
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report **Monday, November 10, 2008**

Charter School: New Hope Academy CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: New Hope Academy CS

Date of Local Chartering School Board/PDE Approval: June 2007

Length of Charter: 5 years **Opening Date:** September 2007

Grade Level: 7, 8, 9, 10, 11, 12 **Hours of Operation:** 7:30am - 3:20pm

Percentage of Certified Staff: 70% **Total Instructional Staff:** 11

Student/ Teacher Ratio: 20/1 **Student Waiting List:** 10

Attendance Rate/Percentage: 93%

Enrollment: 168 active by end of school year, 175 had membership throughout year **Per Pupil Subsidy:** Title I Allocations are \$674.08

Student Profile

American Indian/Alaskan Native: 2
Asian/Pacific Islander: 0
Black (Non-Hispanic): 55
Hispanic: 65
White (Non-Hispanic): 11
Multicultural: 35

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 97%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 0

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	1137	1137

SECTION I. EXECUTIVE SUMMARY

Organization Description

New Hope Academy Charter School (NHACS) is a mission-driven learning community comprised of students, faculty, parents and community members committed to the core philosophy and underlying purpose of the school. By school year 2009-2010, NHACS will have reached full capacity of its student body and offer 7th grade through 12th grade. NHACS uses its core philosophy, vision and the successful High Tech High model as a foundation and a point of

departure for new educational innovations that achieve its mission and meet the needs of its students and their parents.

NHACS will build on a core philosophy comprised of three distinct principles (Environment, Curriculum and Relationships) that are woven throughout all aspects of the school's design and operation:

-The school environment is physically and emotionally safe, enhancing learning and character development by allowing students to focus on a challenging curriculum and building nurturing relationships.

-The curriculum is challenging, rigorous, and integrated, where students are encouraged to make inter-disciplinary connections through projects and community engagement. Critical thinking and knowledge retention skills are enhanced through real-world project applications that connect and unify multiple disciplines. The curriculum's project orientation also provides ample opportunity to focus on the development of leadership and entrepreneurial character traits.

-Students form deep and lasting relationships with each other, teachers, and community as they work together to learn about and engage the world around them. The curriculum is based on the premise that the effectiveness of student learning will be increased through the application of the following principles:

-Active Inquiry: Instruction is designed to help student's link new information not only to external events but also to personal strengths, prior knowledge and cultural experiences. Learning opportunities exist when students pursue something new and important.

-In-Depth Learning: Project based learning is central to the NHACS approach. Through focus on family, school and community, students will create a project-based learning bridge between themselves and their communities. Students will develop reading, writing, math, oral communications and social skills in the course of solving problems and probing issues that are of importance to them. Students learn through multiple modes such as role plays, case studies, field-based projects, community-based research and digital media applications.

-Performance - Based Assessment: Using the State Standards as the guide, NHACS will set high, clear standards for academics, defining what all students will know and be able to do before they pass onto the next grade and at key points along the way. NHACS will use a variety of creative and authentic assessment strategies, including community and peer review panels, project-based exhibits, portfolios and state assessments.

Core Purpose

Mission

New Hope Academy Charter School was created to offer York City parents a school choice for 7th through 12 graders. Based on the model of High Tech High located in San Diego, California, "The mission of New Hope Academy Charter School is to provide a small learning environment that will encourage a diverse population of students to reach for their full potential, excel in the academic arena, gain leadership and character building skills, and become prepared to successfully engage in the global world of the 21st century." The mission will be accomplished by creating a middle and high school of approximately 500 students, employing state of the art technology, demanding rigorous academic performance, providing Adult World Connections, and incorporating leadership development and character education within the entire school learning experience.

Statistics have indicated that York students are not achieving at the same rate as their peers across the Commonwealth. This is evidenced by below state average PSSA scores and graduation rates, and higher than average drop out rates. Research has indicated that students will become engaged in the learning process if they:

- form a relationship with an adult
- experience a continuity of care and support

- encounter enriched and diverse opportunities to learn, perform and be recognized
- can apply what they are learning in school to the world outside of school

It is the philosophical premise of New Hope Academy Charter School that the effectiveness of student learning will be increased, based on the application of the following principles:

Active Inquiry: New Hope Academy Charter School instruction is designed to help student's link new information not only to external events but also to their personal strengths, their prior knowledge and their cultural experiences. Learning opportunities exist when students pursue something new and important to them. For example, they actively search for an answer to a burning question; they research information to solve personal or community problem. Students become more effective, independent thinkers when teachers interrogate less and provide time for students to process information.

