal abuse, kidding, remarks or comments that intimidate, ridicule, and maliciously demean the status of an individual's gender

Any person who believes that he/she is the victim of any type of discriminatory conduct, including sexual harassment, should bring that conduct to the immediate attention of his/her supervisor, the Human Resources Manager or any member of management. If any employee has violated the policy, the violator will be subject to appropriate disciplinary action, up to and including termination. Retaliation in any form against an employee who complains of discrimination or harassment is strictly prohibited and will result in appropriate disciplinary action. Any supervisory employee to whom an employee brings a complaint of sexual harassment but who fails to take appropriate action to resolve it will also be disciplined.

FRATERNIZATION POLICY

Mastery Charter Schools' fraternization policy is intended to provide guidance in areas where personal relationships overlap with working relationships to ensure that individual members of staff do not commit acts of impropriety, bias, abuse of authority, or conflict of interest, and do not lay themselves open to allegations that they have done so.

Mastery Charter Schools values and relies upon the professional integrity of relationships between members of staff as well as between an employee and a student. In order that Mastery Charter Schools business is conducted and perceived to be conducted in a professional and proper manner, it is necessary to distinguish between, and take account of, personal relationships which overlap with professional ones.

In the context of this document, a **Personal Relationship** is defined as:

- a family relationship, by blood or marriage or
- a business/commercial/financial relationship or
- a sexual/romantic relationship

Relationships between Employees

Although the existence of a personal relationship between members of staff does not necessarily constitute a bar to the employment or promotion of either party, staff should declare to the Human Resources Department any personal relationships which may give rise to a real or perceived conflict of interest, trust or breach of confidentiality.

Where a personal relationship exists or develops between members of staff who are in a line management or supervisory relationship at work, they must not be involved in recruitment, selection, appraisal, promotion or in any other management activity or process involving the other party. Additionally, staff in a personal relationship should not work together in any circumstance whereby a conflict of interest, breach of confidentiality or unfair advantage may be perceived to be gained from the overlap of a personal and professional relationship. In any

such circumstances, the relationship must be declared in confidence to the Human Resources Department. The Human Resources Department will then make alternative management arrangements and confirm the arrangement in writing to the individuals concerned. If it is considered unavoidable to inform other members of staff about the relationship in order to explain a change in management arrangements, this will be discussed with the individuals concerned, before it is disclosed.

Employees who are uncertain about whether they should take action regarding a personal relationship are invited to seek guidance in confidence from the Human Resources Manager. A case whereby any personal relationship as defined within this policy manual, is not declared and results in an unfair advantage or disadvantage to either of the parties of the relationship (be they a member of staff or a student), will be considered a serious matter and may lead to disciplinary action, up to and including termination.

ALCOHOL AND DRUG POLICY

It is Mastery Charter Schools desire to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.

While on Mastery Charter Schools' premises and while conducting business-related activities off Mastery Charter Schools premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. Further, the odor of alcohol or illegal drugs will create a perception of impairment or current consumption with students or others and is also strictly prohibited. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment and/or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

NON-SMOKING POLICY

In keeping with Mastery Charter Schools' intent to provide a safe and healthful work environment, smoking is prohibited inside all Mastery Charter Schools buildings and within fifty feet of any Mastery Charter Schools facility. This policy applies equally to all employees, students, and visitors.

VIOLENCE IN THE WORKPLACE

Mastery Charter Schools is committed to preventing workplace violence and to maintaining a safe work environment. Mastery Charter Schools explicitly prohibits any acts or threats of violence by any Mastery Charter Schools' employee or former employee against any other employee, student, vendor, or visitor whether or not the employee is engaged in business with or on behalf of Mastery Charter Schools, on or off Mastery Charter Schools premises. Any reports of violence or threats will be promptly and thoroughly investigated and, where warranted, ensure that appropriate action will be taken. Any employee who violates this policy shall be subject to discipline, up to and including termination. Such violations may also have legal consequences.

PROFESSIONAL DRESS AND APPEARANCE

The way that employees look, dress and act is vital to our organization and to the ability to serve as a role model for Mastery Charter Schools students. Due to the school's frequent interaction with students, parents and the general public, a high standard of personal appearance is expected of employees.

Employees' attire while at Mastery Charter Schools is to be appropriate to the extent that no distracting or disruptive attention or reaction on the part of others is anticipated or caused. Any clothing that has words, terms, or pictures that may be offensive to other employees is unacceptable.

Both male and female employees should choose clothing and hair styles appropriate for a professional business setting. Flexibility is offered to employees in terms of dress within the guidelines below:

- Blue jeans and t-shirts are not considered professional dress and should not be worn with the exception of dress-down days.
- Torn, dirty, or frayed clothing is unacceptable.
- Flip flops and sneakers should not be worn.
- Body adornments and piercings that do not model the professional workplace are not appropriate.
- To create a favorable impression and be a role model to students, one must be clean and well groomed at all times.

CONFLICT OF INTEREST

Employees are expected to devote their best efforts and attention to the full-time performance of their jobs. Moreover, employees are expected to use good judgment, adhere to high ethical standards and avoid situations that create an actual or potential conflict between their personal interests and the interests of Mastery Charter Schools. Employees may not receive any income or material gain from individuals or activities outside Mastery Charter Schools for materials produced or services rendered while performing their jobs. A conflict of interest exists when the employee's loyalties or actions are divided between Mastery Charter Schools' interests and those of another, such as a competitor, supplier, or customer. Both the fact and the appearance of a conflict of interest should be avoided. Employees unsure as to whether a certain transaction, activity, or relationship constitutes a conflict of interest should discuss it with their immediate supervisor for clarification.

Any exceptions to this guideline must be approved in writing by the CEO. Failure to adhere to this guideline, including failure to disclose any conflicts or to seek an exception, may result in discipline, up to and including termination.

NO-SOLICITATION/NO-DISTRIBUTION

The conducting of non-School business, such as canvassing, collection of funds, pledges, circulation of petitions, solicitation of memberships, or any other similar types of activity as well as the distribution of non-School literature, such as leaflets, letters, or other written materials is not permitted at any time in or around any Mastery Charter Schools facility, with the exception of teacher lounges or areas where students are not permitted. Further, such activities are not appropriate for dissemination through the company's intranet. This policy also applies to any other location while the employee is conducting work-related business.

POLITICAL ACTIVITIES

Mastery Charter Schools recognizes and encourages the right of its employees, as citizens, to engage in political activity. School property and school time, paid for by all the people, may not be used for political purposes.

Mastery Charter Schools adopts the following guidelines for those staff members who intend to engage in political activities.

- The collection of campaign funds and/or the solicitation for campaign workers is prohibited on school property
- The use of students for writing or addressing political material or the distribution of material to or by students is forbidden
- Employees who hold elective or appointive offices are not entitled to time off from their school duties for reasons related to such offices, except as time that may qualify under personal and vacation policies
- Exempt from this policy are the discussion and study of politics and political issues when such discussion and study are appropriate to classroom studies such as history, current events, and political science

Violations of any of the foregoing rules shall, at the discretion of Mastery Charter Schools Leadership, constitute cause for reprimand, penalty, or dismissal.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA protects student education records that are official and confidential which may include but are not limited to; student registration forms, graded papers, student information displayed on a computer screen and social security numbers linked to names. Employees who work around education records need to keep this information secure and protect the rights of students. FERPA applies to schools that receive federal education funds and non-compliance can result in the loss of those funds.

The essence of this act follows:

- Parents have the right to inspect and review their child's education records (any records from which the student can be individually identified). Students also have this right when they reach age 18.
- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading.
- Institutions may not disclose information about students nor permit inspection of the student's records, without the student's or parent's written permission unless such action is covered by certain exceptions as stipulated in the Act.

One exception the law allows is "directory information", which includes such things as name, address and telephone number. FERPA allows each school its own discretion on directory information and the release of such information. Mastery Charter Schools does not have a general student directory; therefore, it is our policy not to release names, addresses and phone numbers. Exceptions may be made when graduates are listed in the newspaper or team rosters are published.

IMMIGRATION ACT COMPLIANCE PROCEDURES

Mastery Charter Schools is committed to employing only citizens or nationals of the United States, lawful Permanent Residents or aliens authorized to work in the United States. Mastery Charter Schools does not unlawfully discriminate because of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation

establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with Mastery Charter Schools within the past three years, or if their previous I-9 is no longer retained or valid.

The employee must complete and sign an “Employment Eligibility Verification Form” (Form I-9) within three (3) business days of his/her hire date. If an employee is unable to present the required document or documents within this period, the employee must produce a receipt showing that he or she has applied for the document. In such situations, the employee must present the original documents within ninety (90) days of the hire date. This form will be held confidentially as part of the personnel file.

PA CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

All Mastery Charter Schools employees are required to follow the PA Code of Professional Practice and Conduct for Educators as laid out by the Pennsylvania Department of Education. More information about the provisions of the code can be found at: <http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

CORPORAL PUNISHMENT

Corporal Punishment is defined as the deliberate infliction of pain as retribution for an offense, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behavior that is deemed unacceptable. Mastery Charter Schools prohibits any use of corporal punishment toward another member of the Mastery Charter Schools community and any person that uses such action may be immediately dismissed.

PROFESSIONAL MISCONDUCT

Where a Principal or Manager determines that there has been misconduct by the Employee, the School may terminate employment at any time. Termination will be effective upon notice to Employee.

Misconduct included (not limited to)

Misconduct
Theft or destruction of school property
Use of illegal substance (or abuse of legal substance), the unauthorized consumption of alcohol on School premises or during working hours, or being under the influence during working hours
Acts of harassment to any protected class or any violent or abusive conduct toward a student or School employee
Acts of forgery or plagiarism
Acts that fall under level III of the School’s handbook
Cheating, including on benchmarks or other standardized tests
Failure to appear for work or failure to provide an appropriate environment for learning
Any other conduct which the Principal or Manager determines to constitute a threat to the safety or well-being of the students or other school employees or which may impair the image of Mastery Charter Schools in the public perception

WHISTLEBLOWER POLICY

The whistleblowing policy is intended to cover serious concerns that could have a large impact on Mastery Charter Schools, such as actions that may lead to incorrect financial reporting; are unlawful; are not in line with company policy, including the Code of Business Conduct; or otherwise amount to serious improper conduct.

Reports may cover but are not limited to the following topics:

Ethical violations	Wrongful Discharge
Unsafe Working Conditions	Internal Controls
Quality of Service	Threats
Sexual Harassment	Vandalism and Sabotage
Theft	Discrimination
Conduct Violations	Alcohol and Substance Abuse
Fraud	Bribery and Kickbacks
Conflict of Interest	Improper Conduct
Theft and Embezzlement	Violation of Company Policy
Violation of the Law	Misuse of Company Property
Falsification of Contract	Reports or Records

Note: Regular business matters that do not require anonymity should be directed to the employee’s supervisor and are not addressed by this policy.

Any employee of Mastery Charter Schools may submit a complaint in good faith regarding accounting, internal accounting controls, or auditing matters (“Accounting Matters”) to the management of Mastery Charter Schools without fear of dismissal or retaliation. Mastery Charter Schools is committed to achieving compliance with all applicable laws and regulations, accounting standards, accounting controls and audit practices.

In addition, Mastery Charter Schools established a Whistleblower Hotline through **Lighthouse Services, Inc.** for a specific purpose. That purpose is to report fraud, unlawful, unethical and other types of improper behavior. This hotline is NOT a substitute for routine communications within our organization between Associates and their supervisors and managers, particularly as to workplace duties. Likewise, it does not replace communications with Human Resources staff about benefit issues or other job related issues. The Whistleblower Hotline is an additional communication tool for specific types of situations and it is provided because we believe that it is a good business practice to do so.

Regular business matters that do not require anonymity should be directed to the employee’s supervisor and should not be submitted using this service.

Serious concerns relating to financial reporting, unethical or illegal conduct should be reported in either of the following ways:

- Through the Toll Free Hotline: 877-472-2110
- E-mail: reports@lighthouse-services.com (must include company name with report)
- Fax alternative for written documents: 215-689-3885 (must include company name with report)
- Website: <http://www.lighthouse-services.com/masterycharter>

***The information provided by you may be the basis of an internal and/or external investigation into the issue you are reporting and your anonymity will be protected to the extent possible by law by Lighthouse. However, your identity may become known during the course of*

the investigation because of the information you have provided. Reports are submitted by Lighthouse to a company designee for investigation according to our company policies.

SCHOOL PROPERTY AND EQUIPMENT

It is the responsibility of Mastery Charter Schools Employees to be accountable for Mastery Charter Schools Property and Equipment (this may include school money, laptop, projector) when taken off campus. In the event that Mastery Charter Schools property is stolen, damaged or misplaced, the employee will be responsible for reporting to his/her manager and the manager will work with Human Resources to determine the appropriate method of replacement.

SOCIAL MEDIA POLICY

Mastery Charter Schools respects the right of employees to create and use personal blogs, discussion forums, and Internet based social networking sites (such as Facebook, Twitter, YouTube) during their non-work time. However, whether at work or not, as an employee of Mastery Charter Schools, you have certain responsibilities to the organization, employees and vendors. Therefore, you are expected to comply with this policy when using social networking sites.

- The same principles and standards that apply to your activities in general, as reflected in Mastery Charter Schools employee handbook, apply online to the extent your activities may affect your performance, the performance of others, or Mastery Charter Schools business interests. Ultimately, you have sole responsibility for what you post. No employee has the authority to engage in conduct which gives the appearance of speaking on behalf or stating a position of Mastery Charter Schools without express authority to do so. For this reason, no employee should engage in non-school communications using Mastery Charter Schools letterhead or identifying logos or trademark of Mastery Charter Schools
- Respect the copyright and other intellectual property rights of others. Do not post another person's photograph or comments that were intended to be private without that person's permission. You have obligations to your students, fellow employees and business associates that extend beyond the office. Your conduct and comments outside the office can have an impact on how Mastery Charter Schools is perceived by others, including how you are perceived by students and their families and employees of Mastery Charter Schools. Refrain from ethnic slurs, personal insults, obscenity, harassment and threats, as well as comments that invade the privacy of another person or organization. If you are uncomfortable about something you want to write, particularly if it concerns your job, take a step back and reconsider it.

TECHNOLOGY POLICIES

TECHNOLOGY AND BUSINESS EQUIPMENT

All Mastery Charter Schools technology and business equipment (including but not limited to: cell phones, smart phones, laptops, tablets, projectors, printers, and fax machines) are to be used in a manner that protects the information on the equipment and also protects the equipment itself. Mastery Charter Schools employees are fully responsible for Mastery Charter Schools technology and business equipment when taken off campus.

Employees are responsible for taking appropriate precautions to prevent loss, theft, or damage to Mastery Charter Schools equipment. In the event that Mastery Charter Schools property is stolen, damaged, or

misplaced, the employee will be responsible for reporting to their manager immediately and the manager will work with Human Resources and Information Technology to take appropriate follow-up action including determining the appropriate method of replacement.

In the event of negligence or abuse of Mastery Charter Schools technology or business equipment, employees will be responsible for all or part of the repair or replacement cost and may be subject to discipline up to and including termination from employment.

Mastery Charter Schools will retain ownership of all technology and equipment issued to employees – including but not limited to: computers, phones, and tablets – and all technology and equipment must be returned to Mastery Charter Schools when employment ends. Further, Mastery data and documents are not to be copied or downloaded prior to return and hard copies of such data and documents are to be returned with the equipment.

LAPTOPS AND DESKTOPS

Use of Mastery Charter Schools issued laptops and desktops must conform to all use and etiquette policies and use is restricted to authorized Mastery Charter Schools employees. Use of Mastery Charter Schools issued laptops and desktops for personal purposes should be within the standards of good judgment and common sense and as required through the terms and conditions of applicable software license agreements.

Care for Mastery Charter Schools issued computers is the employee's responsibility, including appropriate precautions to prevent loss, theft, or damage. Loss, theft or damage of a laptop or desktop must be reported to the employee's manager as soon as it is discovered. In the event of negligence or repeated loss, theft, or damage of Mastery Charter Schools issued laptops or desktops, an employee will be responsible for all or part of the repair or replacement cost.

CELL PHONES AND SMART PHONES

Use of Mastery Charter Schools issued cell phones and smartphones must conform to all use and etiquette policies and is restricted to use by Mastery Charter Schools staff. Use of school issued cell phones and smart phones for personal purposes should be limited and within the standards of good judgment and common sense.

Cell phone and smart phone minutes usage is actively monitored and excessive minutes use beyond reasonable business limits will be charged to the employee.

Care for Mastery Charter Schools issued phones is the employee's responsibility, including appropriate precautions to prevent loss, theft, or damage and/or the purchase of a protective case. Loss, theft or damage of a cell phone or smart phone must be reported to the employee's manager as soon as it is discovered. In the event of negligence or repeated loss, theft, or damage of Mastery Charter Schools issued cell phones and smart phones an employee will be responsible for all or part of the repair or replacement cost.

Employees who are issued smart phones are encouraged to back up or sync their smart phone regularly. Lost or stolen devices will be remotely erased by Mastery Charter Schools and recovery of data will not be possible even if the device itself is subsequently recovered.

Mastery Charter Schools has a zero tolerance policy regarding use of cell phones and smart phones while driving. For the safety of our employees and others it is imperative that employees pull over and stop at a safe

location prior to calling, texting, or emailing on a cell phone or smart phone. Under no circumstances are employees allowed to place themselves at risk to answer a call, text, or email. Employees who are charged with traffic violations resulting from the use of their cell phone or smart phone while driving will be solely responsible for all liabilities that result from such actions.

Mastery Charter Schools issues cell phones or smart phones to employees in specific roles/job titles as needed based on job responsibilities. Employees opting out of or refusing a Mastery Charter Schools issued cell phone in favor of a personal cell phone will not be reimbursed for related costs or usage for business purposes.

Phone numbers associated with Mastery Charter Schools issued cell phones and smart phones remain property of Mastery Charter Schools and may not be taken by the employee when employment ends.

PHOTOCOPIERS

The photocopiers are for Mastery Charter Schools employee use only – students and visitors may not use copiers. Costs related to copiers and supplies exceed \$25,000 per year per school – so every effort should be made to conserve paper and ink. Double siding, shrinking print, using half sheets, etc. are encouraged. Consider planning to make copies well in advance of need. Any project over 200 copies should be confirmed with the Director of Operations at your school to determine if the job should be outsourced. Directors of Operations set and monitor copying limits per staff.

OTHER BUSINESS EQUIPMENT

Appliances, vending machines, fax/phone services and elevators are for Mastery Charter Schools employee use only. Only students with a documented medical injury or disability from a doctor are permitted to use the elevator.

All business equipment, including but not limited to: copiers, facsimile machines, computer systems, email, internet systems, electronic storage, pre-paid postage machines, refrigerators, landline telephones, and voicemail are the property of Mastery Charter Schools and are restricted for use for school related purposes only.

DATA STORAGE AND BACKUPS

All employees will be provided with an online network drive (the "H" drive) that is backed up nightly. This storage area should be used for all important documents and files that need to be retained even in the event of computer failure. Files stored locally on a computer are not backed up and will not be recovered in the event of computer failure.

Each employee's network drive has a size limit of 5 Gb and users will be warned when usage reaches 90% of their quota.

VOICEMAIL

Mastery Charter Schools employees who are provided with landline telephones are expected to record a voicemail message. When recording a voicemail message, please use the following as a guide:

“Hello. You have reached the voice mailbox of [employee name]. Please leave a message including your name, your child’s name, the nature of your call, and your phone number and I will return your call at my earliest convenience. Thank you.”

Mastery Charter Schools employees are expected to check voicemail daily and return/respond to messages promptly and not later than 2 business days.

LIMITED RIGHTS OF USE

Use of Mastery Charter Schools technology and business equipment is a privilege, not a right. When necessary to protect and ensure the operability, integrity, security and reliability of Mastery Charter Schools resources, employees may be denied access in whole or in part.

Materials created by staff members in or related to the performance of their employment duties, including materials created on Mastery Charter Schools, are property of Mastery Charter Schools. Mastery Charter Schools retains the right to review, edit and/or delete any material posted on Mastery Charter Schools web servers or web pages or on behalf of Mastery Charter Schools on other web servers or web pages at any time.

NO EXPECTATION OF PRIVACY

Employees have no expectation of confidentiality or privacy with respect to any communication or access made through Mastery Charter Schools technology, regardless of whether that use is for business-related or personal purposes, other than as specifically provided by law. Mastery Charter Schools may, without prior notice or consent, log, supervise, access, view, monitor and record use or access of Mastery Charter Schools technology (including reviewing files e-mails and voicemail messages and other materials) at any time. Equipment supplied is not for personal use. By using or accessing Mastery Charter Schools technology, employees agree to such access, monitoring and/or recording of their use.

INTERNET AND E-MAIL ETIQUETTE

- Mastery Charter Schools employees shall ensure all communication through Mastery Charter Schools e-mail or messaging services is conducted in a professional manner. The use of suggestive, vulgar, or obscene language is prohibited.
- Mastery Charter Schools’ users shall not reveal private or personal information of their own, of other Mastery employees or of students or their families through school e-mail or messaging services without clear and specific written approval from management.
- Users should ensure that e-mail messages are sent to only those users with a specific need to know. The transmission of e-mail to large groups, use of e-mail distribution lists, or sending messages with large file attachments (attachments larger than 5.0 Mb) should be avoided.
- E-mail privacy cannot be guaranteed. For security reasons, messages transmitted through the Mastery Charter Schools e-mail system or network infrastructure are the property of the Mastery Charter Schools Charter and are, therefore, subject to inspection. Employees should also be aware that deleted messages can and will be inspected if deemed appropriate.

COMPUTER, DEVICE, AND INTERNET USE

- Mastery Charter Schools users who identify or perceive an actual or suspected security problem shall immediately contact the Director of IT.

- Mastery Charter Schools users shall not reveal their account passwords to others or allow any other person, employee or not, to use their accounts. Similarly, users shall not use other employees' accounts.
- Any and all use of IT assets is subject to monitoring by IT Security and access to Mastery Charter Schools' network resources shall be revoked for any user identified as a security risk or who has a demonstrated history of security problems.
- All terms and conditions as stated in this document are applicable to all users of the Mastery Charter Schools network and the Internet. Any employee violating these policies or applicable local, state, or federal laws while using the Mastery Charter Schools network shall be subject to loss of network privileges and any other disciplinary actions deemed appropriate, possibly including termination and criminal and/or civil prosecution.
- Mastery Charter Schools users are expected to use good judgment when using Mastery computers, devices, email, other messaging services, and Internet connectivity.
 - Appropriate use includes, but is not limited to using Mastery computers, devices, email, other messaging services, and Internet connectivity:
 - To perform activities directly in support of official Mastery Charter Schools business
 - For educational or research purposes.
 - Inappropriate use includes, but is not limited to using Mastery computers, devices, email, other messaging services, and Internet connectivity:
 - For any illegal or unlawful purpose. Examples of this include the transmission of violent, threatening, defrauding, pornographic, obscene, or otherwise illegal or unlawful materials.
 - For non-Mastery business.
 - To harass, intimidate or otherwise annoy another person.
 - For personal gain such as selling access of a Mastery Charter Schools user login IDs.
 - To circumvent or subvert security measures on either the Mastery Charter Schools network resources or any other system connected to or accessible through the Internet.
 - To intercept network traffic for any purpose other than engaging in authorized network administration.
 - To make or use illegal copies of copyrighted material, store such material on Mastery Charter Schools equipment, or transmit such material over the Mastery Charter Schools network.

RESPONSIBILITY FOR USE AND/OR MISUSE

Mastery Charter Schools is not responsible for any information that may be lost or damaged (including being rendered unavailable) by use or access of Mastery Charter Schools technology or business equipment, including the Internet and e-mail. Mastery Charter Schools denies any liability or responsibility for communications made by any user of Mastery Charter Schools technology or business equipment.

Please also note that internet communications can be a source of entry and computer system corruption by malware, computer viruses, or hackers seeking to modify, destroy, or gain access to data. This is something to take seriously as it poses a threat to employee and student personal information, Mastery records, confidential records and data, and the integrity of our computer systems.

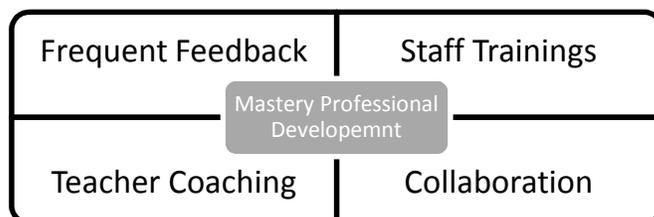
EQUIPMENT RETURN POLICY

In the event of resignation or exit from the organization, employees are required to return all Mastery equipment (i.e. laptop, cell phone, etc.) to the Assistant Principal of Operations (NST employees must return all equipment to Human Resources). Failure to return equipment will be considered theft and may result in legal action.

TEACHING AT MASTERY CHARTER SCHOOLS

PROFESSIONAL DEVELOPMENT AND FEEDBACK

Mastery’s PD program is comprised of four ongoing initiatives: a) Frequent Feedback b) Staff Trainings c) Teacher Coaching d) Collaboration and Peer Observations. These initiatives are united by a common model of instruction and classroom management that values measurable success, efficiency and a positive student-teacher rapport. This model is referred to as Mastery’s Instructional Standards.



INSTRUCTIONAL STANDARDS

The Instructional Standards are a compilation of fundamental best teaching practices, successful teacher traits as well as common measures of student success. The standards have been recently updated to reflect Mastery’s 3.0 initiatives, launching the 2014-15 school year. Each standard is designed to create an objective-driven, rigorous and effective classroom experience that will serve to prepare students for higher education, the global economy and the pursuit of their dreams.

There are 4 Standards: Each standard is comprised of a series of strands. Strands are divided into “Student Outcomes” and “Teacher Actions”. “Student Outcomes” convey the expected result of successful routine implementation of the standard. “Teacher Actions” convey the requisite implementation practices for the standard. Each student outcome and teacher action is written at a level of proficiency. Under select teacher actions, suggested strategies are bulleted. Further explanation regarding these suggested strategies can be found within the Mastery Charter Schools’ Instructional Guidebook.

MCS’s Instructional Standards
1. Student Work
2. Rigorous Instruction
3. Classroom Culture
4. Responsive and Individualized

These standards will serve as the basis for instructional evaluations as well as the basis for ongoing professional development. Brief descriptions of the Instructional Standards categories are as follows:

1. **Student Work:** Over time, students are successfully engaging in varied, rigorous, aligned teacher designed academic activities and practice.
2. **Rigorous Instruction:** In class, students are constantly engaged, challenged and carrying the vast majority of the cognitive load.

3. **Classroom Culture:** Teachers create a student centered classroom culture that values individuals, builds respectful relationships and ensures students are gaining non cognitive skills alongside academics.
4. **Responsive and Individualized:** Teachers constantly use data to ensure lessons are moving every student forward given their strengths and needs.

INSTRUCTIONAL STANDARDS AND TEACHER FEEDBACK

Frequent and high quality feedback is at the core of MCS's PD program:

Instructional Evaluation Windows:

The year will be divided into three instructional evaluation windows. The windows will exclude the first few weeks of the school year as well as the last few weeks. Each window will be approximately eight to ten weeks long. During each window, all teachers (Associate through Master) will receive:

- a minimum of five unannounced instructional visits
- an end of window summary conference

Instructional Visits:

Who Observes?

During an instructional visit, an administrator will conduct a classroom observation lasting ten to twenty minutes. In most instances, the observing administrator will be the member of the leadership team that is most familiar with the content/curriculum being observed. Observers will at times vary to provide additional perspectives on teacher performance. The goal is to balance the benefits of multiple observers with the benefits of having an observer with content/curricular expertise.

What's the follow up?

Following every instructional visit, the teacher will receive a brief email within 24 hours highlighting instructional strengths as well as areas of focus and suggested next steps. If significant or ongoing concerns exist regarding underperformance, the email will clearly state them. The email will not convey an overall rating as the observations are a single snapshot and potentially not informative enough to make a full performance evaluation.

Summary Conferences:

Towards the end of every window, once a minimum of five instructional visits have occurred, the teacher will conference with an administrator to discuss instructional performance to date. The teacher will be presented with a brief narrative summarizing instructional strengths and focus areas as well as a summary rating (unsatisfactory, developing, proficient, advanced, outstanding). The conference and document will reflect observations and the teachers' planning performance, reviews of student work and other instructional work. The scores and feedback from the summary conference will serve as the instructional effectiveness portion of the Mid-Year and End of Year feedback.

MASTERY CHARTER SCHOOLS TEACHER COACHING MODEL

A primary facet of new teacher support is the Mastery's Coaching Model. Through coaching, teachers build new skills, adopt effective habits, incorporate best practices and utilize excellent instructional strategies. Coaching facilitates teacher improvement from struggling to solid, solid to strong, and strong to exemplary. Central

instructional coaches work with individual teachers throughout the year. Our goal is that the vast majority of new Mastery teachers at each site receive at least one intensive coaching cycle.

Coaching is a roughly six to eight week intensive support structure where a teacher and coach work together multiple times a week. At the beginning of a coaching cycle, the coach and teacher will set measurable goals regarding the teacher’s and students’ improvement. Based on the goals, the coach and teacher will create a detailed plan for the course of the coaching cycle. Within this plan, a coach will do a variety of coaching interventions. These interventions may include observation and debrief, modeling, co-teaching, co-planning, video tape and reflection, co-observing, real time coaching, and more. At the end of the coaching cycle, the coach, teacher and school administration will determine if the intended coaching goals were met.

STAFF TRAINING AND COLLABORATION

Mastery Charter Schools prioritizes staff training to ensure all teachers have the support they need to be successful in our performance based management system and, most importantly, to have breakthrough results in student achievement. There are several avenues for professional development that occur across the Mastery Charter Schools network. In order to ensure that teachers have time for professional development, Mastery Charter Schools releases students early every Wednesday afternoon. On these days, teachers have time in the building to participate in professional development and collaboration activities. Additionally, one day in the middle of the report period and the one final days of each report period are reserved for teachers to get targeted professional development and review and reflect upon their student achievement results and plan for the upcoming report period. See below for some detailed strands of our professional development that may occur at your school.

Teacher Orientation	Multiple day orientation for new and returning teachers that include curriculum review, instructional training, site orientation, planning and collaboration.
New Teacher Induction	Central sessions occur every 3-6 weeks that address our instructional standards in practice. Each session lasts approximately 2 hours and includes practice and planning time. These sessions occur at Mastery Charter Schools hubs across the city. Teachers in their first year with Mastery Charter Schools participate in these sessions.
Planning Meetings	On a regular basis, teachers will work with peers and administrators to dissect and prepare for upcoming lessons by engaging in professional dialogue, practice, question preparation and student exemplar creation. Teachers will also examine and reflect upon student work and how adjust lessons accordingly.
Content Training	Teachers will participate in ongoing content training to increase content knowledge and content specific pedagogy.
Grade team meetings	Periodic meetings where teacher grade teams spend time collaborating, discussing students of concern, and addressing grade wide issues.
Data Day	At the end of the report period, teachers are given a professional development days to analyze student data, collaborate and plan for the upcoming report period. During these days, the staff will gather together to hear school wide progress to goals and priorities for the upcoming report period.

All Mastery Charter Schools Instructional Conference	Once a year, all teachers come together in one location for intensive day long training. The conference provides an opportunity for teachers to receive PD from their peers, collaborate across campuses, and hear from Mastery Charter Schools leadership about the direction of the organization.
Professional Learning Communities	Throughout the school year, small groups of teachers will come together to discuss and reflect upon how to improve relationships with parents and students, how to build student intrinsic motivation, and the role of race and identity in their classroom.

BENCHMARK ASSESSMENT MANUAL

Who takes the Benchmarks?

Students who have qualified or likely will qualify for the PASA (Pennsylvania Alternate System of Assessment) may be excused from taking the Benchmarks. The school’s Special Education Department is responsible for creating an alternate and appropriate proxy assessment. All other students are required to take the Benchmarks.

How do Benchmarks impact report period grades?

Each Benchmark is counted as a predetermined percentage of the student’s grade for each subject for each report period. These percentages can be found in each course’s scope and sequence. If this conflicts with information or the spirit of information in an IEP, the Principal can alter this percentage.

What accommodations/modifications are permitted?

Accommodations for the Benchmark are limited to those that are considered acceptable for the PSSA. For a complete list of PSSA accommodations go to: [2014 PSSA/Keystone Testing Accommodations](#)

Modifications to the form and content of the Benchmark assessment are performed only by the NST. In such cases, the revised Benchmarks are used across all schools. Posters, visuals, and other aids that may provide support during testing are to be removed or covered. PSSA approved tools such as formula sheets are permitted. Typically, modifications or exemptions are only granted to students that would qualify for PSSA modifications in their IEP.

To what extent should the Benchmark guide instruction?

The Benchmark is designed to complement the scope and sequence in providing guidance regarding both instructional content and rigor. Mirroring question stems, format and model during instruction is encouraged yet not to the degree to which a Benchmark question or assessment becomes invalid or “gamed”. Professional judgment is a must and teacher-administrator communication is encouraged when considering gray areas.

Do	Don’t
Utilize the benchmark to determine the skills and content that should be taught during the report period, including the relative weight of that content.	Do not provide background regarding reading passage content or vocabulary
Utilize similar question stems and assessment formats to create formative assessments throughout the report period.	Do not provide details regarding test or test format (i.e. question number 3 is about proportions)
Allow students to practice in testing situations similar	Do not use the exact benchmark questions or specific

to the benchmark (i.e. no open notes/open book, timed, no teacher support, etc.)	language from benchmark questions for student practice or review. In short, do not teach the question in lieu of the skill.
	Do not provide any testing accommodations modifications that are not available on the PSSA and included in a student's IEP.

Appropriate Test Proctoring

When giving the benchmarks, testing conditions should mirror the PSSA. Visual supports should be covered or removed from the walls. The proctor should avoid supporting students through hints, explanations, etc. The structure of proctoring should further ensure that benchmark results are an accurate assessment of students' knowledge and skills.

1. Posters that contain vocabulary, pneumonics, algorithms, formulas, shapes, images etc... that might have an impact on a student's ability to understand or answer a test question should be removed or covered.
2. Students may receive extended time to complete a section but no section should be started and then paused such that the student then has time to review, study, discuss, etc... before completing the section.
3. Aside from PSSA permitted tools such as scrap paper, the PSSA formula sheet, calculators (when permitted), etc... no teacher or school-created documents or tools should be accessible during testing.
4. Reading to the students
 - a. The Reading test: Reading passages, questions, answer choices etc... is NEVER permitted. Proctors may never define terms. Testing directions should be read to the class.
 - b. The Math test: Questions may be read aloud for Mathematics and Science only for the small number of individual students who might need this accommodation. Proctors may NEVER define terms. Testing directions should be read to the class.
5. Teachers should never hint, correct, signal, etc... to students during testing. Phrases such as, "are you sure..."; "you might want to check that one again..." etc... are never permitted.

In an effort to create a fair and appropriate testing environment, any accommodations for IEP students or other students that run counter to the rules above must be approved by the NST.

Test Security

Schools and teachers are required to take all precautions in maintaining the security of the Benchmarks. Benchmark questions and entire assessments are often recycled yearly. Students should never have access to the assessments outside of the classroom. Students should never receive copies of the assessments or information that will permit them or their associates to have an advantage. All excess testing materials should be returned to the administration once testing is complete. Concerns regarding test security should be reported to the administration immediately.

Scheduling/Pacing

Benchmark windows are always to be followed by schools regardless of the individual teacher's pacing. Schools should refer to the recommended length of time for each benchmark in designing benchmark schedules and work to ensure students complete the benchmark in those time periods. Benchmarks should serve as both content and stamina preparation for other future assessments including timed and lengthy assessments.

BEYOND THE CLASSROOM

In order to facilitate communication between teachers, administrators and parents, teachers are routinely required to complete and submit documents, attend meetings and participate in a range of professional tasks. The following list identifies several examples of such tasks.

Document Submission	Meetings/Conferences/PD	Miscellaneous
Lesson Plans	Parent Events/Meetings	Report Period Grade Verification
Phone Logs	Staff Meetings/PD	Timely Grade Book Updates
Data Analysis Forms	IEP Meetings	Timely Attendance Updates
Emergency Lesson Plans	Disc./Atten Hearing/Meetings	Performance and Feedback Surveys
Student Work Samples	Admin-Teach Conferences	Book tracking
	Planning Meetings	Room Maintenance

ACADEMIC PROGRAM

ELEMENTARY ACADEMIC PROGRAM

The following is a listing of courses commonly offered at each grade. Actual campus schedules will vary. Select courses are offered at different levels.

	Reading	Writing	Math	Science	Social Studies	Enrichment
K-2	-Guided Reading -Reader's Workshop -Reading Mastery -Computer Based Reading Instruction -Interactive Read Aloud	Writing	-EnVision Math -Calendar Math(K) -Number Stories -Fluency Routines	-1/2 year 1, 2	-1/2 year 1,2	-Music -Art -PE -Spanish -Morning Mtg -Play in K, 1 -Second Step -OWL (sex ed)
3-6	-Reading Comprehension -Text Study -Word Study -Interactive Read Aloud	Writing	-EnVision Math -Number Stories -Fluency Routines	-1/2 year 3 -4 th -6 th	-1/2 year 3 -5 th	-Music -Art -PE -Spanish -Morning Mtg -Second Step -FLASH (sex ed)

Morning Meeting: All elementary students participate in a 20-30 minute morning meeting daily. These meetings serve to build community in class, recognize classroom success, talk about ways to improve classroom performance and explicitly teach social and emotional skills. Meetings are led by teachers at first and, eventually, by students.

SECONDARY ACADEMIC PROGRAM

The following is a listing of courses commonly offered at each grade. Actual campus schedules will vary. Select courses are offered at different levels.

	English	Math	Science	Social Studies	SEL	Enrichment
7	-Literature 7 -Composition 7	-Math 7		-Ancient World History	-7 th Seminar	-Music 7 -Art 7 -PE 7
8	-Literature 8 -Composition 8	-Math 8 -Algebra 8	-Science 8			-Music 8 -Art 8 -PE 8
9	-Literature 9 -Composition 9	-Algebra I -Geometry	-Physical Science	- African American History	-Freshman Seminar	-Tech 9
10	-Literature & Composition 10	-Geometry -Algebra II/Trig	-Biology	-Mdrn World Hist -AP World Hist	-Soph Seminar/ Internship	-Music 10 -Art 10
11	-English 11 -American Lit -AP Lang	-Algebra II/Trig -Pre-Calc	-Chemistry	-US History or -AP US Hist		-Spanish I
12	-English 12 -World Lit -AP Lit	-Algebra II/Trig -Pre-Calc -AP Calc AB	-Physics -AP Chemistry -AP Physics B	-Government and Economics	-Sr. Seminar/ College Advising	-Spanish II

Our curriculum is designed to be uniform across the network including scope and sequences, benchmarks, novels, texts and resources. This creates huge potential for collaboration across sites. Therefore, teachers are expected to follow the curriculum and not make modifications that would lessen the collaboration potential.

Note:

- 7th Grade SEL and Freshman Seminar are yearlong courses designed to orient students new to Mastery Charter Schools in specific areas such as organization, decision making, conflict resolution, human sexuality, and alcohol / drug education. Freshman seminar happens over the course of at least 25 lessons for every student throughout the 9th grade year.
- All students must earn a physical education credit that encompasses at least 40 hours of physical education or a substitute thereof.

ASSESSMENT

In order to ensure we are on track to breakthrough academic results in all grade levels, an ongoing assessment structure is in place for each grade. See chart below.

