
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Friday, November 04, 2011)

Entity: Hardy Williams Academy CS
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Philadelphia, PA 19143
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Hardy Williams Academy CS

Date of Local Chartering School Board/PDE Approval: Original 9/1/1999; Renewed 9/1/2008

Length of Charter: 5 Years **Opening Date:** 9/1/1999

Grade Level: K-8 **Hours of Operation:** 7:45-3:30

Percentage of Certified Staff: 89.3% **Total Instructional Staff:** 56

Student/Teacher Ratio: 14:1 **Student Waiting List:** 68

Attendance Rate/Percentage: 95%

Summary Data Part II

Enrollment: 816 **Per Pupil Subsidy:** \$8,773 Regular / \$19,423 Special Ed.

Student Profile

American Indian/Alaskan Native:	0.0%
Asian/Pacific Islander:	0.4%
Black (Non-Hispanic):	98.2%
Hispanic:	0.6%
White (Non-Hispanic):	0.1%
Multicultural:	0.7%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
65.1%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 85

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	183	183	183	0	N/A
Instructional Hours	0	0	1070	1070	1070	0	N/A

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Hardy Williams Academy Charter School was founded in 1999 and located at 1712 S 56th St in the Southwest area of Philadelphia. We serve students in grades K-8, a yearly average of 815 children from the local neighboring Philadelphia areas including but not limited to Delaware County. Hardy Williams Academy is a Title 1 funded school serving a 98.51% African American, .5% Asian/Pacific Islander, .25% Hispanic and .74% Multicultural population, the majority of whom are at risk of school failure.

The Hardy Williams Academy Charter School was founded on the simple convictions that a first-rate education is the birthright of every individual, that all children can learn, and that every child should be challenged to reach his or her full potential. The school became a part of Mastery Charter Schools in March 2011 in an effort to achieve our founding principles. The Mastery mission is 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.

Mission

All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams.

Vision

Our vision is for all students who enroll in Mastery Charter to graduate from college. To fulfill this vision our goals are:

- 85% of students score proficient or advanced on the PSSA by 8th and 11th grades
- Our students score at or above the national average on the SAT
- At least 85% of our graduates to enroll in post-secondary education -- a two or four year degree program or technical training

Shared Values

We believe that all young people, especially those who have been traditionally underserved by schools, have the right and the ability to learn what they need to succeed in the world. Our job is to enable urban students to gain the skills they need so that they have the freedom to pursue their individual dreams. We believe the standards required for success in the world are fixed. Students either meet employer expectations and higher education standards or they don't. There is no in-between. Thus the Mastery motto: Excellence. No Excuses.

MASTERY VALUES

1. Student Achievement -- Above All

Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success.

2. We Serve

We serve students and their families first. Our business is their success.

3. The High Road

We do the right thing. We are fair and treat folks with respect.

4. Grit

Our students' futures are at stake — we don't give up. We do more with less. If it doesn't work, we fix it. We find a way.

5. Joy and Humor

Our positive, caring culture supports student and staff success. We like fun. We love to laugh.

6. Straight Talk

We face reality, communicate honestly and respectfully, and hold each other accountable.

7. Open Doors

Everybody is welcome to talk to anybody. We are open and transparent.

8. Continuous Improvement

We seek a better way -- always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis.

9. One Team

We are in this together. We may disagree, but at the end of the day, we support each other 100%

Academic Standards

STANDARDS-BASED DESIGN

Mastery utilizes a rigorous college-prep program built around graduation skills and content standards. These standards are intended to develop the skills and content required to succeed in college and the global economy (as stated in our mission). Our standards are derived from Pennsylvania content standards, workplace readiness, personal management skills standards (SCANS, 1991), and subject-specific best practices (NCTE, NCTM, NSTA). We translate Pennsylvania state standards and Mastery's standards into skill and content standards that serve as the foundation of each of our courses' curriculum.

COMPETENCY-BASED GRADING & PROMOTION

Mastery Charter provides a common general education curriculum with a heavy focus on Reading and Mathematics.

Traditional A thru F grading is not consistent with Mastery's goal of ensuring all students master the skill standards. Instead, Mastery uses a "Mastery" and "Incomplete" system. Students attain mastery by maintaining a 76% or above average -- the level at which we are confident students have mastered the material.

By embedding State standards in our curriculum and competency-based student promotion, we are assured that every student will master the standards outlined under section 4.12 of 22 Pa. Code. Moreover, promotion and grading structure is designed to ensure all students acquire the skills they need, and every student receives the time and support they require.

Strengths and Challenges

HWAMCS is proud of the changes we've made both academically and culturally this year. The school is now a consistent and productive learning environment, where all students are working hard, every day. Our teachers were learning as well. They participated in over 100 hours of professional development around best practices, and implemented the strategies with success in their classrooms. The vast majority of teachers saw increases in their levels of performance throughout the school year. Our attendance and retention goals were met due to the implementation of a consistent system of monitoring and follow-up by the culture team, which was new to the school this year. We hosted multiple parent events and intend to plan for even more next year.

These changes are reflected in our 2012 PSSA scores. We are proud of the growth students made on the PSSA this year in relation to their previous PSSA—each cohort of students scored better in both reading and math than they did last year. We are particularly impressed with our 5th, 6th and 7th grade math PSSA scores, where over 80% of students scored proficient or advanced. In reading, our 6th and 8th grade scores showed dramatic gains in reading proficiency this year.