New Hope Academy Charter School teachers will encourage questions but extend the time between asking the question and moving to the answer to leave time and space for student reflection.

The leadership component also promotes active inquiry. Students look below the surface of issues as they investigate, organize and pursue ideas that strengthen culture and policies for their school and community. They are pushed (and push) to understand why they study a particular topic or issue. They model and encourage leadership practices for their peers in the classroom and in school related activities.

In-Depth Learning: Project based learning is central to the promotion of in-depth learning. Through their focus on the family, school and community, New Hope Academy Charter School students will create a natural project-based learning bridge between themselves and their communities. Students will develop reading, writing, math, oral communications and social skills in the course of solving problems and probing issues that are of importance to them. Emphasis is put on sharing opinions, bringing in new information, coming to an agreement and changing one's mind. Students learn through multiple modes such as role plays, case studies, field-based projects, community-based research and digital media applications, and they participate in all phases of a project.

Technology use supports and enhances in-depth learning opportunities. Instruction emphasizes students' own control of technology, rather than technology's control of the learning.

Performance - Based Assessment: Using the PA Academic Standards as the guide, New Hope Academy Charter School will set high, clear standards for academics, defining what all students will know and be able to do before they pass onto the next grade and at key points along the way. Creating meaningful and diverse opportunities for students to learn requires providing them more than one way to demonstrate what they know and are able to do. New Hope Academy Charter School will use a variety of creative and authentic assessment strategies, including community and peer review panels, project-based exhibits, portfolios and state assessments. Standardized testing approaches will not drive the instruction; rather, learner-centered, results oriented methods will be used to prepare the students to meet standardized test requirements and to advance their learning. Assessment then becomes a respectful and reciprocal learning.

Vision

New Hope Academy Charter School's vision was to create a high quality, innovative and unique charter school that is focused on students who have traditionally been underserved in the public school and are underrepresented in future careers. To accomplish this, the following practices have been instituted:

1. Small classes of 21 or less
2. Computer technology within all disciplines
3. Character Education
4. Leadership Development
5. Advisory Groups of 12 or less students
6. Adult World Connections and community involvement
 - a. Required Community Service in grades 7th through 10th
 - b. Required Job Shadowing in grade 11
 - c. Required Internship in grade 12
7. Project-based
8. Assessments include teacher/student/peer/community reviews, teacher/student conferencing, project presentations and exhibits, and interdisciplinary knowledge acquired
9. Full inclusion for all IEP students
10. Required Spanish in grades 7th through 11th
11. State of the art building renovations plans
12. NHACS teacher certification beyond Pennsylvania certification
13. Scheduling to focus on
 - a. Required English and Math courses 50 minutes daily for two semesters
 - b. Required Life Lab 45 minutes daily for two semesters
 - c. 75 minute block scheduling for all other classes
14. Increase in length of school day (7:30AM — 3:20PM)

The vision of New Hope Academy Charter School departs from and builds on the replication of the High Tech High model. The main difference involves the targeted population. High Tech High tends to draw from students out of the general population. There is a normal commitment to diversity and equity but the model does not specifically target the underserved in the way that NHACS does. High Tech High is billed as a school of choice. New Hope Academy Charter School is a school of hope.

It is the vision of hope that propels New Hope Academy Charter School. Past, current and future planning revolves around the needs and dreams of the students in York. As these change and evolve, the commitment to provide quality educational programming will consistently remain the overarching vision of the school.

Shared Values

Over the last decade, several studies have focused on the physical, economic and social issues of York City. State and county officials as well as community members have completed studies to propose plans for revitalizing the city as well as the county. Brookings Institute did one such study and concluded that the following needs to occur within the county:

1. Plan for a more competitive, higher quality future
2. Focus on the state's investment policies
3. Invest in a high-road economy
4. Promote large-scale reinvestment in older urban areas

Although all are important, the large-scale reinvestment for York City has taken on a hopeful air for the future.

David Rusk was asked in 2002 by Best York to update his Rusk Report, which details statistical indicators of a healthy community. He made some specific suggestions regarding the distribution of poverty in York County. He concluded by saying, "The payoff, though, lies in better education for our children." Again, a concept developed that lends hope to those in York City.