Grade	Benchmarks	Portfolio Assignments	Math/ELA 4Sight (PSSA)	Other	PA State Tests

			predictor)*		
K-2	Math, Writing	Writing	N/A	F&P 3-6x/year	
3-6	Reading, Math, Writing, Science or Social Studies	Text Study, Writing	2x/year	Terra Nova 3 rd grade F&P	ELA, math, science (4 th only) PSSA
7 th	Literature, Composition, Math, History	Literature, Math, History, Composition	2x/year	Terra Nova	ELA, math PSSA
8 th	Literature, Composition, Math, Science	Literature, Math, Composition, Science	2x/year	Terra Nova	ELA, math, science, PSSA
9 th	Literature, Composition, Math, Science, History	Literature, Math, Composition, History, Science	N/A	ACT Aspire	Algebra Keystone
10 th	Literature, Composition, Math, Science, History	Literature, Math, History, Science	N/A	AP test (AP students only) ACT Aspire	English Keystone Biology Keystone
11 th	Literature, Composition, Math, Science, History, Spanish	Literature, Math, History, Science	N/A	AP test (AP students only), ACT	
12 th	Literature, Math, Science, History, Spanish	Literature, Math, History, Science	N/A	AP test (AP students only), ACT	

REPORT CARDS, GRADES AND ATTENDANCE REPORTING

ELEMENTARY (K-6)

The Mastery Charter Schools elementary school year is divided into six report periods. Each report period grade is a non-cumulative grade. Rather than a traditional A-F grading system, Mastery Charter Schools utilizes an M and I system. “**M**” represents course **M**astery (76% or above). “**I**” represents **I**ncomplete mastery (75% or less), indicating additional support and remediation are necessary.

For each report period, K-6 students get evaluated on skill mastery in reading, writing, math, science or social studies and specials. Report cards for grades K-2 have a list of competencies for each subject, and each competency receives a grade of M (Mastery), D (Developing) or B (Below). K-2 report cards also include each student’s F&P reading level, number of sight words known, and math benchmark score. Report cards for grades 3-6 include each student’s F&P reading level if tested and percentage grades for reading comprehension, text study, word study, math, writing, science or social studies, and specials. Additionally, all students K-6 receive a rating on each of the five core values as a social emotional skill grade. Content area grades and reading level will be used to determine if students must attend summer school on a case by case basis.

SECONDARY (7-12)

The Mastery Charter Schools school year is divided into semesters 1 and 2. Each semester contains three report periods. Each report period grade is a non-cumulative grade. At the end of a semester, a cumulative semester grade is determined. The cumulative semester grade determines pass/fail status and is reported on the student's transcript.

Rather than a traditional A-F grading system, Mastery Charter Schools utilizes an M and I system. "M" represents course **M**astery (76% or above). "I" represents **I**ncomplete mastery (75% or less). An "I" is the equivalent to a failure. Courses that result in a failing cumulative semester grade must be recovered in summer.

Semester 1		Semester 2	
Report Period 1 77 (M)	Report Period 2 75 (I)	Report Period 4 81 (M)	Report Period 5 85 (M)
Final Course Grade = 76 (M)		Final Course Grade = 83 (M)	

In general, secondary report period grades are divided into four categories:

25% Benchmark score

10% Portfolio

15% Homework

50% Tests, Quizzes and Classwork

See individual course scope and sequences for course specific information.

The lowest grade a student can receive in a single report period is 64%. This is set to ensure students are able to recover from a single severely failing report period.

HONOR ROLL

Honor roll is determined at each campus by weighted GPA each report period in grades 7-12.

COURSE CREDIT AND CREDIT RECOVERY

All courses are limited to 1 semester. Courses that meet 4 or more times per week for 1 semester earn 1 credit. Courses that meet 2-3 times per week for 1 semester earn 0.5 credits. Students that fail ≤ 3.5 credits are required to recover those credits during summer school. If all credits are not recovered by the end of summer school, the student is retained and repeats the grade in the fall (including all passed and failed courses). Summer school courses will factor into a student's overall GPA like a course in the regular school year.

Students that fail >3.5 credits are automatically retained and repeat the grade in the fall (including all passed and failed courses). Summer school is not an option for these students.

Exceptions and accommodations may be made but course recovery is generally not permitted during the school day.

STUDENT CULTURE PROGRAMS

THE MASTERY CHARTER SCHOOLS CORE VALUES AND CODE OF CONDUCT

The Mastery Charter Schools Core Values and Code of Conduct drive school culture. Its language should be utilized often when motivating students. Students should be familiar with the values/code and able to recite it from memory.

CORE VALUES (K-6)	CODE OF CONDUCT (7-12)
<p>RESPECT: We respect ourselves and others by making good choices.</p> <p>HARD WORK: We work hard. Nothing gets in our way.</p> <p>RESPONSIBILITY: We are responsible for our actions.</p> <p>KINDNESS: We are always kind, we lift each other up.</p> <p>TEAMWORK: We work together on the road to college.</p>	<p>I choose to be here.</p> <p>I am here to learn and achieve.</p> <p>I am responsible for my actions.</p> <p>I contribute to a safe, respectful, cooperative community.</p> <p>I come with a clear mind and healthy body.</p> <p>This is my school... I make it shine.</p>

THE ROAD TO COLLEGE

Mastery Charter Schools is a college preparatory school. Our mission centers on success in higher education. Many of our students will be the first in their family to graduate from college. It is vital that we instill in our students the expectation of college graduation as an inevitable event on their road towards success. We discuss college experiences, goals, considerations, etc... with our students. College is an ongoing theme. We create environments that show college pride and engage students in conversation about our experiences.

INDIVIDUAL REWARDS AND CONSEQUENCES

Mastery Charter Schools culture structures for individual student rewards and consequences are created to reinforce and promote students' compliance with school rules and our core values/code of conduct. Each system is developmentally appropriate for its targeted grade levels and is implemented with consistency and fidelity across a single campus.

Lower Elementary

The culture system in lower elementary is structured to encourage students to make great choices. A color-coded choice chart helps students see how their choices are impacting themselves and their community. This chart creates a uniform language for teachers, as well as a clear visual cue for students to track their progress throughout the day. Students always start the day on Blue-Good day and strive towards Green-Wow! Great Day!

Green-Wow! Great Day! → Blue-Good Day → Purple-Official Warning → Yellow-Loss of Privilege → Red-Phone Call Home

Upper Elementary / Secondary

The secondary culture system revolves around a merit and demerit system described below.

Merits

Each student is assigned a Merit Card and carries the card in their ID badge holder. When a staff member observes exemplary behavior, s/he asks for the Merit card and applies a merit to the card. Students are not to receive multiple merits for a single behavior/action. Students that solicit merits should not be accommodated. After acquiring a predetermined number of merits, students are awarded prizes according to an incentive menu.

Demerits

Each student is also assigned a Demerit Card and carries the card in their ID badge holder. When a staff member observes an offense, s/he respectfully asks for the Demerit Card and records the following: code of offense, date of offense, signature. Staff are encouraged to NOT engage in conversation about the demerit. The intent is for the demerit to be quick, focused feedback on negative behavior. The demerit serves as a warning. If the offense is deserving of greater attention, the student should be referred to the Dean. If the offense is the sixth in a series of offenses, the staff member holds the card, signs and dates it and then contacts the Dean for pick up. The Dean is responsible for ensuring that a replacement card is distributed as soon as possible. Students that fill a demerit card are scheduled to attend a detention on the following Wednesday.

DEAN REFERRALS

Teachers are expected to manage general student behavior and address low level infractions through proactive and reactive strategies (including the demerit system). Students in **all grades** exhibiting level II infractions should be referred to the Dean. Level II infractions include: pre-fight, inappropriate behavior to others, insubordination, constant disruption, instigation, provocation, inappropriate sexual behavior, cheating, plagiarism.

To conduct a Dean referral, contact the Dean and request an escort. In the event that the Dean does not answer, contact the front desk. If the situation allows, complete a Dean Referral form and present the necessary information to the escort. Please make every effort to ensure sensitive information remains confidential.

The Culture Team is responsible for determining actions/consequences and communicating those actions to the teacher within 24 hours. In addition, teachers are expected to use the incident as a teaching/relationship building opportunity and follow up with the student and parent.

The line between Level I and II infractions is sometimes gray. During these gray situations, the teacher is expected to balance the needs of the individual student against the needs of the class. It is important to remember that once a student is removed from the classroom, the student loses valuable academic time. However, if the student is uncontrollable and is preventing others from learning, the student should be removed. Reasonable effort to address the situation is expected in order to maximize academic time for all students.

ADDITIONAL CULTURE SYSTEMS

Restorative Practices

At Mastery we believe that true learning comes from understanding one's responsibility to oneself and to the community. Therefore, Mastery fully embraces a Restorative Practices approach and implements the national program with fidelity. This school-wide culture system is built around strengthening and repairing respectful and trusting relationships both in the classroom and across the community. Through the use of authoritative communication in which the relationship is held at the center of all decision-making, students and staff rise to

explicit standards of positive behavior and come together to develop pro-social thinking and social emotional competences. All students who violate our community’s Code of Conduct will often be granted the opportunity to give back to the community they violated and repair relationships they have damaged. This concept of honoring the community and the relationships within our community is a foundation of our program and our Code.

Code Awards

The Code Awards serve to recognize and motivate students who epitomize characteristics reflective of the Code of Conduct. Awards are granted for displays of success or progress in character, initiative or citizenship. Code Awards are presented during community meetings and other functions.

School Uniform

Mastery Charter Schools Students wear their uniforms with pride. Teachers consistently demand uniform compliance and excellence in appearance by ensuring that students tuck in their shirts, tie their shoes, wear their pants at or above their waist and avoid wearing outerwear or book bags in class. Students who fail to follow these rules should receive a demerit – not a warning.

Goal-Oriented Student Engagement

When addressing misbehaving students, our engagement is always goal oriented. Our objective always serves the needs of the student. Common student engagement objectives include: 1) de-escalation, 2) student accountability, 3) encouragement/inspiration/motivation, 4) re-orientation. Students are never ridiculed, embarrassed, insulted, etc... We never engage in battles of authority or employ empty threats. When engaging students, we model our code of conduct – a respectful, achievement focused community.

Community Meetings

Community Meetings serve to convey school-wide announcements, recognize student achievement, develop a sense of community within the school, and reinforce our college focus. All students attend one community meeting weekly. Teachers, along with the support of the Culture Team, organize and run community meetings.

Circles

The basic premise of Restorative Practices is that the increasingly inappropriate behavior in schools is a direct consequence of the overall loss of connectedness in the school community. By fostering inclusion, responsibility, support and cooperation, Circles restore these qualities to the community and classroom and facilitate the development of individual character.

Without the need for discussion, the very structure of circles fosters the following values:

Equality	Literally everyone in the circle has equal seating
Safety & Trust	You can see and hear everyone in a circle, so nothing is hidden
Responsibility	Everyone has a chance to play a role in the outcome of the circle
Facilitation	The circle reminds the leader to facilitate rather than lecture
Ownership	Collectively, the participants feel the circle is theirs
Connections	These are built as everyone listens to everyone else’s responses

Circles can be facilitated in three ways, “Sequential (go-around)” format, in which every student participating has a turn to speak and will do so in an orderly fashion, “Non-Sequential (popcorn)” format where students speak as they feel the need to express themselves and their point of view, or “Fishbowl” format where an inner

circle of students serve as the focus group for the outer circle of students who serve as the observers and provide feedback. Teachers should decide whether or not to use a talking piece to designate the speaker. Three ground rules guide the circle:

Speak Your Truth: This means speaking for yourself, talking about what is true for you based on your own experiences. When we speak our truth we are speaking from the heart – we are aiming for eloquence, for choosing words that accurately communicate what we hold to be important.

Respect the Response: We are used to judging other people. Sometimes without even knowing anything about another person we will make assumptions about them. These assumptions can keep us from really hearing what they have to say...and what they have to say may be something that is important and helpful. So when we respect the response we are trying to set aside any stories we may hold about the person. This opens up the possibility of making wonderful discoveries about, and surprising connections with, each other.

Say Just Enough: Keep in mind the limits of time and making room for everyone to speak. This intention is also called “lean expression.” It is related to “Speak Your Truth” because we often find that when we speak carefully we can express ourselves with fewer words than we would normally use, and that when we do our words often have more impact. One way to think about this is, when you are considering what to say, ask, “Does it serve this circle in a good way?”

Clear Hallways

Academic time is highly valued. All efforts are made to keep all students in class during academic time. Visits to the restroom, water fountains, nurse, deans, counselor, etc. are granted only during emergencies. Students should use the restrooms during transitions. Students should never be permitted to miss instructional time to go to the photocopier, mailboxes, front desk, or other non-emergency errands. Teachers evaluate and respond to emergencies on a case by case basis. Maintaining a firm policy from the first day of class will likely prevent constant requests.

Universal Silencing Sign

The Mastery Charter Schools universal silencing sign is used to request silence from groups of students in a respectful and familiar way. The sign consists of a raised hand. Once the teacher raises his/her hand, the students are expected to become silent and raise their hands.

Student Personal Electronics

Students are never permitted to use mobile phones, portable music devices, video game devices, laser pointers, etc...in class or hallways. Using such devices as a calculator is prohibited. Such devices should never be visible within class or in hallways. Once confiscated, teachers immediately give the devices to a dean. Confiscated items are only returned to the parent/guardian and only during regular school hours.

Food in Class

In an effort to maintain the quality of the learning environment, avoid pest infestations, and minimize distractions, eating, drinking and gum chewing is strictly prohibited during academic time. Exceptions must be approved by the administration.

SPECIAL EDUCATION AND SPECIALIZED SERVICES

STUDENT ACHIEVEMENT ABOVE ALL

Mastery Charter Schools' first and most important value is "Student achievement above all." The reason we exist is to provide an excellent education and effective programming to ensure that all students achieve at high standards so that they can graduate from college, compete in the global economy, and successfully attain their personal goals and pursue their dreams. Our students' success is our own success!

In order to be successful in these ambitious goals, all teachers work collaboratively with students receiving special education services and sweat the small stuff. They understand that every second counts. All teachers strive to accelerate the learning and achievement of students with disabilities by making effective instructional decisions based on data and focused on results through the IEP Process. Special education teachers and regular education teachers work collectively to drive the instructional program for students with disabilities.

CONFIDENTIALITY

Student educational records, including all documents associated with a student receiving special education services, must be kept confidential. Teachers should refer to the Confidentiality and FERPA policies referenced earlier in this handbook to ensure compliance with appropriate communication about students. The sharing of information about a student receiving special education services (name, demographic information, disability category, academic/behavioral achievement, etc) is strictly prohibited.

MASTERY CHARTER SCHOOLS' CASE MANAGEMENT MODEL

Mastery Charter Schools' special education department uses a case management model to make sure the needs of each individual student are being addressed. Each student receiving special education is assigned a case manager who drives the special education program for students on their caseload. For each student on their caseload, they provide individualized support, manage the special education processes related to each student, collaborate with relevant regular education teachers, as well as monitor grades, behavior, and assessment scores.

Each student's case manager is responsible for providing the student's regular education teachers with the specially designed instruction (SDI) outlined in their IEP. A student's case manager may also support the student's regular education teacher in making appropriate accommodations and modifications to lesson plans and materials to meet the student's needs. If a regular education teacher has questions or concerns about a special education student, he/she should address them with the student's case manager. Additionally, if a regular education teacher believes they need additional support in meeting the needs of a special education student, they should speak with the student's case manager.

IEP Development and Implementation

With support from regular education teachers, case managers drive the achievement of students with disabilities through the implementation of the Individualized Education Plan (IEP). On an annual basis, case managers develop and monitor data-driven and measureable annual achievement goals that are directly aligned to the student's present levels of performance. They ensure that student progress is regularly monitored and maintain frequent communication with parents.

A student's IEP must be updated annually to accurately reflect the student's present levels of performance and to create aligned annual achievement goals. Regular education teachers are an integral part of the IEP team and must attend the IEP team meeting. The student's case manager is responsible for the annual development of a student's IEP. In developing the IEP, the student's case manager will seek input from the student's regular education teacher about the student's current level of performance, strengths, areas of need, behavior, and specially designed instruction and testing accommodations that may best meet the student's needs. The case manager will then incorporate this information into the student's IEP. At the meeting, they may be asked to speak to the information they provided for the IEP as well as to address any parent questions or concerns.

Special education students are re-evaluated on a bi-annual or tri-annual basis, depending upon the student's disability category. Regular education teachers will be asked to provide input into the evaluation process in order to ensure that the School Psychologist has an accurate picture of the student's current performance level and as such can make the most appropriate programming recommendations

Progress Monitoring

The case managers are responsible for tracking the progress of students toward the annual goals outlined in their IEPs. Data for progress monitoring is collected routinely and progress on the goals is reported to parents at least once every nine weeks. A student's case manager may ask the regular education teacher to contribute data from classroom assessments to be included in the progress monitoring reports. The regular education teacher is required upon request by the case manager to provide necessary data for progress monitoring by the date requested from the case manager. In addition to ensuring IEP goals progress, case managers are responsible for executing the IEP process and ensuring all special education plans and paperwork are appropriate, updated, and effectively implemented.

FUNCTIONAL BEHAVIOR ASSESSMENTS AND POSITIVE BEHAVIOR SUPPORT PLANS

Students receiving special education services who display a pattern of behavioral concerns that interfere with student learning must have a functional behavior assessment (FBA) and positive behavior support plan (PBSP). Case managers and/or APs of Specialized Services are responsible for performing functional behavior assessments and creating corresponding positive behavior support plans. Regular education teachers may be asked for input in the creation and/or modification of the PBSP. Case managers support general education teachers in implementing the PBSP. This may include communicating the contents of the plan to the regular education teacher and checking in to make sure the plan is being implemented with fidelity. In order for a PBSP to be most effective at preventing behaviors of concern, it must be implemented with fidelity on a consistent basis. PBSPs vary widely and are designed to address a student's individual pattern of behavior. They may require a regular education teacher to perform activities such as checking in with students at designated time intervals, allowing students to take breaks as needed, giving students certain rewards for meeting specified goals, or ignoring agreed upon behaviors.

PARENT CONTACT

Regular education teachers should work to develop a positive and supportive relationship with the parents of their students receiving special education services. This includes communicating weekly with parents about their students. If a parent has specific questions or concerns related to a student's special education services, the regular education teacher should refer them to the student's case manager or the AP of Specialized Services (APSS). Any parent requests to evaluate a student to determine eligibility for special education services must be directed to the APSS within 24 hours after the parental request to ensure full compliance with the timelines associated with Special Education laws and regulations.

Section 504 Plans

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability and is not limited to school-aged individuals. In some cases, students who do not qualify for special education services may be eligible for Section 504 supports and services as a protected handicapped student. In order to qualify for these supports, a student must be identified as having a physical or mental disability that substantially limits a major life activity.

Mastery Charter Schools provides to each student with a disability those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program. The APSS and/or case manager is responsible for creating and communicating to teachers all Section 504 Plans. **All teachers are responsible for implementing the services and accommodations outlined in the Section 504 Plan.**

Protected handicapped students (students with 504 plans) have additional safeguards in the student discipline process. Consult the APSS for more information.

HEALTH RELATED INFORMATION

In addition to Section 504 plans, some students may require an Individual Health Plan (IHP) and Emergency Care Plan (ECP). Often these plans are adjoined to an IEP or Section 504 plan. In collaboration with the nurse, the APSS works with parents to obtain medical protocols and develops the Individual Health Plan using the *Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care* and a model developed by Mastery Charter Schools staff. **Teachers may be responsible for any necessary training or accommodations necessary to implement a student's IHP or ECP.**

Teachers who become aware that a student is pregnant must notify the school Social Worker(s). The School Social Worker(s) will follow up with the student to discuss the situation with her. Mastery Charter Schools' goal is to support pregnant and parenting students to continue their education at Mastery Charter Schools and to maintain their academic progress. For this reason, Mastery Charter Schools provides support for pregnant students through the School Social Worker(s) during and post-pregnancy. Mastery Charter Schools will also provide accommodations of a medical nature for students who require them related to their pregnancy or postpartum status (such as the provision of homebound academic instruction). However, academic requirements will not be altered for pregnant or parenting students.

ENGLISH LANGUAGE LEARNERS (ELL)

Mastery Charter Schools provides non-English or limited English Language Learners (ELL) with English as a Second Language (ESL) instruction. The purpose of the program is to ensure that all ELLs attain English proficiency, develop high levels of academic achievement in English, and meet the same state academic content standards as all other students. Mastery Charter Schools' English as a Second Language (ESL) program provides direct instruction in English and additional support for content area subjects.

PDE is a member of the multi-state World Class Instruction Design and Assessment (WIDA) Consortium. The WIDA Consortium consists of states dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners. To this end, the WIDA Consortium has provided English language proficiency standards. The type and amount of standards-based ESL instruction provided to students depends upon the student's individual level of language development and proficiency as

determined by WIDA assessments which are aligned to the national English Language Proficiency (ELP) standards.

PDE guidelines for amounts of daily ESL instructional time are:

- Non-English-speaking students—2 to 3 hours
- Beginner—2 hours
- Intermediate—1 to 1½ hours
- Advanced—1 hour.

Regular education teachers are expected to modify their instruction to meet the needs of the English Language Learners in their classroom. They are provided with students’ ELL assessment scores. The ESL teacher collaborates with grade, content, and Special Education teachers, to modify and adjust instruction. The following table is helpful to understand the English proficiency of your students and to differentiate instruction:

English Language Proficiency Levels within ACCESS:

Proficiency Level	Description of Language Skills
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support
2 - Beginning	Knows and uses social English and general academic language with visual support
3 - Developing	Knows and uses social English and some specific academic language with visual support.
4 - Expanding	Knows and uses social English and some technical academic language
5 - Bridging	Knows and uses social and academic language working with grade level materials
6 - Reaching	Knows and uses social and academic language at highest level measured by ACCESS test

Grading of ELLS

ELLs are graded using the same grading system as all other students. However, ELL students should not have failing grades based only on their ability to speak English. A student may not be retained in a grade based solely on his/her English language proficiency.

ELLs with Disabilities

ELLs may be eligible for the full range of Special Education services as appropriate.

Annual Assessment of ELLs

Mastery Charter Schools assessment processes for ELLs comply with all state and federal laws. ELLs take the WIDA ACCESS assessment on an annual basis until they meet the exit criteria outlined in the ESL Manual. ELLs participate in all local and state assessments and are provided any allowable accommodations in line with the PDE assessment accommodations policy.

Exit Criteria

ELLs are assessed annually to determine eligibility to exit from services. Students are exited by the leadership team based on performance on a language proficiency test, report card grades, benchmark assessments, and state-wide assessments. If the ESL teacher finds that a student meets the exit criteria, they must refer that student to the Assistant Principal for Specialized Services. The specific exit criteria and cutoff scores by grade level for exiting are included in the chart below.

ESL Program Exit Criteria

Grade	ACCESS for ELLs Composite Score	F&P / PSSA / Universal Screener Performance	Final Report Card Grades
1	4.6 or higher	F & P Level of E or better on June report card	Scores of M on Standards & Competencies: Reading Skills, Reading Comprehension & Writing
2	4.6 or higher	F & P Level of J or better on June report card	Scores of M on Standards & Competencies: Reading Skills, Reading Comprehension & Writing
3-5	4.6 – 4.9	Proficient or better on PSSA	Scores of M on Standards & Competencies: Reading Skills, Reading Comprehension & Writing
3-5	5.0 or better	Basic or better on PSSA	Scores of M on Standards & Competencies: Reading Skills, Reading Comprehension & Writing
6-8	4.7 – 4.9	Proficient or better on PSSA	Mastery in all core coursework (Literature/Composition, Math, Science/SS)
6-8	5.0 or better	Basic or better on PSSA	Mastery in all core coursework (Literature/Composition, Math, Science/SS)
9-11	4.8 or higher	Tier 1 on RtII Universal Screener	Mastery in all core coursework (Literature/Composition, Math, Science/SS)

Upon exiting the ELL Education Program, students must be monitored for two academic years before formally exiting the program. Monitoring the academic progress of ELLs should be a collaborative effort between the classroom teachers, the ESL teacher, and the APSS. All academic records for ELLs are maintained by the APSS.

STUDENT ASSISTANCE PROGRAM (SAP)

The Student Assistance Program (SAP) is one of the mechanisms by which Mastery Charter Schools provides student support. SAP is designed to assist school personnel in identifying issues, such as social concerns; medical problems; psychological issues; and alcohol, tobacco, or other drug problems, which pose a barrier to a student's learning and school success. The SAP team is comprised of a broad cross-section of school staff, including representatives from the culture, instruction, and special education departments, and including regular education and special education teachers. Teachers may refer students to SAP who they believe are facing any of the issues listed above. They may also be asked by a member of the SAP team to complete paperwork providing information about students who have been referred to the SAP program by other colleagues.

The primary goal of SAP is to link students with the help they need in order to overcome barriers to learning so that they can remain in school, succeed academically, and work towards graduation and post-secondary success. Mastery Charter Schools SAP team members do not diagnose or treat students, but they may refer students for an assessment for treatment to the SAP Assessor (who works for a community agency) or refer the student to an existing support service within the school. If no SAP Assessor is available, SAP team members may refer the student directly for an assessment for treatment at a community agency. If the student's problem is beyond the scope of the services that Mastery Charter Schools provides, attempts will be made to identify appropriate community agencies who may provide services to treat the problem. It is the parents' right to be involved in the SAP process and to have full access to all school records in accordance with state and federal laws and regulations. Mastery Charter Schools teachers are responsible for coordinating with the SAP team by completing SAP assessment forms for referred students, consulting with SAP team members, implementing recommended interventions, and in some circumstances, participating in SAP meetings.

Child Find

Mastery Charter School is required by federal law to evaluate students who are thought to be eligible for special education services. If a teacher believes a student may be eligible for special education services, he/she must consult with the APSS for direction on how to proceed. The Child Find Policy can be found on the Mastery Charter Schools website (www.masterycharter.org).

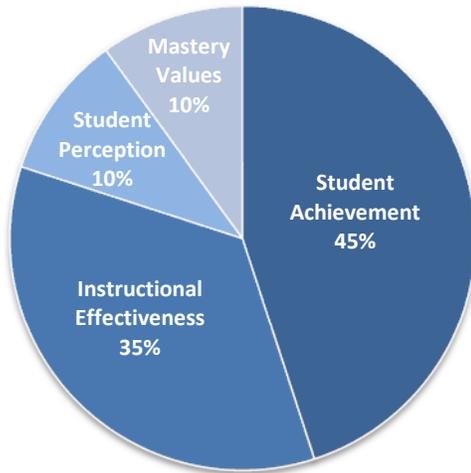
PERFORMANCE BASED TEACHER ADVANCEMENT SYSTEM

OVERVIEW

Mastery Charter School utilizes a performance based teacher advancement system. By basing advancement on performance rather than seniority, Mastery Charter Schools intends to attract, support, and retain the highest quality teachers and therefore provide our students with the best possible instruction. The system has four teacher categories, each with a specific advancement criteria, performance expectation, and salary range. The teacher categories are Associate, Senior Associate, Advanced and Master. Consistent with Mastery Charter Schools Values, the system strives to make the advancement standards, processes, and salaries fair and transparent.

ADVANCEMENT CRITERIA

There are four criteria areas that determine advancement:



Student Achievement

The Student Achievement criterion holds the most weight of 45% of the total Advancement Criteria factors. Student Achievement will be assessed by student growth measures – Mastery’s Value Added System (MVAS). While absolute measures such as pass rates, test scores, etc. are important, we believe that measures of growth are more valuable when evaluating teacher performance. MVAS focuses on how students are growing compared to historical performance data and other factors. When MVAS data is not available, other Mastery-wide growth and performance metrics will be used such as F&P growth, portfolio work, student learning goals, other student achievement growth metrics, etc.

MVAS

Mastery’s Value Added System (MVAS) is a statistical process that uses the gains that each student makes relative to their own individual test history to measure section and teacher performance. MVAS provides a view of teacher performance that is neutral to students' starting proficiency levels because each student's predicted test performance is tailored to that student’s individual history. This allows teachers the opportunity to show growth along the path to bringing a student to proficiency while fairly representing the starting point and varying challenges at different achievement levels. MVAS measures student achievement growth in four subjects – Literature/Reading and Math for grades 1-12 and History/Social Studies and Science for grades 3-12 at all non-first year campuses. MVAS for first year campuses will be rolled out in the school's second year.

Instructional Effectiveness

The Instructional Effectiveness criterion holds the weight of 35% of the total Advancement Criteria factors. Mastery’s Instructional Standards (IS) are the basis for our instructional model. The standards serve to create a common definition of instructional quality. Instructional Effectiveness will be assessed by a series of short (10-20 min), frequent (at least 15 per school year) teacher observations over the course of the school year. The goals

are to capture a robust picture of the teacher’s planning and instruction and provide the teacher with multiple opportunities to receive and incorporate feedback. More information on teacher observations is provided in the *Professional Development and Feedback* section of this Handbook.

Mastery Charter Schools Values, Contributions & Responsibilities

The Mastery Charter Schools Values criterion holds the weight of 15% of the total Advancement Criteria factors. We believe that in order to achieve our ambitious mission, all staff must uphold the Mastery Charter Schools values, fulfill their responsibilities and actively contribute to the school community. Consequently, teachers will receive feedback regarding performance in:

- Upholding the Mastery Charter Schools Values in relationship to the Mastery Charter Schools community, including students, peers, administrators, and parents.
- Fulfilling the responsibilities described in this handbook as well as other reasonable requests made by their supervisor.
- Contributing to the success of the school especially when going above and beyond the expectation.

Student Perception

New to Mastery’s Teacher Advancement System this year, the Student Perception criterion holds the weight of 10% of the total Advancement Criteria factors. One of our 3.0 principles is “Build Mindset” and there is now research to substantiate that student mindset is a predictor of student learning. Student Perception will be measured by conducting student surveys twice per year – at Mid-Year and End of Year. The student survey data gives us insight into the experiences of our students and we’ve seen strong, positive correlations between positive responses to the survey questions and student growth.

REVIEWS

Mid-Year Feedback

The midyear conversation serves as a structured time for Managers to provide feedback and for employees to learn more about performance. The purpose of the conversation is developmental. Managers will highlight areas where an employee is doing well and where they need further development. These conversations are meant to reflect upon performance in the various Teacher Advancement System areas: Student Achievement, Instructional Effectiveness, Values, and Student Perception.

End-of-Year Evaluation

The purpose of the end-of-year (EOY) evaluation is to provide feedback to employees related to their performance throughout the year. During the EOY evaluation, managers will discuss all four areas of the Teacher Advancement System while providing strengths and development areas. Employees will receive their performance category and salary for the following year during this evaluation. Employees starting after January 1st will not be eligible for a merit increase.

PERFORMANCE CATEGORY GUIDELINES

For each of the advancement criterion, the teacher’s performance category informs what the specific expectations are for performance. The chart below details those expectations. The salary scale for this year is located in Appendix 3.

Teacher Performance Category Expectations				
Teacher Category	Criteria			
	*Student Achievement	Instructional Effectiveness	Mastery Values and Contributions	Student Perception
Input	MVAS	Observations	Principal Rating	Student Surveys
Associate	<p>“Meets Expectation” (3) or better Student achievement expectations met. Academic goals met.</p>	<p>In process of mastering Mastery’s instructional model. “Developing” (2) ratings or above with evidence of progress towards “Proficient” (3) – (at least one rating of <i>“Proficient”</i>)</p>	<p>Fulfills Mastery job responsibilities and acts consistently with Mastery’s values</p>	<p>Average of 3.5 or better</p>
Senior Associate	<p>“Meets Expectation” (3) or better Student achievement expectations met. Academic goals met.</p>	<p>Mastered Mastery’s instructional model. “Proficient” (3) ratings or above</p>	<p>Fulfills Mastery job responsibilities and acts consistently with Mastery’s values</p>	<p>Average of 3.7 or better</p>
Advanced	<p>“Exceeds Expectation” (4) or better Students demonstrate accelerated academic achievement on multiple and varied measures. Ambitious academic goals met.</p>	<p>Demonstrates Mastery’s instructional model at the “Advanced” (4) level for majority ratings – (one rating may be at the <i>“Proficient”</i> level)</p>	<p>Fulfills and frequently exceeds Mastery job responsibilities and exemplifies the Mastery’s values. Classroom and instruction are exemplary. Supports the success of other instructors.</p>	<p>Average of 3.9 or better</p>
Master	<p>“Exceeds Expectation” (4) or better Students demonstrate accelerated academic achievement on multiple and varied measures. Ambitious academic goals met.</p>	<p>Demonstrates Mastery’s instructional model at the “Outstanding” (5) level for majority of ratings – (one rating may be at the <i>“Advanced”</i> level)</p>	<p>An instructional leader that drives the Mastery mission and values. Displays consistent, significant and measured impact on the school’s performance through instruction, coaching, leadership and PD.</p>	<p>Average of 4.1 or better</p>

*Teachers of non-tested grades and subjects that do not have MVAS data will have other Student Achievement metrics as inputs, which will be determined by the Principal or Assistant Principal, in conjunction with the teacher, at the start of the school year. Teachers of subjects without MVAS will be expected to “Meet Expectations” of goals set each year. Student Achievement goals will become more ambitious as teachers advance towards the Master category.

Additionally, special education teachers who case manage should refer to Mastery’s *Special Education Case Management Model and Evaluation System* document for details on performance evaluation.

Mastery Charter Schools is committed to ensuring that our Teacher Advancement System is fair, consistent and easy to understand. By following the guidelines that are set forth above:

- If you do not meet performance category expectations, you can expect to receive the minimal increase for the year or a salary increase below the average increase (additional measures, such as non-renewal of contract, may be taken as mentioned below in the *End-of-Year Decision Guideline* section)
- If you meet all performance category expectations, you can expect to receive an average salary increase (depending on current placement in the range)
- If you exceed performance category expectations, you can expect to receive a percentage increase amount that is above the average increase (other factors considered such as position in the salary range) or promotion to the next category, if eligible

Mastery Charter Schools will set average salaries and minimal increase amounts each year. The amounts will be based on business, economic and market conditions.

END-OF-YEAR DECISION GUIDELINES

Teacher						
<i>Renewal Outcomes</i>	<i>Criteria</i>	<i>Salary Guideline</i>	<i>Student Achievement</i>	<i>Instructional Quality</i>	<i>Mastery Values and Contributions</i>	<i>Student Perception</i>
Teacher Category Promotion	<i>Meets the criteria for promotion in all areas.</i>	<i>Teachers promoted to a new category will be placed at the beginning of the category salary scale.</i>	<i>Meets student achievement criteria described by promoted category level.</i>	<i>Observation performance is always at the promoted category level.</i>	<i>Always meets the described performance level for Mastery values at the promoted category level.</i>	<i>Student Survey data meets or exceeds the average score required for the promoted level</i>
Salary Raise	<i>Meets the criteria for current level and exceeds criteria in some areas.</i>	<i>Teachers who meet all criteria for the category will be placed towards the middle of the salary range. Teachers who exceed in most areas but have not met the criteria for promotion to the next level will be placed at the higher end of the salary range.</i>	<i>Meets student achievement criteria described by promoted category level.</i>	<i>Observation performances are mixed, with some scores at the next higher category level and others at the existing category level.</i>	<i>Meets, and often exceeds, the described performance level for Mastery values at the current category level.</i>	<i>Student Survey data meets, and may exceed, the average score required for the current category level.</i>
Minimal Increase	<i>Usually, but not always, meets the criteria for the current level.</i>	<i>Teachers who are struggling to meet all criteria for the category will receive a minimal increase.</i>	<i>Makes limited progress toward academic goals for students.</i>	<i>Observation performance is at the current category level and/or some scores may be below expectation.</i>	<i>Meets the described performance level for Mastery values at the current category level.</i>	<i>Student Survey data meets average score required for current category level and/or may be below expectation.</i>

Non-Renewal of Contract

Generally, a teacher will have received warnings and/or a professional improvement plan before a decision to non-renew is made. Please see Performance Improvement Process.

***NOTE: Teachers starting after January 1st will not be eligible for an end of year increase.*

Teacher Incentive Fund

The Teacher Incentive Fund (TIF) supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools. Mastery Charter Schools has been awarded the TIF grant and is able to implement the above system because of the awarded funds.

Goals include:

- Improving student achievement by increasing teacher and principal effectiveness;
- Reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement;
- Increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects; and
- Creating sustainable performance-based compensation systems.

Additionally, the TIF grant supports Mastery Charter Schools' expansion efforts, it covers annual increases for new campuses and it allows Mastery Charter Schools to share best practices across organizations in an effort to improve systems.

CONTRACTS (10½ MONTH STAFF MEMBERS)

Contract Signing

In May, teachers are given notice of contract renewal decisions. In order to hold a position, contracts must be signed and returned within seven days of receiving it. Reneging on a signed contract may result in the loss of accrued benefits and the annual bonus described in the contract (if applicable), immediate termination of health benefits coverage, and ineligibility for rehire.

Mastery Charter Schools agrees to notify the Employee of contract renewal decision by May 15th of the current school year. The Employee agrees to notify Mastery Charter Schools of his/her contract renewal decision within seven (7) days of receiving the new contract; if no timely response is provided, the offer will be considered withdrawn.

Non-Renewal of Contract

Mastery Charter Schools may, in its sole discretion, elect not to offer a new contract for the following school year. If Mastery Charter Schools decides not to renew a contract because the teacher's evaluations have been unsatisfactory, the teacher may not be offered a contract for the following school year. To ensure decisions based on unsatisfactory performance are not capricious, the following procedures will generally be followed:

- The teacher will generally receive a warning regarding unsatisfactory performance.
- A warning letter will generally be offered with notice that performance is unsatisfactory and that a teacher's current position or contract offer for the following year is in jeopardy. An Improvement Plan may be offered, with the second warning, which makes improvement expectations clear. The plan will generally offer supports to the teacher in meeting the expectations. Mastery Charter Schools' Human Resource Director and CAO or Regional Director may be notified.

- A written evaluation of the Improvement Plan may be created. The evaluation may state whether the goals of the Improvement Plan have been met.

**Teachers hired after January 1st of the current school year are not subject to the above guidelines set forth in the non-renewal process. Teachers hired after January 1st are not eligible for an End of Year Increase and summer pay will be prorated based on time worked. Should an employee hired after January 1st have performance concerns, the employee can be terminated and/or non-renewed for the upcoming school year without the full process above being followed.*

Note: this process does not apply in cases where the teacher’s actions have violated the law, placed students or staff in danger, or otherwise violate employment regulations that constitute grounds for immediate dismissal.

APPEALS OF SALARY DETERMINATION

A teacher who feels his/her salary placement has not been determined consistently with the above guidelines, should first discuss these concerns with his/her School Leader within three business days of the End of Year Conversation. If the matter is not resolved with the School Leader, the teacher should contact Human Resources and request that Human Resources review the salary determination. Human Resources will require that the teacher state in writing the reason they believe the salary placement guidelines have not been followed appropriately. Teachers must submit written concerns within three days of notice to Human Resources. Any appeal request that has not followed the appropriate timeline will not be considered by Human Resources. Human Resources will review the evaluation data and discuss the matter with the School Leader. Human Resources will make a recommendation and review the recommendation with the CFO. The final decision will be presented to the teacher within five business days of receiving written request.

PERFORMANCE IMPROVEMENT PLAN

PROCESS

Where the Principal determines that the teacher’s performance is not satisfactory, the School may terminate the Employment Contract. Prior to such a determination, the School will generally give the Employee notice of his/her unsatisfactory performance and the opportunity to improve his/her performance. Notice shall include:

- Written notice
- Improvement Plan
- Evaluation of Improvement Plan

Opportunities to improve performance shall include coaching, observations, in-class support, and/or modeling.