We see a clear need to support 3rd and 4th grade in reading, and 3rd grade in mathematics. We are pushing reading across grade levels, making guided reading one of our main initiatives for K-6 in the 2012-2013 school year. Our F&P levels for K-2 did not show much growth, so we are also targeting and supporting reading instruction in those grade levels.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Mastery's improvement planning process continues throughout the year and includes all levels of staff. Key steps in the process are:

1. **Establish Goals** Goals are established each summer. This involves:
 - o Updating the goals described in the charter
 - o Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and school leadership team.
2. **Board Approves Goals** Annual goals are reviewed first by the Executive Committee and then adopted by the Board as a whole.
3. **Goals are Discussed with Teachers** Annual goals are discussed and reviewed by the entire teaching staff during the summer orientation in August. Performance metrics are set, action plans are developed, and committees are organized as needed. When appropriate, goals may be modified after teacher input.
4. **Incremental Progress Reviews Every Six Weeks** Every six weeks a professional development day is held to review benchmark test results, grade data, and analyze other pertinent information. The school leadership meets one-on-one with teachers, in subject teams, and as a school staff. Trends and issues are discussed and problem-solved.
5. **Semester Data Review** Course grade data, test score results, discipline records, and student withdrawal data are reviewed during the semester break by leadership and staff. Patterns and areas of concern are highlighted and solutions proposed. Standardized test score data are analyzed in the late spring when test results become available.
6. **Whole Staff Review Year End Data and Propose Lessons Learned** The whole staff meets for two days at the end of the school year to review data for the year and discuss lessons learned. Performance versus the metrics is reviewed. Proposals for programmatic

improvements are proposed and discussed. These proposals are developed throughout the summer by leadership and staff.

This continuous improvement process enables Mastery Charter to identify patterns as they emerge. Weak areas in our program are surfaced during the year and problem-solved in a continuous cycle of goal setting, data collection, and review.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Agatan, Yonca	Mastery Charter Schools	Administrator	CEO
Bellamy, Lisa	HWACS	Administrator	CEO
Elder, Sarah	HWACS	Administrator	CEO
Faizon, Donald	HWACS Parent	Parent	Board of Directors
Gordon, Scott	HWACS - C.E.O.	Administrator	Board of Directors
Lee, Peter	HWACS	Administrator	C.E.O.
Madison, Charlene	HWACS Parent	Parent	Board of Directors
Patron, Michael	HWACS	Administrator	C.E.O.
Pesttrak, Jeffrey	Mastery Charter Schools	Administrator	CEO
Walker, Marlene	HWACS	Special Education Representative	Principal

Goals, Strategies and Activities

**Goal: EMBRACE “OUTREACH”
METHODOLOGIES TO PROVIDE REAL-TIME
COMMUNICATION RESOURCES TO SUPPORT
ALL STAKEHOLDERS AND SCHOOL SAFETY**

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

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

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

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

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

Person Responsible Timeline for Implementation Resources

Lee, Peter	Start: 12/1/2010 Finish: Ongoing	\$18,000.00
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Status: In Progress — Upcoming

Goal: Identifying "At Risk Students"

Description: To identify students who are at risk for failing and to provide supports so that they can be successful.

Strategy: Analysis of Assessment Data

Description: All Administrators, Instructional Staff and Leadership Team Members routinely review assessment data and create relevant action plans.

Activity: Monthly Analysis of Benchmark Data

Description: Monthly Analysis of Benchmark Data

Person Responsible Timeline for Implementation Resources

Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Reviewing Assessment Data

Description: Ongoing Analysis of Standardized Assessment Data

Person Responsible Timeline for Implementation Resources

Bellamy, Lisa	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Mastery Charter Schools Will Support Professional Development Opportunities

Description: Mastery Charter Schools will support professional development opportunities for staff.

Strategy: Ensure training opportunities are routinely available for staff and instructors in order to elevate technology competency and efficiency

Description: Provide hands-on, web-based and alternative training opportunities to elevate general application utilization, functionality and increase productivity through the use of existing productivity applications

Activity: Individualized Teacher Coaching

Description: Teachers are observed frequently and receive feedback as a result of every observation. Struggling teachers and teachers focused on developing additional skills receive individualized ongoing coaching from master teachers and administrators.

Person Responsible	Timeline for Implementation	Resources
Bellamy, Lisa	Start: 10/3/2011 Finish: 10/3/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	50

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hardy Williams Academy- Mastery Charter Schools	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> The Mastery Instructional Standards- Instructional best practices that are expected to be implemented on a daily basis. Classroom Management- Management best practices such as proximity, behavior tracking, token economies, etc... The Mastery Instructional Cycle- How to use assessment data to drive and inform instruction Lesson and Unit Planning- Breaking down long term achievement goals into report 	Aligned to PDE Standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with <u>parents and</u>

period goals and daily lesson goals.

community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)

Follow-up Activities

Evaluation Methods

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- | | |
|---|---|
| <ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data |
|---|---|

- discussions
- Lesson modeling with mentoring
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: Teacher Orientation

Description:

- The Mastery Instructional Standards- Instructional best practices that are expected to be implemented on a daily basis.
- Classroom Management- Management best practices such as proximity, behavior tracking, token economies, etc...
- The Mastery Instructional Cycle- How to use assessment data to drive and inform instruction
- Lesson and Unit Planning- Breaking down long term achievement goals into report period goals and daily lesson goals. - Differentiation and support of student sub groups including ELL, special education, etc.

Person Responsible	Timeline for Implementation	Resources
Hall, Christopher	Start: 10/3/2011 Finish: 10/3/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
42.00	1	50

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hardy Williams Academy-Mastery Charter Schools	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
• The Mastery Instructional	Aligned to PDE	<i>For classroom teachers, school</i>

Standards- Instructional best practices that are expected to be implemented on a daily basis. • Classroom Management- Management best practices such as proximity, behavior tracking, token economies, etc... • The Mastery Instructional Cycle- How to use assessment data to drive and inform instruction • Lesson and Unit Planning- Breaking down long term achievement goals into report period goals and daily lesson goals. - Differentiation and support of student sub groups including ELL, special education, etc.

Standards.

counselors and education specialists:

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

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

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities

Evaluation Methods

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

Activity: Team Meetings

Description: Team Meetings occur during the academic day and during Wednesday professional

development time. The topics are focused on instruction that is relevant to the subject matter taught by the team. Topics may focus on a particular standard or instructional issue.

Person Responsible	Timeline for Implementation	Resources
Hall, Christopher	Start: 10/3/2011 Finish: 10/3/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	36	50
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Hardy Williams Academy-Mastery Charter Schools	<ul style="list-style-type: none"> School Entity 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<p>Topics may focus on a particular standard or instructional issue. Example topics:</p> <ul style="list-style-type: none"> Making inferences Calculator use in the classroom Using Algeblocks Teaching embedded vocabulary 	Aligned to PDE Standards.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and</u>
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community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)

Follow-up Activities

Evaluation Methods

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

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Status: In Progress — Upcoming

Activity: Weekly Professional Development

Description: Weekly professional development occurs every Wednesday for 2 hours.