Released almost simultaneously with the Brookings Institute report, YorkCounts, a grassroots group comprised of unpaid volunteers, published "Charting a Brighter Future for All: The Time is Now." This study borrowed the phrase "Ready Solutions" from Rusk and made the following recommendations:

- 1. Cultivate broad commitment to a shared economic development agenda ...** by developing and implementing a unified system of workforce development and a healthy, skilled, productive workforce.
- 2. Design and test innovative strategies for county/local government collaboration** including fostering school district cooperation and restructuring initiatives.
- 3. Foster racially and culturally diverse communities** including systemize and institutionalize diversity education and leadership programs with emphasis on K-12.
- 4. Catalyze leadership to embrace the YorkCounts vision and agenda**

The study again gave hope to the residents of York, especially in the area of developing skilled workers, and fostering a relationship with schools to seek out innovative strategies that would include diversity and leadership training.

The Proponents of New Hope Academy Charter School have existing, established relationships with the school district of the City of York, as well as the surrounding metropolitan districts (York Suburban, Central York and West York Area school districts.) While NHACS is open to students county-wide, it is expected that York City will be the primary sending district. NHACS seeks to maintain an open and collaborative relationship with York City school district and all other sending districts.

Academic Standards

New Hope Academy Charter School is designed to create an atmosphere where students visibly hunger to learn. Connecting students with projects that capture excitement, engagement and enthusiasm will encourage:

- In-depth and life applicable learning of subject matter
- Greater retention of information
- Effective collaboration with peers, teachers, parents and adults
- Confidence when speaking and writing

By instituting project based learning where students are actively engaged, New Hope Academy Charter School's goal is:

- * To improve standardized test scores
- * To reduce absenteeism
- * To decrease the number of discipline problems.

Students in New Hope Academy Charter School will be assigned projects that will complement the systematic instruction in class. The first phase of project learning will be an initial discussion of the topic. Students will relate their own knowledge and experience to the topic, linking what they want to learn with what they already know and creating an aura of excitement. The second phase includes fieldwork, sessions with experts, using various aspects of gathering information, reading, writing, drawing, creating and computing. Students become engaged with the hands-on activities that allow school to become more like the real world. The third phase concludes with written and oral reports that are presented to a variety of audiences. An avenue is provided for students to express enthusiasm and receive feedback for an accomplished task.

COMMUNICATIONS

New Hope Academy Charter School's English Department integrates all forms of communication including reading, writing, speaking, listening, spelling, and vocabulary development. The

program teaches students how to understand, interpret and create printed materials, and listen and speak with clarity and awareness. Since these language processes are not isolated but rather integrated, the program fosters the idea that the entire growth of communication skills should be utilized and developed in all subject areas.

WORLD LANGUAGE

The New Hope Academy Charter School World Language Department integrates the four basic communication skills: listening, speaking, reading and writing. Students will improve their proficiency in each of these areas through a wide range of learning and cultural activities. Since these language processes are not isolated, but rather integrated, the world language program fosters the idea that the entire communication process should be utilized and developed. Spanish is introduced in the middle school to peek the students' interest in language study. Students who excel in 7th grade Spanish and are recommended by their teacher may enroll in Spanish I as an eighth grader. Students who enter New Hope Academy Charter School in 8th grade will be required to take the 7th grade Exploratory Spanish class.

MATHEMATICS

The mathematics program at New Hope Academy Charter School is designed to provide every student with the basic understanding and knowledge of mathematics in accordance with the Pennsylvania Academic Standards. Students will have an opportunity to develop a strong foundation of computational and analytical skills along with the ability to apply these skills to the adult world. They will gain an understanding of the importance of mathematics and how it relates to their own lives as well as to other content areas. Students will learn to reason and communicate mathematically and will become confident of their mathematical abilities.

SCIENCE

New Hope Academy Charter School's Science Program exposes students to all phases of scientific knowledge including physical, life, environmental, biological and chemical. It develops scientific language, use of equipment, and the operations of science through many project based experiences. The program provides students with the ability of thinking on their own while evaluating ideas and theories and then applying this knowledge to everyday situations and possible careers. Students are afforded the opportunity to experience science by being able to feel, touch, and explore through their senses those things that are real, tangible and apparent in their lives. Students participate in laboratory work as well as observe and work out-of-doors in environmental areas. A classroom atmosphere is maintained where a student has the opportunity to blend logic and creativity to solve authentic problems and consequently gain insight into the nature of science.