***Teachers hired after January 1st of the current school year are not subject to the process outlined above.*

OUTCOMES

At the conclusion of a performance improvement plan (PIP), there are four possible outcomes:

1. The employee will have met the goals of the PIP and will be awarded a contract for the following year.
2. The employee will not have met the goals of the PIP and will be put on another PIP cycle.
3. The employee will not have met the goals of the PIP and will not be awarded a contract for the following year.
4. The employee will not have met the goals of the PIP and the employee’s contract will be terminated immediately.

TEACHER LOAD AND COMPENSATION

OVERVIEW OF CONTRACTED LOADS

The Employee’s job duties shall include those delineated in the job description corresponding to the Employee’s title. These duties shall include, but are not limited to: **Instruction and Support, Professional Responsibilities, Saturday School, and Parent and Community Support.** The **Instruction and Support** duties are collectively described as ‘On Time’.

ADDITIONAL ‘ON TIME’ COMPENSATION

Teachers will be compensated for teaching in excess of contracted minutes in increments of 15 minutes (per day or week) at a rate of [REDACTED] (per day or week). Please refer to your contract for the specific maximums.

Position	Weekly 'On Time' Max	Daily 'On Time' Max	Daily Instruction Minutes Max	Self-Contained Caseload Max	Non Self-Contained Caseload Max
Secondary Regular Ed	1475	330	330	N/A	N/A
Elementary Regular Ed	1585	325	N/A	N/A	N/A
Secondary Special Ed	1585	330	N/A	12	50
Elementary Special Ed	1585	325	N/A	12	50

ADDITIONAL CASELOAD COMPENSATION

Teachers will be compensated at a rate of [REDACTED] for every one case they are over the maximum allotment in his/her contract. Please refer to your contract for the specific maximums.

Case management includes student support, IEP management, parent contact, and other responsibilities.

- For self-contained classrooms, teachers manage all cases within their population in addition to general instructional/support workload. Maximum number of cases = 12.
- For non-self-contained classrooms, case management can replace instruction and support at an exchange rate of 30 minutes/week per 1 case. Maximum number of cases = 50 (See *Additional ‘On-time’ Compensation* for additional compensation rate for non-self-contained classrooms).

ADDITIONAL PREPS

What counts as a prep?

A prep is defined as any class that requires a teacher to prepare for a course with a distinct curriculum and scope and sequence. In general, different grade levels or different content areas would count as separate preps. Mastery Charter Schools’ is committed to having instructors teach no more than 2 preps without additional compensation (depending on the instructor’s subject area).

Special Cases

- **Art, music, technology, PE, SEL:** If a secondary teacher teaches different grade levels for these subject areas, each grade level would be considered a prep as there is a different scope and sequence. This applies to courses taught at the secondary level only.

- **Reading and Writing:** Since there is a different scope and sequence, reading and writing are considered to be different preps.
- **Special Education:** Content classes count as preps. Pull-out, push-in, and resource room are considered to be a single prep no matter how many of each a teacher has.
- **Afterschool:** If a teacher is teaching an extra course after school with a distinct curriculum and scope and sequence, he/she will get paid for that extra prep assuming it is the third prep for that teacher.

*Compensation (Beyond Two Preps)**

- [REDACTED] for two semesters for an extra class prep (four days per week course)

**Compensation will be paid at the beginning of each semester.*

OTHER ADDITIONAL COMPENSATION

HIGHER EDUCATION

An employee who receives his/her **Master's** degree that is related to the Employee's current position, while employed at Mastery Charter Schools, will receive a [REDACTED] increase in his/her annual base salary. Human Resources must be notified when the degree is granted. Notifications must be made prior to the annual contract offer in April. If you do not notify Human Resources as soon as your Master's is granted, you may forfeit the possibility of receiving an increase.

TEACHER LEADERS

Teachers serving as Teacher-Leaders will be compensated in two installments during the school year. The rate will be determined based on two factors – the level of specialty responsibility and classroom release time. TLs will receive a separate contract for the TL position. Teachers interested in serving as a TL should speak to their Principal about potential nomination.

GRADE TEAM LEAD

Teachers serving as a grade team lead will be compensated in two installments during the school year. The rate will be determined at the beginning of the school year. Teachers interested in serving as a grade team lead should speak to their principal and/or assistant principal for instruction.

EXTRA-CURRICULAR

Rates for running extra-curricular or athletic activities are determined centrally. Each extra-curricular and athletic position has a different compensation amount. For more information about participating in these activities, contact Justin King at [REDACTED]

INTERNAL CLASS COVERAGE

Instructors are required to substitute for colleagues as needed. Every effort will be made to minimize requests and distribute requests equitably. Instructors will be provided with as much notice as the situation will allow. The Assistant Principal of Instruction provides guidance to substitute instructors regarding class content and management. Compensation for coverage is [REDACTED]/hour of instructional time.

SATURDAY SCHOOL

Instructors are required to teach 2 Saturdays per year. Willingness to teach additional Saturdays is greatly appreciated. If interested in teaching additional Saturday classes, please inform the principal. Compensation for Saturday school is [REDACTED]/hour of instructional time.

SUMMER SCHOOL

Instructor participation in summer school is greatly appreciated. If interested, please inform the principal or Assistant Principal for Instruction. Compensation for summer school will be determined prior to the start of summer school.

SCHOOL LEADERS, CULTURE, COLLEGE, SUPPORT

MASTERY CHARTER SCHOOLS MANAGEMENT MODEL

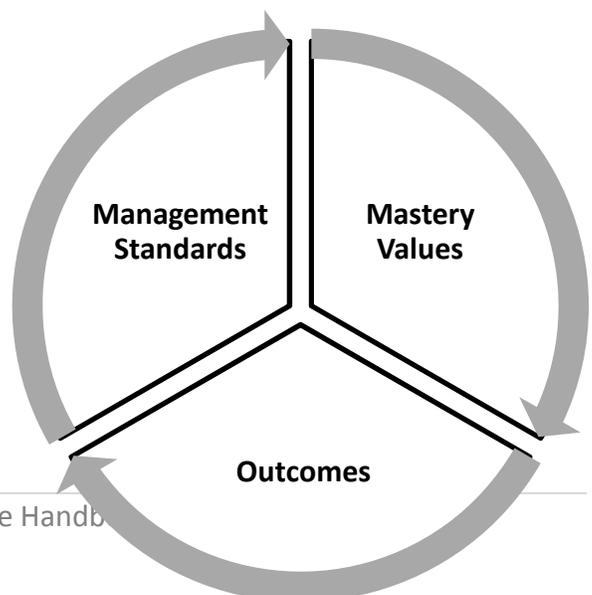
OVERVIEW

Mastery Charter Schools employs a performance based leadership advancement and compensation system called the Mastery Management Model (M3). By basing advancement on performance rather than seniority, Mastery Charter Schools intends to attract, support, and retain the highest quality administrators. The system has three performance categories, each with a specific advancement criteria and salary range (for each position). The performance categories are: Senior, Advanced, and Master. M3 aligns with the teacher advancement system in that there are performance categories and administrators are evaluated on three components: Management Standards, Mastery Values, and Outcomes. Consistent with Mastery Values, the system strives to make the advancement standards, processes, and salaries fair and transparent.

ADVANCEMENT CRITERIA

The Mastery Management Model (M3) complements the Teacher Advancement System and shapes the way we support, train, and evaluate our non-instructional staff. The model, similar to the teacher advancement system, incorporates three main areas in which performance will be evaluated:

1. **Management Standards** – the set of skills and competencies Mastery Charter Schools leaders need to be effective. These Standards will provide a common language and guide professional development. Please see Appendix I for a complete list of the Management Standards.
2. **Mastery Values** – values provide a common language around how staff should conduct



themselves at Mastery Charter Schools. We expect our non-instructional staff to have a consistent, significant impact on the school’s performance through demonstrated leadership.

3. **Outcomes** – role-specific, expected results which are tied to an individual’s job responsibilities. Outcomes should be developed at the start of each school year with the principal and the individual’s manager.

REVIEWS

Mid-Year Feedback

The midyear conversation serves as a structured time for Managers to provide feedback and for employees to learn more about performance. The purpose of the conversation is developmental. Managers will highlight areas where an employee is doing well and where they need further development. These conversations are meant to reflect upon performance in the various Management Model areas: Standards, Values, and Outcomes.

End-of-Year Evaluation

The purpose of the end-of-year (EOY) evaluation is to provide feedback to employees related to their performance throughout the year. During the EOY evaluation, managers will discuss all three areas of the Management Model, provide strengths and development areas, and review outcomes and goals. Employees will receive their performance category and salary for the following year during this evaluation. Employees starting after March 1st will not be eligible for a merit increase.

PERFORMANCE CATEGORIES AND EXPECTATIONS

Similar to the Teacher Advancement System, there are performance categories for non-instructional staff. These performance categories are: **Senior, Advanced, and Master**.

Individuals will need to meet the performance expectations for their particular level – and exceed those expectations to be promoted to the next level. Below is a guideline for performance expectations for each level across the three M3 areas. The salary scales for this year for each position and category are located in Appendix 2.

	Standards	Values	Outcomes
Senior	A capable leader who demonstrates potential toward executing the Management Standards. Individual is able to operate independently and shows proficiency in several standards, but is inconsistent in delivering on other standards.	Consistently acts in accordance with Mastery Values and contributes to the school community.	Positive evidence of progress toward meeting performance outcomes. Moderate contribution to overall school-wide goals.

Advanced	A proven leader who consistently delivers on the expectations of the Management Standards. Individual shows strengths in many standards, actively and specifically addresses development areas, and demonstrates strong overall self-management.	Exemplifies Mastery Values and contributes to the Mastery and school community. Individual goes above and beyond in demonstrating commitment to Mastery Values.	Meets designated performance outcomes. Contributes to overall school-wide goals.
Master	An exceptional leader who demonstrates excellence in executing the Management Standards. Individual exhibits strengths in all standards, is always consistent when delivering on standards, and positively develops others in mastering the standards.	Drives Mastery's Values and serves as a role model for others within Mastery. Has a significant positive impact on the Mastery and school community.	Exceeds designated performance outcomes. Strongly impacts overall school-wide goals.

DECISION MAKING

M3 criteria will be the primary evaluation tool: Management Standards, Values, and Outcomes.

1. Performance Category Promotion - Meets the criteria for promotion in all areas:
 - a. Ability to demonstrate all Management Standards at the higher performance category.
 - b. Always meets the described performance level for Mastery values at the promoted category level.
 - c. Meets outcomes described by promoted category level.
 - d. Admin staff promoted to a new category will be placed at the beginning of the category salary scale.
2. Salary Raise - Meets the criteria for current level and exceeds criteria in some areas:
 - a. Ability to demonstrate Management Standards is mixed, with some areas at the next higher category level and others at the existing category level.
 - b. Meets, and often exceeds, the described performance level for Mastery values at the current category level.
 - c. Meets outcomes criteria described by promoted category level.
 - d. Employees who meet all criteria for the category will be placed in the middle of the salary range. Admin staff who exceed in most areas but have not met the criteria for promotion to the next level will be placed at the higher end of the salary range.
3. Minimum Salary Increase
 - a. Ability to demonstrate Management Standards is at the current category level and some areas may be below current category.
 - b. Meets the described performance level for Mastery values at the current category level.
 - c. Makes limited progress toward outcomes.
 - d. Employees who are struggling to meet all criteria for the category will not receive an increase (0%).

**Employees who begin employment after January 1 of the school year will not be eligible for a salary review.

APPEAL/REVIEW PROCESS

A leader who feels his/her salary placement has not been determined consistently with the above guidelines, should first discuss these concerns with his/her School Leader within three days of the End of Year Conversation. If the matter is not resolved with the School Leader, the leader should contact Human Resources and request that Human Resources review the salary determination. Human Resources will require that the leader state in writing the reason they believe the salary placement guidelines have not been followed appropriately. Leader must submit written concerns within three days of notice to Human Resources. Human Resources will review the evaluation data and discuss the matter with the School Leader. Human Resources will make a recommendation and review the recommendation with the CFO. The final decision will be presented to the leader within five business days of receiving written request.

APPENDIX

APPENDIX 1:

MANAGEMENT STANDARDS

Mastery Charter Schools believes that strong leaders need to demonstrate a set of skills or competencies in order to be effective. These skills, known as Management Standards are described below. For each Standard listed, there is a definition of the standard; a set of characteristics related to the standard, expectations for the specific performance categories for someone who is new to the position (Entry Level) and someone who is a veteran (Mastery Level).

Management Standard	Definition	Key Characteristics	Performance Category Expectations		
			SENIOR LEVEL	ADVANCED LEVEL	MASTER LEVEL
Execution	Mastery is a results-oriented organization with a focus on getting the job done efficiently and accurately. We hold ourselves to high expectations and take accountability for meeting goals. We plan for challenges, but also react quickly to the unexpected. We remain focused and determined so our students achieve at the highest levels.	<ul style="list-style-type: none"> • Ability to work efficiently and thoroughly on multiple projects • Quality of work product defined by accuracy, competency, and thoroughness • Forecasting for upcoming work and challenges • Ability to handle stress effectively • High expectations for work • Accountability for meeting goals 	<ul style="list-style-type: none"> • Capable of multi-tasking and managing multiple projects • Work is good quality and generally well executed • Demonstrates ability to forecast and plan for upcoming work and challenges • Able to remain productive and calm in stressful situations • Always 	<ul style="list-style-type: none"> • Proven abilities in multitasking and managing multiple projects to always meet deadlines • Excelling toward admirable work and takes initiative in foreseeing future projects • Executes the forecasting and planning for anticipated work and future projects 	<ul style="list-style-type: none"> • Exceptional in completing multiple, complex projects on time and accurately • Executes exceptionally high-quality work with precision • Always strategically and effectively plans for upcoming work and challenges; is able to see the whole picture in planning • Consistently able to be productive and calm in stressful situations • Always demonstrates high expectations for

		<ul style="list-style-type: none"> • Ability to engage and motivate staff to attain goals • Dynamic execution plans that are driven by tangible actions • Attitude of enthusiastic expectancy in others regarding change and challenge • Recognizes viable creative ideas of others and brings them to the table • Anticipates impact of change, and directs self and others in smoothly shifting gears • Embraces change when change is necessary (act big) 	<p>demonstrates high expectations for own work</p> <ul style="list-style-type: none"> • Holds self-accountable to meeting goals; effectively able to changing work direction to attain goals • Capable of motivating staff to attain goals • Demonstrates creativity in daily work and appreciates the creativity of others • Embraces change and the impact of change (act big) 	<ul style="list-style-type: none"> • Rises to the occasion in stressful situations • Fine-tunes own work and is an example to others to produce quality work • Regularly holds self-accountable to meeting goals; shares ideas with peers to improve direction of work to attain goals • Persuades other staff members to attain goals • Often exhibits creativity in daily work while valuing other's work • Supports with driving change, provides input to stakeholders, and drives peers to embody change 	<p>own work</p> <ul style="list-style-type: none"> • Holds self and others accountable in meeting demanding goals; outstanding ability to change course with work to attain goals • Successfully motivates and pushes staff to achieve the highest results • Empowers others to demonstrate creativity in daily work, appreciate the creativity of others, and encourage a creative space for thought and work • Strives for change, embraces the impact of change, and empowers others to work through change (act big)
--	--	--	--	---	--

<p>Problem Solving</p>	<p>We meet challenges head-on. Problems get resolved through hard work, perseverance, and creative thinking. We take initiative to break down the complicated problems and devise strategic solutions that push our work forward.</p>	<ul style="list-style-type: none"> • Skill in breaking down and understanding complex issues • Ability to take initiative to strategically build a case to drive decisions • Ability to identify problem areas and generate creative and effective solutions 	<ul style="list-style-type: none"> • Capable of breaking down and understanding complex issues • Competent in ability to build a logical case to drive decision making • Is able to identify problem areas and generate a few reasonable solutions 	<ul style="list-style-type: none"> • Executes the breaking down and understanding of complex issues • Utilizes and acts on the ability to build a logical case to drive strategic decisions • Recognizes problem areas and supports stakeholders with generating effective solutions to solve 	<ul style="list-style-type: none"> • Exceptional ability to break down and understand complex issues • Always builds a logical case to drive strategic decisions • Constantly identifies problem areas; generates multiple creative and highly effective solutions
<p>Job-Specific Knowledge</p>	<p>We are smart, capable, driven people. If we don't already know it, we learn. We are dedicated to continuously building our knowledge and skills so we can better serve our students.</p>	<ul style="list-style-type: none"> • Level of knowledge in particular role • Strives to continue to build knowledge in field 	<ul style="list-style-type: none"> • Has adequate knowledge of what role entails • Demonstrates willingness and eagerness to grow and learn in role 	<ul style="list-style-type: none"> • Understands what the role entails and excels to meet goals and objectives • Acts on willingness to grow and learn by improving the role and performance 	<ul style="list-style-type: none"> • Highly experienced in position; exceptional knowledge in field and able to effectively coach others • Always takes advantage of opportunities to grow and gain more knowledge
<p>Organization</p>	<p>Our dedication to our cause is clear and we follow through on promises and commitments to each other. We know what has to be done and prioritize</p>	<ul style="list-style-type: none"> • Ability to prioritize work effectively • Commitment follow through • Has clearly defined organization system 	<ul style="list-style-type: none"> • Prioritizes work effectively to ensure workload is manageable • Follows through on commitments and is competent in time 	<ul style="list-style-type: none"> • Prioritizes work effectively without direction using initiative • Balances workload to deliver acceptable 	<ul style="list-style-type: none"> • Able to consistently and strategically break down and prioritize work to ensure quick and accurate completion • Always follows through

	accordingly. Our systems and process are well-defined, structured, and effective.		<p>management</p> <ul style="list-style-type: none"> • Building an effective organization system 	<p>complete work</p> <ul style="list-style-type: none"> • Executes own course of action to complete tasks and commitments on time or in advance • Utilizes an effective organization system for seamless accomplishment of tasks, projects, and meetings 	<p>on commitments and promises and does not have time management issues</p> <ul style="list-style-type: none"> • Organization system is highly effective and robust and always ensures tasks, projects, and meetings are prioritized well
Interpersonal Communication	<p>Communication is the key to a respectful, productive organization. We value our professional relationships and don't shy away from the challenging conversations. We communicate with each other constructively and positively.</p>	<ul style="list-style-type: none"> • Communicates in a constructive, respectful, and positive manner • Ability to have difficult and challenging conversations • Proactively communicates w/parents and/or staff to ensure on same page 	<ul style="list-style-type: none"> • Communication is always positive, respectful and constructive • Capable of conducting difficult and challenging conversations • Adept at proactively communicating with appropriate parties 	<ul style="list-style-type: none"> • Communication is always positive, respectful, constructive, and sets example to peers • Conducts difficult and challenging conversations • Manages communications with appropriate parties to ensure all parties have a clear understanding of goals, objectives, and outcomes 	<ul style="list-style-type: none"> • Communication is always positive, respectful and constructive • Exceptional in conducting difficult and challenging conversations • Always proactive in communicating with parents and staff; always ensures everyone is on the same page
Organizational	Mastery is a community	<ul style="list-style-type: none"> • Develops systems 	<ul style="list-style-type: none"> • Systems are clear 	<ul style="list-style-type: none"> • Systems are fine- 	<ul style="list-style-type: none"> • Systems drive a

Communication	<p>built from families, students, teachers, and leaders. We ensure that messages are consistent, community members are well informed, and our teams are cohesively developed. We establish an inclusive culture that promotes accountability and goal-oriented actions.</p>	<p>that promote clear, open lines of communication</p> <ul style="list-style-type: none"> Establishes a working culture that maintains organizational images, missions, and values Creates routines and rituals that promote a positive school culture Delivers consistent, timely messages that are inclusive of all community members 	<p>and an effective means for communication</p> <ul style="list-style-type: none"> Creates and models a working culture by establishing clarity, context, and accountability Routines and rituals encourage a positive school culture Proactively delivers messages that are consistent, timely, and inclusive 	<p>tuned for clarity and effectiveness for communication</p> <ul style="list-style-type: none"> Executes and focuses on improving models for a working culture by demonstrating clarity, context, and accountability Improves routines and rituals to boost a positive school culture Develops and delivers messages that are consistent, timely, and inclusive 	<p>positive organizational by establishing clarity, context, and accountability</p> <ul style="list-style-type: none"> Routines and rituals support and uphold the positive school culture and establish an inclusive atmosphere Proactively delivers messages that are consistent and timely and promote clear, open lines of communication
Managing Others (where applicable)	<p>People are our greatest resource and we take great measures to ensure each person's success. We set proper expectations for those we manage and are actively engaged in their work. Effective prioritization and delegation creates a culture of success in our schools. We support professional growth and</p>	<ul style="list-style-type: none"> Sets appropriate expectations for staff performance and establishes goals that are SMART Adheres to the 'Write-it-Down' philosophy, and follows-up on staff progress with regular meetings Delivers clear directions and 	<ul style="list-style-type: none"> Expectations and goals for staff are appropriate and SMART Actively engages in the "write-it-down" philosophy and constantly tracks progress of staff with regular meetings Directions are clear and consistent, and 	<ul style="list-style-type: none"> Expectations and goals for staff are appropriate, clear, and SMART; staff are receptive to development Manages the "write-it-down" philosophy, tracks progress of staff, and develops strategies for improvements 	<ul style="list-style-type: none"> Expectations for staff are always set, and followed-up on regularly; goals are always SMART and staff is fully invested in and accountable for attaining goals. Proactively engages in and holds staff accountable to the "write-it-down" philosophy; consistent

	development through constant coaching, positive reinforcement, and constructive feedback.	appropriately distributes work to staff <ul style="list-style-type: none"> Provides ongoing constructive feedback and coaching that aligns to Mastery's IS and M3 	work distribution is appropriately delegated to team members <ul style="list-style-type: none"> Feedback is effective and constructive, and aligns to Mastery Standards (M3 and IS) 	<ul style="list-style-type: none"> Directions are clear and consistent; work ownership is taken on by employees having clear expectations of goals and objectives Feedback is effective and constructive; aligns to Mastery standards; staff understand expectations and embark toward success 	check-ins reinforce the philosophy and ensures staff progress <ul style="list-style-type: none"> Directions are clear and consistent; proactively plans for and distributes work in a timely and appropriate manner to team members Feedback is constructive and consistent; immediate and measurable progress can be seen from staff; alignment with M3 and IS is clear to all parties
Mindset	Mastery creates a climate in which people can do their best. We assess personal strengths and use them to get the best out of each person. Our values and standards enable a culture where everyone can lead with humility, integrative thinking, and courage. When confronted with challenges, we demonstrate the personal humility and professional will to achieve break-	<ul style="list-style-type: none"> Maintains poise and calm even in difficult decisions or in the midst of painful change Ability to hold conflicting ideas and competing goals in balance Actively addresses resource and personnel situations head-on Manage corrective feedback in a manner that inspires 	<ul style="list-style-type: none"> Consistently acts with humility, integrative thinking, and courage in all situations Values opinions of all colleagues, even when differing Open to feedback and strives to better self Models the way when managing ambiguity 	<ul style="list-style-type: none"> Habitually acts with humility, integrative thinking, and courage; sets a positive example for peers Applies opinions of colleagues into thought process and constructively responds; is considerate of peers' opinions Applies feedback to self- 	<ul style="list-style-type: none"> Always acts with humility, integrative thinking, and courage Creates the space for all to act with humility, integrative thinking, and courage Always responds with empathy to all opinions, seeking to understand first Delivers constructive feedback in a manner that inspires accountability and self-redirection among

	through results. We recognize the need to be self-aware and work on being better leaders.	<p>accountability and self-redirection among colleagues and direct reports</p> <ul style="list-style-type: none"> • Embraces seemingly opposing and contradictory goals and values • Uses ingenuity in dealing with ambiguous situations and guides others to cope effectively 		<p>development and strives for improvement</p> <ul style="list-style-type: none"> • Manages situations of ambiguity and leads peers towards positive course of action 	<p>colleagues and direct reports</p> <ul style="list-style-type: none"> • Proactively embraces ambiguity and empowers others to work through the gray area(s)
Instruction (Internship Coordinators; College Advisors)	N/A	<ul style="list-style-type: none"> • Ability to meet Mastery's Instructional Standards 	<ul style="list-style-type: none"> • Demonstrates a 3 ('Proficient') rating or above in observations • Is accomplished in executing Mastery's Instructional Model 	<ul style="list-style-type: none"> • Demonstrates a 4 ('Advanced') rating or above in observations • Is excelling in the execution of Mastery's Instructional Model 	<ul style="list-style-type: none"> • Demonstrates a 5 ('Outstanding') rating in observations • Is outstanding in executing Mastery's Instructional Model

APPENDIX 2: SALARY SCALES

MASTERY CHARTER SCHOOLS MANAGEMENT MODEL

These are the salary scales for the 2014-15 school year for all non-instructional, full-time positions.

Admin Salary Scales 2014-15						
Position	Salary Range	Range Size	Associate or ASL	Senior	Advanced	Master
Principal						
Assistant Principal of Instruction						
Assistant Principal of Special Education						
Assistant Principal of School Culture						
Director (AP) of Operations						
Lead Dean of Students						
Lead Case Manager						
College Advisor						
Building Engineer						
Administrative Assistant/Atten Coord - Full time						
Internship Coordinator - 10 month						
Social Worker - 10 month						
Dean - 10 month						
Assistant Dean - 10 month						

APPENDIX 3:

SALARY SCALE – TEACHER ADVANCEMENT SYSTEM

To ensure that we continue to recognize and reward our strongest teachers, we have made modest increases to some ranges in the performance categories. Great teachers produce amazing results for our students. By increasing the ranges slightly, we intend to provide greater financial rewards for teachers, as they grow and advance in their careers at Mastery Charter Schools.

2014-15 Teacher Salary Scales - PA			
Performance Category		Min	Max
Support Teacher	Associate		
	Sr Associate		
	Advanced		
	Master		
Teachers	Associate		
	Sr Associate		
	Advanced		
	Master		

Mastery Management 3.0

Admin Training

July 8, 2015

2015-16 Priorities

Stay the Course

Teacher Support
and
Management

Classroom and
School-Wide
Culture

School
Management
Routines

Cultural Context

Building
Foundations

Our 3.0 Shift Is Necessitating A Shift In Leadership

How is your management style and use of time evolving to meet the demands of Mastery 3.0?



Management

Real-Time Coaching	Academic Ops
Grade/Subject Specific Approaches & Resources	Cultural Context
Student Centered Instruction	RTII/Remedial Programming
AP Specialization	Restorative and TI Practices
PCE	Observation Frequency
Increased # of APs	Planning Meetings

Our Goals



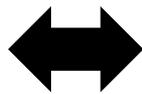
Our 3.0 Shift Is Necessitating A Shift In Leadership

Mastery 3.0

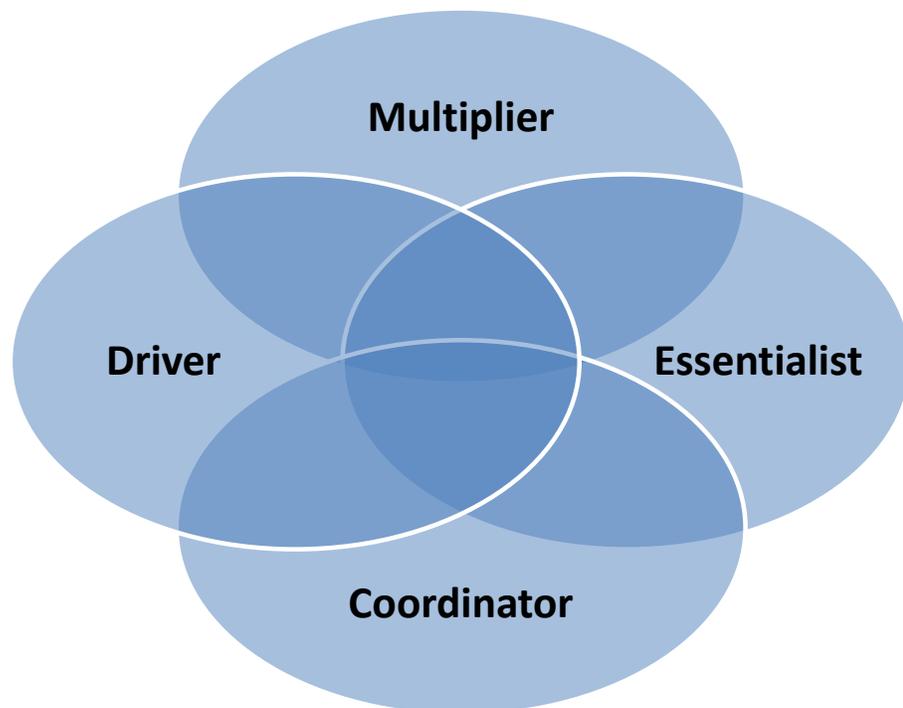
Complex
Pedagogical
Structures

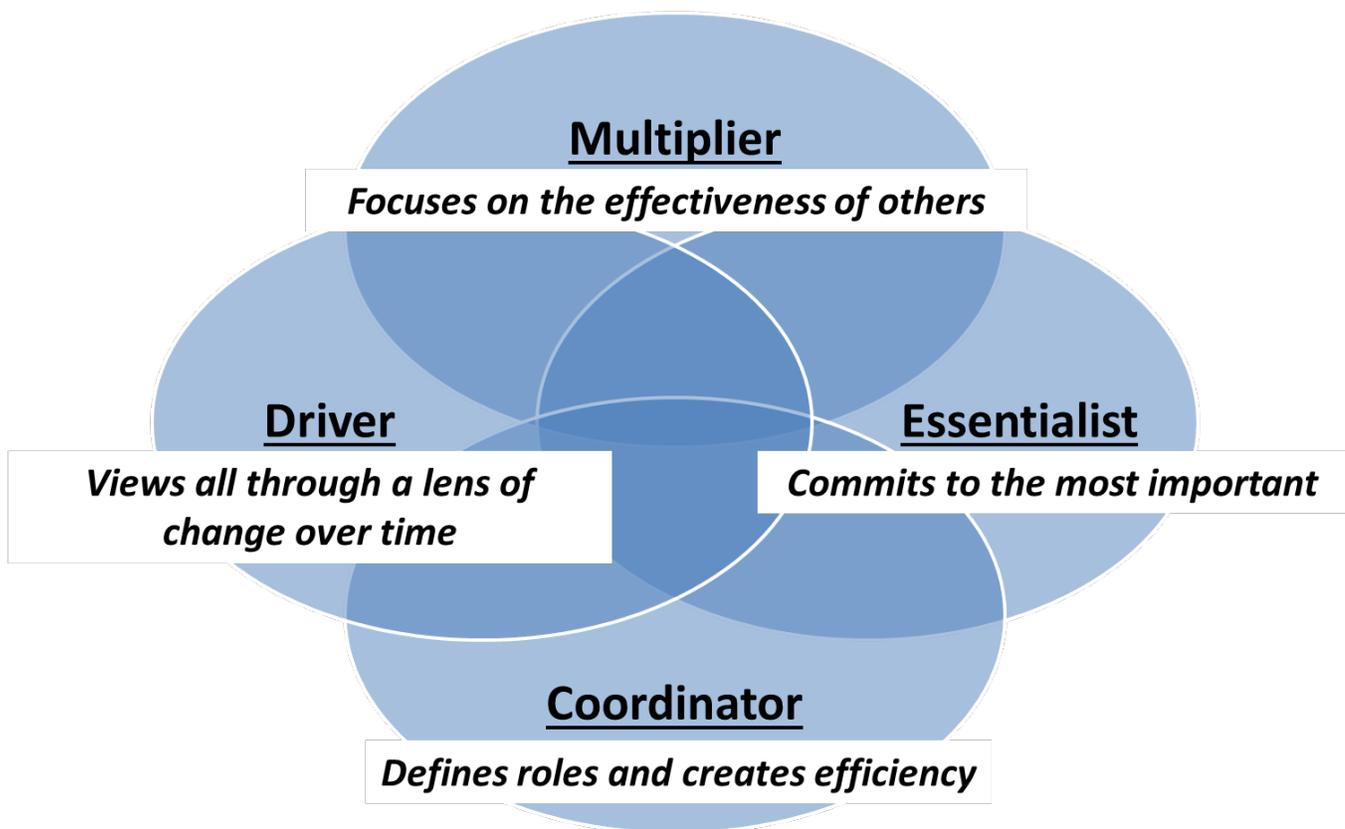
Complex
Behavioral
Approaches

Complex
Differentiated
Programming



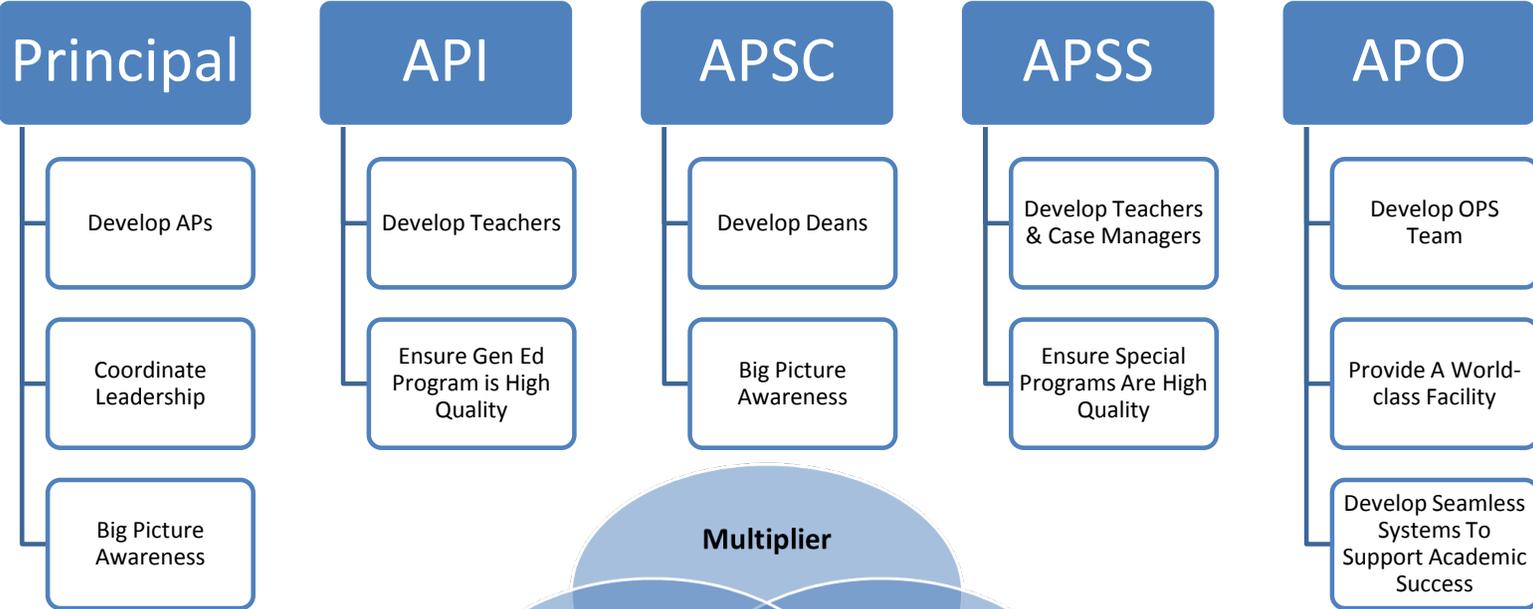
Mastery Manager 3.0



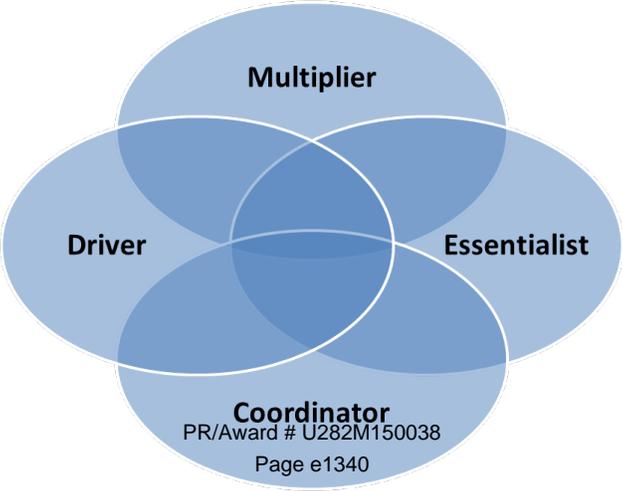


1. How does this frame change your role?
2. What actions get prioritized?
3. How can such prioritization be accommodated?

Focus Areas



What are some differences?

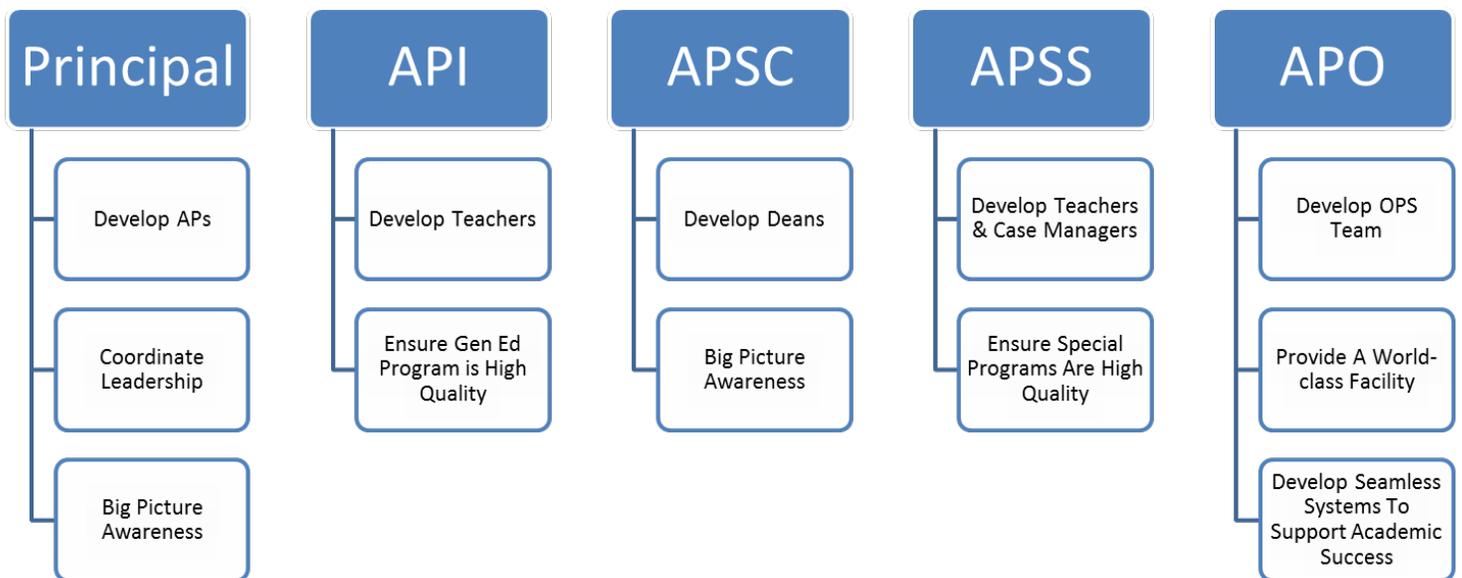


Do these actions consume most of your day?