Person Responsible	Timeline for Implementation	Resources
Hall, Christopher	Start: 10/3/2011 Finish: 10/3/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	36	50

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Hardy Williams Academy-Mastery Charter Schools	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish

- Responding to students in crisis (truancy, behavioral issues, academic failure, etc)
- Writing across the curriculum
- Review of topics covered during teacher orientation

Aligned to PDE Standards.

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3)

- principals
- School counselors
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

Follow-up Activities

Evaluation Methods

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

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

PROGRAM STRUCTURE

Mastery's education model is designed to:

1. Develop an excellent foundation of academic skills and ensure all students master PA standards
2. Develop social-emotional and independent thinking skills

Scaffolded Course Structure: Multiple Entry Points, Single Exit

Mastery's entire academic program is back-mapped to deliver the PA Standards as described in section 4.12 of 22 Pa. Code as well as the academic and personal skills required by colleges and the modern workplace. However, we recognize that students enter Mastery at dramatically varying skill levels — from functionally illiterate to above grade level. To effectively meet students at their incoming skill levels, we differentiate instruction throughout the school day.

Mastery Grading & Promotion

Traditional A thru F grading is not consistent with Mastery's goal of ensuring all students master skills and content. Instead, Mastery uses a "Mastery" and "Incomplete" system. Students "Master" a course by attaining a grade of 76% or above. Anything less is considered "Incomplete" and must be revisited.

ACADEMIC SUPPORT & INTERVENTION

We consistently strive to develop a "success through hard work" ethic in our students. Students are told that they are expected to master all of their classes and that we will do anything necessary to support their success. Many supports and interventions are scheduled after school and on Saturdays.

Students that are identified as having a barrier to their academic success are referred to the Student Assistance Program (SAP) team. The SAP team is responsible for evaluating the issues and identifying supports and services to aid the student in overcoming these barriers.

Thus by embedding State standards in our curriculum and our competency-based student promotion, we are assured that every student will master the standards outlined under section 4.12 of 22 Pa. Code. Moreover, our promotion and grading structure is designed to ensure all students acquire the skills they need, and every student receives the time and support they require.

INSTRUCTION

- ***Standards-Based, Skills-Focused Curriculum & Assessments***

Mastery translates Pennsylvania state standards and the skills and knowledge we believe students require for college into clear and measurable standards. These standards are embedded in course curricula with each course strategically building upon the skills mastered in the previous course.

Each course is sub-divided into six week blocks that cover a specific set of skill standards. The scope and sequence is structured around these standards and lays out which standards students need to master by when.

Mastery adopted this intentional, focused, standards-based approach because it clarifies for teachers and students what skills and content need to be taught and mastered. It enables coherence and consistency across classrooms to support student learning.

- ***Achievement Criteria***

Perhaps the most useful of these assessments are Mastery developed benchmark assessments that are delivered at the end of every six week marking period in core courses. Most major assessments such as unit exams and end of report period benchmarks are centrally developed to ensure consistency in measuring student progress. These benchmarks are intended to be the assessment tie between Mastery's curriculum and Pennsylvania standards. The benchmarks provide a clear measure of what students need to learn. Consequently, teachers use the results of the benchmarks to prioritize and organize their instruction, ensuring that they direct attention where students have need. In addition, reading inventories are conducted routinely throughout the school year in grades K-3.

A full professional development day is dedicated after each benchmark so teachers can meet with the school leadership and colleagues to review their classes' data and develop plans for re-teaching and reassessment.

· ***Mastery Instructional Model***

Mastery instructors are focused on students' mastery of the standards. We teach and support until students learn. To enable the most effective instruction, Mastery has developed an Instructional Model.

At the heart of the Instructional Model are a few simple themes:

- o *Urgency*: Instructors teach with rigor and zest. Time is not wasted.

- o *Objective-Assessment Alignment*: Instructors identify a clear and measurable objective and then assess whether students mastered that objective

- o *Focus*: Instructors target the standards students need to learn. Assessment data is used to determine students' areas of need.

In upper elementary grades, most lesson flows follow Madeline Hunters' Direct Instruction - Guided Practice - Independent Practice format. While there are variations on this format, all instruction at Mastery maintains a tight connection between the standards and the assessment.

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

- *Professional Development*

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

- a) *Planning Time*

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

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

- b) *Instructional Feedback and Support*

Mastery believes that to grow as professionals, we all need frequent, specific, thoughtful feedback. All Mastery teachers receive a minimum of nine informal and formal observations per year. Mastery's Instructional Standards provide a common language and observable data with which to provide constructive feedback and dialogue. The Principal, AP for Instruction and AP for Special Education take responsibility for supervising and supporting the teaching staff. In addition, Master Teachers provide non-supervisory coaching and instructional support. This leadership structure ensures that teacher support receives top priority. Mastery seeks to foster an "open classroom" culture of mutual respect and appreciation between administrative and instructional staff.

- c) *Professional Development*

In August before the school year begins, teachers receive 8-10 days of training and Professional Development focused on Mastery's Instructional Model, curriculum, and

school culture programs. Sessions are delivered by outside providers as well as Mastery's Chief Academic Officer's staff. These sessions continue periodically throughout the year and at the semester break.

d) *Continuing Education Reimbursement*

Mastery encourages staff to continue developing their instructional practice by taking coursework and workshops related to their field. Up to \$1,000 annually is available to all instructional staff to reimburse for educational coursework or certification testing and related expenses. Up to \$400 is available for education related workshops/seminars (and travel to those seminars). The total amount an employee can receive in any one year between coursework and workshop reimbursement is \$1,000.

e) *Peer Visits:*

Throughout the year, teachers conduct peer visits in an effort to share strategies and get feedback.

· ***Social-Emotional Learning***

Given Mastery's mission to prepare all students to compete in the global economy, students' social-emotional skill development is central to our program. Mastery has developed a social-emotional instructional program that fulfills chapter 4 requirements to "promote high levels of student behavioral development, social competency, vocational skill proficiency and academic achievement." Social emotional coursework occurs in all grades.