SOCIAL STUDIES

New Hope Academy Charter School's Social Studies program is designed to prepare students at all levels of learning to take their place as productive, functioning citizens of the United States and the World Community. It provides the foundation of knowledge of the geographical, historical, political, economic, religious, social and cultural aspects of the United States and other societies around the world. It brings about an understanding of the interaction and interrelationship of the people of the world and develops an appreciation of the values and richness of diversity found among these peoples. An integral part of the program is the opportunity afforded students to sharpen communication skills while developing creative and analytical thinking. Students can express their ideas and opinions through the use of multimedia while moving through the complexities presented in the various courses.

HEALTH, SAFETY AND PHYSICAL EDUCATION

New Hope Academy Charter School's Health, Safety and Physical Education Program is designed to provide students with an understanding of sound physical, social and emotional well-being. The program endeavors to promote lifelong fitness as well as skills and attitudes for safe and healthful living. Students are afforded opportunities to appreciate individuality through class

discussions and physical activities. They are encouraged in their efforts to make well-informed decisions that will affect their future well-being.

LIFE LAB

Today's students are an integral part of the global community and are expected to navigate successfully in the real world. New Hope Academy Charter School's Life Lab is six year continuum geared towards the building of skills required for productivity beyond high school and in life. The continuum is divided into seven segments: Character Education, Leadership Development, Career Education, Study Skills and Test Preparation. Students will be presented information within the segments as it relates to their grade level. For example, all students need to be cognizant of Study Skills but only seniors need the preparation material in the Independent Living segment. The learning strategies focus on the use technology to gather and compile information, group discussions, and individual planning.

TECHNOLOGY

The cornerstone at New Hope Academy Charter School is the Technology Program. Our philosophy is that when students are technologically equipped, they have the resources to engage in further meaningful learning. Students may concentrate on specific technological skills to prepare themselves for careers in the field. They may choose to develop skills that will enhance their production and presentation in other disciplines. The goal is that all students will be technologically prepared for success in the global community.

ARTS

The Arts Program at New Hope Academy Charter School is designed to provide artistic and musical enrichment and appreciation for all students, leading toward higher aesthetic values. Through real and vicarious experiences, students learn applicable skills and techniques, significant historical developments, current practices in the arts, the impact of art on society and the interrelationships between the arts. All students are afforded the opportunity to become involved with the concepts and principles that are common to various forms of artistic expression, including creative thinking. Hands-on experiences provide students with the opportunity to explore new ideas, develop specific skills, appreciate innovative efforts of others, intelligently criticize their own work as well as that of others, and exhibit their talents for others to appreciate.

Strengths and Challenges

Strengths

The mainstream educational system is designed to deliver the specified curriculum in a particular way. It built on — and for — an industrial economic paradigm, according to futurist and author Alvin Toffler. Presented with the relatively rapid emergence of the information economy and the paradigm of the creative class, the vested interests in our current educational system — teachers unions, school administrations, state and local government — are so mired in the old paradigm that they simply are unable to respond to the demands of the new economy.

The product of the current educational paradigm is an increasing divide between those students who are able to reconcile their educational program with the world around them, and those who find little or no connection between what they learn in the classroom and what they experience in their homes and community — the so-called “real world.” Under the prevailing adversarial culture in the US and the union-administration arrangement in public education, the focus is on finding someone to blame. While others are busy playing the blame game, New Hope Academy Charter School is focused on finding solutions that work for those students who feel disconnected from the mainstream educational system.

Taking academic performance as a rough measure of the degree of connection which students feel between their educational program and the rest of their lives, and assuming a normal distribution, visualize the students on a bell curve. Those students at the extreme right hand end

of the distribution, ($\geq +2$ standard deviations) would be considered gifted. They are intelligent, but more importantly, they function well under the mainstream academic paradigm. Those students who fall between 0 and 2 standard deviations from the mean really become the focus of the mainstream educational system. They are the average and above average students from a performance perspective. They get decent grades, participate to a greater or lesser extent, and are generally comfortable with the educational program with which they are presented. For this half of the student population, the mainstream educational system is functioning effectively. They are either able to make the real world connection in their own lives, or they are content to defer such a connection until they reach college.