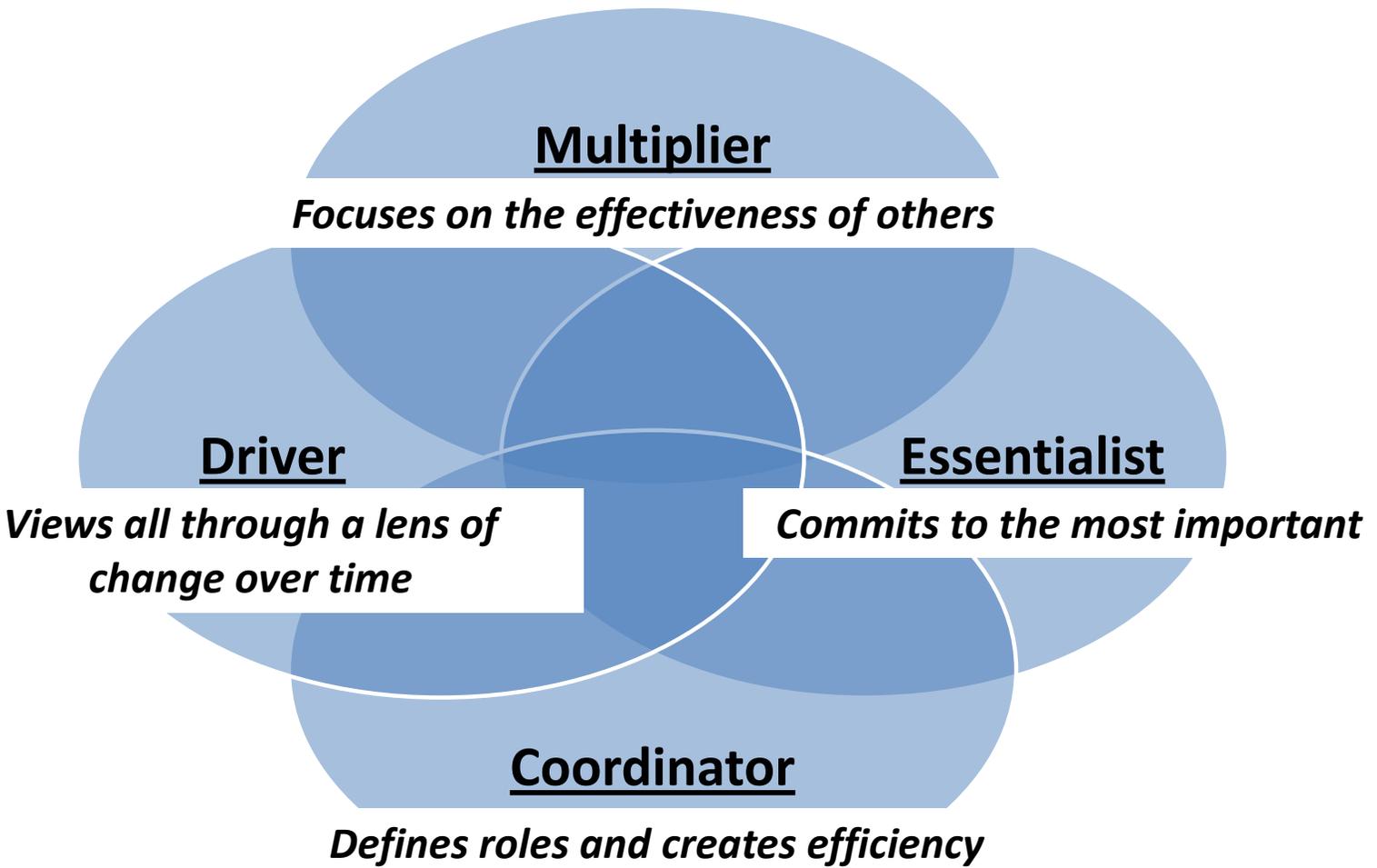
The 3.0 Principal's Calendar

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	
7:15	Morning Logisitics					Morning Logisitics					Morning Logistics					Principal PD
7:30	Arrival					Arrival					Arrival					
7:45	Arrival					Arrival					Arrival					
8:00	Morning Walk-Through/Observation					Morning Walk-Through/Observation					Office Hours					
8:15	Morning Walk-Through/Observation					Morning Walk-Through/Observation					Office Hours					
8:30	Office Hours					Office Hours					Morning Walk-Through/Observation					
8:45	Office Hours					Office Hours					Morning Walk-Through/Observation					
9:00	Office Hours					Office Hours					Morning Walk-Through/Observation					
9:15	API 1/TL Coaching	APSC Check in	1	API 1/TL Check in	Walk Thru/Obs	APSS Coaching	APSC Check in	API 2/TL Coaching	Walk Thru/Obs	API 2/TL Check in	APSC Coaching	APSC Check in	Coordinator Check-Ins	API 1/TL Check in		
9:30		1	1		1		1		1		1	1	1			
9:45		Walk Thru/Obs	1	Leadership Meeting	1		Walk Thru/Obs		Leadership Meeting	1		Walk Thru/Obs	1		Strategy Meeting	
10:00		1	1		1		1		1		1	1	1			
10:15		1	1		1		1		1		1	1	1			
10:30	Leadership Huddle			Leadership Meeting	Ldrshp Huddle	Leadership Huddle			Leadership Meeting	Ldrshp Huddle	Leadership Huddle				Strategy Meeting	
10:45	APO 1:1		1		1		1		1		1	1	1			
11:00		API 2/TL Coaching	1		1		1		1		1	1	1			
11:15			Walk Thru/Obs	API 1/TL Coaching	RSO Check in & Walk Thru	APO Check in	APO Coaching			RSO Check in & Walk Thru	APO Check in					
11:30			1		1		1		1		1	1	1			
11:45		1	1		1		1		1		1	1	1			
12:00			APSS Coaching		1		1		1		1	1	1			
12:15	Walk Thru/Obs	1			1		1		1		1	1	1			
12:30		1			1		1		1		1	1	1			
12:45	APSS Check in	1	1		1		1		1		1	1	1			
1:00			1		1		1		1		1	1	1			
1:15		Coordinator Check-Ins		APSC Coaching	Walk Thru/Obs		1		1		1	1	1			
1:30			Dismissal		1		1		1		1	1	1			
1:45	API 2/TL Coaching	Walk Thru/Obs			1		1		1		1	1	1			
2:00					1		1		1		1	1	1			
2:15	Walk Thru/Obs	1			1		1		1		1	1	1			
2:30		1			1		1		1		1	1	1			
2:45		API 1/TL Check in			1		1		1		1	1	1			
3:00			PD		1		1		1		1	1	1			
3:15	Dismissal				Dismissal	Dismissal			Dismissal	Dismissal					Dismissal	
3:30	Dismissal				Dismissal	Dismissal			Dismissal	Dismissal					Dismissal	
3:45	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
4:00	1	1		Weekly Principal Call	Weekly Planning	1	1	1	1	1	1	1	1	1	1	
4:15	1	1		Weekly Principal Call	Weekly Planning	1	1	1	1	1	1	1	1	1	1	
4:30	1	1		Weekly Principal Call	Weekly Planning	1	1	1	1	1	1	1	1	1	1	

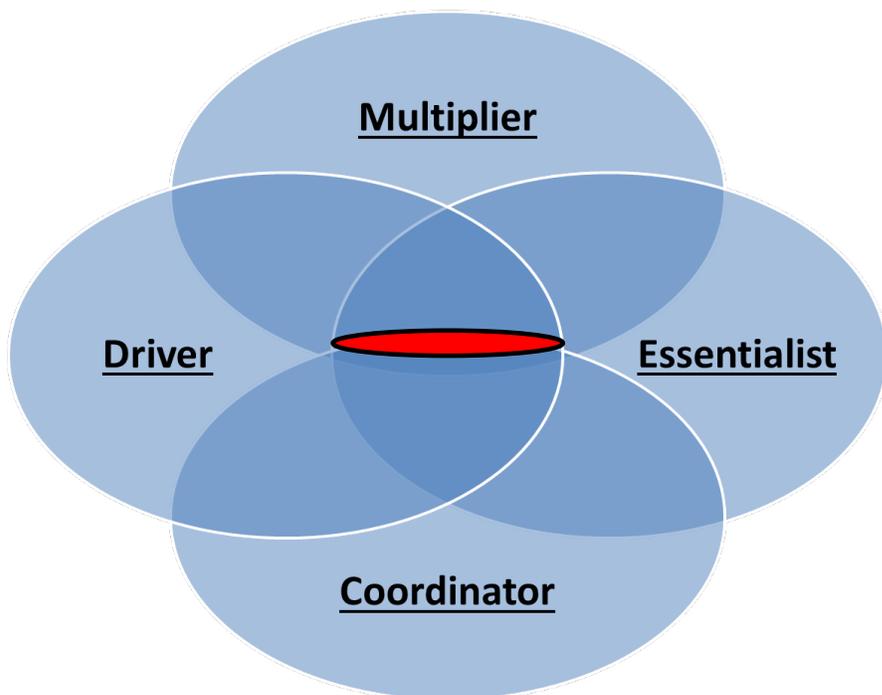
Calendar Activity



1. Examine your triweekly. What is it encouraging you to prioritize? How is it encouraging you to function differently?
2. How much time remains to focus on planning, preparation and everything else?
3. Principals- define the leadership structures and weekly planning



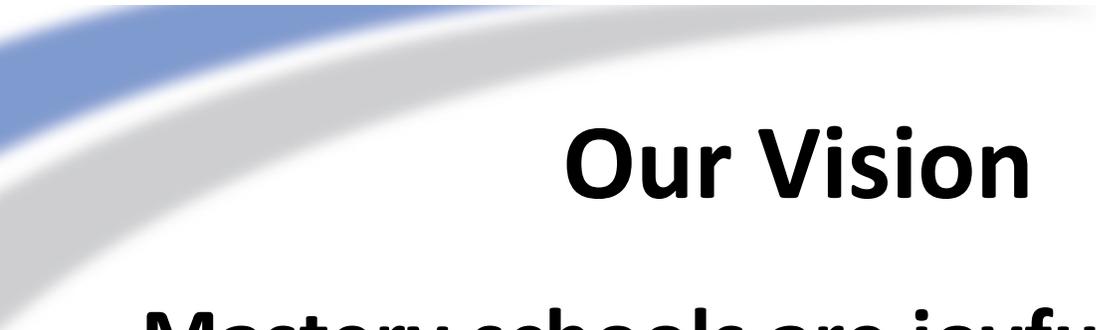
Reimagine



- **The Disciplinary Hearing**
- **Weekly Planning**
- **Lunch**
- **Supporting a struggling teacher**
- **The Leadership Team Meeting**
- **P-AP support**
- **Substitute & Coverage Coordination**
- **Other**



Mastery Charter Schools
Excellence. No Excuses.



Our Vision

Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for post-secondary success

Direct
Instruction



Best Practice
Constructivist
Bent

No Excuses
Compliance
Focus



Restorative
Focus

Intense
Scaffolding



Raise the Bar

3.0 Principles





Curriculum
&
Instruction

Culture &
Discipline

Admin Roles
& Teacher
Support

Curriculum
&
Instruction

Increased Rigor

Best Practices & Student
Centered Lesson Structures

Created/selected Materials

Authentic Engagement

Remediation & Intervention

Culture &
Discipline

Teacher Identity & Mindset

Relationship Focus

Restorative Practices

Increase Student Leadership
& Ownership

Trauma Informed Approach

Social Emotional
Learning/Mindset

Admin Roles
& Teacher
Support

Admin Training/Specialists

Real Time Feedback

Planning Meetings &
Collaboration with Uniform
Curriculum

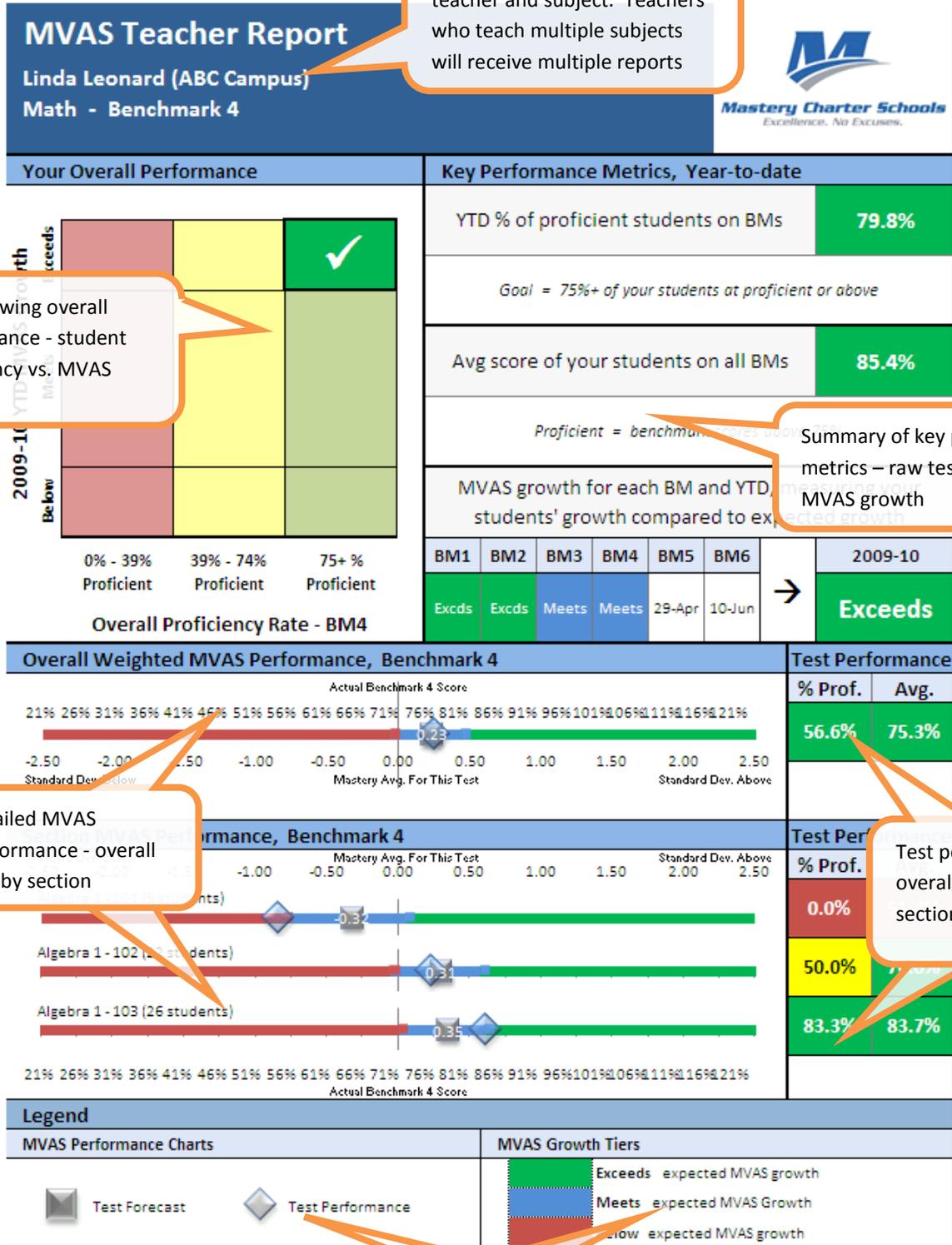
Teacher Content Training

Professional Learning
Communities & Cultural Context

Teacher Leaders

Teacher Report Reference

Report Summary Gr 3-12 – Page 1



One report is created for each teacher and subject. Teachers who teach multiple subjects will receive multiple reports

Grid showing overall performance - student proficiency vs. MVAS growth

Summary of key performance metrics – raw test scores and MVAS growth

Detailed MVAS performance - overall and by section

Test performance - overall and by section

Legends for the charts on the report

Report Summary Gr 3-12 – Page 2

Each student's test forecast for this benchmark. Prediction reports will show only standard deviations, result reports will show score and standard deviation. The forecast is based on each student's test history.

Each student's MVAS growth tier by report period

Each student's overall YTD MVAS growth tier

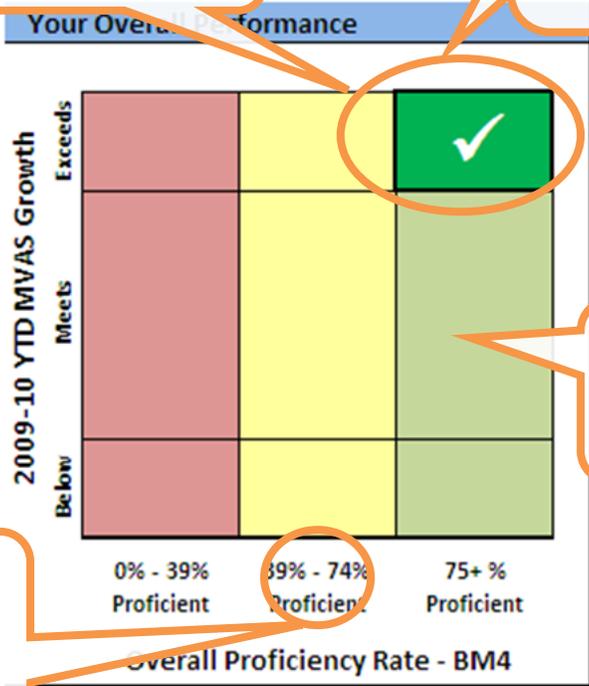
Student Name	Course	Forecast	Actual	MVAS Growth By BM	MVAS YTD
		77% (0.27 SD)	66%		Exceeds
		48% (-1.13 SD)	43%		Meets
		76% (0.26 SD)	54%		Exceeds
			Not Taken		Meets
Trudeau, P	Algebra 1 - 101	64% (-0.34 SD)	49%		Meets
Hass, C	Algebra 1 - 101	63% (-0.40 SD)	60%		Meets
Otoole, B	Algebra 1 - 101	65% (-0.32 SD)	66%		Exceeds
Smiley, A	Algebra 1 - 101	51%	34%		Meets
Mack, G	Algebra 1 - 101	75% (-0.11 SD)	63%		Meets
Matheny, V	Algebra 1 - 102	75% (-0.75 SD)	89%		Exceeds
Delacruz, R	Algebra 1 - 102	75% (-1.18 SD)	71%		Meets
Green, T	Algebra 1 - 102	75% (-0.45 SD)	60%		Exceeds
Hall, J	Algebra 1 - 102	75% (-0.09 SD)	74%		Meets
Madrigal, T	Algebra 1 - 102		Not Taken		Exceeds
Cortez, L	Algebra 1 - 102	67% (-0.19 SD)	66%		Meets
Weston, R	Algebra 1 - 102	83% (-0.57 SD)	89%		Exceeds
Doty, H	Algebra 1 - 102	65% (-0.32 SD)	49%		Meets
Stott, N	Algebra 1 - 102		Not Taken		Meets
Hayes, A	Algebra 1 - 102	77% (0.29 SD)	77%		Meets
Romano, T	Algebra 1 - 102	77% (0.29 SD)	74%		Meets
Mason, B	Algebra 1 - 102	74% (0.12 SD)	69%		Meets
Dejesus, J	Algebra 1 - 102	79% (0.39 SD)	83%		Exceeds
Jack, A	Algebra 1 - 102	58% (-0.68 SD)	60%		Meets
Singleton, E	Algebra 1 - 102	80% (0.41 SD)	86%		Meets
Bolling, A	Algebra 1 - 102	86% (0.73 SD)	97%		Meets
Coon, J	Algebra 1 - 102	85% (0.68 SD)	94%		Exceeds
Cardona, G	Algebra 1 - 102	83% (0.58 SD)	91%		Exceeds
Horton, E	Algebra 1 - 102	81% (0.47 SD)	66%		Exceeds
Rodriguez, K	Algebra 1 - 102	74% (0.14 SD)	57%		Meets
Burch, S	Algebra 1 - 102	83% (0.57 SD)	77%		Meets
Fournier, M	Algebra 1 - 102	83% (0.61 SD)	91%		Exceeds
Michael, R	Algebra 1 - 103	80% (0.45 SD)	89%		Exceeds
Callahan, C	Algebra 1 - 103	82% (0.51 SD)	94%		Meets
Cushman, C	Algebra 1 - 103	80% (0.41 SD)	86%		Meets
Dowell, J	Algebra 1 - 103	83% (0.57 SD)	86%		Meets
Danforth, Z	Algebra 1 - 103	84% (0.63 SD)	97%		Exceeds
Woods, A	Algebra 1 - 103	70% (-0.04 SD)	83%		Exceeds
Bull, E	Algebra 1 - 103	68% (-0.16 SD)	83%		Exceeds
Council, H	Algebra 1 - 103	86% (0.72 SD)	91%		Meets
Sargent, D	Algebra 1 - 103		Not Taken		Meets
Oshea, G	Algebra 1 - 103	82% (0.52 SD)	89%		Meets
Frederick, A	Algebra 1 - 103	83% (0.58 SD)	94%		Exceeds
Ontiveros, M	Algebra 1 - 103	73% (0.09 SD)	57%		Meets
Dial, H	Algebra 1 - 103	82% (0.54 SD)	83%		Meets
Elmore, H	Algebra 1 - 103	66% (-0.26 SD)	69%		Meets
Joyner, D	Algebra 1 - 103	72% (0.01 SD)	80%		Meets
Wentworth, R	Algebra 1 - 103	86% (0.76 SD)	86%		Exceeds
Jones, E	Algebra 1 - 103		Not Taken		Meets
Blakely, S	Algebra 1 - 103	80% (0.44 SD)	74%		Exceeds
Gallardo, A	Algebra 1 - 103	78% (0.36 SD)	83%		Exceeds
Day, P	Algebra 1 - 103	77% (0.30 SD)	77%		Meets
Goodwin, M	Algebra 1 - 103	81% (0.49 SD)	91%		Meets
Thomson, A	Algebra 1 - 103	83% (0.57 SD)	97%		Meets
Strunk, M	Algebra 1 - 103	74% (0.12 SD)	71%		Meets
Faison, J	Algebra 1 - 103	80% (0.43 SD)	91%		Meets
Davenport, L	Algebra 1 - 103	76% (0.26 SD)	77%		Meets
Miranda, D	Algebra 1 - 103	75% (0.21 SD)	80%		Exceeds

Each student's actual score on the benchmark (only shown on scoring report)

Gr 3-12 - Overall Performance and Key Performance Metrics

This teacher's students significantly exceeded expected MVAS growth

More than 75% of this teacher's students achieved proficiency (>75% on the benchmark = proficient).



The starting point of the yellow range adjusts to account for the test's level of difficulty.

The green color band indicates a satisfactory percentage of students at proficient or higher

Percentage of this teacher's students scoring 75% or greater on all benchmark exam's taken so far this school year

Key Performance Metrics, Year-to-date							
YTD % of proficient students on BMs	79.8%						
<i>Goal = 75%+ of your students at proficient or above</i>							
Avg score of your students on all BMs	85.4%						
<i>Proficient = benchmark scores above 75%</i>							
MVAS growth for each BM and YTD, measuring your students' growth compared to expected growth							
BM1	BM2	BM3	BM4	BM5	BM6		2009-10
Excds	Excds	Meets	Meets	29-Apr	10-Jun	→	Exceeds

MVAS growth for each reporting period

Weighted average score on all benchmarks taken so far this school year for all of this teacher's students across all of their sections

Year-to-date MVAS growth

Gr 3-12 - Most Recent Benchmark MVAS Performance

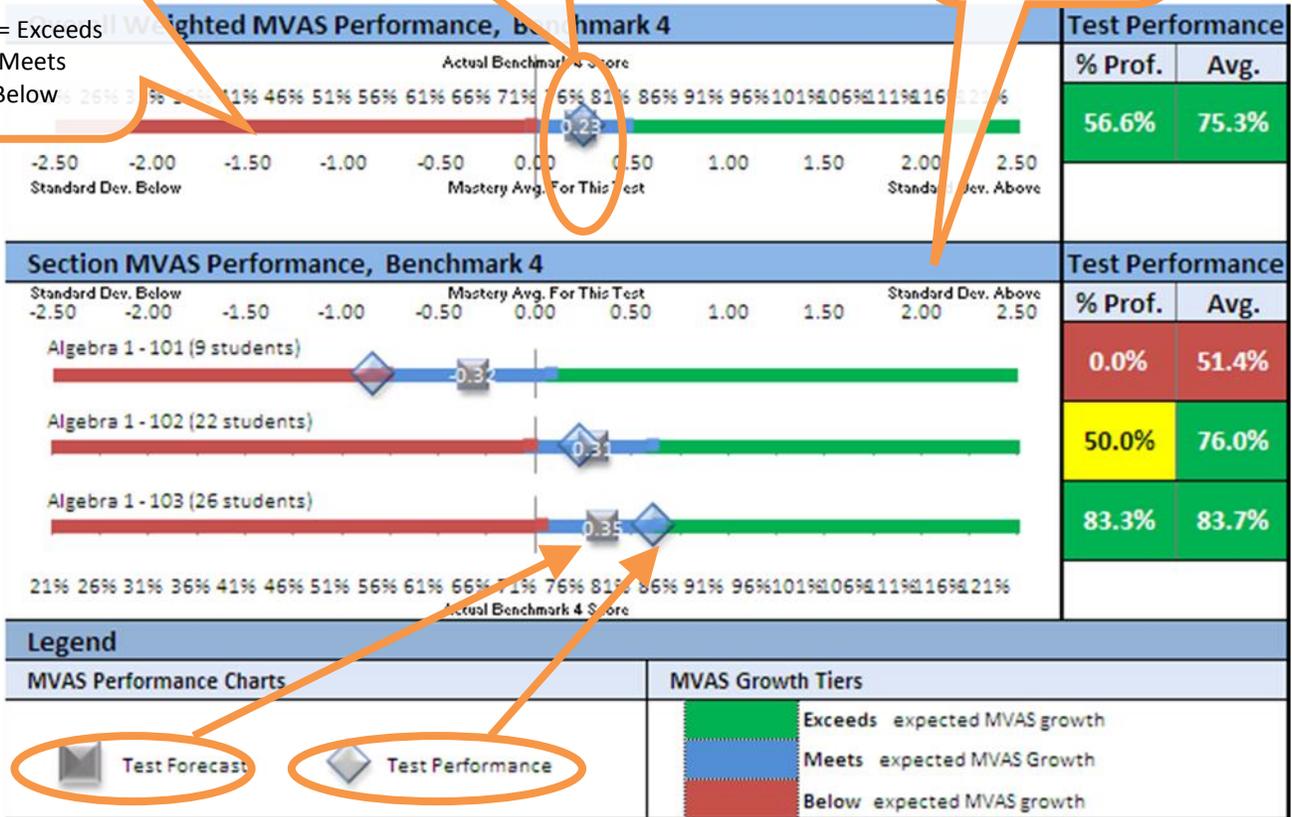
The colors on the line chart s represent the MVAS growth tiers

Green = Exceeds
Blue = Meets
Red = Below

0.00 standard deviations = Mastery average

On this benchmark, Mastery average was approximately 78%

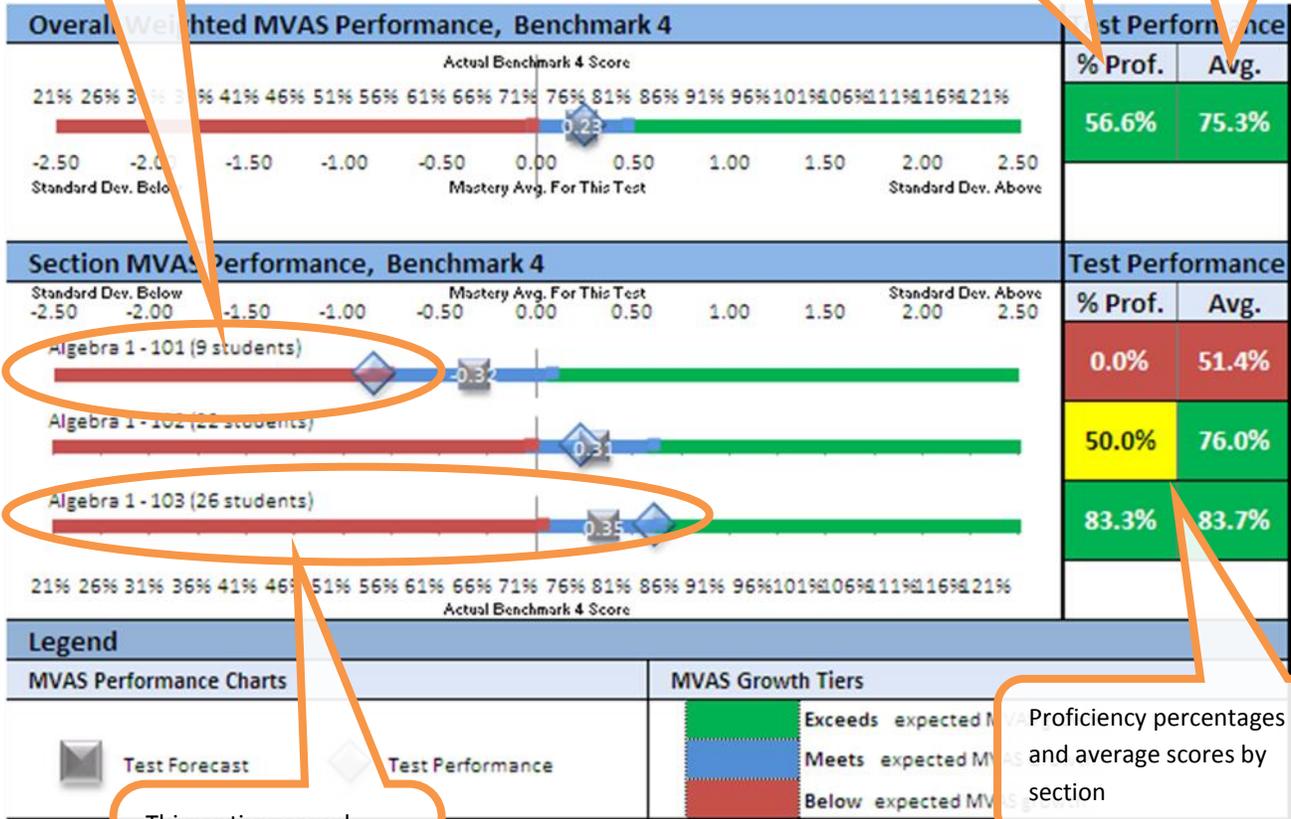
Because each benchmark is different, scores are based on the number of standard deviations above or below the Mastery average.



This section scored below their MVAS prediction on the most recent exam

Percentage of students scoring greater than 75% on most recent BM exam

Average score of students on most recent BM exam



This section scored above their MVAS prediction on the most recent exam

Proficiency percentages and average scores by section

Report Summary Gr 1-2 – Page 1

One report is created for each math and English teacher of students in grades 1-2.

MVAS Teacher Report

Linda Leonard (ABC Campus)
Elementary Ed (Grades 1-2) - Report Period Q1

Total MVAS Rating Conversion Chart

English Rating	5	3	3	4	5	5
	4	2	3	4	5	5
	3	2	3	3	4	4
	2	1	2	3	3	3
	1	1	1	2	2	3
	1	2	3	4	5	
	Math Rating					

Your Total MVAS rating is based on combined English and Math ratings. Use the table to the left to understand how your individual subject ratings will be combined to calculate your total rating.

English Rating: 5
 Math Rating: 5
 Total MVAS Rating: 5

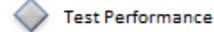
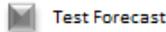
Year-to-Date Subject and Total MVAS Ratings

Detailed MVAS performance by subject

MVAS Performance by Subject, Report Period Q1									
English					Math				
Students in Forecast: 23									
Students On Track for Year End: 19									
% of Students On Track: 83%									
% of Students On Track					Rating by BM and YTD				
0% - 39%	40% - 49%	50% - 69%	70% - 79%	80% - 100%	Q1	Q2	Q3	Q4	2014-15
1	2	3	4	5	5				5

Legend

MVAS Performance Charts



Legends for the charts

MVAS Rating Color Scheme

1 = Below 2 = Near 3 = Meets 4 = Above 5 = Exceeds

Proficiency by Subject		Proficient = benchmark scores above 75%			
<p>English</p> <p>82.6%</p>	<p>Math</p> <p>78.3%</p>				

Percentage of students on track for F&P or above 75% for Math

Report Summary Gr 1-2 – Page 2

Student Detail		English (F&P Scores)				Math				
Name	Baseline	Q1 Actual	Year End Forecast	Year End Growth Forecast	On Tract	Forecast	Actual	MVAS Growth By BI		MVAS YTD
Bass, A	1.83 (I)	1.83 (I)	2.90 (M to N)	1.07	GL	75% (0.61 SD)	100%			5
Boggs-Brown, Z	1.33 (F)	1.50 (G)	2.44 (K to L)	1.11	GL	65% (0.17 SD)	85%			4
Boozer, Z	0.75 (C)	1.00 (D)	1.83 (H to I)	1.08	GL	50% (-0.51 SD)	90%			5
Britt, D	1.33 (F)	1.50 (G)	2.44 (K to L)	1.11	GL	63% (0.05 SD)	75%			4
Clayton, M	1.67 (H)	1.83 (I)	2.82 (M to N)	1.15	GL	74% (0.55 SD)	80%			3
Dennis, K	2.33 (K)	3.00 (M)	3.89 (P to Q)	1.56	Both	55% (-0.29 SD)	95%			5
Gentles-Butts, T	1.00 (D)	1.00 (D)	1.96 (I to J)	0.96	GL	47% (-0.67 SD)	75%			4
Green, J	1.83 (I)	1.83 (I)	2.90 (M to N)	1.07	GL	76% (0.66 SD)	100%			5
Hargrove, T	1.83 (I)	2.33 (K)	3.22 (N to O)	1.39	Both	71% (0.42 SD)	100%			5
Harris, B	1.50 (G)	1.83 (I)	2.73 (L to M)	1.23	GL	77% (0.69 SD)	90%			4
Hicks, E	1.17 (E)	1.17 (E)	2.15 (J to K)	0.98	GL	47% (-0.68 SD)	65%			4
Hill, C	1.00 (D)	1.33 (F)	2.15 (J to K)	1.15	GL	58% (0.13 SD)	100%			5

Each student's actual score on the benchmark (only shown on scores report)

Each student's MVAS growth tier by report period

Baseline and current report period F&P scores

End of year Forecasted F&P Score

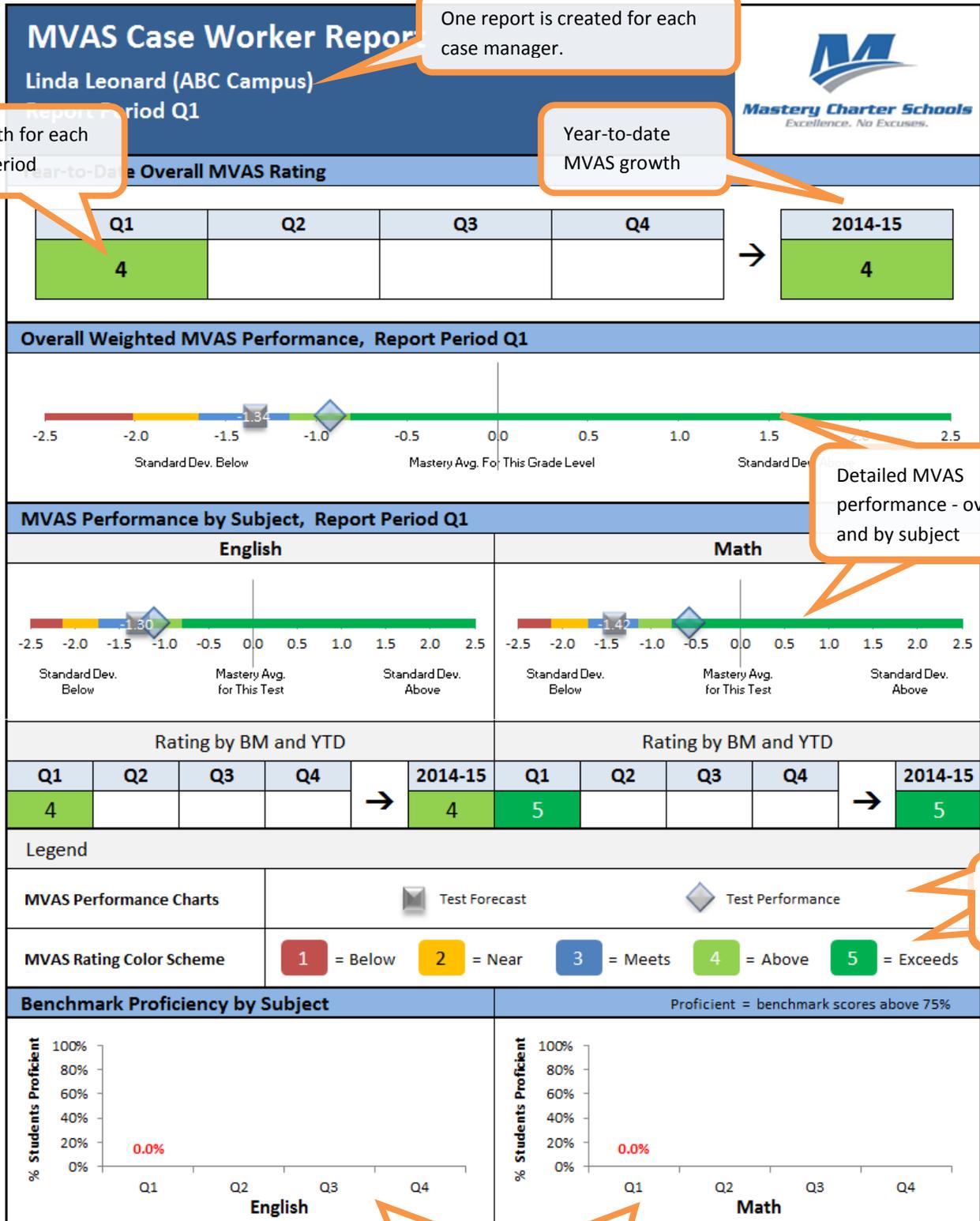
Forecasted year end GLE growth

On track (green) if the forecasted year end growth is 1.25 GLE and/or F&P Score is at grade level or above

Each student's Math YTD MVAS growth tier

Each student's test forecast for this benchmark. Prediction reports will show only standard deviations. Result reports will show score and standard deviation. The forecast is based on each student's test history.

Report Summary Case Worker – Page 1



Report Summary Case Worker – Page 2

Student Detail		English				Math			
Name	Forecast	Actual	MVAS Growth By BM	MVAS YTD	Forecast	Actual	MVAS Growth By BM	MVAS YTD	
Lee, T	No Prediction	Not Taken			No Prediction	Not Taken			
Murrell, A	32% (-1.76 SD)	Not Taken			11% (-1.42 SD)	29%		5	
Rodriguez, A	40% (-1.25 SD)	49%		4	No Prediction	15%			
Rucker, S	No Prediction	27%			No Prediction	6%			
Selmon, K	41% (-1.17 SD)	Not Taken			No Prediction	15%			
Young, K	38% (-1.35 SD)	35%		3	No Prediction	12%			

Each student's actual score on the benchmark (only shown on scores report)

Each student's test forecast for this benchmark. Prediction reports will show only standard deviations, result reports will show score and standard deviation. The forecast is based on each student's test history.