CURRICULUM MATERIALS

Reading Mastery and Envision Math are our two core curricular components. Texts and curricular materials are reviewed annually.

Rigorous Instructional Program - Attachments

- Induction Plan Approval 08
- A. 1112 Professional Education Plan Approval

English Language Learners

To ensure Mastery is meeting the needs of English language learners, a comprehensive Home Language Survey (HLS) is completed by the parents of incoming students during the registration process. Students answering any question on the HLS with a response of a language other than English are assessed using the W-APT, Pennsylvania's suggest screener to identify the needs of English Language Learners.

Students who are fluent in English and have not been identified as Limited English Proficient from previous schools, but identify a home language other than English on the HLS, will have their records reviewed for the following information to determine individual need:

- Results of previous school's WIDA assessment.
- Final grades of a B or better in the core subject areas;
- Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA
- Scores of Basic in Reading, Writing, and Math on the PSSA

In order to be exempt from the English language proficiency assessment, students must meet two of the above criteria in addition to receiving approval from a teacher familiar with the student's academic performance. While we do not have any identified students requiring ELL supports at this time, we have developed an ELL support program that meets regulatory requirements.

ELL Program Summary

The LEP/ELL Program offers:

- standards-based English instruction as a second language at the appropriate proficiency level,
- content area instruction aligned with the corresponding standards and adapted to meet the needs of the students, and supplemental reading support assessment processes that reflect the standards and instruction.

Students and their parents are afforded the opportunity to meet with the school staff, so parents, with the assistance of an interpreter, can understand Mastery's program. Students are assessed, and an instructional program is developed.

Instruction in ESL includes listening, speaking, reading, and writing at different levels of proficiency: beginning, intermediate, and advanced. Standards will be addressed and objectives developed for ESL classes at all levels depending upon the individual students' levels of language development and proficiency. ESL will replace language-arts and English instruction. The type and amount of standards-based ESL instruction provided to students will depend upon their level of language development and proficiency as determined by an appropriate English language proficiency instrument. However, guidelines for amounts of daily ESL instructional time:

- for non-English-speaking students—2 to 3 hours
- beginner—2 hours
- intermediate—1 to 1½ hours
- advanced—1 hour

English Language Learners - Attachments

- C. 1112 LEP & Immigrant Enroll ACS
- Home Language Survey

Graduation Requirements

The school does not have a 12th grade and does not graduate students.

Special Education

Special Education Services

Hardy Williams Academy Mastery Charter School (HWAMCS), 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.

The IEP team ensures that the program and placement of the child, as described in the IEP, is calculated to ensure meaningful educational benefit to the student in accordance with IDEIA 2004. Special education services are provided according to the educational needs of the child, not the category of disability. Types of service that are currently available onsite at Hardy Williams Academy Mastery Charter School, depending upon the child's disability and needs include: learning support; emotional support; blind or visually impaired support; physical support; and autistic support. Other services, such as hearing support could be provided onsite if the IEP team determined this necessary for a student. Hardy Williams Academy 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 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.

Students requiring remediation in particular subject areas using research based small group interventions have this service provided to them by special education teachers. Academic interventions available to students at Hardy Williams Academy Mastery Charter School include, but are not limited to the following research based programs: Wilson Language Foundations, Corrective Reading, Do the Math, Touch Math, Rewards, Handwriting Without Tears, and Language!. Related services are designed to enable the child to participate in or access his or her program of special education. Any related services needed, as determined by the IEP team will be provided to the student. Currently at HWAMCS students require and receive speech and language therapy, transportation, occupational therapy, school nursing services, social worker support, counseling, and one-to-one support.

Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations. During extended school year services, students receive appropriate programming to meet their needs

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, students receive transition services including but not limited to support in determining strengths and interests related to post graduation goals, securing placements for post-secondary education, internship placements, resume building, and instruction on independent living skills when needed.

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Melissa Lundstedt	1	Learning Support	MCS-Hardy Williams	13	N/A
Sue Hohman	1	Learning Support	MCS-Hardy Williams	12	N/A
Tasha Milkman	1	Learning Support	MCS-Hardy Williams	16	N/A
Attiya Toney	1	Learning Support	MCS-Hardy Williams	23	N/A
Megan Fix	1	Learning Support	MCS-Hardy Williams	27	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Camelot Inc.	1	Learning Support	MCS-Hardy Williams	4	N/A
St. Katherine's Day School	1	Life Skills	St. Katherine's Day School	3	N/A
Abington Speech Consultants	0.8	Speech and Language Support	MCS-Hardy Williams	41	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Assistant Principal of Specialized Services	MCS-Hardy Williams	1
Social Worker	MCS-Hardy Williams	1
Counselor	MCS-Hardy Williams	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or	Title/Service	Amount of Time Per
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Individual		Week
CORA	Psychologist	22.5 Hours
Abington Speech	Speech Pathologist	22.5 Hours
Abington Speech	Occupational Therapist	7.5 Hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
4Sight Math and Reading	No	No	No	Yes	Yes	Yes
Fountas & Pinnell	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

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

Student Assessment

A. Evidence of Improved Student Progress

PSSA READING AND MATH PROFICIENCY SCORES

*2012 scores based on preliminary data

Reading PSSA	2011 HWACS	2012* Mastery	Change
	(%prof/adv)	(%prof/adv)	
3 rd Grade	48%	44%	-4%
4 th Grade	46%	51%	+5%
5 th Grade	40%	52%	+12%
6 th Grade	47%	73%	+26%
7 th Grade	50%	52%	+2%
8 th Grade	72%	65%	-7%

Math PSSA	2011 HWACS	2012* Mastery	Change
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	(%prof/adv)	(%prof/adv)	
3 rd Grade	57%	51%	-6
4 th Grade	70%	67%	-3
5 th Grade	40%	86%	+46
6 th Grade	70%	86%	+16
7 th Grade	43%	81%	+38
8 th Grade	56%	65%	+9

PERCENTAGE OF STUDENTS SCORING BELOW BASIC ON PSSA

*2012 scores based on preliminary data

Reading PSSA	2011 HWACS (% BB)	2012* Mastery (% BB)	Change
3 rd Grade	37%	42%	+5
4 th Grade	25%	20%	-5
5 th Grade	22%	24%	+2
6 th Grade	19%	12%	-7
7 th Grade	19%	26%	-7
8 th Grade	8%	13%	+5

Math PSSA	2011 HWACS (% BB)	2012* Mastery (% BB)	Change
3 rd Grade	25%	20%	-5
4 th Grade	15%	22%	+7
5 th Grade	25%	4%	-21
6 th Grade	14%	5%	-9
7 th Grade	29%	8%	-21
8 th Grade	36%	15%	-21

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

1) ACADEMIC ACHIEVEMENT IN READING

DATA: All students made growth this school year. 6th and 8th grade reading scores show that students in those grade levels made significant gains during the school year. 3rd, 4th and 7th grade reading did not reach the percentages of Proficient/Advanced students that we set as a goal for ourselves this year.