It is the other half of the student population that is the focus of New Hope Academy Charter School. It is important to note that this distribution focuses on *performance*, not *intelligence or potential*. To be sure, there are differences in intellectual capacity, and to a greater or lesser extent, *special education programs are designed to address differences in academic potential*. The focus of New Hope Academy Charter School is on those students whose level of performance is significantly below their potential. Whether these students are considered under-performing or under-served by the educational system is moot. The problem is a mismatch between the individual student and the educational program.

Challenges

The systemic performance problems described above are present in York, but they are not unique to York. They are, in fact, nationwide, and New Hope Academy Charter School will build on other successful models in tailoring a solution that meets the needs of its prospective students. The predominant model which NHACS seeks to replicate and adapt is the High Tech High model in San Diego, CA. Founded on the principles of *Personalization, Common Intellectual Mission and Adult-World Connection*, the High Tech High model seeks to create an academic environment that is immediately relevant to students and life in the information age. While the proposed curriculum delivers all of the subject requirements, the school's project-based learning environment engages students in making real world connections across multiple disciplines.

While the High Tech High model provides a solid foundation, New Hope Academy Charter School must ultimately adapt to meet local conditions, needs and opportunities. It is being designed to connect the state required curriculum with students who think differently. Their performance in the mainstream school system may be marginal, but scratch the surface, and many of these students possess the raw traits of some of the most successful entrepreneurs. NHACS intends to plant its core values of personalization, common intellectual mission, and adult-world connection in an "entrepreneurial ecosystem." Such an ecosystem provides students and faculty with the necessary ingredients to **connect** with each other (personalization;) **focus** on opportunities and the application of knowledge (common intellectual mission;) and **engage** the world around them (adult-world connection.)

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Meeting the mission and the vision of New Hope Academy Charter School is of paramount importance as the futures of students are dependent and depending on it. At least yearly, an independent contractor will be hired to provide an evaluation of the school. Candid interviews with staff, teachers and administrators, reviews of policy and procedures and adherence, attendance, instruction, curriculum, special education, files, and facility are some, but not limited to, of the areas that this person will evaluate.

NHACS has comprehensive academic and non-academic goals outlined in its work plan. Leadership Committees have been formed and project management tools are being utilized to ensure effective deployment and continual assessment as each goal is implemented into the NHACS environment.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Rachel Cannon	NHACS	Administrator	Isiah Anderson
Isiah Anderson	Three Cord Youth Services	Administrator	Self
Jennifer Washburn	Three Cord Youth Services	Administrator	Isiah Anderson
Denise Stouffer	NHACS	Administrator	Isiah Anderson
Samuel Sutton	NHACS	Administrator	Isiah Anderson
Dennis Bucholtz	NHACS	Administrator	Isiah Anderson
Steve Mitchell	Business - Entrepreneur	Board Member	NHACS Board
David Graybil	Retired Teacher	Board Member	NHACS Board
Robert Cooper	Healthcare Rep	Board Member	NHACS Board
Adrian Boxley	Pastor	Board Member	NHACS Board
Hope Johnson	Parent	Board Member	NHACS Board
John Eyster	Business - Finance	Board Member	NHACS Board
Benjamin Pratt	Business - Legal	Board Member	NHACS Board

Goals, Strategies and Activities

Goal: Goal 1 Implement Educational Culture

Description: New Hope Academy Charter School will create and maintain an educational culture that encourages success and that makes each student’s fullest personal academic development possible.

Strategy: 1. Encourage individual responsibility for learning

Description: NHACS will create an environment in which instructional effectiveness is valued. In order to establish this learning culture, NHACS will establish and maintain clear and stable policies, expectations for improvement, and strong systems of support help schools become more effective.