Each student's MVAS growth tier by report period

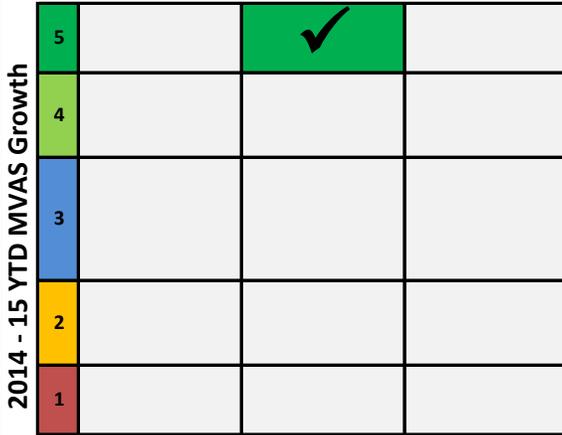
Each student's overall YTD

MVAS Teacher Report

Linda Leonard
English - Benchmark Q4



Your Overall Performance



0% - 9% Proficient 10% - 74% Proficient 75+ % Proficient

Overall Proficiency Rate - YTD

Key Performance Metrics, Year-to-date

YTD % of proficient students on BMs **23.7%**

Goal = 75%+ of your students at proficient or above

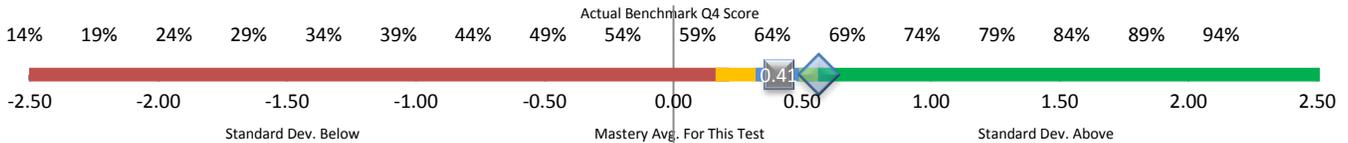
Avg score of your students on all BMs **61.6%**

Proficient = benchmark scores above 75%

MVAS growth for each BM and YTD, measuring your students' growth compared to expected growth

Q1	Q2	Q3	Q4	→	2014 - 15
5	3	4	4		5

Overall Weighted MVAS Performance, Benchmark Q4



Section MVAS Performance, Benchmark Q4



Legend

MVAS Performance Charts



Test Forecast



Test Performance

MVAS Description

If you have questions about MVAS, please contact: MVAS.Help@masterycharter.org

The Mastery Value Added System (MVAS) establishes personalized thresholds for each student based on their past test performance. Historical test scores were used to determine the appropriate performance forecast for each student. You can use the information on this report to understand more about the performance of your students and sections, including which students fared better or worse on this exam than their past test history would predict.



Student Detail Report

Linda Leonard
English - Benchmark Q4

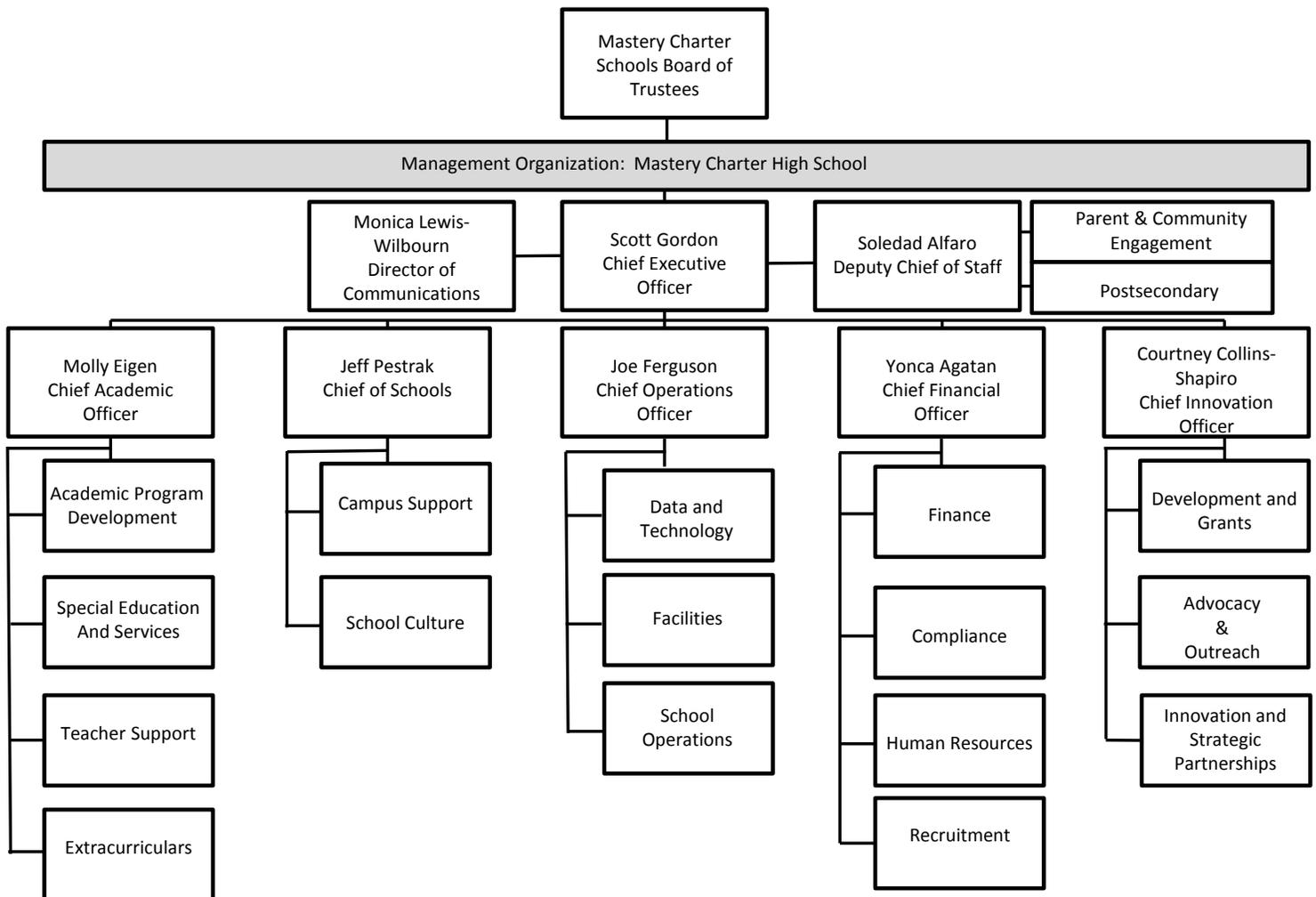


Student Detail

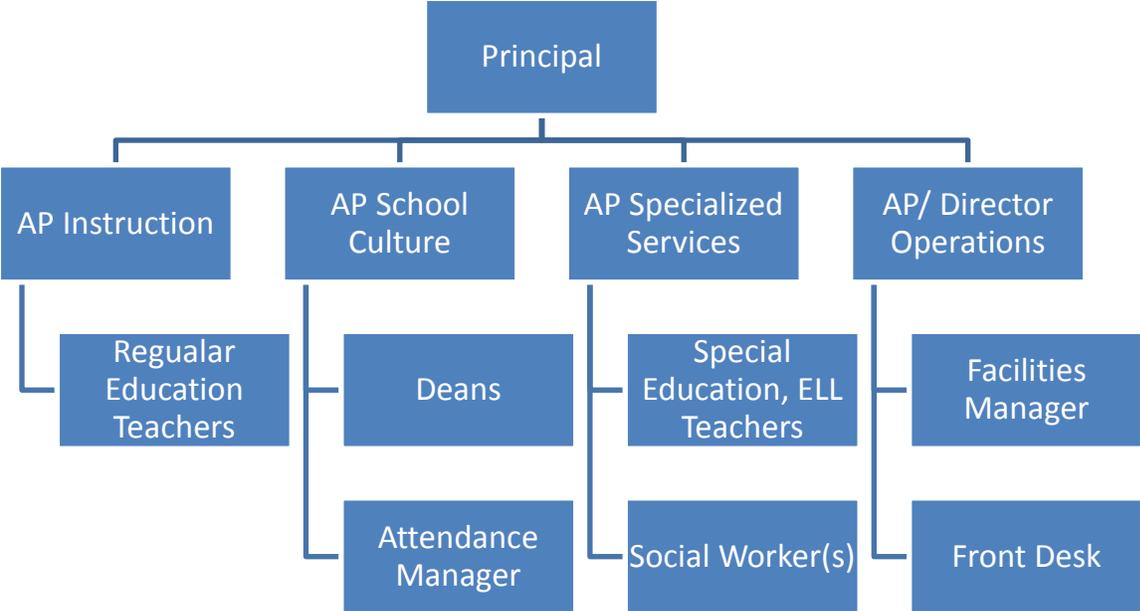
Name	Section	Forecast	Actual	MVAS Growth By BM	MVAS YTD
Sarah, B	Literature 7 (E07001) - 712	32% (-1.42 SD)	37%		3
Da'Joun, B	Literature 7 (E07001) - 712	58% (0.09 SD)	54%		3
James, B	Literature 7 (E07001) - 712	No prediction	46%		2
Luis, C	Literature 7 (E07001) - 712	48% (-0.50 SD)	49%		3
Timmy, C	Literature 7 (E07001) - 712	60% (0.21 SD)	62%		3
Sabrina, C	Literature 7 (E07001) - 712	71% (0.89 SD)	74%		4
Ailaisha, C	Literature 7 (E07001) - 712	59% (0.15 SD)	59%		3
Fareed, D	Literature 7 (E07001) - 712	47% (-0.54 SD)	62%		4
Aishah, F	Literature 7 (E07001) - 712	79% (1.35 SD)	66%		3
Jaila, F	Literature 7 (E07001) - 712	60% (0.24 SD)	Not Taken		4
Kathleen, G	Literature 7 (E07001) - 712	51% (-0.34 SD)	53%		5
Jessica, G	Literature 7 (E07001) - 712	65% (0.52 SD)	69%		3
Jalynn, H	Literature 7 (E07001) - 712	59% (0.18 SD)	63%		3
Charlisse, J	Literature 7 (E07001) - 712	74% (1.05 SD)	88%		3
Aaliyah, K	Literature 7 (E07001) - 712	81% (1.44 SD)	84%		5
Kiera, L	Literature 7 (E07001) - 712	75% (1.09 SD)	85%		3
Jeremy, L	Literature 7 (E07001) - 712	78% (1.30 SD)	85%		4
Tayla', M	Literature 7 (E07001) - 712	71% (0.90 SD)	69%		2
Jo'nay, M	Literature 7 (E07001) - 712	59% (0.18 SD)	68%		4
Miguel, M	Literature 7 (E07001) - 712	35% (-1.26 SD)	44%		3
John, M	Literature 7 (E07001) - 712	69% (0.74 SD)	63%		4
Tyseem, M	Literature 7 (E07001) - 712	38% (-1.08 SD)	43%		3
Annalees, P	Literature 7 (E07001) - 712	57% (0.02 SD)	Not Taken		
Tyreese, R	Literature 7 (E07001) - 712	73% (0.98 SD)	65%		3
Nettice, R	Literature 7 (E07001) - 712	42% (-0.86 SD)	41%		5
Sabrina, R	Literature 7 (E07001) - 712	No prediction	Not Taken		
Christopher, S	Literature 7 (E07001) - 712	77% (1.22 SD)	91%		4
Giovanni, T	Literature 7 (E07001) - 712	43% (-0.77 SD)	49%		4
Cristina, V	Literature 7 (E07001) - 712	81% (1.48 SD)	91%		4
Janae, B	Literature 7 (E07001) - 723	50% (-0.39 SD)	56%		5
Johny, C	Literature 7 (E07001) - 723	70% (0.84 SD)	69%		3
Raymond, C	Literature 7 (E07001) - 723	56% (0.01 SD)	71%		4
Dayanna, F	Literature 7 (E07001) - 723	75% (1.09 SD)	73%		3
Kaloom, H	Literature 7 (E07001) - 723	69% (0.76 SD)	74%		4
Hakiym, K	Literature 7 (E07001) - 723	47% (-0.58 SD)	46%		2
Jason, K	Literature 7 (E07001) - 723	68% (0.68 SD)	74%		4
Manee, L	Literature 7 (E07001) - 723	61% (0.27 SD)	59%		5
Cing, L	Literature 7 (E07001) - 723	65% (0.51 SD)	69%		3
Alycia, M	Literature 7 (E07001) - 723	37% (-1.16 SD)	31%		4
Daniel, M	Literature 7 (E07001) - 723	48% (-0.47 SD)	49%		3
Cianni, M	Literature 7 (E07001) - 723	50% (-0.35 SD)	68%		4
Bryanna, M	Literature 7 (E07001) - 723	63% (0.41 SD)	57%		4
Nevaeh, M	Literature 7 (E07001) - 723	37% (-1.13 SD)	24%		3
Christopher, M	Literature 7 (E07001) - 723	54% (-0.14 SD)	66%		4
Nicolas, M	Literature 7 (E07001) - 723	62% (0.34 SD)	63%		3
Amir, M	Literature 7 (E07001) - 723	56% (0.01 SD)	28%		1
Jessica, O	Literature 7 (E07001) - 723	62% (0.36 SD)	46%		2
Pah Shi, S	Literature 7 (E07001) - 723	40% (-0.96 SD)	43%		3
Molynia, S	Literature 7 (E07001) - 723	63% (0.42 SD)	73%		4
Dean, S	Literature 7 (E07001) - 723	60% (0.22 SD)	65%		4
Vith, S	Literature 7 (E07001) - 723	66% (0.58 SD)	74%		2
Bountha, V	Literature 7 (E07001) - 723	49% (-0.45 SD)	32%		2
Christopher, W	Literature 7 (E07001) - 723	47% (-0.53 SD)	54%		3
Nakira, W	Literature 7 (E07001) - 723	52% (-0.25 SD)	34%		1
Tyrique, W	Literature 7 (E07001) - 723	50% (-0.36 SD)	65%		3
Avani, A	Literature 7 (E07001) - 738	81% (1.45 SD)	78%		3
Sadim, A	Literature 7 (E07001) - 738	47% (-0.52 SD)	65%		3
Sierra, B	Literature 7 (E07001) - 738	59% (0.18 SD)	78%		4
Amber, C	Literature 7 (E07001) - 738	66% (0.59 SD)	57%		3

PR/Award # U282M150036

Student Detail					
Name	Section	Forecast	Actual	MVAS Growth By BM	MVAS YTD
Diamonique, C	Literature 7 (E07001) - 738	51% (-0.32 SD)	Not Taken		3
Sawsan, C	Literature 7 (E07001) - 738	65% (0.54 SD)	71%		3
Gianna, D	Literature 7 (E07001) - 738	67% (0.65 SD)	60%		3
Jordan, D	Literature 7 (E07001) - 738	63% (0.43 SD)	68%		2
Alix, F	Literature 7 (E07001) - 738	80% (1.41 SD)	81%		3
Sabrina, H	Literature 7 (E07001) - 738	81% (1.45 SD)	91%		4
Jezalique, H	Literature 7 (E07001) - 738	87% (1.80 SD)	88%		4
Assirem, H	Literature 7 (E07001) - 738	67% (0.63 SD)	91%		5
Aniya, J	Literature 7 (E07001) - 738	65% (0.50 SD)	66%		5
Ebrima, K	Literature 7 (E07001) - 738	61% (0.26 SD)	Not Taken		4
Jeffrey, L	Literature 7 (E07001) - 738	83% (1.56 SD)	84%		3
Hannah, L	Literature 7 (E07001) - 738	85% (1.71 SD)	72%		3
David, L	Literature 7 (E07001) - 738	70% (0.80 SD)	84%		4
Khoi Anh, N	Literature 7 (E07001) - 738	78% (1.28 SD)	84%		5
Sopacc, P	Literature 7 (E07001) - 738	73% (0.97 SD)	71%		3
Monet, P	Literature 7 (E07001) - 738	56% (-0.02 SD)	38%		3
Christian, S	Literature 7 (E07001) - 738	69% (0.76 SD)	Not Taken		3
Aamir, S	Literature 7 (E07001) - 738	81% (1.47 SD)	88%		4
Bronte, S	Literature 7 (E07001) - 738	79% (1.37 SD)	91%		5
Gabriella, T	Literature 7 (E07001) - 738	65% (0.51 SD)	60%		3
Hien, T	Literature 7 (E07001) - 738	77% (1.20 SD)	91%		3
Yameek, W	Literature 7 (E07001) - 738	43% (-0.79 SD)	53%		3
Naim, A	Literature 7 (E07001) - 744	48% (-0.49 SD)	53%		3
Serenity, B	Literature 7 (E07001) - 744	84% (1.62 SD)	88%		4
Byron, C	Literature 7 (E07001) - 744	51% (-0.32 SD)	54%		3
Johny, C	Literature 7 (E07001) - 744	73% (0.99 SD)	82%		4
Damoni, C	Literature 7 (E07001) - 744	81% (1.44 SD)	78%		4
Nayeli, C	Literature 7 (E07001) - 744	75% (1.11 SD)	63%		3
Matthew, C	Literature 7 (E07001) - 744	51% (-0.31 SD)	Not Taken		4
Makai, D	Literature 7 (E07001) - 744	73% (0.96 SD)	79%		4
Quentin, D	Literature 7 (E07001) - 744	45% (-0.67 SD)	62%		4
Kihya, F	Literature 7 (E07001) - 744	61% (0.26 SD)	76%		5
Justin, H	Literature 7 (E07001) - 744	80% (1.39 SD)	79%		4
Deshaun, H	Literature 7 (E07001) - 744	69% (0.75 SD)	76%		5
Jalen, K	Literature 7 (E07001) - 744	61% (0.26 SD)	Not Taken		2
Nu, L	Literature 7 (E07001) - 744	69% (0.78 SD)	72%		4
Fay, L	Literature 7 (E07001) - 744	80% (1.41 SD)	88%		5
Ihciana, M	Literature 7 (E07001) - 744	39% (-1.03 SD)	37%		2
Bianca, N	Literature 7 (E07001) - 744	50% (-0.38 SD)	65%		3
Tommy, N	Literature 7 (E07001) - 744	78% (1.26 SD)	75%		3
Fahtene, P	Literature 7 (E07001) - 744	59% (0.17 SD)	49%		2
Nicholas, P	Literature 7 (E07001) - 744	65% (0.50 SD)	75%		3
Thomas, R	Literature 7 (E07001) - 744	69% (0.76 SD)	62%		5
Jasaan, R	Literature 7 (E07001) - 744	47% (-0.57 SD)	56%		2
Laura, S	Literature 7 (E07001) - 744	76% (1.15 SD)	73%		3
Nahijah, W	Literature 7 (E07001) - 744	61% (0.31 SD)	44%		2
Luke, W	Literature 7 (E07001) - 744	83% (1.58 SD)	81%		4
Michelle, Z	Literature 7 (E07001) - 744	78% (1.31 SD)	91%		3
Carlos, M	TRANSFER - 712	No prediction	Not Taken		
Mu, T	TRANSFER - 712	No prediction	Not Taken		
James, B	TRANSFER - 723	No prediction	Not Taken		
Giovanni, T	TRANSFER - 723	No prediction	Not Taken		
Colleen, N	TRANSFER - 738	No prediction	Not Taken		
Nykeira, A	TRANSFER - 744	No prediction	Not Taken		
Mikayla, B	TRANSFER - 744	No prediction	Not Taken		
Dylan, D	TRANSFER - 744	No prediction	Not Taken		
Treasure, D	TRANSFER - 744	No prediction	Not Taken		
Jimeisha, M	TRANSFER - 744	No prediction	Not Taken		

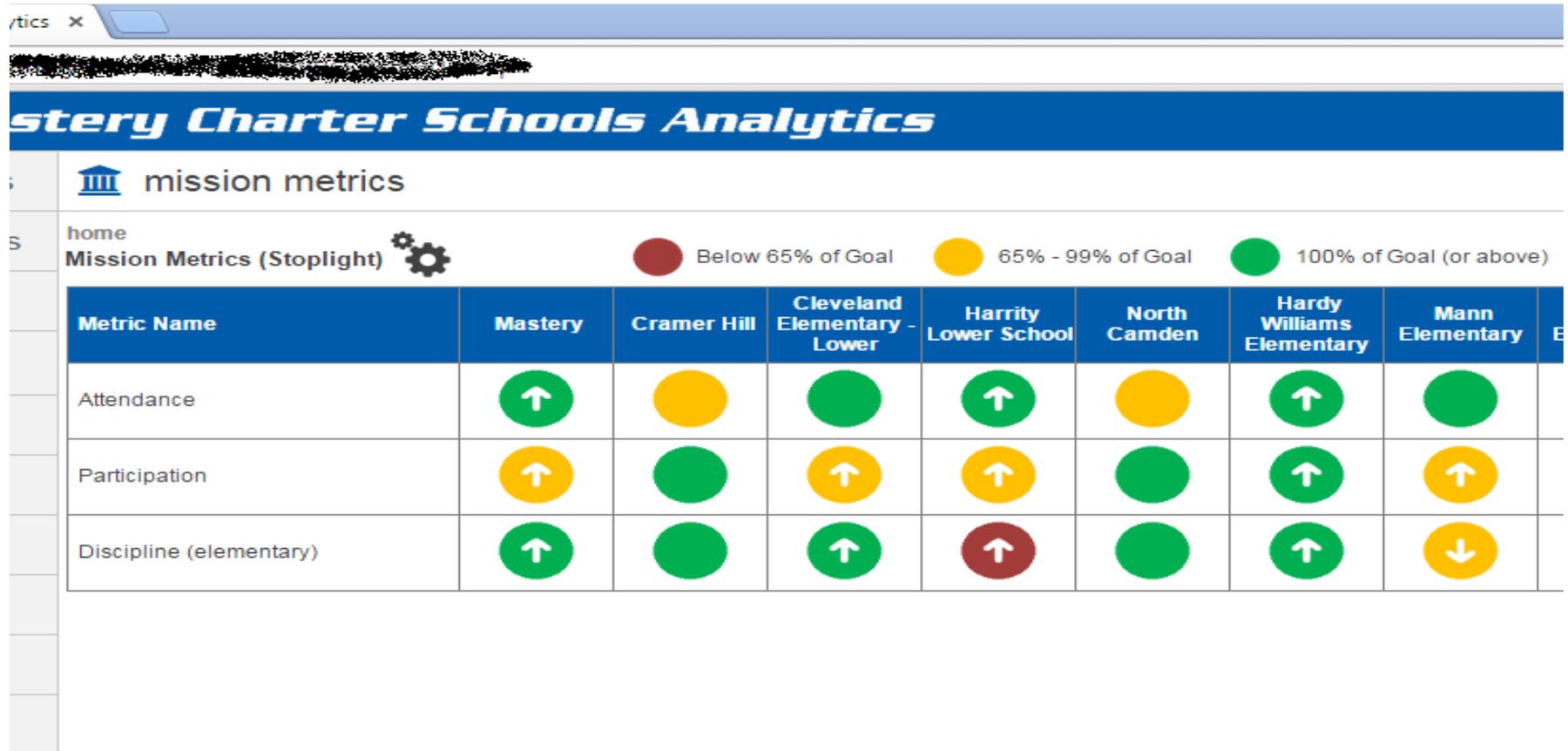


Mastery Charter School Organizational Chart



INTERNAL ANALYTICS RESOURCES

- 1) Data warehouse – internally developed SQL Server database that integrates data from all Mastery information systems including academic, HR, and student assessment data. Provides real-time interactive dashboards comparing current school performance vs. mission metrics



INTERNAL ANALYTICS RESOURCES

2) Operational reports – real-time Cognos reports used by school leaders to track daily student and school performance

IBM Cognos Viewer - Total Absences / Tardies Peter Lee Log On | Home | About IBM

Keep this version | Add this report

Student Attendance Totals 2015-06-01 to 2015-06-12 (AUE, AIL)														
Building	Student ID	Student Name	Grade	Cohort	Count	Last Date	Address_1	Address_2	City	State	ZIP	Guardian Name	Guardian Phone (Home)	Guardian Phone (Mobile)
MANN	104001	[REDACTED]	05	SOUN	7	6/12/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	119266	[REDACTED]	K	NWUN	5	6/12/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	116687	[REDACTED]	06	USAFA	4	6/12/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	116787	[REDACTED]	01	DRXEL	10	6/12/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	118037	[REDACTED]	K	YALE	5	6/12/2015	[REDACTED]	n Ave	Apt 1212	Philadelphia	PA	19131	[REDACTED]	[REDACTED]
MANN	110861	[REDACTED]	02	UPITT	4	6/12/2015	[REDACTED]	ue		Philadelphia	PA	19131	[REDACTED]	[REDACTED]
MANN	105116	[REDACTED]	05	SOUN	4	6/12/2015	[REDACTED]		Philadelphia	PA	19132	[REDACTED]	[REDACTED]	[REDACTED]
MANN	117075	[REDACTED]	02	A-KP1	4	6/12/2015	[REDACTED]	2nd Fl	Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	117962	[REDACTED]	K	NWUN	5	6/12/2015	[REDACTED]	e	Philadelphia	PA	19143	[REDACTED]	[REDACTED]	[REDACTED]
MANN	114214	[REDACTED]	01	UPENN	4	6/12/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	119618	[REDACTED]	K	NWUN	5	6/12/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	105104	[REDACTED]	05	UCINC	4	6/11/2015	[REDACTED]	e	Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	109783	[REDACTED]	03	STJOE	4	6/10/2015	[REDACTED]	Apt 2	Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	119388	[REDACTED]	K	YALE	4	6/10/2015	[REDACTED]	1904-14	Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	116789	[REDACTED]	01	UPENN	7	6/9/2015	[REDACTED]	2 Rear	Philadelphia	PA	19120	[REDACTED]	[REDACTED]	[REDACTED]
MANN	119846	[REDACTED]	03	SHPPN	5	6/8/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]
MANN	120184	[REDACTED]	02	VIIIA	6	6/8/2015	[REDACTED]		Philadelphia	PA	19131	[REDACTED]	[REDACTED]	[REDACTED]

INTERNAL ANALYTICS RESOURCES

3) Organization update reports – quarterly summary reports published in PDF and Excel that snapshot network-wide data including demographics, enrollment, academics, assessment scores, and student growth

School Demographics Summary		Mastery Charter Schools - Regional Report Elementary Schools (6/16/15)																											
		Thomas		Thomas El.		Mann		Smedley		Harrity		Harr. Lwr		Harr. Upr		Clymer		HWAMCS		HWAMCS El.		Cleveland		Clev. Lower		Clev. Upper		Pasto	
Total Enrollment		1,311		658		547		728		848		580		268		543		1,109		629		757		558		199		54	
Gender	Female	647	49%	307	47%	273	50%	334	46%	396	47%	267	46%	129	48%	252	46%	597	54%	322	51%	375	50%	284	51%	91	46%	265	
	Male	664	51%	351	53%	274	50%	394	54%	452	53%	313	54%	139	52%	291	54%	512	46%	307	49%	382	50%	274	49%	108	54%	276	
Ethnicity	Native American	2	0%	1	0%		0%	2	0%	2	0%	2	0%		0%	2	0%		0%		0%		0%		0%		0%	1	
	Black	611	47%	247	38%	484	88%	490	67%	825	97%	565	97%	260	97%	481	89%	1,090	98%	617	98%	707	93%	519	93%	188	94%	503	
	White	241	18%	156	24%		0%	18	2%	2	0%	2	0%		0%	6	1%	2	0%	2	0%	1	0%		0%	1	1%		
	Hispanic	134	10%	84	13%	31	6%	130	18%	17	2%	10	2%	7	3%	52	10%	7	1%	3	0%	24	3%	18	3%	6	3%	21	
	Multi-Ethnic	60	5%	38	6%	25	5%	84	12%	2	0%	1	0%	1	0%	2	0%	8	1%	7	1%	22	3%	19	3%	3	2%	16	
	Asian	263	20%	132	20%	6	1%	4	1%		0%		0%		0%		0%	2	0%		0%	3	0%	2	0%	1	1%		
	Pacific Islander		0%		0%	1	0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		
IEP		229	17%	127	19%	84	15%	154	21%	144	17%	94	16%	50	19%	143	26%	203	18%	125	20%	132	17%	86	15%	46	23%	89	
GIEP		2	0%	2	0%	1	0%		0%		0%		0%		0%		0%	2	0%		0%	1	0%		0%	1	1%		
ELL		150	11%	125	19%	10	2%	37	5%	16	2%	12	2%	4	1%	17	3%	5	0%	1	0%	8	1%	7	1%	1	1%	2	
Homeless		13	1%	13	2%	16	3%	8	1%	8	1%	4	1%	4	1%	8	1%	8	1%	6	1%	9	1%	5	1%	4	2%	5	
Economically Disadvantaged		1,122	86%	558	85%	478	87%	659	91%	746	88%	522	90%	224	84%	505	93%	1,002	90%	595	95%	723	96%	533	96%	190	95%	503	
Grades	K	99	8%	99	15%	83	15%	119	16%	95	11%	95	16%			69	13%	69	6%	69	11%	95	13%	95	17%			80	
	1	130	10%	130	20%	82	15%	110	15%	98	12%	98	17%			73	13%	74	7%	74	12%	97	13%	97	17%			74	
	2	81	6%	81	12%	81	15%	113	16%	101	12%	101	17%			86	16%	80	7%	80	13%	100	13%	100	18%			54	
	3	82	6%	82	12%	78	14%	106	15%	95	11%	95	16%			59	11%	76	7%	76	12%	92	12%	92	16%			54	
	4	108	8%	108	16%	79	14%	100	14%	102	12%	102	18%			54	10%	106	10%	106	17%	83	11%	83	15%			56	
	5	79	6%	79	12%	76	14%	86	12%	89	10%	89	15%			48	9%	99	9%	99	16%	91	12%	91	16%			71	
	6	79	6%	79	12%	68	12%	94	13%	101	12%			101	38%	53	10%	125	11%	125	20%	67	9%			67	34%	52	
	7	110	8%								77	9%			77	29%	57	10%	78	7%			67	9%			67	34%	44
	8	111	8%								90	11%			90	34%	44	8%	109	10%			65	9%			65	33%	56
	9	122	9%															99	9%										
10	99	8%															100	9%											

INTERNAL ANALYTICS RESOURCES

- 4) The Mastery Value Add System (MVAS) tracks student growth relative to each student’s academic history to identify changes in growth trajectory and aligns those changes to students, teachers, and schools. Predictive analytics uses statistical models to predict End Of Year (EOY) performance based on leading indicators and past history.

[home](#) → [metric details](#)

Elementary Math – Mann Elementary (Student Details)



Rows to Show: 100



Student ID	Student Name	School	Grade	% Likelihood	Actual Performance
105137	[REDACTED]	Mann Elementary	06	98%	
105148	[REDACTED]	Mann Elementary	06	96%	
105154	[REDACTED]	Mann Elementary	06	87%	
107195	[REDACTED]	Mann Elementary	06	76%	
104971	[REDACTED]	Mann Elementary	06	72%	
105139	[REDACTED]	Mann Elementary	06	53%	
104003	[REDACTED]	Mann Elementary	06	53%	
114267	[REDACTED]	Mann Elementary	06	51%	
115345	[REDACTED]	Mann Elementary	06	47%	
105156	[REDACTED]	Mann Elementary	06	46%	
105124	[REDACTED]	Mann Elementary	06	44%	
107191	[REDACTED]	Mann Elementary	06	42%	
104011	[REDACTED]	Mann Elementary	06	40%	

INTERNAL ANALYTICS RESOURCES

- 5) Item analysis reports – detailed analysis of internal benchmarks created for each teacher that tracks each student in the class vs each topic area taught in the quarter

Teacher : **[REDACTED]**
 Class : Math 4 - 403
 Test : BM2015_RP4_GR4_MATH

Mastery Average :	71%	42%	59%	89%	86%	81%	78%	72%	55%	53%	37%	83%	86%	51%
Class Average :	75%	61%	61%	87%	87%	87%	78%	65%	61%	65%	39%	78%	83%	65%

Student Name	Total Score	Prof Level	Mult Choice	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
[REDACTED]	100%		86%											
[REDACTED]	75%		71%							C	D			
[REDACTED]	85%		64%					C	A		D			
[REDACTED]	80%		79%											
[REDACTED]	80%		79%								B			
[REDACTED]	75%		57%				D	B	C					
[REDACTED]	30%		7%	A	D	D		B	A	A	C	A	C	A
[REDACTED]	60%		50%							B	B	B		C
[REDACTED]	80%		71%								B			C
[REDACTED]	90%		79%						B					
[REDACTED]	100%		86%											
[REDACTED]	80%		64%								D			A
[REDACTED]	90%		79%								B			
[REDACTED]	85%		79%									B		
[REDACTED]	55%		29%	D			C	B	B	B	B	A		D
[REDACTED]	100%		86%											
[REDACTED]	25%		7%	D		C	C	D	A	B	B	B	C	A

SY 2013-2014

SCHOOL PROGRESS REPORT

User Guide

**THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF THE SUPERINTENDENT**

**440 N. BROAD STREET, SUITE 301
PHILADELPHIA, PENNSYLVANIA 19130**

**WILLIAM R. HITE, JR., Ed.D.
SUPERINTENDENT**

**TELEPHONE (215) 400-4100
FAX (215) 400-4103**

April 2015

Dear Colleagues, Parents, Families, and Philadelphia Community:

On behalf of The School District of Philadelphia, I am excited to share with you the School Progress Report (SPR) for the 2013-14 school year. As highlighted in Action Plan 3.0, the SPR is our customized tool to help us support, respond to, and improve our schools to satisfy our core mission of equity – ensuring that all students attend great schools.

The SPR, created last school year, enables us to track our progress against our anchor goals, including 100 percent of eight-year-olds reading on grade level and 100 percent of students graduating ready for college and career. Importantly, the SPR looks at schools on multiple dimensions – academic achievement, academic progress, climate, and (for high schools only) college and career readiness – reflecting the richness and complexity of the educational experience.

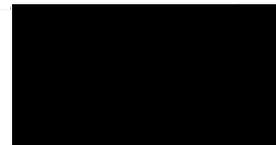
This year, we have included additional data, including feedback from student and parent/guardian surveys as well as growth for the lowest-performing students. Additionally, the majority of Philadelphia's charter schools have participated in this endeavor, allowing us to compare performance across a wider spectrum of schools.

The SPR places a greater emphasis on student progress than on absolute achievement. This is a key way in which the School Progress Report differs from the state-developed School Performance Profile. Another unique feature of the SPR is the peer group comparison. Each school is compared to others that serve similar student populations based on key demographics (poverty, ethnicity, special education status, and English Language Learner status). By comparing schools to their peers, the SPR offers a fairer and more useful view of school performance.

We will use the SPR to celebrate schools that are meeting or exceeding our standard of educational excellence for all students. We will use it to learn from principals and teachers who are realizing exceptional success in, for example, serving particular student populations or establishing a positive school climate. We will use it to identify schools needing interventions and supports – and also the principals and teachers with innovative, evidence-based approaches for breaking down barriers to student success.

In the pages that follow, you will find detailed information about how the SPR works and additional resources. We hope that you will continue to use this tool to deepen your understanding of our system of schools, celebrate our bright spots, and hold us accountable. Thank you for supporting our efforts to build a system of great schools for all students.

Sincerely,



William R. Hite, Jr., Ed.D.

Welcome

This guide is intended to help you understand the various components that make up the SPR.

In this guide, we will cover the following topics:

Layout

This section provides an overview of the SPR layout and its main components.

Report Types

There are four SPR report types. This section explains how a school's report type is determined.

Domains

The SPR is organized into four domains: Achievement, Progress, Climate, and (for high schools only) College & Career. This section provides a brief overview of each domain.

Domain Weights

This section explains how each domain is weighted. Because the District is committed to ensuring that all students are learning, the Progress domain is weighted most heavily.

Performance Tiers

This section explains how a school's progress at the overall, domain, and metric levels is categorized into four performance tiers: Intervene, Watch, Reinforce, and Model.

City and Peer Ranks

This section explains how the SPR compares the scores of different schools. The Peer Rank accounts for differences in the student populations that schools serve and ensures that comparisons between schools are fair and equitable.

Scoring

This section explains how a school's overall and domain scores, performance tiers, and city and peer ranks are determined.

Appendix

This section provides supplementary information on the SPR.

If you have any questions or require additional information regarding the SPR, please contact us at performanceframework@philasd.org.

Layout

2013-2014 School Progress Report



1	Governance	District
	Address	[Redacted]
	Phone / Fax	[Redacted]
	Website	[Redacted]

2	Report Type	High School
	Enrollment	534
	Grade Range	9-12
	Admissions Category	Citywide
	Turnaround Model	N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards citywide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

TIER: ■ ■ ■ ■ INTERVENE (0-24%) ■ ■ ■ WATCH (25-49%) ■ ■ ■ REINFORCE (50-74%) ■ ■ ■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.

3	Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)	5
	25%	■ ■ ■ ■ WATCH	46th of 71 (-57)	7th of 27 (-39)	

Achievement

The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.

4	6%	■ ■ ■ ■ INTERVENE	46th of 70 (-78)	8th of 27 (-32)	6
	23%	■ ■ ■ ■ INTERVENE	48th of 71 (-61)	10th of 27 (-49)	
	47%	■ ■ ■ ■ WATCH	37th of 72 (-53)	6th of 28 (-31)	
	43%	■ ■ ■ ■ WATCH	48th of 70 (-55)	10th of 27 (-39)	

Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

Climate

The Climate domain measures school climate and student and parent/guardian engagement.

College & Career

The College & Career domain measures college and career readiness and post-secondary outcomes.

- | | | | |
|---|--|---|-------------------------------------|
| 1 | Contact information for <i>current</i> school year | 4 | Domain scores and performance tiers |
| 2 | School type information for <i>prior</i> school year | 5 | Overall city and peer ranks |
| 3 | Overall score and performance tier | 6 | Domain city and peer ranks |

Report Types

There are four report types:

- Elementary School (ES)
- K-8 School (K8)
- Middle School (MS)
- High School (HS)

A school's report type is determined by its grade configuration:

<u>ES</u>	<u>K8</u>	<u>MS</u>	<u>HS</u>
K – 2	K – 7	5 – 8	9 – 10
K – 4	K – 8	6 – 8	9 – 12
K – 5	1 – 8	7 – 8	
K – 6	4 – 8		
3 – 5	K – 3, 5 – 8		

Notes:

1. Schools that serve grades K-10, K-12, 1-12, or 4-12 receive two reports: a K-8 School report and a High School report.
2. Schools that serve grades 5-12, 6-12, or 7-12 receive two reports: a Middle School report and a High School report.
3. Schools that serve grades K-9 or 6, 9-12 receive one report only (a K-8 School report and a High School report, respectively).
4. Schools that serve one grade level only do not receive a report.

Domains

There are four SPR domains:

Achievement

The Achievement domain measures performance on standardized assessments, including the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), and reading assessments, including but not limited to Development Reading Assessment (DRA) and Fountas & Pinnell.

Progress

The Progress domain measures growth on standardized assessments—including the PSSA, Keystone Exams, and ACCESS for ELLs—and (for high schools only) progress towards graduation. Growth on the PSSA and Keystone Exams is measured using the Pennsylvania Value-Added Assessment System (PVAAS) Average Growth Index (AGI). Progress towards graduation is measured using credit accumulation for students in grades 9-11.

Progress, on Equity

This sub-section of the Progress domain measures growth on the PSSA and Keystone Exams for the lowest-performing 20% of students in a school.

Climate

The Climate domain measures student engagement and school climate, focusing on student attendance, student retention, and in- and out-of-school suspensions. We have also introduced survey results measuring student and parent/guardian perceptions of school climate as well as parent/guardian engagement; survey metrics are unscored and do not contribute to a school's overall or domain scores in SY 2013-2014.

College & Career (HS Only)

The College & Career domain measures college and career readiness and post-secondary outcomes. In addition to the four-year cohort graduation rate and the first-fall college matriculation rate, we have introduced three additional metrics: participation in and performance on advanced coursework (e.g., AP, IB), participation in and performance on standardized college entrance exams (e.g., ACT, SAT), and FAFSA completion rates. These new metrics are unscored and do not contribute to a school's overall or domain scores in SY 2013-2014.