GOAL REVISION: In 2012-2013, 60% of students in grades 3-5 and 8 will perform at the proficient or advanced level. In grades 6 and 7, 80% of students will perform at the proficient or advanced level.

IMPROVEMENT PLAN:

- a) Guided Reading-We will provide numerous professional development sessions around guided reading, conduct targeted walkthroughs and give specific feedback to improve guided reading instruction.
- b) Text Study-The text study format is changing for the 2012-2013 school year. Students will now have reading days where they are reading grade level text independently for a sustained period of time to better prepare them for assessments like the PSSA.
- c) 7th and 8th Grade Additional Reading Instruction — We will implement a program that provides students with additional time reading. Students will have 3 additional reading classes per week to increase the amount of time that they spend reading.

2) ACADEMIC ACHIEVEMENT IN Math

DATA: All students made growth in math this year, with all grade levels except 3rd grade meeting the goals we set for student achievement this year. In particular, more than 80% of students in grades 5, 6 and 7 scored Proficient or Advanced on the math PSSA.

GOAL REVISION: In 2012-2013, 65% of 3rd grade students will perform at the proficient or advanced level. In grades 4, 5 and 8, 75% of students will perform at the proficient or advanced level. In grades 6 and 7, 90% of students will perform at the proficient or advanced level.

IMPROVEMENT PLAN:

- a) 3rd grade math instruction-Targeted support provided through coaching and by ASL-Instruction in the upcoming school year.
- b) We will use math lab (2x/week) in middle school to further develop students' conceptual understanding of math. During this time, students will work in groups to solve math problems that require them to use a variety of math skills and strategies.
- c) 7-8 Math Support — New Assistant Principal of Instruction assigned to grades 7-9 will spend more time in classrooms and with teachers than last year.

Impact of Local & Standardized Assessments on Student Progress Plans

All student performance evaluations, in addition to the six-week benchmark assessments, are recorded in Mastery's data system which is available to teachers and administrators. The staff reviews student grades and benchmark assessments every six weeks, in addition to the ongoing assessment that occurs during formative evaluation. Teachers use this data to fine tune instructional and curricular strategies and to identify students in need of extra help. Teachers also meet weekly in subject team/ grade level team meetings where they discuss curricular and student issues and trouble-shoot problems. Additionally, the data has been broken out by teacher and a plan of support has been put into place for those teachers who may be struggling to achieve high levels of proficiency in their classrooms.

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

B. Strategies For At-Risk Students

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

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

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

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

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

Counseling — We use RHD to provide counseling for students in school. RHD provides individual and group counseling to students as needed.

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

Behavioral Health Services-On-site, full-time staff member supporting identified at-risk students with social and emotional issues.

CAPS program — We partner with the Camelot program to provide an intervention, positive-behavior support program for students who displayed a pattern of mental health concerns. In the CAPS program, students still participate in Mastery's rigorous academic program, but also

participate in behavior programs and counseling sessions. Class size is dramatically reduced to approximately 12 students with 2 adults in the classroom.

EVIDENCE OF EFFECTIVENESS

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

Student Assessment - Attachment

- F. 1112 Student Assessment

Teacher Evaluation

Main Features Of Teacher Evaluation Plan

Support for teachers and teacher coaching is essential to our student's success at Mastery. Clear expectations, an articulated instructional model, and frequent classroom observations are major components of Mastery's teacher evaluation system. All teachers receive two days of training on our instructional model and observation rubric at the start of the year and additional workshops in PD sessions throughout the year.

Teachers are evaluated on 35 instructional standards encompassing 4 broad areas:

- Objective Driven Lesson: including using data to inform lesson planning, creating measurable objectives, insisting on high rigor, and assessing student mastery of the objective.
- Instructional Quality: including effective modeling, guided practice and independent practice, checking for understanding, higher order questioning, and effective student engagement.
- Classroom Systems: including classroom procedures, room set-up, effective visuals, student organizational processes and preparation.
- Student Motivation: including lesson pacing, classroom management, student rapport, and classroom presence.

The Leadership Team observes each teacher's classroom — both informal feedback visits and formal evaluations -- a minimum of 8 times annually. All feedback and observations are documented and involve a face-to-face debrief. Mastery uses its teacher observation forms in conjunction with the PDE evaluation 426 Form. After formal evaluations, the teacher and supervisor meet to debrief.

In addition, school leaders meet with each teacher every six weeks to review students' grades and benchmark test data for the teacher's classes. These discussions are focus on the teacher's instructional strategies.

Struggling teachers receive a Professional Improvement Plan to help the teacher improve his/her practice. This Individual Professional Improvement Plan lays out clear goals and benchmarks for the teacher. It further indicates specific training, reading, classroom videotaping, and/or new practices required of the teacher as s/he develops.

Individuals Responsible For Teacher And Staff Evaluation

Lisa Bellamy - Principal - Certified Principal K-12

Sarah Elder - Principal - Enrolled in Principal Certification Program

Marlene Walker - Assistant Principal for Special Education - Certified Principal K-12

Teacher Evaluation - Attachments

- G. 1112 Teacher Handbook
- Teacher Observation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The following changes occurred during the 2011-12 school year:

- During 2011-12, Angela Duckworth resigned from the Board.
- During the middle of 2011-12, the school was divided into and Elementary and a High School in anticipation of adding 9 - 12 grades.
- Sarah Elder was promoted to Principal of the Elementary School
- Lisa Bellamy became Principal of the High School
- Hillary Meserve was promoted to Assistant Principal for Instruction

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Anthony H. Williams	Member
Charles Corpening	Treasurer
Ron Biscardi	Secretary

Stephen Cohn	Member
Brook J. Lenfest	Member
Jordan Meranus	Member
Graham Finney	Member
Michael Major	Member
Judith Tschirgi	Chair

Professional Development (Governance)

New Board members are oriented to the Board's role and responsibilities by Judith Tschirgi, Mastery's Board Chair. Bob O'Donnell, Mastery's legal counsel, attends Mastery's annual meeting and reviews Board governance responsibilities and ethics considerations. The school complies with Sunshine Law requirements by posting our meetings in the Philadelphia Daily News at the beginning of the school year. Finally, the Board approved a resolution stating Mastery's compliance with the Public Officials Act; all members complete the Statement of Financial Interest as required by the Public Officials Act.

Coordination of the Governance and Management of the School

Mastery's CEO Scott Gordon is appointed by the Board and is responsible for the day-to-day operations and management of the school. Mr. Gordon supervises the Principal who is responsible for academic leadership and supervision at the school. Mr. Gordon reports directly to the Board and speaks regularly with Judy Tschirgi, the Board Chair and the Executive Committee of the Board. Key issues - such as the overall business plan, curriculum strategy, standards, annual budget, hire approval, and the school's discipline posture - are discussed and decided at the Board level. The Board has the following committees that meet on an ongoing basis between Board meetings:

- The Executive Committee of the Board meets monthly and is empowered to act in the Board's behalf when Board oversight is required between Board Meetings. The Executive Committee handles outstanding student issues, disciplinary hearings, and parent complaints. The committee also nominates prospective Board members, and conducts the CEO's annual review.
- The Finance Committee of the Board supervises the financial processes and reviews monthly financial statements. The Audit Committee, which is a subcommittee of the Finance Committee, supervises the audit.
- The Development Committee is responsible for coordinating Mastery's fundraising efforts.
- The Strategic Planning Committee advises the Board and CEO on key leadership, organizational and strategic direction issues.
- The Academic Committee provides input oversight of the school's academic program.
- The Community Committee provides input into the schools efforts to engage parents and the larger community.

RELATIONSHIP WITH SCHOOL DISTRICT OF PHILADELPHIA

Mastery enjoys a good working relationship with the School District of Philadelphia (SDP) as our authorizer. Mastery's CEO and key staff have met

with the School Reform Commission and other members of the District leadership on several occasions this year to discuss ways Mastery could effectively work with the School District. Mr. Gordon and speaks regularly with the charter school office and key departments within the District if any issues arise.

We will enter our renewal year with the District in fall 2013 and look forward to the School Performance Index at Hardy Williams increasing sufficiently to merit a request for expansion at this location to provide enough seats for current demand in K-12 at the school.

Coordination of the Governance and Management of the School - Attachments

- H. 1112 Board of Trustees Meeting Schedule
- H. MCS Board meeting schedule 2012.13

Community and Parent Engagement

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

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

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

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Mastery's 2011-12 fundraising activities focused on supporting the start up of the new schools this year. These initiatives were centered on curriculum and program development, staffing enhancements, and facilities renovations. Mastery's operations and growth are supported by the Mastery Charter Schools Foundation, a separate 501c3 organization. Board members and current contributors introduced new prospective donors to Mastery during the school year. School tours were conducted to familiarize prospective donors with the school.

In 2011-12, Hardy Williams Academy Charter School received \$1.5 million in School Improvement Grant funds for Restart and a \$200,000 start up grant from the Walton Family Foundation.

Fiscal Solvency Policies

Mastery defines fiscal solvency as the ability to grow and to sustain itself in the long term and the ability to cover all debts and expenses. Mastery ensures that its programs are sustainable by projecting revenues and expenses at least 5 years into the future. The projections reveal predictable break even dates for all schools. As our schools reach full enrollment, they are able to cover general operating expenses with per pupil revenue from the School District of Philadelphia through the PA Department of Education. Our Board approves projects that support the mission and strategic goals for the year; Mastery raises private funds to cover the costs of these projects and the administrative costs of the management office.

Mastery has a Finance Policy and Procedure Manual. Policies include reserves to prepare for future maintenance issues and reserves to prepare for future required retirement contribution increases. Mastery ultimately ensures solvency by frequent analysis of programmatic and financial model sustainability, by maintaining target levels of cash at each school, and by active monthly analysis of cash required to cover expenses and debts. Mastery does not have any current issues with fiscal solvency or cash flow.

Accounting System

Mastery uses the accrual system of accounting in accordance with Generally Accepted Accounting Principles (GAAP). Mastery records all transactions in its Blackbaud Financial Edge accounting database. Mastery uses the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

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

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

Our audit firm is Clifton Larson Allen. We are audited each year as required. The date of our last complete audit is for the year ending June 30, 2011. Our 2011-12 audit is in progress. The auditor's last opinion was clean. There were no material findings in the audit. We have not been audited by the state. A copy of our last audit is attached. Our audit firm contact info is as follows:

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

Main 215-643-3900, Fax 215-643-4030, www.cliftonlarsonallen.com

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

- J. 1112 Auditor's Annual Report

Citations and follow-up actions for any State Audit Report

Hardy Williams Academy Charter School has never undergone an audit by the State.

SECTION VII. FACILITY RESPONSIBILITIES

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

Mastery did not acquire any major facilities during FY2011-12. Minor renovations were completed over the summer.

Future Facility Plans and Other Capital Needs

The Hardy Williams Campus leases from the Archdiocese the facility at 1712 S. 56th Street, Philadelphia, PA 19143 and intends to continue this agreement in the short-term. Future plans call for a new location to accommodate two schools (K-6 and 7-12). The school is starting high school by adding 9th grade in FY2012-13. The school is in the process of determining the facilities plan for the new school (e.g., create additional classrooms in the existing facilities, get a new building, rent space in another school, etc.)