Domain Weights

Elementary School (ES)

Achievement	30.00
Progress	50.00
Climate	20.00

OVERALL	100.00

K-8 School (K8)

Achievement	30.00
Progress	50.00
Climate	20.00

OVERALL	100.00

Middle School (MS)

Achievement	30.00
Progress	50.00
Climate	20.00

OVERALL	100.00

High School (HS)

Achievement	30.00
Progress	40.00
Climate	20.00
College & Career	10.00

OVERALL	100.00

Performance Tiers

A school's progress at the overall, domain, and metric levels is categorized into four performance tiers based on the percentage of possible points earned.

Intervene

0-24% of possible points

Watch

25-49% of possible points

Reinforce

50-74% of possible points

Model

75-100% of possible points

City Rank

The City Rank (e.g., 23rd of 98) compares a school's overall and domain scores to those of all schools with the same grade configuration.

A school is designated a City Leader if it ranks first among all schools with the same grade configuration.

Peer Rank

The Peer Rank (e.g., 4th of 7) compares a school's overall and domain scores to those of a peer group of schools with the same grade configuration and similar student demographics.

A school is designated a Peer Leader if it ranks first in its peer group.

The following school-level characteristics are used to identify peer groups:

Poverty: The percentage of students who receive Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), or Medicaid benefits;

Ethnicity: The percentage of students who are Black/African American or Hispanic/Latino (any race);

Special Education Status: The percentage of students with disabilities; and

Limited English Proficiency Status: The percentage of students who are English Language Learners.

Peer groups will be revised annually to reflect potential changes in school's student populations.

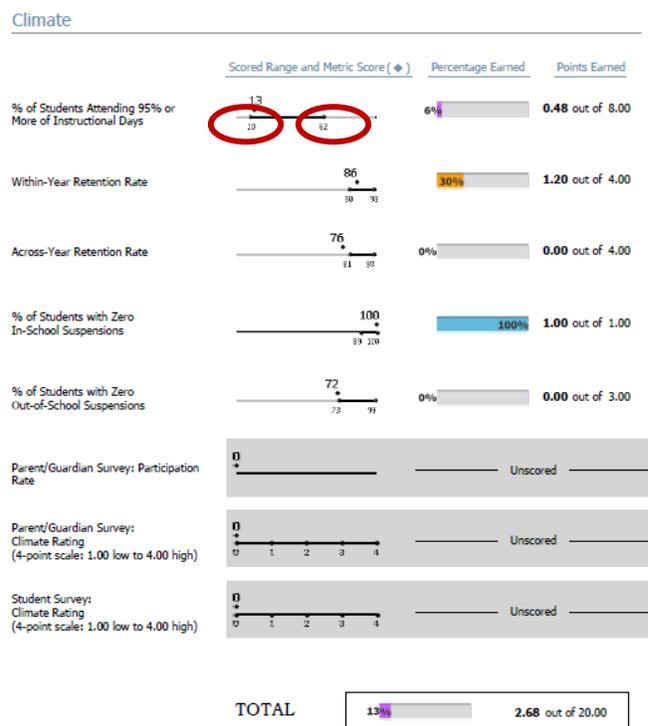
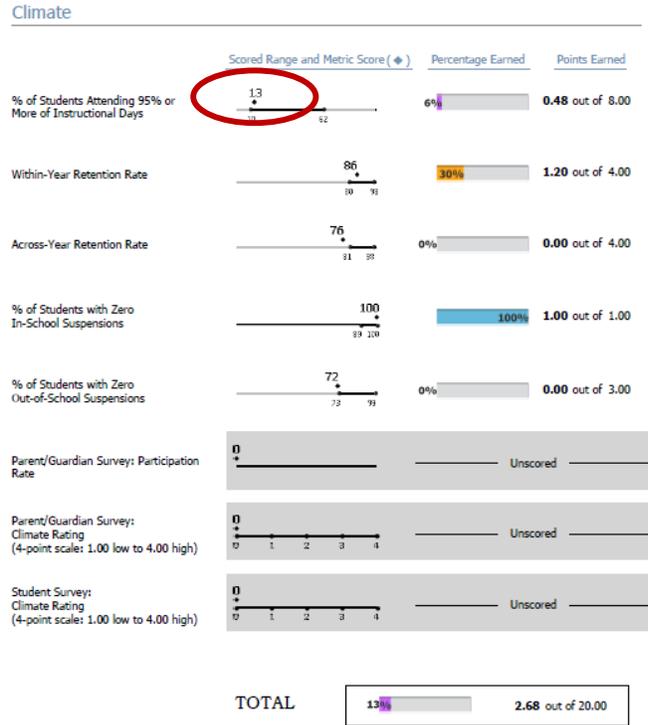
Scoring

The SPR includes multiple measures of school progress, organized by domain. Each of these measures, or metrics, provides information about a different aspect of the school. In this example, the first metric in the Climate domain is “% of Students Attending 95% or More of Instructional Days.” Beside the metric name, there is a number line. The bold number above this line is the school’s **Metric Score**. This score represents the school’s actual performance on the metric. For example, at this school, 13% of students attended 95% or more of instructional days.

Metric scores provide useful information about a school’s performance. The higher a school’s metric score, the more points the school will earn on its domain score and its overall score. But how do we translate a metric score into points?

In order to answer this question, we need to look at two numbers: the **Floor** and the **Target**. The floor is the minimum metric score required for a school to begin earning points for a metric. If a school’s metric score is less than or equal to the floor, the school receives no points for that metric.

The target is a metric score that represents a very high level of performance. If a school’s metric score is greater than or equal to the target, the school receives all possible points for that metric.



Scoring

Together, the floor and target determine the **Scored Range**, shown here by the thick dark line between the floor and target.

We know that schools below the scored range receive no points and that schools above the scored range receive all possible points, but what about schools that score somewhere in between? As it turns out, the closer a school's metric score is to the target, the more points the school receives. A school with a metric score halfway between the floor and target will receive half of the possible points for that metric. A school with a metric score 90% of the way between the floor and target will receive 90% of the possible points for that metric.

The **Percentage Earned** column tells you where a school's metric score falls relative to the scored range. In simpler terms, the percentage earned tells you the percentage of possible points the school receives for each metric. Higher percentages indicate higher levels of performance.

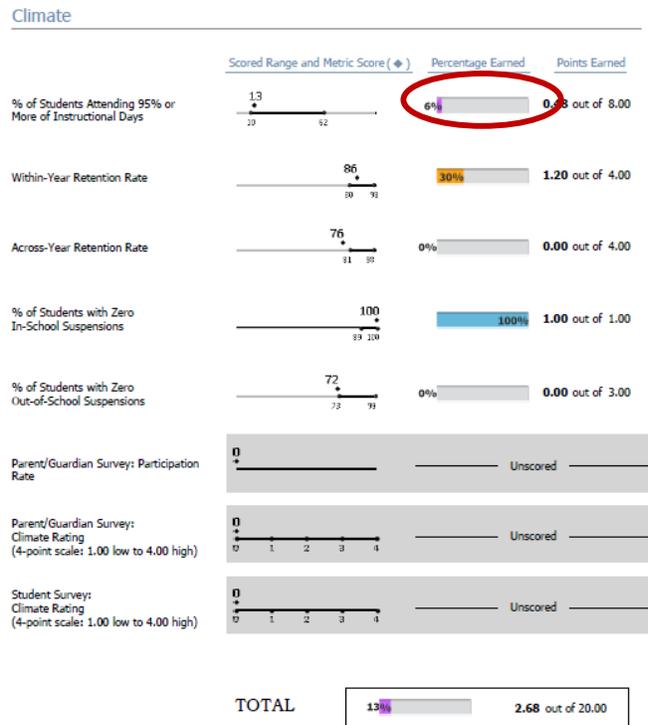
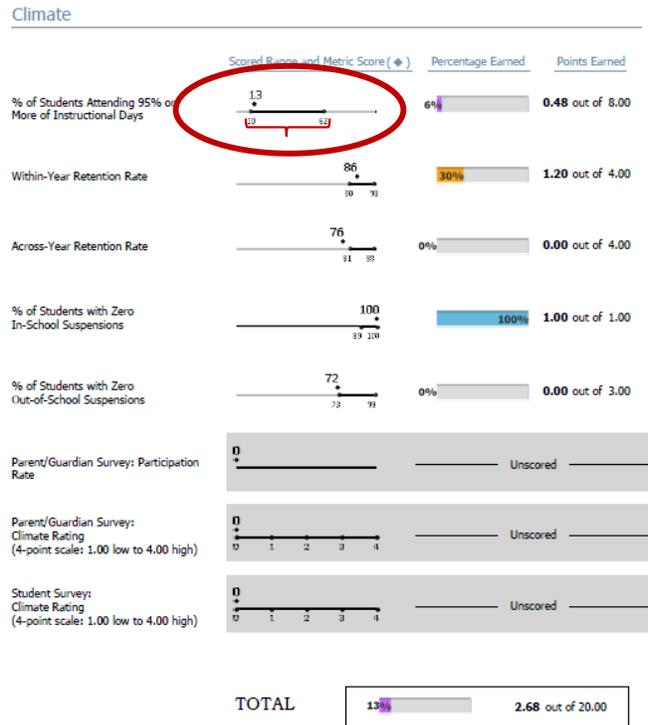
The formula for percentage earned is:

$$\frac{(\text{Metric score} - \text{Floor})}{(\text{Target} - \text{Floor})}$$

Which in this case is:

$$\frac{(13-10)}{(62-10)} = \frac{3}{52} \approx 6\%$$

Note: The floors, targets, and metric scores displayed on the SPR have been rounded to the nearest whole number. Using the displayed numbers in the formula above will result in percentages that are approximate but not exact.



Scoring

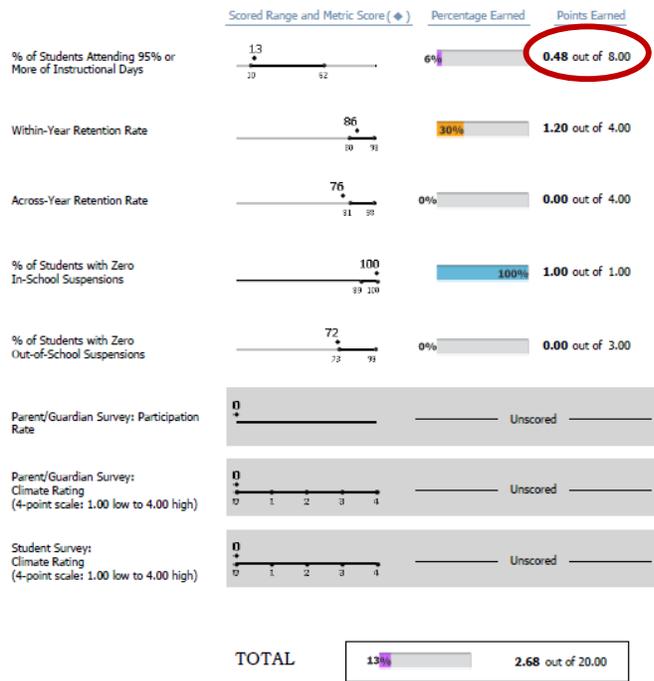
To calculate the **Points Earned** for a metric, or the number of points a school receives for that metric, multiply the percentage earned by the total **Points Possible**. In this example, the points possible for the attendance metric is 8. The percentage earned is 6%, so the school receives 6% of 8 points.

$$6\% \times 8 \text{ possible points} = 0.48 \text{ points earned}$$

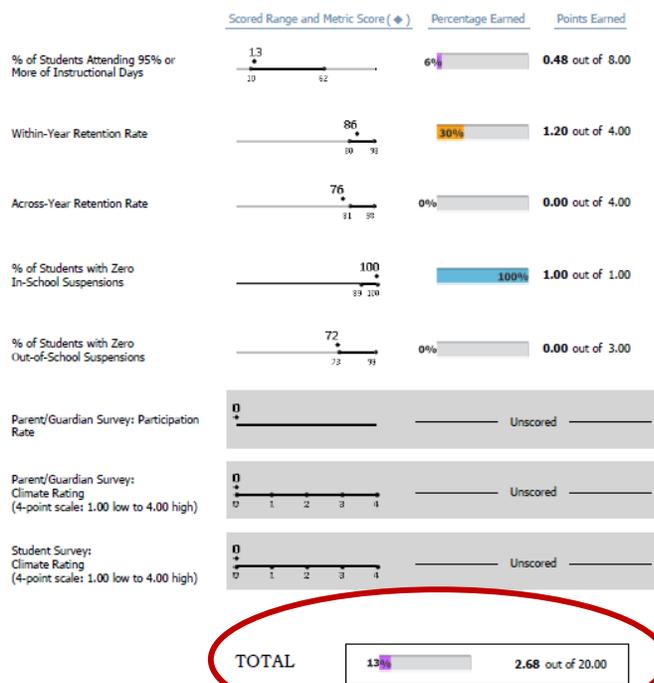
As you look through this report, you will notice that each metric has a slightly different number of points possible. The higher the possible points, the more impact this metric has on a school's domain score and overall score.

Once we know how many points a school has earned on a metric, we can use simple addition to calculate a school's **Domain Score**. The domain score is the total points earned across all metrics in the domain, divided by the total points possible for all metrics in the domain. As shown in the example, calculated domain scores are displayed below the list of metrics for that domain. In this example, the school's Climate domain score is 13%. This corresponds to the Climate domain score seen in the Scoring Summary on the cover page.

Climate



Climate



Scoring

A school's **Overall Score** is calculated by dividing the total points earned across all domains and metrics by the total points possible across all domains and metrics. In this example, the school's overall score is 25%. Because the school's overall score falls within the range of 25-49%, the school's overall **Performance Tier** is Watch.

Note: Schools with overall scores of less than 10% receive scores of "Less than 10%" in the Scoring Summary on the cover page. For these schools, domain scores of less than 10% are also marked "Less than 10%."

The SY 2013-2014 SPR also includes unscored metrics. These metrics appear on the report but do not contribute to a school's overall or domain scores. They are marked "Unscored" and displayed in a grey box.

Scoring Summary

TIER: ■ ■ ■ ■ INTERVENE (0-24%) ■ ■ ■ WATCH (25-49%) ■ ■ ■ REINFORCE (50-74%) ■ ■ ■ MODEL (75-100%)

OVERALL

A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.



Achievement

The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.



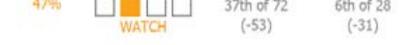
Progress

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).



Climate

The Climate domain measures school climate and student and parent/guardian engagement.

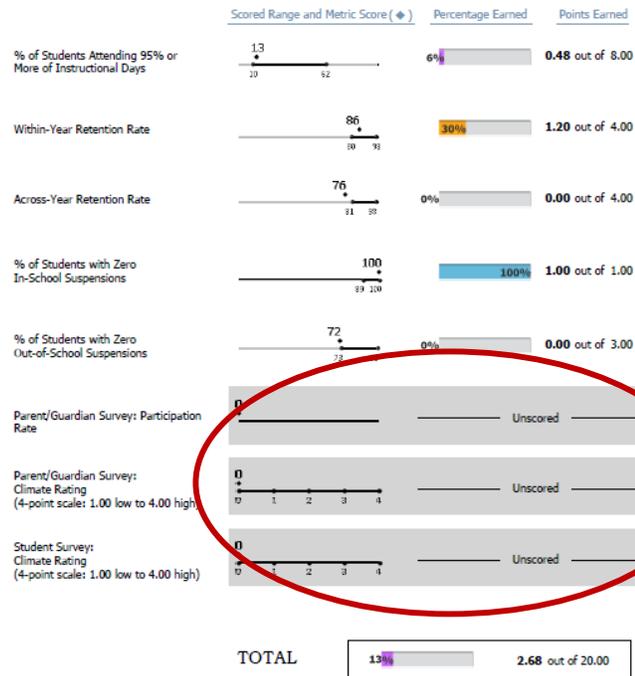


College & Career

The College & Career domain measures college and career readiness and post-secondary outcomes.



Climate



Scoring

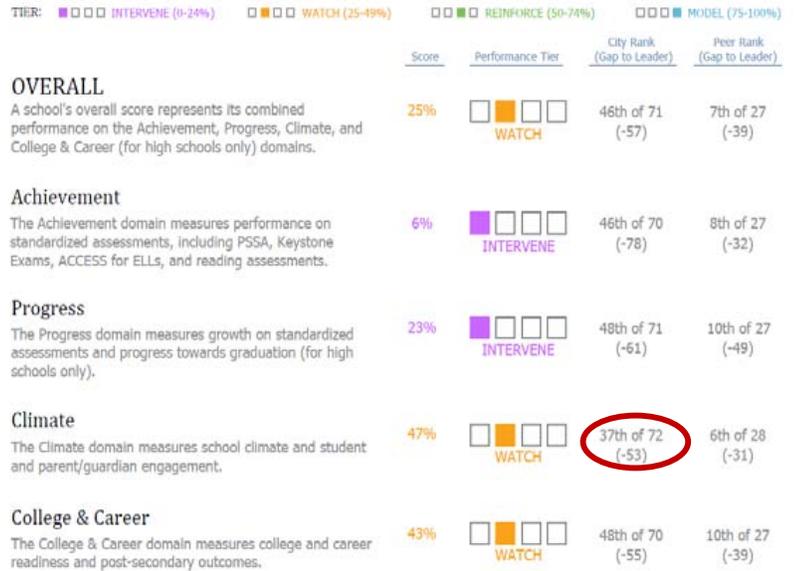
Each school also receives a **City Rank** and a **Peer Rank** at the overall and domain levels. The City Rank is determined by ranking all schools of the same grade configuration by their overall and domain scores, while the Peer Rank is determined by ranking all schools in the same peer group. Schools receive the same rank if they are tied on their overall or domain scores. In this example, the Climate domain score of 47% results in a City Rank of 37th out of 72 high schools. In the parentheses, the **Gap to Leader** indicates the difference between the school's Climate domain score and that of the **City Leader** (the school or schools ranked first in the Climate domain).

The gap of -53 indicates that the school's Climate domain score is 53 percentage points lower than that of the City Leader.

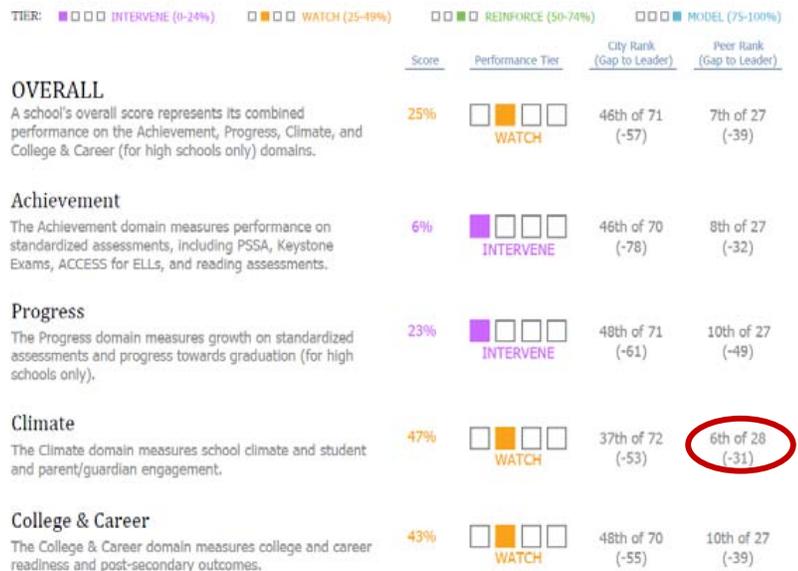
The same Climate domain score of 47% results in a Peer Rank of 6th out of 28 high schools. The gap of -31 indicates that the school's Climate domain score is 31 percentage points lower than that of the **Peer Leader** (the school or schools ranked first in the Climate domain in that peer group).

The Peer Rank provides useful information on how a school performs relative to other schools serving similar student populations. In this example, when it comes to Climate, the school is in the bottom half of all high schools citywide but in the top quarter of schools in its peer group.

Scoring Summary



Scoring Summary



Scoring

Throughout the SPR, you may see the following exceptions for a metric or domain:

Insufficient Sample: This exception applies to a metric when fewer than 25 students meet the criteria to count towards a school’s metric score.

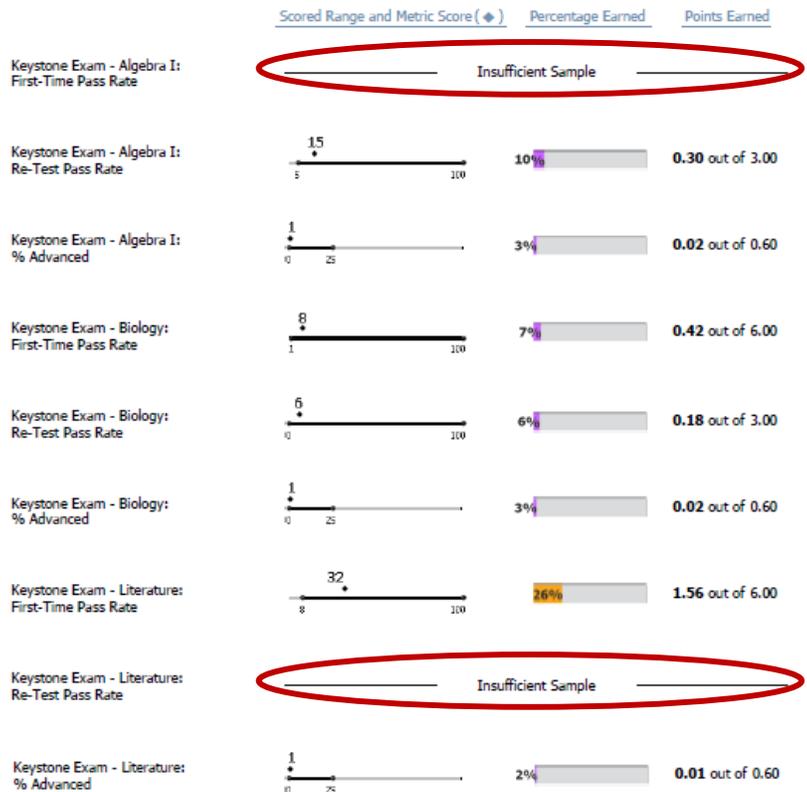
Not Applicable: This exception applies to metrics (or domains) that are relevant for a report type but not a particular school. (For example, the “PSSA – Writing: % Proficient or Advanced,” “PSSA – Writing: % Advanced,” and “PSSA – Writing: Average Growth Index” metrics apply to the Elementary School (ES) report but not to elementary schools with K-4 grade ranges as PSSA Writing is only administered in grades 5 and 8.)

Not Available: This exception applies to metrics where the data required for calculation were not available.

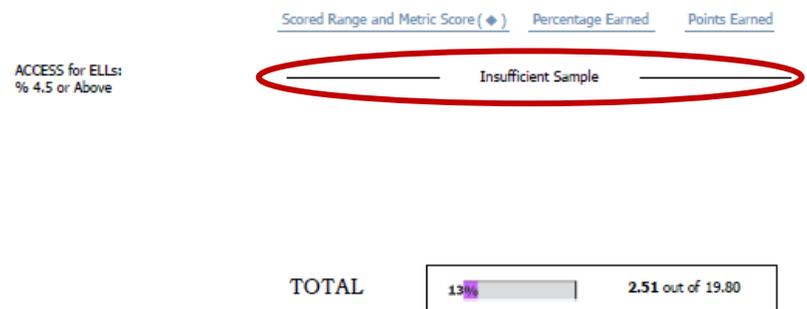
If a metric is marked Insufficient Sample, Not Applicable, or Not Available, that metric does not count towards a school’s overall or domain scores. Total possible points are adjusted accordingly.

In this example, the “Insufficient Sample” exception is applied to the “Keystone Exam – Algebra I: First-Time Pass Rate” (6.00 points), “Keystone Exam – Literature: Re-Test Pass Rate” (3.00 points) and “ACCESS for ELLs: % 4.5 or Above” (1.20 points) metrics. As a result, the total number of possible points for the Achievement domain is 19.80 instead of 30. If a school’s total number of possible points is less than 50% of the total possible points for that report type (at the overall or domain levels), the corresponding score, performance tier, city rank, and peer rank are marked **Insufficient Data**.

Achievement



Achievement (Cont'd.)



Appendix

Metric Definitions

Achievement

DRA: Percentage at Target Level (ES and K8 only)

The percentage of students in grades K-2 whose fourth-quarter reading level is at target level, as informed by the assessment administered at the school.

PSSA: Percentage Scoring Proficient or Advanced (ES, K8, and MS Only)

The percentage of students scoring proficient or advanced on the PSSA. Results are calculated by subject (Mathematics, Reading, Science, and Writing), and Reading results are calculated separately for grade 3 and grades 4-8. A student must be enrolled for a Full Academic Year to count towards a school's score.

PSSA: Percentage Scoring Advanced (ES, K8, and MS Only)

The percentage of students scoring advanced on the PSSA. Results are calculated by subject (Mathematics, Reading, Science, and Writing), and Reading results are calculated separately for grade 3 and grades 4-8. A student must be enrolled for a Full Academic Year to count towards a school's score.

Keystone Exams: First-Time Pass Rate (HS Only)

The percentage of first-time testers who score proficient or advanced on the Keystone Exams. Results are calculated by subject (Algebra I, Biology, Literature). Students are considered first-time testers if they have not previously tested in the same subject.

Keystone Exams: Re-Test Pass Rate (HS Only)

The percentage of re-testers who score proficient or advanced on the Keystone Exams. Results are calculated by subject (Algebra I, Biology, Literature). Students are considered re-testers if they have previously tested in the same subject.

Keystone Exams: Percentage Scoring Advanced (HS Only)

The percentage of first-time testers or re-testers who score advanced on the Keystone Exams. Results are calculated by subject (Algebra I, Biology, Literature).

ACCESS for ELLs: Percentage Scoring 4.5 or Above

The percentage of students scoring 4.5 or above on the composite score on the ACCESS for ELLs. (A score of 4.5 aligns to the state standard for proficiency.)

Metric Definitions

Progress

PSSA: Average Growth Index (ES, K8, and MS Only)

A measure of student growth across tested grade levels in a school. For PSSA, AGI is calculated by subject (Mathematics, Reading, Science, and Writing). For PSSA Science and Writing, AGI is calculated separately by grade level. A student must be enrolled for a Full Academic Year and have at least two years of data to count towards a school's score.

Keystone Exams: Average Growth Index (HS Only)

A measure of student growth across tested grade levels in a school. For Keystone Exams, AGI is calculated by subject (Algebra I, Biology, Literature). A student must be enrolled for a Full Academic Year and have at least two years of data to count towards a school's score.

ACCESS for ELLs: Percentage of Students with Growth in the 75th Percentile or Above

The percentage of students with growth in the 75th percentile or above on the ACCESS for ELLs. National norms are used to determine growth standards.

Percentage of On-Track Students Earning Credits Required for Promotion (HS Only)

The percentage of on-track students in grades 9-11 who earn the number of credits required for promotion to the next grade level by the end of the school year. Students are considered on-track if they have not repeated grades or failed to earn the number of credits required for promotion in the prior school year. A student must be enrolled for a minimum of 165 days to count towards a school's score.

Percentage of Off-Track Students Earning Credits Required for Promotion (HS Only)

The percentage of off-track students in grades 9-11 who earn the number of credits required for promotion to the next grade level by the end of school year. Students are considered off-track if they have repeated grades or failed to earn the number of credits required for promotion in the prior school year. A student must be enrolled for a minimum of 165 days to count towards a school's score.

Metric Definitions

Progress, on Equity (cont'd)

PSSA: AGI for Lowest-Performing 20% of Students

A measure of student growth for the lowest-performing 20% of students across tested grade levels in a school. For PSSA, AGI for this subgroup is calculated by subject for Mathematics and Reading only. A student must be enrolled for a Full Academic Year and have at least two years of data to count towards a school's score.

Keystone Exams: AGI for Lowest-Performing 20% of Students

A measure of student growth for the lowest-performing 20% of students across tested grade levels in a school. For Keystone Exams, AGI for this subgroup is calculated by subject for Algebra I, Biology, and Literature. A student must be enrolled for a Full Academic Year and have at least two years of data to count towards a school's score.

Metric Definitions

Climate

Percentage of Students who Attend 95% or More of Instructional Days

The percentage of students who attend 95% or more of instructional days. A student must be enrolled for a minimum of 10 days to count towards a school's score.

Within-Year Retention Rate

The percentage of students who remain enrolled at a school from the time they enter until June. A student must be enrolled for a minimum of 10 days to count towards a school's score.

Across-Year Retention Rate

The percentage of students retained within year who re-enroll as of October 1 of the following school year (excluding graduates and non-repeating students in terminal grades).

Percentage of Students with Zero

In-School Suspensions

The percentage of students with zero in-school suspensions during the school year. A student must be enrolled for a minimum of 10 days to count towards a school's score.

Percentage of Students with Zero

Out-of-School Suspensions

The percentage of students with zero out-of-school suspensions during the school year.

A student must be enrolled for a minimum of 10 days to count towards a school's score.

Student Survey: Climate Rating (Unscored)

The average rating of school climate and safety based on an annual survey completed by students at the end of the school year. The survey uses a four-point scale ranging from 1 to 4 (with 4 being the highest). A school's score is 0 if it does not meet the minimum participation threshold.

Parent/Guardian Survey: Climate Rating (Unscored)

The average rating of school climate and safety based on an annual survey completed by parents/guardians at the end of the school year. The survey uses a four-point scale ranging from 1 to 4 (with 4 being the highest). A school's score is 0 if it does not meet the minimum participation threshold.

Parent/Guardian Survey: Participation Rate (Unscored)

The percentage of parents/guardians per student who completed the annual survey.

Metric Definitions

College & Career

Four-Year Cohort Graduation Rate

The percentage of students in a first-time ninth-grade cohort who graduate within four years (excluding those who transfer out of the District). Students are attributed to the last school they attend in the four-year window, which ends on September 30 of their expected graduation year.

First-Fall College Matriculation Rate

The percentage of annual graduates who enroll in any post-secondary institution in the first-fall following their graduation date.

AP/IB: % of 12th Graders Scoring 3 (AP)/4 (IB) or Higher (Unscored)

The percentage of 12th graders who have scored a 3 or higher on an Advanced Placement exam or scored a 4 or higher on an International Baccalaureate exam. A student must be enrolled for a minimum of 165 days to count towards a school's score.

ACT/SAT: % of 12th Graders Scoring College & Career Readiness Benchmark (Unscored)

The percentage of 12th graders who have scored the ACT College Readiness Benchmark (18 or higher on English, 22 or higher on Mathematics, 22 or higher on Reading, and 23 or higher on Science) or the SAT College and Career Readiness Benchmark (1550 or higher). A student must be enrolled for a minimum of 165 days to count towards a school's score.

FAFSA Completion Rate (Unscored)

The percentage of 12th graders who completed a Federal Application for Federal Student Aid (FAFSA) form. A student must be enrolled for a minimum of 165 days to count towards a school's score.

Educator Effectiveness

This section provides additional data on instructional quality and applies to District-managed schools only. All data is unscored and for informational purposes only.

Percentage of Teachers Receiving an Effectiveness Rating of Distinguished (Unscored)

The percentage of teachers in a formal observation year who receive an effectiveness rating of Distinguished at a given school.

Percentage of Teachers Receiving an Observation Score of Distinguished in Instruction (Unscored)

The percentage of teachers in a formal observation year who receive an observation score of Distinguished in Domain 3 – Instruction at a given school.

Percentage of Teachers Attending 95% or More of Days (Unscored)

The percentage of teachers who attend 95% or more of days.

Student Survey: Student Perception of Teacher Practice (Unscored)

The average rating of teacher practice based on an annual survey completed by students at the end of the school year. The survey uses a four-point scale ranging from 1 to 4 (with 4 being the highest).

Floors, Targets, and Points Possible

In most cases, floors and targets are set at the 10th and 90th percentiles, respectively. In other cases (marked as bold), floors and targets have been adjusted to reflect the aspirational goals of Action Plan v3.0.

Elementary School (ES)

	<u>Floor</u>	<u>Target</u>	<u>Points Possible</u>
Achievement			30.00
% Reading at Grade Level (Grades K-2)	37.41	67.74	2.25
PSSA - Reading (Grade 3): % Proficient or Advanced	29.27	100.00	3.00
PSSA - Reading (Grade 3): % Advanced	0.88	25.00	0.75
PSSA - Mathematics: % Proficient or Advanced	29.72	100.00	6.00
PSSA - Mathematics: % Advanced	6.86	36.94	1.50
PSSA - Reading (Grades 4-8): % Proficient or Advanced	19.79	100.00	6.00
PSSA - Reading (Grades 4-8): % Advanced	2.56	25.00	1.50
PSSA - Science: % Proficient or Advanced	31.03	100.00	3.00
PSSA - Science: % Advanced	2.04	26.67	0.75
PSSA - Writing: % Proficient or Advanced	15.38	100.00	3.00
PSSA - Writing: % Advanced	0.00	25.00	0.75
ACCESS for ELLS: % 4.5 or Above	14.67	42.45	1.50
Progress			50.00
PSSA - Mathematics: Average Growth Index (AGI)	-1.20	5.07	13.50
PSSA - Reading: Average Growth Index (AGI)	-1.13	3.69	13.50
PSSA - Science (Grade 4): Average Growth Index (AGI)	-2.00	2.00	5.00
PSSA - Writing (Grade 5): Average Growth Index (AGI)	-2.00	2.00	5.00
ACCESS for ELLS: % Growth in 75th Percentile or Above	17.02	50.00	5.00
PSSA - Mathematics: AGI for Lowest-Performing 20% of Students	-1.33	2.80	4.00
PSSA - Reading: AGI for Lowest-Performing 20% of Students	-1.85	2.00	4.00
Climate			20.00
% of Students Attending 95% or More of Instructional Days	32.43	57.66	8.00
Within-Year Retention Rate	88.29	97.05	4.00
Across-Year Retention Rate	78.23	89.86	4.00
% of Students with Zero In-School Suspensions	98.16	100.00	1.00
% of Students with Zero Out-of-School Suspensions	85.08	98.78	3.00

Floors, Targets, and Points Possible

In most cases, floors and targets are set at the 10th and 90th percentiles, respectively. In other cases (marked as bold), floors and targets have been adjusted to reflect the aspirational goals of Action Plan v3.0.

K-8 School (K8)

	<u>Floor</u>	<u>Target</u>	<u>Points Possible</u>
Achievement			30.00
% Reading at Grade Level (Grades K-2)	33.71	69.42	2.25
PSSA - Reading (Grade 3): % Proficient or Advanced	23.08	100.00	3.00
PSSA - Reading (Grade 3): % Advanced	0.00	25.00	0.75
PSSA - Mathematics: % Proficient or Advanced	23.03	100.00	6.00
PSSA - Mathematics: % Advanced	5.52	38.51	1.50
PSSA - Reading (Grades 4-8): % Proficient or Advanced	22.34	100.00	6.00
PSSA - Reading (Grades 4-8): % Advanced	4.94	31.27	1.50
PSSA - Science: % Proficient or Advanced	13.95	100.00	3.00
PSSA - Science: % Advanced	0.96	25.00	0.75
PSSA - Writing: % Proficient or Advanced	16.98	100.00	3.00
PSSA - Writing: % Advanced	0.00	25.00	0.75
ACCESS for ELLs: % 4.5 or Above	10.00	32.90	1.50
Progress			50.00
PSSA - Mathematics: Average Growth Index (AGI)	-2.00	4.33	13.50
PSSA - Reading: Average Growth Index (AGI)	-0.67	4.58	13.50
PSSA - Science (Grade 4): Average Growth Index (AGI)	-2.00	2.00	3.00
PSSA - Science (Grade 8): Average Growth Index (AGI)	-2.00	2.00	3.00
PSSA - Writing (Grade 5): Average Growth Index (AGI)	-2.00	2.00	3.00
PSSA - Writing (Grade 8): Average Growth Index (AGI)	-2.00	2.00	3.00
ACCESS for ELLs: % Growth in 75th Percentile or Above	13.85	40.23	3.00
PSSA - Mathematics: AGI for Lowest-Performing 20% of Students	-1.17	2.67	4.00
PSSA - Reading: AGI for Lowest-Performing 20% of Students	-1.18	2.17	4.00
Climate			20.00
% of Students Attending 95% or More of Instructional Days	31.23	64.90	8.00
Within-Year Retention Rate	87.79	97.91	4.00
Across-Year Retention Rate	78.30	92.05	4.00
% of Students with Zero In-School Suspensions	97.88	100.00	1.00
% of Students with Zero Out-of-School Suspensions	79.89	98.07	3.00

Floors, Targets, and Points Possible

In most cases, floors and targets are set at the 10th and 90th percentiles, respectively. In other cases (marked as bold), floors and targets have been adjusted to reflect the aspirational goals of Action Plan v3.0.

Middle School (MS)

	<u>Floor</u>	<u>Target</u>	<u>Points Possible</u>
Achievement			30.00
PSSA - Mathematics: % Proficient or Advanced	24.37	100.00	7.50
PSSA - Mathematics: % Advanced	6.15	71.82	1.50
PSSA - Reading (Grades 4-8): % Proficient or Advanced	25.31	100.00	7.50
PSSA - Reading (Grades 4-8): % Advanced	6.45	60.92	1.50
PSSA - Science: % Proficient or Advanced	6.12	100.00	3.75
PSSA - Science: % Advanced	0.00	25.00	1.50
PSSA - Writing: % Proficient or Advanced	10.96	100.00	3.75
PSSA - Writing: % Advanced	0.00	25.00	1.50
ACCESS for ELLs: % 4.5 or Above	5.88	44.19	1.50
Progress			50.00
PSSA - Mathematics: Average Growth Index (AGI)	-2.00	2.70	13.50
PSSA - Reading: Average Growth Index (AGI)	-1.70	6.39	13.50
PSSA - Science (Grade 8): Average Growth Index (AGI)	-2.00	2.00	3.75
PSSA - Writing (Grade 5): Average Growth Index (AGI)	-2.00	2.00	3.75
PSSA - Writing (Grade 8): Average Growth Index (AGI)	-2.00	2.45	3.75
ACCESS for ELLs: % Growth in 75th Percentile or Above	0.00	33.33	3.75
PSSA - Mathematics: AGI for Lowest-Performing 20% of Students	-1.79	5.48	4.00
PSSA - Reading: AGI for Lowest-Performing 20% of Students	-1.23	2.00	4.00
Climate			20.00
% of Students Attending 95% or More of Instructional Days	26.74	73.11	8.00
Within-Year Retention Rate	85.11	99.18	4.00
Across-Year Retention Rate	82.30	96.88	4.00
% of Students with Zero In-School Suspensions	74.02	100.00	1.00
% of Students with Zero Out-of-School Suspensions	70.00	99.59	3.00

Floors, Targets, and Points Possible

In most cases, floors and targets are set at the 10th and 90th percentiles, respectively. In other cases (marked as bold), floors and targets have been adjusted to reflect the aspirational goals of Action Plan v3.0.