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Mastery Charter conducted regular monthly fire drills to comply with safety regulations. City License and Inspections examined the building for safety and fire code violations and issued a Certificate of Occupancy, finding no material deficiencies. Mastery filed PDE-4101 — Certificate of Fulfillment of Fire Drill and School Bus Emergency Evacuation Drill Requirements — with PDE.

Health and Immunization records were collected for all students. Records for all students are kept on file at Mastery. Mastery filed the School Immunization Law Report with PDE. **Information on file includes:**

- **Medical/Health Information form to be completed by the parents/guardians requesting general health information**
- **Private Physician's Report of Physical Examination of a Pupil of School Age (must be submitted prior to the students first day of attendance). This form covers Medical History on Immunizations and Tests such as Diphtheria/Tetanus, Polio, Measles, Mumps, Rubella, Hepatitis B, and Tuberculosis. Also covered is a Report of Physical Examination and Significant Medical Conditions, including but not limited to allergies, asthma, chemical dependency, diabetes, hearing disorder, hypertension, respiratory illness, and seizure disorders.**
- **Private Dentist Report of Dental Examination of a Pupil of School Age (must be submitted prior to the students first day of attendance).**
- **Vision and hearing screens. Mastery Charter invites volunteer physicians to conduct vision and hearing screenings for all students.**

WELLNESS POLICY IMPLEMENTATION

Mastery has completed and submitted the Local Wellness Policy Checklist and Student Wellness Policy which was accepted by the School District of Philadelphia. Mastery pursued the implementation of the Guidelines for Nutritional Standards for Competitive Foods in Pennsylvania Schools. The program is monitored by our physical education and nutrition instructors, our cafeteria manager, and our school nurse. Mastery has already executed the following initiatives:

- **Physical Education & Physical Activity** Mastery provides students with physical education courses taught by certified teachers. Age appropriate activities including aerobics, weight-training, dance, and various other recreational sports. These activities are used to positively reinforce the importance of physical activity in a balanced lifestyle. In addition to our physical education courses, we sponsor various after-school activities such as football, soccer, drill team, dance, step class, track, basketball, yoga, and karate.
- **Other School Based Activities** Mastery's students are offered well balanced meals in a safe clean environment monitored by the cafeteria manager. The cafeteria manager also oversees the fundraising activities during the lunch hour. In lieu of candy bars, high fat snacks, and caffeinated sodas, students are able to sell soft pretzels, popcorn, fruit, fruit juices, water, and milk.
- **Safe Routes to School** Our administrative and teaching staff team up with local police departments and public safety agencies to ensure that students have safer routes to school. Crosswalks, sidewalks, and streets are monitored for safety, making walking and bicycling to school easy.

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

- L.Wellness Policy
- K.SHARRS 1112 HW

Current School Insurance Coverage Policies and Programs

HEALTH INSURANCE:
Aetna HMO and PPO

DENTAL INSURANCE:
Guardian Dental Guard Preferred

LONG & SHORT TERM DISABILITY:
Guardian

LIFE:
Guardian

COMMERCIAL PROPERTY
Philadelphia Insurance Company

GENERAL LIABILITY INSURANCE:
Philadelphia Insurance Company

COMMERCIAL AUTOMOBILE
Philadelphia Insurance Company

WORKERS COMPENSATION
PMA Insurance Company

COMMERCIAL UMBRELLA
Philadelphia Insurance Company

Current School Insurance Coverage Policies and Programs - Attachments

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

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2011-2012 Teaching Staff

- 31 of 47 Teachers employed in June 2011 returned for the 2011-12 school year
- 22 new teachers were hired for 2011-12 school year
- 0 new teachers were hired mid-year

56 instructional staff members were employed during the 2011-12 school year. 55 remained for the entire school year and 1 left mid-year.

2011-2012 Administrative Staff:

- Lisa Bellamy served as Principal
- Sarah Elder served as the Assistant Principal of Instruction
- Marlene Walker served as the Director of Special Education
- Averyel Sawyer served as the Director of Operations
- Tyrone Ross served as the Director of School Culture

89.3% of our 56 professional staff members (teachers, assistant principals, principal) are certified.

Staff Retention Patterns and Reasons:

Mastery takes deliberate steps to create a strong professional learning community. Mastery conducts a staff satisfaction survey each January and June and our teachers have rated their job satisfaction with 85.7% as very satisfied or satisfied and 100% as at least somewhat satisfied.

Many of the teachers that are attracted to our educational model are young, energetic, and early in their careers and family plans. In addition, Mastery has very high standards for our teaching staff. As a result, some turnover is expected. For 2011-2012:

- 2 staff members was dismissed
- 1 staff member felt that Mastery was not the best fit for them
- 1 staff member left education and changed careers

Quality of Teaching and Other Staff - Attachments

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

Student Enrollment

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

Each year we recruit students for all grades, with the largest influx of students coming from our Kindergarten enrollment. Because Hardy Williams Academy is not part of the Philadelphia Renaissance school program, we accept students from all over the city. Preference is given to students with siblings already attending the school. When all spots have been accounted for, a lottery is then held for that particular grade.

Kindergarten Age Policy: To register for kindergarten, your child must be 5 years old on or before September 1, 2011

Enrollment Procedures

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

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

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

? Students are enrolled off the waiting list in the order they were placed by the random number generator.

? The Hardy Williams Academy Mastery Charter School lottery was conducted on May 17, 2012.

Enrollment History

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	Total
Re-enrolled from 2010-2011	n/a	85	83	125	87	96	73	70	70	0	689
# of newly enrolled for 2011-2012	75	6	7	3	2	3	2	3	5	0	106
Total enrolled at start of school year (2011-2012)	75	91	90	128	89	99	75	73	75	0	795
# added during the year	0	6	5	6	3	1	3	3	3	0	30
# withdrawn during the year	6	3	3	3	2	2	3	0	2	0	24
# students at year end (June 2012)	69	94	92	131	90	98	75	76	76	0	801
# students who did not re-enroll		1	2	1	0	1	0	0	7	0	12
# of students who re-enrolled in July 2012	82	69	92	129	89	98	83	79	69	54	844

TRENDS IN STUDENT TURNOVER & RETENTION

Our student retention for 2011-12 was 96%. 4% of students either withdrew during the year or decided not to reenroll.

2011-12 (828 students)

Student withdrawal during the year	24 (4%)
Students not re-enrolling for upcoming year	10 (1%)
TOTAL TRANSFER OUT RATE:	34 (5%)

Of the 24 students who withdrew during the year-

24 withdrew voluntarily and 0 were expelled.

The schools they transferred to (if known) include:

- 22 students enrolled in their neighborhood Philadelphia Public School
- 0 student dropped out of school
- 2 students moved out of Philadelphia

The reasons for withdrawing from Mastery during the year include:

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

The reasons for not re-enrolling at Mastery include:

- 8 Students decided to attend public schools in the Philadelphia area
- 2 Students were moving out of state with family.

Exit interviews with students who withdrew during the year or who decided not to return to Mastery continue to indicate two primary issues.

Behavior Expectations. Some of these students chose to return to traditional District schools that do not have an achievement culture and lack high behavior expectations. These students and their parents indicated a lack of interest and desire to participate in the school's discipline process. Some parents said they did not want to be called into the school so frequently. Some students felt the mandatory after-school tutoring, detentions, suspensions, and other penalties were too stringent.

Academic Expectations. Some of these students are unwilling to accept Mastery's mastery-based promotion system and high expectations. Students are required to attain a 76% average to pass a course. Students who fail more than 3.5 credits are required to repeat the grade. Some students who are not accustomed to an achievement culture initially do not make an effort to master their classes. Many of these students are bright and capable, but seem to have grown accustomed to getting by with little effort. Unfortunately, some of these students prefer to transfer to a traditional school program where they know they can be socially promoted and virtually be guaranteed to graduate with their peers due to lesser requirements.

Student Enrollment - Attachments

- P.Enrollment and Admission Policy
- Admissions Application
- Admissions Application Mandarin
- Admissions Application SPANISH
- Application Instructions Mandarin
- Application Instructions SPANISH

Transportation

In Philadelphia County, students in grades K-6 living 1.5 miles or more from the school building are entitled to free transportation services through the School District of Philadelphia. This transportation is either school bus service or a free transpass at the discretion of the District.

In Philadelphia County, students in grades 7 through 12 do not receive school bus transportation. All students living 1.5 miles or more from their middle/high school receive free student transpasses from the School District of Philadelphia. These passes are delivered on a monthly basis and handed out to students weekly.

Students who are homeless are eligible to receive transportation.

Food Service Program

Mastery Charter participates in the Free and Reduced Lunch Program through the School District of Philadelphia who fully services and staffs Mastery's food service program.

Student Conduct

A) EXPECTATIONS FOR STUDENT BEHAVIOR AND DISCIPLINE

Mastery places a very heavy emphasis on appropriate behavior in the classroom and hallways. Our school culture strategy relies on institutional systems that support students to take ownership for the school and responsibility for their classmates. Key elements include:

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

CODE OF CONDUCT
I choose to be here.
I am here to learn and achieve.
I am responsible for my actions.
I come with a clear mind and healthy body.
I contribute to a safe, respectful, cooperative community.
This is my school... I make it shine.

- A school-wide Merit/Demerit system: This system supports appropriate student behavior. Students carry lanyards with cards where staff can record merits and demerits. When students receive six demerits in a marking period, they receive a detention. After three detentions, a parent-staff conference is held to identify the source of the student's problem. The

merit system is used to acknowledge individual acts of character, growth and service. Accumulated merits are rewarded on PayDays, held every six weeks to reward students for positive behavior.

- **School Culture Rituals and Programs**
 - **Community Meetings:** A grade level community meeting (up to 100 students) is held weekly. At the community meeting, public recognition of student accomplishments is highlighted, community problems are addressed, and announcements are made.
 - **Awards:** Students who demonstrate elements of the Code of Conduct are recognized at Community Meetings. In the middle school, class cohorts receive a behavior rating from each teacher. At the end of the week the cohort with the highest rating receives recognition and privileges.
 - **Uniform:** All students must be in school uniform (blue/black slacks and gray Mastery shirt tucked in) at all times.
 - **School-Wide Classroom Rules:** All teachers post the same rules and are expected to enforce those rules consistently.
 - **Restorative Practices:** Restorative Practices are an approach to wrongdoing that emphasizes relationships and raises attention to the harm done to victims, offenders, and the overall community. Restorative Justice means that individuals who hurt the school community must make amends and give back to the community for their infraction.
 - **Progressive Discipline:** Students who have repeated disciplinary problems are called in for a team meeting with the entire instructional team and the student's parents. If additional disciplinary problems occur, privileges are withheld. Continued discipline problems require a parent conference and may result in a student being assigned to work in an independent learning area or suspension from school.

- **Deans of Students:** Mastery schools have a Dean of Students for every 200-250 students. The Deans are responsible for school culture, serving as disciplinarians, student coach/guides, teacher supporters, community/parent liaisons, and services coordinators. The Deans work closely with teachers to identify struggling students, discipline problems, and general school culture issues.

B) CHAPTER 12 COMPLIANCE AND DUE PROCESS

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

The following due process is in place for expulsions or extended suspensions:

- An Expulsion Hearing must be held before a recommendation to expel is made. The student's parent or representative must be given 3 days written notice of the hearing.
- Expulsion decisions are made by the Board of Trustees upon recommendation by the CEO.
- Special Education students will not be expelled until their IEP Team has conducted a "Manifestation Determination Hearing" to determine whether or not their classification impacted their infraction.

C) NUMBER OF SUSPENSIONS AND EXPULSIONS

140 students were involved in 274 suspension incidents and 0 students were expelled.

Student Conduct - Attachments

- Q.Handbook HWA
- Safe Schools Suspensions 11-12

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Hardy Williams Academy CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a “child find” system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school’s jurisdiction. “Child find” data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

**Verify that all DATA reports to PDE are
complete YES _____ NO _____**

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the “Ethics Act”) was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

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

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

Identify the charter school’s Chief Executive Officer.

Name: Scott Gordon **Title:** CEO
Phone: 215-866-9000 x1056 **Fax:** 215-866-9141
E-mail: scott.gordon@masterycharter.org

Signature of the Chief Executive Officer and Date

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

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

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

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

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- R. 1112 Assurance Signature Pages