High School (HS)

	<u>Floor</u>	<u>Target</u>	<u>Points Possible</u>	
Achievement			30.00	
Keystone Exam - Algebra I: First-Time Pass Rate	1.49	100.00	6.00	
Keystone Exam - Algebra I: Re-Test Pass Rate	4.64	100.00	3.00	
Keystone Exam - Algebra I: % Advanced	0.00	25.00	0.60	
Keystone Exam - Biology: First-Time Pass Rate	1.10	100.00	6.00	
Keystone Exam - Biology: Re-Test Pass Rate	0.00	100.00	3.00	
Keystone Exam - Biology: % Advanced	0.00	25.00	0.60	
Keystone Exam - Literature: First-Time Pass Rate	8.14	100.00	6.00	
Keystone Exam - Literature: Re-Test Pass Rate	8.74	100.00	3.00	
Keystone Exam - Literature: % Advanced	0.00	25.00	0.60	
ACCESS for ELLs: % 4.5 or Above	12.22	45.71	1.20	
Progress			40.00	
Keystone Exam - Algebra I: Average Growth Index (AGI)	-2.00	2.81	6.50	
Keystone Exam - Biology: Average Growth Index (AGI)	-2.00	2.00	6.50	
Keystone Exam - Literature: Average Growth Index (AGI)	-2.00	3.93	6.50	
ACCESS for ELLs: % Growth in 75th Percentile or Above	12.12	38.98	2.00	
% On-Track Students Earning Credits Required for Promotion	75.88	99.35	8.00	
% Off-Track Students Earning Credits Required for Promotion	30.00	80.00	6.00	
Keystone Exam - Algebra I: AGI for Lowest-Performing 20% of Students	-2.00	2.00	1.50	
Keystone Exam - Biology: AGI for Lowest-Performing 20% of Students	-1.35	2.99	1.50	
Keystone Exam - Literature: AGI for Lowest-Performing 20% of Students	-2.00	2.00	1.50	
Climate			20.00	
% of Students Attending 95% or More of Instructional Days	9.58	62.03	8.00	
Within-Year Retention Rate	80.28	98.27	4.00	
Across-Year Retention Rate	80.97	98.08	4.00	
% of Students with Zero In-School Suspensions	89.33	100.00	1.00	
% of Students with Zero Out-of-School Suspensions	72.86	99.45	3.00	
College & Career			10.00	
Four-Year Cohort Graduation Rate	PR/Award # U282M150038 Page e1397	53.27	100.00	165 6.00
First-Fall College Matriculation Rate		22.55	79.05	4.00

Peer Groups

Elementary School (ES)

Peer Group 1

Alexander K. McClure School
Bayard Taylor School
Cayuga School
Clara Barton School
Feltonville Intermediate School
Frances E. Willard School
Isaac A. Sheppard School
James J. Sullivan School
James R. Lowell School
John H. Webster School
John M. Patterson School
John Marshall School
John Moffet School
Joseph W. Catharine School
Laura H. Carnell School
Lewis Elkin School
Mastery Charter School at Smedley
Philip H. Sheridan School
Stephen Girard School
Thomas G. Morton School
William Cramp School

Peer Group 2

Eleanor C. Emlen School
Ellwood School
Franklin S. Edmonds School
James Logan School
John B. Kelly School
John Wister School
Joseph Pennell School
Julia W. Howe School
Lewis C. Cassidy Academics Plus School
Mastery Charter School at Mann
Overbrook School
Philadelphia Montessori Charter School
Prince Hall School
Richard R. Wright School
Russell Byers Charter School
S. Weir Mitchell School
Samuel Gompers School
Samuel Pennypacker School
Samuel Powel School
Thomas M. Peirce School
Universal Charter School at Bluford
William Rowen School

Peer Group 3

Abram S. Jenks School
Anne Frank School
Bridesburg School
John Hancock Demonstration School
Watson Comly School
William H. Loesche School

Peer Group 4

Edwin Forrest School
Fox Chase School
Francis S. Key School
Henry W. Lawton School
Horatio B. Hackett School
J. Hampton Moore School
Joseph H. Brown School
Kennedy C. Crossan School
Rhawnhurst School
Richmond School
Robert B. Pollock School
Solomon Solis-Cohen School
Thomas Holme School

Peer Groups

K-8 School (K8)

Peer Group 1

Alain Locke School
Allen M. Stearne School
Alliance For Progress Charter School
Andrew J. Morrison School
Avery D. Harrington School
Belmont Charter School
Benjamin B. Comegys School
Delaplaine McDaniel School
Dr. Ethel Allen School
E. Washington Rhodes School
Edward Gideon School
Edward Heston School
Edward T. Steel School
Edwin M. Stanton School
Francis Hopkinson School
General George G. Meade School
Henry C. Lea School
Honorable Luis Munoz-Marin School
James G. Blaine School
James R. Ludlow School
James Rhoads School
Jay Cooke School
John Barry School
John F. Hartranft School
John Welsh School
Julia de Burgos School
Laura W. Waring School
Mary M. Bethune School
Mastery Charter School at Cleveland
Mastery Charter School at Clymer
Mastery Charter School at Pastorius
Morton McMichael School
Paul L. Dunbar School
People for People Charter School
Potter-Thomas School
Robert Morris School
Rudolph Blankenburg School
Samuel B. Huey School
Spring Garden School
Tanner G. Duckrey School
Theodore Roosevelt School
Universal Charter School at Alcorn
Universal Charter School at Daroff
William C. Bryant School
William C. Longstreth School
William D. Kelley School
William Dick School

Peer Group 1 (cont'd)

William H. Hunter School
William McKinley School
Young Scholars Charter School at Frederick Douglass
Young Scholars Charter School at Kenderton

Peer Group 2

Add B. Anderson School
Andrew Hamilton School
Anna B. Day School
Antonia Pantoja Charter School
Chester A. Arthur School
Eugenio Maria De Hostos Charter School
Fitler Academics Plus School
General David B. Birney Charter School
General Philip Kearny School
Harambee Institute of Science and Technology Charter School
KIPP Philadelphia Charter School
Martha Washington School
Mastery Charter School at Hardy Williams Academy
Mastery Charter School at Harrity
Math, Civics and Sciences Charter School
Penrose School
Sankofa Freedom Academy Charter School
Southwest Leadership Academy Charter School
Thomas Mifflin School
Thurgood Marshall School
Universal Institute Charter School

Peer Group 3

Andrew Jackson School
Bache-Martin School
Ethan Allen School
F. Amedee Bregy School
First Philadelphia Preparatory Charter School
George W. Childs School
George W. Nebinger School
Gilbert Spruance School
Hamilton Disston School
Henry A. Brown School
Juniata Park Academy
Mastery Charter School at Thomas Campus
Olney School
Universal Charter School at Creighton
Universal Charter School at Washington

Peer Groups

K-8 School (K8) *(Cont'd)*

Peer Group 4

Ad Prima Charter School
Anna L. Lingelbach School
Benjamin Franklin School
Charles W. Henry School
Henry H. Houston School
Independence Charter School
John F. McCloskey School
John S. Jenks School
Laboratory Charter School of Communication
and Languages
Northwood Academy Charter School
Overbrook Educational Center
Robert E. Lamberton School
Thomas K. Finletter School
William H. Ziegler School
Wissahickon Charter School

Peer Group 5

A.L. Fitzpatrick School
Albert M. Greenfield School
Joseph Greenberg School
Mathematics, Science, and Technology
Community Charter School (MaST)
Philadelphia Performing Arts: A String Theory
Charter School
Sadie Alexander School
Shawmont School
Stephen Decatur School
William M. Meredith School

Peer Group 6

Alexander Adaire School
Cook-Wissahickon School
D. Newlin Fell School
Elizabeth B. Kirkbride School
Folks Arts Cultural Treasures Charter
School
General George A. McCall School
George W. Sharswood School
James Dobson School
John H. Taggart School
Keystone Academy Charter School
Louis H. Farrell School
Maritime Academy Charter School
Mayfair School
Southwark School
Tacony Academy Charter School

Peer Groups

Middle School (MS)

Peer Group 1

Academy for the Middle Years at Northwest
Aspira Charter School at Stetson
Dimner Beeber School
Eastern University Academy Charter School
Feltonville School of Arts and Sciences
Freire Charter School
General Louis Wagner School
Grover Washington, Jr. School
Hill-Freedman World Academy
KIPP West Philadelphia Preparatory Charter School
Mastery Charter School at Gratz
Mastery Charter School at Lenfest Campus
Mastery Charter School at Pickett Campus
Mastery Charter School at Shoemaker Campus
Memphis Street Academy Charter School at J.P. Jones
Middle Years Alternative School
Morris E. Leeds School
New Media Technology Charter School
Penn Treaty School
Roberto Clemente School
Russell H. Conwell School
Universal Charter School at Vare
Warren G. Harding School
William T. Tilden School
World Communications Charter School
Young Scholars Charter School

Peer Group 2

Alternative Middle Years at James Martin
Austin Meehan School
Baldi School
General J. Harry LaBrum School
Girard Academic Music Program (GAMP)
Julia R. Masterman School
Woodrow Wilson School

Peer Groups

High School (HS)

Peer Group 1

A. Philip Randolph Career and Technical High School
Aspira Charter School at Olney
Benjamin Franklin High School
Delaware Valley Charter High School
Frankford High School
High School of the Future
John Bartram High School
Jules E. Mastbaum Area Vocational Technical High School
KIPP Philadelphia Charter School
Kensington Health Sciences Academy
Kensington High School for Creative and Performing Arts
Kensington International Business, Finance, and
Entrepreneurship HS
Kensington Urban Education Academy
Martin Luther King High School
Mastery Charter School at Gratz
Mastery Charter School at Hardy Williams Academy
Mastery Charter School at Pickett Campus
Mastery Charter School at Shoemaker Campus
Murrell Dobbins Career and Technical High School
Overbrook High School
Paul Robeson High School for Human Services
Sankofa Freedom Academy Charter School
Strawberry Mansion High School
Thomas A. Edison High School
Universal Charter School at Audenried
West Philadelphia High School
William L. Sayre High School
The Workshop School

Peer Group 2

Architecture and Design Charter School
Boys' Latin of Philadelphia Charter School
Eastern University Academy Charter School
Freire Charter School
Imhotep Institute Charter High School
Lankenau High School
Mastery Charter School at Lenfest Campus
Math, Civics and Sciences Charter School
Motivation High School
Multi-Cultural Academy Charter School
New Media Technology Charter School
Parkway Center City High School
Parkway Northwest High School
Parkway West High School

Peer Group 2 (cont'd)

Philadelphia Military Academy
Roxborough High School
Samuel Fels High School
World Communications Charter School

Peer Group 3

Abraham Lincoln High School
Academy at Palumbo
Constitution High School
Franklin Learning Center
Furness High School
George Washington High School
High School for Creative and Performing Arts
High School of Engineering and Science
Maritime Academy Charter School
Mastery Charter School at Thomas Campus
Northeast High School
Penn Treaty School
Philadelphia Electrical and Technology Charter School
Philadelphia High School for Girls
Preparatory Charter School of Mathematics, Science, Technology
and Careers
Science Leadership Academy
South Philadelphia High School
Swenson Arts and Technology High School
Tacony Academy Charter School
Walter B. Saul High School
William W. Bodine High School

Peer Group 4

Arts Academy at Benjamin Rush
Central High School
Girard Academic Music Program (GAMP)
Julia R. Masterman School
Mathematics, Science, and Technology Community
Charter School (MaST)



EXECUTIVE SUMMARY

Introduction

The PA School Performance Profile serves several purposes:

- Provide a building level score for educators as part of the Educator Effectiveness System
- Provide parents with comparative measures for schools, neighboring schools, and schools across the state
- Inform the public of the academic performance measures of each school, comprehensive career and technical center, cyber charter and charter school in Pennsylvania
- Offer a resource for LEAs to communicate and compare performance, analyze performance indicators as related to achievement, and encourage best practice
 - Employ as an analysis tool to inform goal setting, planning, and allocating resources to improve student achievement
 - Compare performance to local schools
 - Compare performance to schools with similar demographics
 - Communicate performance to various constituencies

PA School Performance Profile

The Educator Effectiveness System (Act 82 of 2012) is designed to evaluate both principals and teachers. Teacher evaluations are based upon classroom observations, teacher specific data, elective data, and building level data. The building level data is the school academic performance score derived from the Pennsylvania School Performance Profile. The academic performance score comprises 15% of each teacher and principal's evaluation and will be a part of the Educator Effectiveness system starting with the 2013-2014 school year for classroom teachers and 2014-2015 for non-teaching professional educators and principals.

The score for a school is based upon indicators that define a high performing school. Many data elements contribute to the academic score. These elements are categorized into five areas.

Indicators of Academic Achievement (40%)*

- Percent Proficient or Advanced on Pennsylvania System of School Assessment (PSSA)/Keystone Exams in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing
- Percent Competent or Advanced on Industry Standards-Based Competency Assessments [NOCTI (a job ready assessment for career and technology center students) and/or NIMS]

* Full time comprehensive CTCs are weighted as follows: Indicators of Academic Achievement – 44%; Closing the Achievement Gap – All Students - 3%; Closing the Achievement Gap – Historically Underperforming Students - 3%

(National Institute for Metalworking Skills certification)]

- Percent Proficient or Advanced on PSSA grade 3 reading
- SAT/ACT College Ready Benchmark

Indicators of Closing the Achievement Gap – All Students (5%)*

- Percent of gap closure met in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing

Indicators of Closing the Achievement Gap – Historically Underperforming Students (5%)*

- Percent of gap closure met in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing

Indicators of Academic Growth / PVAAS (40%)

- The PVAAS Average Growth Index
 - A measure of student progress across the tested grade levels in a school in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing

Other Academic Indicators (10%)

- Cohort graduation rate
- Promotion rate
- Attendance rate
- Advanced Placement, International Baccalaureate, or College Credit
- PSAT/Plan participation

Extra Credit for Advanced Achievement (up to 7 points)

- Percent Advanced on Pennsylvania System of School Assessment (PSSA)/Keystone Exams in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing
- Percent Advanced on Industry Standards-Based Competency Assessments [NOCTI (a job ready assessment for career and technical center students) and/or NIMS (National Institute for Metalworking Skills certification)]
- Percent scoring 3 or higher on Advanced Placement Exams

Fast Facts

Fast Facts provide demographic and other relevant information for each component. District Fast Facts include such items as district enrollment, number of schools, average years of educational experience, and geographic size of district. Links to related agencies, such as career and technical centers and intermediate units, are available. School Fast Facts include similar information but are school specific (e.g., school enrollment, average years of educational experience, school enrollment data).

* Full time comprehensive CTCs are weighted as follows: Indicators of Academic Achievement – 44%; Closing the Achievement Gap – All Students - 3%; Closing the Achievement Gap – Historically Underperforming Students - 3%



PENNSYLVANIA SCHOOL PERFORMANCE PROFILE

Frequently Asked Questions

Introduction

The Pennsylvania School Performance Profile (SPP) is an integral part of the Educator Effectiveness System (teacher and principal evaluation). As an online site, the SPP provides a school level academic score for public schools, charter and cyber charter schools, and full-time comprehensive career and technical centers.

General Questions

1. What is the purpose of the School Performance Profile?

The PA School Performance Profile is designed to serve several purposes:

- Provide a building level score for educators as part of the Educator Effectiveness System
- Provide parents with performance measures for the school of residence, neighboring schools, and schools across the state
- Inform the public of the academic performance measures of each district, school, comprehensive career and technical center, cyber charter and charter school in Pennsylvania.
- Provide a tool to inform goal setting, planning, and resource allocation to improve student achievement.

2. What role does the School Performance Profile play in Educator Effectiveness?

Act 82 of 2012 addresses the evaluation of the effectiveness of professional employees and temporary professional employees serving as classroom teachers and principals. The School Performance Profile academic performance score comprises 15% of each teacher and principal's evaluation and will be a part of the educator effectiveness system for teachers starting with the 2013-2014 school year and for principals in the 2014-2015 school year.

3. What is the source of the data used in the calculations? Who performs the calculations?

All data comes from PDE's authoritative data sources such as PSSA results from Data Recognition Corporation, Bureau of Assessment and Accountability, Bureau of Special Education, Bureau of Career and Technical Education, Education Names and Addresses (EdNA), Pennsylvania Information Management System (PIMS), Pennsylvania Value-Added Assessment System (PVAAS) results from SAS, Inc., Advanced Placement (AP), SAT results

from the College Board, and ACT results from ACT, Inc.

4. Is the School Performance Profile (SPP) replacing Adequate Yearly Progress (AYP)?

With the approval of Pennsylvania’s ESEA Flexibility Waiver, AYP is no longer the federal accountability measure. The SPP provides an academic performance score for all schools while waiver designations are designed for Title I schools only.

5. How frequently will the School Performance Profile be released?

The Pennsylvania School Performance Profile will be released annually each fall.

6. How will educators be trained to use the PA SPP website?

Intermediate units across the state have been trained by PDE and have provided introductory training to LEAs. PDE will continue to conduct informational sessions around the state as well as offer statewide webinars. Updates will be provided to IUs who will then communicate with their LEAs.

7. Will individual educator performance ratings be made available to the public?

The PA School Performance Profile is designed to provide a building level score. No educator specific data or individual performance data are included in the SPP.

8. Are charter schools included in the School Performance Profile?

Yes, charter schools are included in the SPP and receive an academic performance score based upon its configuration.

Data Elements and Calculations

9. What is included in the School Performance Profile?

- Fast Facts for districts and schools include such specifics as enrollment, number of schools, average years of educational experience, and geographic size of district. Student enrollment for the district is also displayed by ethnicity. Links to related agencies, such as career and technical centers and intermediate units are displayed as well as links to supplemental reports.
- The Scoring tab provides an explanation of the factors that contribute to the academic score.
- The Academic Performance tab displays the school’s academic score, academic performance fast facts, the academic performance elements and scores, and the federal accountability designation, as applicable.
- The Compare tab offers options to select schools for comparison – whether in the same LEA or schools in other LEAs across the state.
- The School Supports tab, when fully operational, will provide specific improvement strategies directly related to the elements of the SPP.

10. How are school scores calculated?

The PA School Performance Profile will provide a quantitative academic score based

upon a 100-point scale, using the following source data:

Indicators of Academic Achievement 40% (44% for CTCs)

- Percent Proficient or Advanced on Pennsylvania System of School Assessment (PSSA)/Keystone Exams in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing
- Percent Competent or Advanced on industry certification exams [NOCTI (a job ready assessment for career and technical center students) and/or NIMS (National Institute for Metalworking Skills certification)]
- Percent Proficient or Advanced on PSSA grade 3 reading
- SAT/ACT College Ready Benchmark

Indicators of Closing the Achievement Gap – All Students 5% (3% for CTCs)

- Percent of required gap closure met in Mathematics, Reading, Science, and Writing

Indicators of Closing the Achievement Gap – Historically Underperforming Students 5% (3% for CTCs)

- Percent of required gap closure met in Mathematics, Reading, Science, and Writing for historically underperforming students (economically disadvantaged, English Language Learners, students with disabilities)

Indicators of Academic Growth / PVAAS (40%)

- The PVAAS growth index representing the school's impact on the academic progress of groups of students from year-to-year in each of the assessed content areas.

Other Academic Indicators (10%)

- Cohort graduation rate
- Promotion rate
- Attendance rate
- Advanced Placement (AP) or International Baccalaureate (IB) Diploma or college credit
- PSAT/PLAN Participation

Extra Credit for Advanced Achievement (up to 7 points)

- Percent Advanced on Pennsylvania System of School Assessment (PSSA)/Keystone Exams in Mathematics/Algebra I, Reading/Literature, Science/Biology, and Writing
- Percent Advanced on industry standards-based competency assessments [NOCTI (a job ready assessment for career and technical center students) and/or NIMS (National Institute for Metalworking Skills certification)]
- Advanced Placement achievement (scores 3 or higher)

Scores are calculated based upon defined weighted data elements. If a school has insufficient data to calculate a representative score, the display area will reflect that circumstance and adjust total points accordingly.

11. How were the academic data elements chosen? How was the weighting for each data element determined?

Teams of educators, statisticians, and psychometricians analyzed research to identify factors that define high performing schools. Data elements are linked to research related to high achieving schools.

12. For AYP calculations, schools had to have an N count of 40. What is the minimum number (N) count for the SPP?

The minimum count for the SPP measures is a count of 11. The intent is to represent as many groups as possible. When calculating at the school level and particularly for subgroups, 40 is a large number. The smaller numerical threshold for schools allows for the inclusion of more subgroup populations in a school; thereby including subgroups that might otherwise not be represented.

13. How are Historically Underperforming Students identified?

This category replaces the various subgroups previously identified for purposes of AYP. With an N count of 11, Historically Underperforming Students are defined as a non-duplicated count of students with disabilities, economically disadvantaged students, and English Language Learners enrolled for a full academic year taking the PSSA/Keystone Exams. If a student is in more than one of the individual groups (e.g., special education and English Language Learner), s/he is only included in the Historically Underperforming Student group one time – a non-duplicated count. This group is not a cohort but rather students currently in the building meeting the definition during the reported year.

14. How is Closing the Achievement Gap calculated?

Closing the Achievement Gap is calculated for each of the PSSA/Keystone Exam subjects (Mathematics/Algebra I, Reading/Literature, Writing, and Science/Biology). The achievement gap is determined by comparing the baseline percent of students who are proficient or advanced to the goal of 100% proficiency. The benchmark for success is defined as closing one-half of the achievement gap over a six-year period. (See Closing the Achievement Gap handout for more detail.)

15. Can you explain how Advanced Placement, International Baccalaureate, and college credit are calculated?

If a school offers any combination of International Baccalaureate (IB), college credit or AP courses covering the four core academic areas (Mathematics, English Language Arts, Science, Social Studies), it is awarded maximum points. (Example: A minimum of one course in each of the three core areas would be 75 points.)

16. How is student mobility factored into a school's score?

In calculating Proficient/Advanced related to academic achievement, students must be in school by October 1 and stay in the school through the PSSA/Keystone Exam testing date

in order to be attributed to a school.

17. How will Keystone Exams impact calculations in PVAAS?

PVAAS reporting for the Keystone Exams will be provided in September 2013. This reporting will include students who have taken a Keystone related course and the corresponding Keystone Exam in SY12-13. This will NOT include students who are not enrolled in a Keystone course in SY12-13 (Example: taking a Keystone for federal accountability purposes only).

The SY12-13 PVAAS reporting of the Keystone Exams will be included in the School Performance Profile (SPP). Each Keystone Exam area is included in that PVAAS subject area for the SPP.

- Keystone Algebra I will be included in the PVAAS Math reporting section of a school's SPP.
- Keystone Literature will be included in the PVAAS Reading reporting section of a school's SPP.
- Keystone Biology will be included in the PVAAS Science reporting section of a school's SPP.

There may be some schools that have PVAAS reporting for PSSAs and Keystone Exams in the same subject area (Example: PSSA Math and Keystone Algebra I. They would both be included in that PVAAS Math growth reporting for the SPP.)

18. Why is grade 3 reading a separate data element in the calculation?

Research reveals that reading proficiently by the end of third grade can be a “make-or-break” benchmark in a child’s educational development. Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing a child’s reading skills by the end of third grade

19. How does a school determine whether or not it is meeting its annual target in Closing the Achievement Gap?

The six-year target will be defined in the baseline year, 2012-2013; as each year progresses, the annual cumulative closure will be calculated. As long as a school is meeting the overall closure, it will be defined as meeting its annual target.

Extra Credit for Advanced Achievement

20. What is the rationale for extra credit?

Extra credit for students demonstrating advanced performance is designed to recognize schools for their efforts in promoting excellence. Although established proficiency acknowledges satisfactory performance, it is important to recognize advanced levels of academic achievement.

21. How is Advanced Placement (AP) achievement calculated?

A school can earn up to two additional points (Extra Credit for Advanced Achievement) for AP performance based upon the percent of students earning 3 or higher on at least one AP Exam. This is based upon the number of students in the grade 12 cohort – not the number of tests taken. It does not matter when students take the test. A student scoring 3 or higher on more than one exam is only counted as one student achieving this benchmark.

Building Level Scores

22. Does a school receive an academic performance score in its first year of operation?

A school will receive a score the year after its first year of operation based upon first year data. While some data elements may not yet be available for that school, the available data elements will be used to create a score.

23. Is a school score calculated each year based upon the prior year's data?

For most measures, data from the current year reported is used; however, due to availability, previous year data is used for graduation rate, promotion rate, and attendance rate.

For the Keystone achievement results in the SPP, keep in mind that Keystone Exam scores are banked, and it is the 11th grade cohort that is used in the calculation of the achievement data.

24. What if a school does not have one or more data elements included in the grading parameters?

Some school configurations may not have each data element included within a specific factor area. The calculation of the score is adjusted accordingly; i.e., the calculation only includes the data elements that are possible for a school to earn. While a grade 6-8 school will have academic performance data in math, reading, science, and writing, a grade 6 only school will only have math and reading performance data. The academic score will only reflect those subjects tested in the school. For elements not applicable to a school, the points for each particular element are nulled out so that the total possible points decreases proportionally.

25. Do part time and full time Career and Technical Centers (CTC) receive scores?

Part time CTCs will display Fast facts only because academic instruction occurs in the students' home schools; thus, the attribution for these students is with the home schools. Full time comprehensive CTCs have Fast Facts and receive an academic performance score.

Communicating the School Performance Profile

26. How might a district or school use this data?

The SPP is a resource for LEAs to communicate and compare performance, analyze performance indicators as related to achievement, and encourage best practice. Potential

applications include the following:

- Employ as an analysis tool to inform goal setting, planning, and allocating resources to improve student achievement
- Compare performance to local schools
- Compare performance to schools with similar demographics
- Communicate performance to various constituencies

27. How might a parent use this data?

Parents can use the information on this website to examine the performance of their local district/schools. They can also compare the performance of their school to other schools across the state.

28. There are many qualitative factors beyond the data presented in the SPP. How can schools communicate that data?

While PDE can only report on statewide data currently collected, LEAs are encouraged to use their websites to provide other important facts and considerations which will more fully inform the public of school/district programs and initiatives. Such factors as arts offerings, athletic and other extra-curricular activities, and special programs and courses beyond what the SPP details will present a broader picture of the school.

Questions

29. Who can I contact if I have questions?

Questions about the Pennsylvania School Performance Profile may be sent to ra-paprofile@pa.gov

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Philadelphia City SD	Central HS	
Philadelphia	Philadelphia City SD	Carver HS	
Philadelphia	Philadelphia City SD	Masterman Julia R Sec Sch	
Philadelphia	Folk Arts-Cultural Treasures CS	Folk Arts-Cultural Treasures CS	
Philadelphia	Christopher Columbus CS	Christopher Columbus CS	
Philadelphia	MAST Community Charter School	MAST Community Charter School	
Philadelphia	Philadelphia City SD	Girls HS	
Philadelphia	Franklin Towne CHS	Franklin Towne CHS	
Philadelphia	Philadelphia City SD	Powel Samuel Sch	
Philadelphia	Philadelphia City SD	Penn Alexander Sch	
Philadelphia	Laboratory CS	Laboratory CS	
Philadelphia	Green Woods CS	Green Woods CS	
Philadelphia	Philadelphia City SD	McCall Gen George A Sch	
Philadelphia	Philadelphia City SD	Conwell Russell MS	
Philadelphia	Philadelphia City SD	Greenberg Joseph Sch	
Philadelphia	Philadelphia City SD	Gamp	
Philadelphia	Planet Abacus CS	Planet Abacus CS	
Philadelphia	Philadelphia City SD	Baldi C C A MS	
Philadelphia	Mastery CS-Thomas Campus	Mastery CS - Thomas Campus	
Philadelphia	Mastery CS-Pickett Campus	Mastery CS-Pickett Campus	
Philadelphia	Mastery CS-Shoemaker Campus	Mastery CS -Shoemaker Campus	
Philadelphia	Philadelphia City SD	Bodine William W HS	
Philadelphia	Philadelphia City SD	Arts Academy at Benjamin Rush	
Philadelphia	Philadelphia City SD	Meredith William M Sch	
Philadelphia	Philadelphia City SD	Hill J E/Freedman Samson	
Philadelphia	Philadelphia City SD	Kirkbride Eliza B Sch	
Philadelphia	Philadelphia City SD	Frank Anne Sch	
Philadelphia	Philadelphia City SD	Mayfair Sch	
Philadelphia	Ad Prima CS	Ad Prima CS	
Philadelphia	Wissahickon CS	Wissahickon CS	
Philadelphia	Philadelphia City SD	Overbrook Edu Ctr	
Philadelphia	Philadelphia Academy CS	Philadelphia Academy CS	
Philadelphia	KIPP West Philadelphia Preparatory Charter School	KIPP West Philadelphia Preparatory Chart	
Philadelphia	Mastery CS-Mann Campus	Mastery Charter School Mann Campus	
Philadelphia	Philadelphia City SD	Farrell Louis H Sch	
Philadelphia	Independence CS	Independence CS	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Russell Byers CS	Russell Byers CS	
Philadelphia	Mastery CS - Cleveland Elementary	Mastery CS - Cleveland Elementary	
Philadelphia	Philadelphia City SD	Dobson James Sch	
Philadelphia	Philadelphia City SD	Catharine Joseph Sch	
Philadelphia	Philadelphia Performing Arts CS	Philadelphia Performing Arts CS	
Philadelphia	Franklin Towne Charter Elementary School	Franklin Towne Charter Elementary School	
Philadelphia	Pan American Academy CS	Pan American Academy CS	
Philadelphia	Philadelphia City SD	Creative and Performing Arts	
Philadelphia	Philadelphia City SD	Greenfield Albert M Sch	
Philadelphia	Preparatory CS of Mathematics Science Tech and Careers	Preparatory CS of Mathematics Science	
Philadelphia	Northwood Academy CS	Northwood Academy CS	
Philadelphia	Philadelphia City SD	Comly Watson Sch	
Philadelphia	Philadelphia City SD	Jenks Abram Sch	
Philadelphia	Philadelphia City SD	Parkway-Center City	
Philadelphia	Philadelphia City SD	Henry Charles W Sch	
Philadelphia	Freire CS	Freire CS	
Philadelphia	Philadelphia City SD	Hancock John Sch	
Philadelphia	Philadelphia City SD	Decatur Stephen Sch	
Philadelphia	Philadelphia City SD	Cook-Wissahickon Sch	
Philadelphia	Philadelphia City SD	Amy NW	
Philadelphia	Mastery CS-Harrity Campus	Mastery CS-Harrity Campus	
Philadelphia	Philadelphia City SD	Academy at Palumbo	
Philadelphia	Philadelphia City SD	Science Leadership Academy	
Philadelphia	Hardy Williams Academy CS	Hardy Williams Academy CS	
Philadelphia	Discovery Charter School	Discovery Charter School	
Philadelphia	Philadelphia Montessori CS	Philadelphia Montessori CS	
Philadelphia	Philadelphia City SD	Juniata Park Academy	
Philadelphia	Alliance for Progress CS	Alliance for Progress CS	
Philadelphia	Philadelphia City SD	Loesche William H Sch	
Philadelphia	Philadelphia City SD	Fell D Newlin Sch	
Philadelphia	Philadelphia City SD	Holme Thomas Sch	
Philadelphia	Community Academy of Philadelphia CS	Community Academy of Philadelphia CS	
Philadelphia	Philadelphia City SD	Hackett Horatio B Sch	
Philadelphia	Philadelphia City SD	Brown Joseph H Sch	
Philadelphia	The Philadelphia CS for Arts and Sciences at HR Edmunds	The Philadelphia CS for Arts and Science	
Philadelphia	Philadelphia City SD	Franklin LC	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Multi-Cultural Academy CS	Multi-Cultural Academy CS	
Philadelphia	Philadelphia City SD	Amy At Martin	
Philadelphia	New Foundations CS	New Foundations CS	
Philadelphia	Philadelphia City SD	McCloskey John F Sch	
Philadelphia	First Philadelphia Preparatory Charter School	First Phila CS For Literacy	
Philadelphia	Philadelphia City SD	Middle Years Alternative	
Philadelphia	Philadelphia City SD	Wilson Woodrow MS	
Philadelphia	Philadelphia City SD	La Brum Gen J Harry MS	
Philadelphia	Philadelphia City SD	Olney El Sch	
Philadelphia	Universal Daroff Charter School	Universal Daroff Charter School	
Philadelphia	Philadelphia City SD	Fitler Academics Plus	
Philadelphia	Philadelphia City SD	Shawmont Sch	
Philadelphia	Mastery CS-Gratz Campus	Mastery CS-Gratz Campus	
Philadelphia	Philadelphia City SD	Moffet John Sch	
Philadelphia	Philadelphia Harambee Inst CS	Philadelphia Harambee Inst CS	
Philadelphia	Philadelphia City SD	Willard Frances E Sch	
Philadelphia	Philadelphia City SD	Adaire Alexander Sch	
Philadelphia	Philadelphia City SD	Childs George W Sch	
Philadelphia	Philadelphia City SD	Jenks John S Sch	
Philadelphia	Mastery Charter High School	Mastery Charter High School	
Philadelphia	Philadelphia City SD	Motivation HS	
Philadelphia	Maritime Academy Charter School	Maritime Academy CS	
Philadelphia	Philadelphia City SD	Solis-Cohen Solomon Sch	
Philadelphia	Philadelphia City SD	Rhawnhurst Sch	
Philadelphia	Philadelphia City SD	Washington Grover Jr Sch	
Philadelphia	Philadelphia City SD	Moore J Hampton Sch	
Philadelphia	Philadelphia City SD	Kelly John B Sch	
Philadelphia	Philadelphia City SD	Bridesburg Sch	
Philadelphia	Khepera CS	Khepera CS	
Philadelphia	Belmont Charter School	Belmont Charter School	
Philadelphia	Philadelphia City SD	Jackson Andrew Sch	
Philadelphia	Philadelphia City SD	Ludlow James R Sch	
Philadelphia	Philadelphia City SD	Parkway West	
Philadelphia	Mariana Bracetti Academy CS	Mariana Bracetti Academy CS	
Philadelphia	Philadelphia City SD	Richmond Sch	
Philadelphia	Mastery CS-Smedley Campus	Mastery CS-Smedley Campus	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Global Leadership Academy CS	Global Leadership Academy CS	
Philadelphia	Philadelphia City SD	Waring Laura W Sch	
Philadelphia	Antonia Pantoja Community Charter School	Antonia Pantoja Community Charter School	
Philadelphia	Philadelphia City SD	Mifflin Thomas Sch	
Philadelphia	Philadelphia City SD	Northeast HS	
Philadelphia	Philadelphia City SD	Fox Chase Sch	
Philadelphia	Philadelphia City SD	Crossan Kennedy C Sch	
Philadelphia	Philadelphia City SD	Kearny Gen Philip Sch	
Philadelphia	Mastery CS - Francis D. Pastorius Elementary	Mastery CS - Francis D. Pastorius Elemen	
Philadelphia	Philadelphia City SD	Nebinger George W Sch	
Philadelphia	Philadelphia City SD	Edmonds Franklin S Sch	
Philadelphia	West Phila. Achievement CES	West Phila. Achievement CES	
Philadelphia	Philadelphia City SD	Day Anna B Sch	
Philadelphia	Philadelphia City SD	Saul W B Agricultural School	
Philadelphia	Philadelphia City SD	Sharswood George Sch	
Philadelphia	Philadelphia City SD	Barton Clara Sch	
Philadelphia	Southwest Leadership Academy CS	Southwest Leadership Academy CS	
Philadelphia	Philadelphia City SD	Harrington Avery D Sch	
Philadelphia	Philadelphia City SD	Ellwood Sch	
Philadelphia	Philadelphia City SD	Key Francis Scott Sch	
Philadelphia	Philadelphia City SD	Feltonville Intermediate School	
Philadelphia	Philadelphia City SD	Lankenau HS	
Philadelphia	Philadelphia City SD	Bache-Martin Sch	
Philadelphia	Philadelphia City SD	Marshall Thurgood	
Philadelphia	Philadelphia City SD	Allen Ethan Sch	
Philadelphia	Mastery CS-Clymer Elementary	Mastery CS-Clymer Elementary	
Philadelphia	West Oak Lane CS	West Oak Lane CS	
Philadelphia	Philadelphia City SD	Fitzpatrick Aloysius L Sch	
Philadelphia	Sankofa Freedom Academy Charter School	Sankofa Freedom Academy Charter School	
Philadelphia	Philadelphia City SD	Girard Stephen Sch	
Philadelphia	Philadelphia City SD	Pennypacker Samuel Sch	
Philadelphia	Philadelphia City SD	Randolph A. Philip AVT HS	
Philadelphia	Imani Education Circle CS	Imani Educationl Circle CS	
Philadelphia	Philadelphia City SD	Brown Henry A Sch	
Philadelphia	Philadelphia City SD	Lawton Henry W Sch	
Philadelphia	Philadelphia City SD	Patterson John M Sch	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	People for People CS	People for People CS	
Philadelphia	Universal Institute CS	Universal Institute CS	
Philadelphia	Philadelphia City SD	Carnell Laura H Sch	
Philadelphia	Philadelphia City SD	Lamberton Robert E Sch	
Philadelphia	Math Civics and Sciences CS	Math Civics and Sciences CS	
Philadelphia	Philadelphia City SD	Philadelphia Military Acad at Elverson	
Philadelphia	Philadelphia City SD	Elkin Lewis Sch	
Philadelphia	Universal Creighton Charter School	Universal Creighton Charter School	
Philadelphia	Philadelphia City SD	Pollock Robert B Sch	
Philadelphia	Philadelphia Electrical & Tech CHS	Philadelphia Electrical & Tech CHS	
Philadelphia	Philadelphia City SD	Cayuga School	
Philadelphia	Tacony Academy Charter School	Tacony Academy Charter School	
Philadelphia	Philadelphia City SD	Meehan Austin MS	
Philadelphia	Eugenio Maria De Hostos CS	Eugenio Maria DE Hostos CS	
Philadelphia	Philadelphia City SD	Stanton Edwin M Sch	
Philadelphia	Philadelphia City SD	Ziegler William H Sch	
Philadelphia	Philadelphia City SD	Constitution HS	
Philadelphia	Philadelphia City SD	Sheppard Isaac Sch	
Philadelphia	Philadelphia City SD	Southwark Sch	
Philadelphia	Philadelphia City SD	Stearne Allen M Sch	
Philadelphia	Charter High School for Architecture and Design	Charter High School for Architecture and	
Philadelphia	Esperanza Academy Charter High School	Esperanza Academy Charter High School	
Philadelphia	Philadelphia City SD	DeBurgos Bilingual Magnet MS	
Philadelphia	Philadelphia City SD	Lea Henry C Sch	
Philadelphia	Philadelphia City SD	Logan James Sch	
Philadelphia	Philadelphia City SD	Spring Garden Sch	
Philadelphia	Philadelphia City SD	Swenson Arts & Technology HS	
Philadelphia	Philadelphia City SD	Sheridan Sch	
Philadelphia	Philadelphia City SD	Barry Comm John Sch	
Philadelphia	Philadelphia City SD	Lingelbach Anna L Sch	
Philadelphia	Philadelphia City SD	Taggart John H Sch	
Philadelphia	Philadelphia City SD	Lowell James R Sch	
Philadelphia	Philadelphia City SD	Finletter Thomas K Sch	
Philadelphia	Philadelphia City SD	Penrose Sch	
Philadelphia	Philadelphia City SD	Howe Julia Ward Sch	
Philadelphia	Philadelphia City SD	Washington George HS	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Philadelphia City SD	Gompers Samuel Sch	
Philadelphia	Philadelphia City SD	Forrest Edwin Sch	
Philadelphia	Birney Preparatory Academy	Birney Preparatory Academy	
Philadelphia	Philadelphia City SD	Mastbaum Jules E AVTS	
Philadelphia	Philadelphia City SD	Houston Henry E Sch	
Philadelphia	Philadelphia City SD	Beeber Dimner MS	
Philadelphia	Philadelphia City SD	Cassidy Lewis C AC Plus Sch	
Philadelphia	Philadelphia City SD	Dobbins AVT HS	
Philadelphia	Philadelphia City SD	Wister John Sch	
Philadelphia	Philadelphia City SD	Vare-Washington El Sch	
Philadelphia	Philadelphia City SD	Franklin Benjamin Sch	
Philadelphia	Philadelphia City SD	Bregy F Amedee Sch	
Philadelphia	Philadelphia City SD	Morrison Andrew J Sch	
Philadelphia	Philadelphia City SD	Spruance Gilbert Sch	
Philadelphia	Philadelphia City SD	Emlen Eleanor C Sch	
Philadelphia	Philadelphia City SD	Huey Samuel B Sch	
Philadelphia	Philadelphia City SD	Locke Alain Sch	
Philadelphia	Philadelphia City SD	Morton Thomas G Sch	
Philadelphia	Philadelphia City SD	Washington Martha Sch	
Philadelphia	Memphis Street Academy CS @ JP Jones	Memphis Street Academy CS @ JP Jones	
Philadelphia	Philadelphia City SD	Rowen William Sch	
Philadelphia	Philadelphia City SD	Steel Edward Sch	
Philadelphia	Philadelphia City SD	Potter-Thomas Sch	
Philadelphia	Philadelphia City SD	Hunter William H Sch	
Philadelphia	Philadelphia City SD	Bryant William C Sch	
Philadelphia	Philadelphia City SD	Dick William Sch	
Philadelphia	Philadelphia City SD	Overbrook Elementary School	
Philadelphia	Philadelphia City SD	Wagner Gen Louis MS	
Philadelphia	Philadelphia City SD	Prince Hall	
Philadelphia	Philadelphia City SD	Bethune Mary McLeod Sch	
Philadelphia	Philadelphia City SD	Hamilton Andrew Sch	
Philadelphia	Philadelphia City SD	Webster Sch	
Philadelphia	Philadelphia City SD	Welsh John Sch	
Philadelphia	Philadelphia City SD	Allen Dr Ethel Sch	
Philadelphia	Philadelphia City SD	McMichael Morton Sch	
Philadelphia	Truebright Science Academy CS	Truebright Science Academy CS	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Philadelphia City SD	Heston Edward Sch	
Philadelphia	Philadelphia City SD	Kelley William D Sch	
Philadelphia	Richard Allen Preparatory CS	Richard Allen Preparatory CS	
Philadelphia	Philadelphia City SD	Hartranft John F Sch	
Philadelphia	Philadelphia City SD	Cooke Jay MS	
Philadelphia	Philadelphia City SD	Hopkinson Francis Sch	
Philadelphia	Eastern University Academy Charter School	Eastern University Academy Charter Schoo	
Philadelphia	Philadelphia City SD	Cramp William Sch	
Philadelphia	Wakisha CS	Wakisha CS	
Philadelphia	Olney Charter High School	Olney Charter High School	
Philadelphia	Imhotep Institute CHS	Imhotep Institute CHS	
Philadelphia	Philadelphia City SD	Arthur Chester A Sch	
Philadelphia	Philadelphia City SD	Dunbar Paul L Sch	
Philadelphia	Universal Bluford Charter School	Universal Bluford Charter School	
Philadelphia	Philadelphia City SD	Anderson Add B Sch	
Philadelphia	Philadelphia City SD	Marshall John Sch	
Philadelphia	Philadelphia City SD	Peirce Thomas M Sch	
Philadelphia	Philadelphia City SD	Blankenburg Rudolph Sch	
Philadelphia	Philadelphia City SD	Edison HS/Fareira Skills	
Philadelphia	Philadelphia City SD	Disston Hamilton Sch	
Philadelphia	Philadelphia City SD	McClure Alexander K Sch	
Philadelphia	John B Stetson Charter School	John B. Stetson Charter School	
Philadelphia	Philadelphia City SD	McDaniel Delaplaine Sch	
Philadelphia	Philadelphia City SD	Comegys Benjamin B Sch	
Philadelphia	Philadelphia City SD	Morris Robert Sch	
Philadelphia	Philadelphia City SD	Taylor Bayard Sch	
Philadelphia	Philadelphia City SD	Longstreth William C Sch	
Philadelphia	Philadelphia City SD	Gideon Edward Sch	
Philadelphia	Universal Vare Charter School	Universal Vare Charter School	
Philadelphia	Philadelphia City SD	Parkway Northwest	
Philadelphia	Philadelphia City SD	McKinley William Sch	
Philadelphia	Philadelphia City SD	Blaine James G Sch	
Philadelphia	Philadelphia City SD	Feltonville Sch of Arts & Sciences	
Philadelphia	Philadelphia City SD	Wright Richard R Sch	
Philadelphia	Delaware Valley CHS	Delaware Valley CHS	
Philadelphia	Philadelphia City SD	Duckrey Tanner Sch	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	Philadelphia City SD	Sullivan James J Sch	
Philadelphia	Philadelphia City SD	Harding Warren G MS	
Philadelphia	Boys Latin of Philadelphia CS	Boys Latin of Philadelphia CS	
Philadelphia	Philadelphia City SD	Munoz-Marin Luis	
Philadelphia	Philadelphia City SD	Rhoads James Sch	
Philadelphia	Philadelphia City SD	West Philadelphia HS	
Philadelphia	New Media Technology CS	New Media Technology CS	
Philadelphia	Philadelphia City SD	South Philadelphia HS	
Philadelphia	Philadelphia City SD	Roxborough HS	
Philadelphia	Philadelphia City SD	Mitchell El Sch	
Philadelphia	Philadelphia City SD	Furness Horace HS	
Philadelphia	Philadelphia City SD	Paul Robeson HS for Human Services	
Philadelphia	Philadelphia City SD	Meade Gen George C Sch	
Philadelphia	Universal Alcorn CS	Universal Alcorn CS	
Philadelphia	Philadelphia City SD	Widener Memorial Sch	
Philadelphia	Philadelphia City SD	School of the Future	
Philadelphia	Philadelphia City SD	Clemente Roberto MS	
Philadelphia	Philadelphia City SD	Pennell Joseph Sch	
Philadelphia	Walter D Palmer Leadership Learning Partners CS	Walter D Palmer Leadership Learning Part	
Philadelphia	Philadelphia City SD	King Martin Luther HS	
Philadelphia	Philadelphia City SD	Overbrook HS	
Philadelphia	Philadelphia City SD	Kensington Intern Business Finance & En	
Philadelphia	Philadelphia City SD	Kensington Culinary Arts	
Philadelphia	Philadelphia City SD	Lincoln HS	
Philadelphia	Universal Audenried Charter School	Universal Audenried Charter School	
Philadelphia	Philadelphia City SD	Frankford HS	
Philadelphia	Philadelphia City SD	Leeds Morris E MS	
Philadelphia	Philadelphia City SD	Kensington Creative & Performing Arts HS	
Philadelphia	Philadelphia City SD	Sayre William L MS	
Philadelphia	Philadelphia City SD	Bartram John - Main	
Philadelphia	Philadelphia City SD	Rhodes E Washington Sch	
Philadelphia	Philadelphia City SD	Fels Samuel HS	
Philadelphia	Philadelphia City SD	Penn Treaty Sch	
Philadelphia	Philadelphia City SD	Strawberry Mansion HS	
Philadelphia	Philadelphia City SD	Tilden William T MS	
Philadelphia	Philadelphia City SD	Roosevelt Theodore MS	

Pennsylvania School Performance Profile Scores

County	LEA Name	School Name	Number Record
Philadelphia	ARISE Academy Charter High School	ARISE Academy Charter High School	
Philadelphia	Philadelphia City SD	Franklin Benjamin HS	
Philadelphia	Philadelphia City SD	Kensington Urban Education Academy	
Philadelphia	Philadelphia City SD	The Workshop School	
Philadelphia	Philadelphia City SD	The SD of Philadelphia Virtual Academy	



MASTERY AFFILIATED BOARDS OF TRUSTEES 2014-15

Mastery Charter High School (Lenfest Campus and NST offices)

Bob Victor (Chair)	Business Leader
Robin Olanrewaju (Secretary, MPAC)	Parent
Gerry Emery (Treasurer)	Business Leader

Mastery Schools in PA: Thomas, Shoemaker, Pickett, Mann, Harrity, Smedley, Hardy Williams, Gratz, Clymer, Cleveland, Pastorius

Bob Victor (Chair)	Business Leader
Ron Biscardi (Secretary)	Business Leader
Charles Corpening (Treasurer)	Business Leader
Victoria Harrison (MPAC)	Parent
Tony Payton	Community Leader
Don Kimelman	Community Leader
Graham Finney	Community Leader

Mastery Schools of Camden – Cramer Hill, North Camden

Judith Tschirgi (Chair)	Civic Leader
Graham Finney	Mastery Network Liaison, Regional Civic Leader
Stacy Holland	Philanthropic Leader
Reuel Robinson	Parent/Community Member



2015 School Level Program Summary & Principles

Mastery schools are organized around a common vision: “Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for post-secondary success.” Our work is rooted in an unwavering belief that our students can achieve at the highest levels. To fulfill our vision, we recognize that we must attend to the whole child – we value personal as well as academic skills, and we match our high expectations for students with high levels of support. Our program is comprised of four interlocking systems:

1. Curriculum, Instruction, and Teacher Development
2. School Culture
3. Assessment & Data
4. Student Support

1. Curriculum, Instruction, and Teacher Development

Mastery’s Common Core-aligned curriculum integrates specific instructional strategies and robust teacher support so that all teachers can deliver engaging, rigorous instruction.

Rigorous Common Curricula

Mastery’s curriculum is Common Core-aligned and is designed to develop students’ critical thinking and problem-solving skills. We believe in “pitching high” – exposing our students to rigorous material and concepts that significantly stretch and challenge them. Our curriculum develops students’ conceptual understanding and analytical skills and fluency with foundational academic skills. To ensure quality and coherency, curricula and materials are developed by Mastery’s central academic team with ongoing teacher input. By using common curricula across our network, teachers are able to work collaboratively with their peers and focus their energy on refining lessons and instruction rather than creating or finding materials.

Active, Engaging Instruction

Mastery instruction requires students to think and carry the cognitive load. Learning is active, enabling students to construct meaning and develop a deep understanding of difficult material. To achieve this level of instructional quality, Mastery lessons revolve around a series of common subject and age specific instructional approaches or structures. These structures are essentially pedagogical best practices – lesson formats and routines that require students to think and do. The structures are synced to specific elements and materials in the curriculum, thus ensuring that difficult material and concepts are taught in the most effective manner.

To ensure a common bar for success, Mastery has developed a set of instructional standards that describe core teacher actions and student outcomes regardless of subject; these standards set the bar for Rigorous Instruction, Student Work, Classroom Culture and Responsive & Individualized Instruction. The standards are tangible and thoroughly described.

Collaborative Planning

Mastery believes that teachers' intellectual preparation, planning, and practice drive quality instruction. We allocate planning time and use a common meeting protocol for teachers to learn content, plan, and rehearse together in subject-grade level teams or 1-1 with expert administrators. Through this collaboration, they develop an in-depth understanding of lesson content and the nuances of lesson delivery. Planning and professional development time includes two weeks of preparation before school opens, daily common planning periods, and two hours every Wednesday afternoon.

Comprehensive Teacher Development

We believe teaching is a craft that is developed through an ongoing cycle of feedback, reflection, and practice. By adopting common instructional structures and standards we are able to closely align our professional development to the content and actual classroom instruction. Accordingly, we provide detailed manuals, videos, and ongoing training sessions on the structures and standards.

Leaders as Instructional Experts

We believe the role of school leaders is to work directly with teachers on planning and instruction. Mastery school leaders are trained as content and pedagogical experts so they can effectively fulfill this role. They, together with Instructional Coaches from Mastery's central office and school-based Teacher Leaders, provide intensive feedback and support that is ongoing, real-time, and specific so teachers can rapidly develop their skills. Our goal is to be one of the nation's best places for teachers to master their craft. We are proud that the Bill & Melinda Gates Foundation recognized our teacher development system as a national model.

2. School Culture

Mastery's school culture systems are designed to create joyful school communities that support students' sense of belonging and the development of their independence and personal responsibility. Mastery believes a positive school community – based on genuine relationships between teachers and students and rooted in a belief in students' ability to achieve at the highest levels – is the foundation of a successful school.

Intentional School Culture Model

Each Mastery school has a dedicated school culture team that is responsible for ensuring a positive and safe school community. Our schools adopt common rituals such as morning circles, community meetings, and school events that celebrate the school community and the joy of learning. At the same time, we ensure that school rules and values are consistently supported and enforced. Our teachers adopt common school-wide classroom behavior systems so students are held to consistently high expectations. We intentionally create a community that balances structure and student independence so schools feel both orderly and joyful. College banners and hallways full of student work send the message that students are expected to achieve at the highest levels.

Restorative Practices

Our school disciplinary system is organized around *Restorative Practices*, an approach that supports students in taking personal responsibility for their wrongdoing and repairing any negative impact their actions caused to relationships within the school community. Our approach blends emotional support systems, leadership opportunities, restorative consequences, traditional consequences, and well-defined expectations and limits. Our goal is to establish clear boundaries for behavior while building students personal effectiveness and reinforcing the value of relationships and the school community.

Mindset & Social-Emotional Programming

Mastery intentionally develops grit and resilience in students by fostering a “success through hard work” culture. Teachers develop students’ “growth mindset”, encouraging them to persevere through difficult work and providing them opportunities to lead. We believe social-emotional skills can be explicitly taught and nurtured. At the elementary level, social emotional skills curricula is integrated into the regular school day. At the middle and high school level, students take social emotional courses focused on decision skills, conflict resolution, and emotional self-management. The capstone to the program is a required 18-week workplace-based internship for all 10th grade students.

Cultural Context & Professional Learning Communities

We believe that culture, race, and identity strongly influence how we teach, how students learn, and how the school community interacts; we also believe the cultural backgrounds of our students and families are a source of strength and opportunity. Consequently, Mastery has initiated a comprehensive training program to develop staff’s ability to be aware of – and responsive to -- cultural, racial and individual identities. We believe candid conversations about race and bias create a healthier and more effective school community.

All school-based staff members participate in professional learning communities (PLCs) once every three weeks. These peer-led, small groups are designed to facilitate thoughtful reflection about teaching and the way in which staff members’ individual experiences and background affect their work. The ultimate goal of the PLCs is to positively influence staff members’ interactions with one another and their students.

3. Assessment & Data

Mastery has built a comprehensive data tracking and reporting system that enables staff to focus on the areas of greatest student need and drive results.

Benchmark Assessments

Common-core aligned benchmark assessments form the foundation of our data system. Students take the assessments in all primary subjects at the end of each nine-week report period. These benchmarks assess the skills and knowledge students are expected to master in a given report period.

Mastery Value-Added System

To pinpoint student growth and areas of need, we have also built a sophisticated “Mastery Value Added System” (MVAS) that considers students’ previous performance trajectory to determine the value-added -- the change in students’ growth in each new assessment period relative to their previous growth trajectory. This system enables us to efficiently and accurately identify students whose progress is lagging as well as teachers who are exceptionally effective or require additional support.

Data-Informed Decisions

Mastery teachers use the benchmark and MVAS data to inform individualized student support and differentiation. A professional development day at the conclusion of each report period provides teachers the time to review data and develop plans for re-teaching and reassessment. At this time school leaders also review a streamlined data dashboard of academic and behavior data and develop intervention plans. New goals are set for the upcoming report period and the cycle begins again.

4. Student Support Systems

To ensure all students succeed, Mastery has developed a comprehensive safety net to support students in overcoming their academic and emotional challenges.

Response to Instruction & Intervention

Our data systems enable us to identify students who are not responding to classroom differentiation and require more assertive interventions. All Mastery schools have a Response To Intervention & Instruction (RTII) period built into the regular school day. During this period, students in need of additional support participate in small groups where they receive individually targeted reading and math interventions. We use a limited set of research-based interventions and align staff training and support to ensure effectiveness.

Emotional Support & Trauma Informed Care

Mastery’s schools are located in some of Philadelphia’s most impoverished neighborhoods. According to the Adverse Childhood Experience (ACE) study (a survey of exposure to trauma events such as death of a family member, violence, and sexual abuse) our students are exposed to trauma at a four to eight times greater rate than the general population. Such exposure correlates with difficulty regulating emotions, inability to concentrate, and depression. To support our students, Mastery trains staff on trauma informed approaches and contracts with trauma- trained therapists. At the secondary level, students in need participate in support groups based around Dialectical Behavior Therapy (DBT), a research-based emotional skills curriculum. Finally, Mastery contracts with an outside provider to provide an off-campus intensive therapeutic program for students who are unable to thrive in a regular school setting.

Mastery 3.0- Vision & Principles

Vision:

Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for post-secondary success

Principles:**1. Pitch High**

We believe our students are brilliant and capable of rigorous work. Instruction is based on materials and concepts that require students to stretch.

2. Think & Do

Mastery instruction requires students to think and carry the cognitive load. Learning is active, enabling students to construct meaning and develop deep understanding of difficult and engaging material.

3. Joy!

Our schools are joyful places. Students shine because they experience wonder, express themselves, and feel connected to their school community. Student learning is joyful and engaging, student centered and authentic.

4. Cultural Context

We believe that culture, race, and identity strongly influence how we teach, students learn, and the school community interacts. We believe the cultures of our students and families are a source of strength and opportunity. Staff are aware and responsive to culture and individual identities, and so are better equipped to connect with and engage our students.

5. Preparation

Intellectual preparation, planning, & practice drives quality instruction. Teachers develop an in-depth understanding of lesson content and the nuances of lesson delivery. We allocate time and provide structure for teachers to collaboratively learn content, rehearse, and plan.

6. Leaders Proactively Impact Instruction

We believe the role of school leaders is to work directly with teachers on planning and instruction. Leaders are curricular experts and content knowledgeable. Leaders support instruction in real time.

7. Build Mindset

School culture, discipline, SEL programming, and support systems are designed to teach students to act responsibly and make good decisions. We balance structure and independence. We intentionally create community and provide opportunities for students to lead.

8. Responsive & Individualized

Teachers meet individual student's needs by constantly gathering qualitative and quantitative data about student learning and use that data to inform and individualize instruction.

Principal

Morning Logistics Daily staffing, facilities issues, schedule adjustments, etc... <i>Daily 30m</i>
Arrival Principal confirms smooth entrance; parent engagement. Principal not locked into post. <i>Daily 30m</i>
Morning Walk-Through/Observation Quick check, greetings, observations. <i>Daily 30m</i>
Office Hours Parents, community, teachers... <i>Daily 30m</i>
Dismissal Principal confirms smooth exit; parent engagement. Principal not locked into post. <i>Daily 30m</i>
PD
Leadership Huddle Updates, coordination, alignment, requests for add'l support and meetings. <i>Daily, 15m</i>
Leadership Meeting Leadership development, team problem solving, initiative coordination <i>Weekly, 75m</i>
Strategy Meeting Review progress towards goals and strategize. <i>Triweekly, 90m</i>
AP Coaching Active shadowing, practice and norming. <i>API- twice-weekly 60m; APSS, APSC, APO- weekly 60m</i>
AP Check In Review of performance, coaching reflections, problem solving. <i>Weekly 30m</i>
Coordinator Check-ins Check ins with non-AP direct reports (social worker ,AD, internship coordinator, college advisor, Parent Assoc liason, EC coordinator, etc...) <i>Biweekly 30m</i>
Walk-Through/Observation Quality check (culture systems, facility, instruction) utilizing rubrics and targeted areas. Conducting observations. <i>5-12 potential events weekly (including morning walkthrough)</i>
Principal PD Committed time out of building for development. Principal collaboration, central PD, excellent school visits, etc... <i>Triweekly 5-7 hrs</i>
Weekly Planning Scheduling big rocks and preparation time for big rocks <i>Weekly 45m</i>
Weekly Principal Call
RSO Check in and Walk Thru

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
7:15	Morning Logistics					Morning Logistics					Morning Logistics				
7:30	Morning Logistics					Morning Logistics					Morning Logistics				
7:45	Morning Logistics					Morning Logistics					Morning Logistics				
8:00	Arrival					Arrival					Arrival				
8:15	Morning Walk-Through-Observation					Morning Walk-Through-Observation					Office Hours				
8:30	Morning Walk-Through-Observation					Morning Walk-Through-Observation					Office Hours				
8:45	Morning Walk-Through-Observation					Morning Walk-Through-Observation					Office Hours				
9:00	Office Hours					Office Hours					Morning Walk-Through-Observation				
9:15	API:TL Coaching	APSC Check in	†	API: Check in	Walk Thru-Obs	APSS Coaching	APSC Check in	Walk Thru-Obs	API: Check in	APSC Coaching	APSC Check in	Coordinator Check-Ins	API: Check in		
9:30	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
9:45	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
10:00	†	Walk Thru-Obs	†	Leadership Meeting	†	†	Walk Thru-Obs	†	Leadership Meeting	†	†	Walk Thru-Obs	†	†	†
10:15	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
10:30	†	Leadership Huddle	†	Leadership Meeting	†	†	Leadership Huddle	†	Leadership Meeting	†	†	Leadership Huddle	†	†	†
10:45	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
11:00	APO †:†	API:TL Coaching	†	†	†	APO Check in	†	†	†	†	APO Check in	†	†	†	†
11:15	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
11:30	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
11:45	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
12:00	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
12:15	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
12:30	Walk Thru-Obs	†	†	†	†	†	†	†	†	†	†	†	†	†	†
12:45	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
1:00	APSS Check in	†	†	†	†	†	†	†	†	†	†	†	†	†	†
1:15	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
1:30	API:TL Coaching	Coordinator Check-Ins	Dismissal	APSC Coaching	Walk Thru-Obs	APSS Check in	API:TL Coaching	Dismissal	†	†	†	†	†	†	†
1:45	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
2:00	†	Walk Thru-Obs	†	†	†	†	†	†	†	†	†	†	†	†	†
2:15	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
2:30	Walk Thru-Obs	†	†	†	†	†	†	†	†	†	†	†	†	†	†
2:45	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
3:00	†	API: Check in	†	†	†	†	†	†	†	†	†	†	†	†	†
3:15	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
3:30	Dismissal	†	†	Dismissal	†	Dismissal	†	†	Dismissal	†	Dismissal	†	†	Dismissal	†
3:45	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
4:00	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
4:15	†	†	Weekly Principal Call	Weekly Planning	†	†	†	Weekly Principal Call	Weekly Planning	†	†	†	†	Weekly Principal Call	Weekly Planning
4:30	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
	2.75	3	2.75	2.5	3.75	3	2.75	1.5	3	4.25	2.75	2.75	2	2	
	28.2%	30.8%	30.3%	25.6%	38.5%	30.8%	28.2%	15.4%	30.8%	43.6%	28.2%	28.2%	20.5%	20.5%	

Principal PD

Preparation prepare for meetings, coaching sessions, check-ins, PD, etc...	Talent Hiring	HR/Finance/Recruitment Mtgs
Performance Reviews Mid year and End of Year reviews preparation and meetings, PIP management.	After School and EC Support	Staff Morale and Teacher Engagement
Data Reviews	Scheduling	Student Engagement
Parent/Community Engagement	Discipline/Expulsion Hearings	Special Education Support

Student Admission Information

Outreach/Recruitment

- **Website Information**

All information regarding the application process (including forms, timelines, and a place for online application) are placed on the “Apply” section of the www.masterycharter.org website.

Application

- **Common Application Usage**

The Philadelphia Charter School Common Application has been adopted and used at all Mastery sites as the singular form of application to the schools. The forms available at Mastery sites have been slightly modified to include a question of the student’s current grade level, to avoid lottery/placement confusion.

- **Promotion/Access**

Paper forms are available on the Mastery website, as well as at all Mastery sites, as well as at any charter school involved in the Common Application (list on pg. 2 of the application). Paper applications could be submitted only for a single Mastery site per application, but could be returned to any Mastery location (via mail, fax, scan, or drop-off). Applications can also be submitted on the Mastery website.

- **Application Process**

The online application portal collects all critical information for the lottery (student basic demographic information, grade level/age, family contact information, sibling information, school interest, etc.) through the Wufoo web portal. Families applying online submit all information directly into the portal and certify their understanding and accuracy via e-signature. For paper applications, following submission to the school, the form is entered by a school staff member (typically the Administrative Assistant) into the web portal, so that all applications are in a singular location. Applications are downloaded from Wufoo by the Network Director of School Operations (NDSO) and sent directly to Assistant Principals of Operations (APO) at each site to create their own lottery list of applicants (per grade, based on charter guidelines). Applications received post-lottery follow the same process, with applications received by APOs from the NDSO being added in receipt order to appropriate waitlists.

Lottery

- The lottery is led by the Assistant Principal of Operations at the school. The lottery is open to the public and advertised on our website. The lottery is run in grade order, from youngest to oldest. Each group will have a lottery run for it by running their lottery numbers through a random number generator (located at Random.Org). Students up to the number of spaces available (spaces are available based on the number of spots totally available less the number of re-enrolling students for that grade) are

MASTERY CHARTER SCHOOLS ADMISSIONS & ENROLLMENT POLICIES

accepted to the school; the remaining students are then assigned their waitlist priority based on their new position on the list following acceptances. Following the lottery, a group of employed and non-employed witnesses will sign to verify the lottery took place/is run appropriately.

- **Lottery Results**

Lottery results are retained for any issues/future reviews in a digital PDF format.

Post-Lottery

- **Lottery Notification Process**

Following the lottery, families are notified either of their acceptance to the school or their placement on the waitlist via a letter mailed home. For accepted students, the letter is also mailed with an Enrollment Packet for completion and return by the family. This notification takes place within one week of the lottery.

- **Enrollment Process**

Students who are accepted via the lottery are mailed home their letter and Enrollment Packet, which is a ten-page document of essential information for their start of school. Only certain documents are fully required for a student to retain a space/attend a Mastery school (Charter School Student Enrollment Notification Form, Home Language Survey, Act 26 statement, Proof of Residency, Proof of child's birth/age, current immunization records, and special education records as applicable); other pieces of information are requested, however, to better serve students upon joining the school community. These documents are required to hold a space in the school- if after at least three points of documented contact the family is non-responsive/unwilling to complete the paperwork required, their space may be given to the next student on the waitlist.

- **Waitlist Protocol**

The waitlist at each school is kept per grade. When a student is needed in a grade, the next student on the list is reached out to via phone call or letter to offer the space. If the student declines, or is non-responsive after three points of documented contact, the space may be offered to the next student on the waitlist. Students applying after the lottery are added to the appropriate waitlist in the order that they applied.

Other Application/Enrollment Details

- It is the policy of Mastery Charter School to not discriminate on the basis of race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability in providing educational services, activities and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964 as amended/ Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended/ the Age Discrimination Act of 1975, as amended/ and Title II of the Americans with Disabilities Act. Mastery Charter School take steps to ensure that the lack of English language skills not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Executive Schools Officer, Jeffrey Pestrak, at 5700 Wayne Avenue Philadelphia, PA 19144, [REDACTED]

MASTERY CHARTER SCHOOLS ADMISSIONS & ENROLLMENT POLICIES

- Parents who need translation services should contact the school. The school will work with all families to make accommodations for translators and documents in alternative languages to the extent practicable.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

Mastery Charter School Network (Mastery Charter High School as lead applicant) is requesting funding to defray the cost opening 12 new schools between 2010-2015. 80% or more of grant resources have been budgeted to go directly to start -up expenses at individual charter schools, with between 12-20% per year allocated to building growth capacity to support new schools at the central office (Network Support Team) over the next five years.

For the purposes of opening new schools and significantly expanding existing schools we are including a planning year and two operational years of CSP funding for each new school we open in the next five years. The one exception is our new school opening Fall 2015 will be eligible for only years of CSP funding for implementation. This funding is for a total of 12 schools and 6,800 students with a variable level of funding in each year based on the Mastery five-year fiscal plan for supporting new schools. This plan for how dollars are to be allocated by initiative in each year at each school are included on page 7 of this attachment. There it is evident how we request fewer dollars in the final year of the grant for each school as we move toward sustainability in year three of each school's operation. The financial model shows that we are adding new schools each year and phasing schools out of the grant in subsequent years. For example, the two schools under CSP that open in Fall 2016 will no longer receive any CSP dollars in Fall 2018 and will be fully sustainable at that point in time at Mastery. A narrative of our spending plan under the grant is detailed as follows:

SITE BASED- PERSONNEL (ON LOCAL SCHOOL BUDGETS)

Apprentice School Leaders (ASLs): These school-based positions are key to our expansion plan in building leadership teams for new schools in the year prior to opening. A significant portion of funds over the five year grant period is dedicated to supporting the ASL program over the next five years. ASLs for schools in planning years are placed at other Mastery schools to learn our

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

model so they can serve on a founding team the following year. In addition, some ASLs in out years of the grant will be placed at CSP schools in years 2-4 of the grant where they will both train for a new school the following year and provide capacity support in other CSP schools in their ASL year. These dollars will fully fund our gap for the following ASL positions in years 1-5, with the remaining ASL positions being funded at the school level through other fundraising during the five year terms:

Year 1: 8 ASLs, 3 grant funded

Years 2-4: 12 ASLs, 5 grant funded each year

Year 5: 6 ASLs, 4 grant funded

All ASLs will be full-time site, based employees. We are requesting [REDACTED] in CSP grant funding over five years to support this effort.

Instructional/Content Coaches: We are requesting funding for new Instructional/Content Coaches to serve in site-based roles at CSP schools for the duration of the grant. While our current professional development system is incredibly strong, we need additional skilled trainers at the school level to focus solely on helping our new teachers improve their practice and increase their content knowledge so they can improve their students' achievement at the pace expected by Mastery under the grant. We are requesting [REDACTED] in grant funds to support salaries for two full time equivalent Instructional/Content Coaches over the five year grant period.

Regional Schools Officer (RSO)(1FTE): The RSO is responsible for supporting each new school's leadership team to ensure they meet student achievement goals. RSO salaries are split by the schools they serve and their time is dedicated 100% to providing on site coaching and leadership support to principals and their teams. The RSO ensures the effective implementation

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

of Mastery's academic and management model and schools' fidelity to Mastery's values and mission. The RSO for new schools will be a member of the Mastery organization's senior leadership team and as such is engaged in the overall strategy of Mastery Charter Schools. Expansion site Principals will report directly to the RSO. We are requesting [REDACTED] in CSP grant funding over five years to support this position.

Family Engagement & Community Outreach Managers (.3FTE per site): Family & Community Outreach Managers will be hired to build relationships with parents, develop external partnerships to meet parent and community needs, support enrollment of new schools during the early phase, create momentum for the approval of new Mastery schools, facilitate family trainings to support student achievement, serve as an effective member of the school's leadership team, and help build a base of parent leadership at each school. We are requesting [REDACTED] over the five year grant period to fund this role at each new school. The staffing model will include 1 FTE in year one for implementation of our first school and planning phase in the two 2016 openings. After that, we will have .33 of a FEC Manager per new school in either planning or implementation phase. Managers will share up to three schools and some schools will choose to increase time by using operating funds to expand the role. The grant supports 1FTE in year 1, 2 FTEs in year 2, 3 FTEs in years 3-4 and 2 FTEs in year 5.

CMO PERSONNEL ***We do not exceed the 20% cap by CSP Grants for support for initial operational costs associated with the expansion or improvement of our oversight or management of new and/or expanded charter schools under this grant. CMO costs for expansion are included in this Personnel section and under contracts for External Evaluation.*

Project Director(.5 FTE): This Network Support Team position will serve 50% time on the CSP grant in years 1-4 of the grant and 40% time in year 5 of the portion of this salary not paid by

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

CSP will be provided by Mastery operating funds. The PD will be responsible for overall leadership of the grant, all reporting to the Department of Education, and oversight for the implementation of charter expansion in conjunction with the CEO at Mastery and achievement of all project objectives. The PD's qualifications are included in Section D5 of the grant narrative and her resume is included in Appendix B. We are requesting [REDACTED] in CSP grant funding over five years to support this position.

Recruitment Manager (1FTE): The Recruitment Manager will lead the staff hiring process at all new schools including resume screening, interviewing, and scheduling. The Recruitment Manager will also be responsible for managing applications throughout the duration of the hiring and grant cycle. We are requesting [REDACTED] in CSP funds to support this position 100% in years 1-4 and 50% in year 5 as we close out hiring activity under the grant.

Special Education Achievement Gap (SEAG) Director (1FTE): The SEAG is an entirely new function being created under CSP to have a laser focus on student achievement over time for our special needs program. S/he will be a part of the Specialized Services team at the NST and will ensure that all special education students, across all schools, produce breakthrough academic results. The SEAG Director is responsible for the development, implementation, and assessment of all specialized services for new schools including special education services and academic interventions/RTII. We are requesting [REDACTED] in CSP grant dollars to support this position 50% time in year 1 as we ramp up activity under the grant and seek to post and hire for this new role, 100% in years 2-4, and 50% time in year five as we wind down on grant funding.

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

FRINGE BENEFITS

Mastery has a 32% fringe rate applied to all full time salaries of staff. The CSP grant will cover [REDACTED] in fringe costs for all staff listed under personnel above and in the attached line item budget over the five-year grant period.

EQUIPMENT

We have not requested any funding for equipment under CSP.

SUPPLIES

Mastery is requesting **\$1,980,000 (approximately \$165,000 per school in its planning year or first year in the grant)** for new instructional materials and technology needed to defray opening costs at each new school. These expenses include new books, testing materials, classroom furniture, instructional software, classroom technology, etc. As shown in the five year plan, typical new schools need \$1,750 in start- up costs alone outside of additional staffing or facilities costs. Mastery spends approximately \$1,000,000 per new school for start -up costs and we are only asking for a fractional cost of that burden from the CSP grant.

CONTRACTUAL

Mastery is requesting **\$405,000** over the five year grant period to support external evaluation and validation of our project under the Charter Schools Program for Replication and Expansion. We will seek a qualified evaluator via a competitive RFP process that follows federal contracting requirements.

CONSTRUCTION

We have not requested funding for construction under CSP.

TRAVEL

MASTERY CHARTER SCHOOLS CHARTER SCHOOLS PROGRAM BUDGET NARRATIVE

Mastery is requesting **\$10,000** (\$2,000 each year) over the five year grant period to send two staff to the required Annual Project Director's meeting. These funds will be used to cover the costs of lodging, meals, and transportation.

OTHER

Indirect Costs: Mastery Charter School has an approved indirect cost rate of 8%. The five year indirect rate based on the 8% factor is **\$710,168**. Evidence of our cost rate approval is included in Appendix G.

TOTAL DIRECT COSTS

The total direct costs requested from the Department of Education to support the Mastery Charter Schools CSP proposal are **\$8,877,098**.

TOTAL COST OF THE PROJECT:

The total cost of the CSP grant project is \$9,587, 266, or approximately \$1,409 per child over the life of the grant.

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
Number of New Schools	1	2	3	3	3	12
Total Number of Schools	1	3	6	9	12	N/A
Active schools by year (plan/implement)	3	6	8	9	6	
CMO PERSONNEL and Contracts \$ as						
% of total						
PERSONNEL						
NST BASED						
Project Director (.5 FTE)						
Recruitment Manager (1FTE)						
Special Education Achievement Gap Director (1 FTE)						
SITE BASED/DEDICATED						
Apprentice School Leaders						
Instructional & Content Coaches/PD Developers (2 FTE)						
Regional School Officer (1FTE)						
Family Engagement & Outreach Managers (.33 FTE per site)						
FRINGE BENEFITS						
Full Time Salaries (@ 32%)						
SUPPLIES						
Instructional Materials (books, testing materials, classroom furniture, software, classroom technology, etc.)	495,000	495,000	495,000	495,000		1,980,000
CONTRACTS						
External Evaluator (Data Analytics, Eval, and Tool Development) - part of CMO 20%	45,000	100,000	110,000	110,000	40,000	405,000
TRAVEL						
Annual Project Director's Mtg. (2 Staff: hotel, meals, transportation)	2,000	2,000	2,000	2,000	2,000	10,000
INDIRECT						
Indirect @ 8%	122,349	156,528	167,050	169,216	95,026	710,168
TOTALS						

Mastery Charter Five Year Expansion Plan

	Yr 1 CSP	Yr 2 CSP	Yr 3 CSP	Yr 4 CSP	Yr 5 CSP	TOTAL
	FY 16	FY17	FY 18	FY 19	FY 20	
# of new schools	1	2	3	3	3	12
Total # of charter schools	16	18	21	24	27	
Students in existing charter schools	10,100	10,850	11,950	13,600	15,250	
New charter students (PA, NJ, DE, DC)	750	1,100	1,650	1,650	1,650	6,800 550 students per
Total # of students	10,850	11,950	13,600	15,250	16,900	

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
Central Office (CO) Net Loss						
Local School Revenues	\$ 119,350,000	\$ 131,450,000	\$ 149,600,000	\$ 167,750,000	\$ 185,900,000	\$ 754,050,000 \$11,000 per chi
CO Revenues	\$ 10,144,750	\$ 11,173,250	\$ 12,716,000	\$ 14,258,750	\$ 15,801,500	\$ 64,094,250 8.5% CO servic
CO Expenses	\$ (16,700,000)	\$ (16,000,000)	\$ (16,500,000)	\$ (16,300,000)	\$ (16,400,000)	\$ (81,900,000)
CO Loss	\$ (6,555,250)	\$ (4,826,750)	\$ (3,784,000)	\$ (2,041,250)	\$ (598,500)	\$ (17,805,750)

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
Site Based Expansion Costs						
Apprentice School Leaders	\$ [REDACTED]	\$ [REDACTED] 4 ASLs per new				
New School Start-up Costs	\$ (1,312,500)	\$ (1,925,000)	\$ (2,887,500)	\$ (2,887,500)	\$ (2,887,500)	\$ (11,900,000) \$1,750 per new
New School Facilities Improvements	\$ (1,000,000)	\$ (2,000,000)	\$ (3,000,000)	\$ (3,000,000)	\$ (3,000,000)	\$ (12,000,000) \$Imm per new
Total Site Based Expansion Costs	\$ (2,952,500)	\$ (4,885,000)	\$ (6,871,500)	\$ (6,883,500)	\$ (6,391,500)	\$ (27,984,000)

TOTAL EXPANSION FUNDING NEEDED [REDACTED]

	FY 16	FY17	FY 18	FY 19	FY 20	TOTAL
Existing Pledges						
William Penn Foundation	\$ 810,000	\$ 360,000				\$ 1,170,000
PSP	\$ 1,500,000					\$ 1,500,000
B. Lenfest	\$ 1,350,000	\$ 1,350,000				\$ 2,700,000
G. Lenfest	\$ 1,400,000	\$ 250,000				\$ 1,650,000
Charter School Growth Fund	\$ 350,000	\$ 150,000				\$ 500,000
Anonymous Donor	\$ 1,000,000					\$ 1,000,000
TOTAL EXISTING PLEDGES	\$ 6,410,000	\$ 2,110,000	\$ -	\$ -	\$ -	\$ 8,520,000

FUNDS STILL NEEDED FOR EXPANSION \$ (3,097,750) \$ (7,601,750) \$ (10,655,500) \$ (8,924,750) \$ (6,990,000) \$ (37,269,750)

CSP GRANT FUNDING IF AWARDED \$ 1,651,709 \$ 2,113,128 \$ 2,255,169 \$ 2,284,410 \$ 1,282,850 \$ 9,587,266

REMAINING NEED AFTER CSP AWARD \$ (1,446,041) \$ (5,488,622) \$ (8,400,331) \$ (6,640,340) \$ (5,707,150) \$ (27,682,484)

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Courtney		Collins-Shapiro	

Address:

Street1:	5700 Wayne Avenue
Street2:	
City:	Philadelphia
County:	
State:	PA: Pennsylvania
Zip Code:	19144
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

--

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Mastery Charter High School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	10,000.00
4. Equipment	0.00	0.00				0.00
5. Supplies	495,000.00	495,000.00	495,000.00	495,000.00		1,980,000.00
6. Contractual	45,000.00	100,000.00	110,000.00	110,000.00	40,000.00	405,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*	122,349.00	156,528.00	167,050.00	169,216.00	95,026.00	710,169.00
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Mastery Charter High School	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)