Activities:

Activity	Description	
Efficient planning and clear goals	NHACS will maintain and follow the plan outlined by the charter. The entire school community will be aware of the goals and take an active role in implementing, assessing, and ensuring the goals are met.	
Person Responsible	Timeline for Implementation	Resources
DENISE STOUFFER	Ongoing	\$0.00

Strategy: 3. Integrate academic content of coursework with other critical life skills such as communication, problem solving, and team building

Description:

Activities:

Activity	Description	
Trenches Program	A morning program is utilized to reach out to the students as a group. An extended version is built into the course day to provide the students with additional leadership and life skills training.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 4. Develop curriculum tailored to individual learning needs based on the PA Academic Standards

Description:

Activities:

Activity	Description	
Rigorous Academic Standards	NHACS Leadership and Board of Trustees adopts a curriculum to meet the needs of the students.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:8/1/2007 Finish: 9/4/2007	\$0.00

Strategy: Delet this

Description: NHACS staff will work to provide a healthy awareness that the school is more than a collection of people, subjects, and grade levels. NHACS will recognize that effective schooling is the result of the efforts of a comprehensive learning community that understands that the qualities of the school as a whole can either strengthen or inhibit the classroom learning environment. NHACS will establish clear expectations, consistency, and collaboration among adults, strong instructional leadership, and a central focus on learning are key to the pursuit of instructional effectiveness.

Activities:

Activity	Description	
In-house Assessment Testing	Students receive 4 Sight tests every 45 days for teachers to keep aligned with students' progress.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Goal 3 Validation of Academic Growth

Description: Student's academic growth will be validated in terms of test scores achieved and other assessment data.

Strategy: 1. Students will strive to score a Proficiency Level or better on the PSSA in Reading, Writing and Mathematics

Description:

Activities:

Activity	Description	
Local Assessments		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 2. Students will complete grade level portfolios

Description:

Activities:

Activity	Description	
Digital Portfolio		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 3. Students will be evaluated on pre and post subject examinations

Description:

Activities:

Activity	Description	
Local Assessments		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Goal 4 Student Demonstration of Knowledge

Description: Students will demonstrate knowledge and skills in the core curriculum areas.

Strategy: 1. Students will strive to gain at least one year's growth in reading each academic year

Description:

Activities:

Activity	Description	
4Sight Testing		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 2. Students will strive to write grade appropriate analytical, logic and research papers across the curriculum

Description:

Activities:

Activity	Description	
Cross-curricular Projects	Students will participate in projects such as National History Day and Science Fair.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 3. Students will give public presentations with clarity, fluency, accuracy, and expression across the curriculum

Description:

Activities:

Activity	Description	
Writing Across the Curriculum Initiative	Students will take part in National History Day and Science Fair.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 4. Students will strive to gain at least one year’s growth in mathematics yearly

Description:

Activities:

Activity	Description	
Math Class and Enrichment	In addition to math class, students will take 4 Sight Testing and participate in computerized remediation.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 5. Students will be exposed to the Spanish language and culture

Description:

Activities:

Activity	Description	
Spanish Class		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 6. Students will participate in activities that will improve overall health and fitness

Description:

Activities:

Activity	Description	
Fitness program through YMCA		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 7. Students will apply health and safety concepts to their own lives

Description:

Activities:

Activity	Description	
Extended Trenches Class		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Goal 5 Technology Skills

Description: Students will acquire computer technology skills.

Strategy: 1. Students will research, design and complete projects

Description:

Activities:

Activity	Description	
Formal Projects	Students will complete technology-infused projects with a focus in each of the MS Office applications for their classes.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 2. Students will offer peer tutoring to solidify their own knowledge

Description:

Activities:

Activity	Description	
Weekly Coach Class		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 3. Students will demonstrate proficiency in the use of technology as measured by periodic technology assessments

Description:

Activities:

Activity	Description	
Technology Class		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 4. Students will exhibit technology skills across the curriculum

Description:

Activities:

Activity	Description	
Formal Projects	See Goal 5, Strategy 1's Activity	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Goal 6 Critical Thinking Skills

Description: Students will demonstrate critical thinking skills through projects and application of knowledge and skills.

Strategy: 1. Students will complete a project related to a concept relevant to all required subject areas

Description:

Activities:

Activity	Description	
Projects and Oral Presentations	Teachers require students to complete a project every two weeks that pertains to subject area.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Non-Academic Goal 1 Infrastructure and Services

Description: Add Goal Statement here..

Strategy: 1. Commit to using professional, certified teachers skilled at forming supportive relationships with students

Description:

Activities:

Activity	Description	
Recruitment and Training	PA Educator - Recruitment Teacher Induction Plan - Training	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start: 7/29/2008 Finish: N/A	\$0.00

Strategy: 2. Encourage and reward faculty professional development and

Description:

Activities:

Activity	Description	
Set up of Committees	Committees were formed to help guide interested staff into planning groups.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 3. Maintain class size small enough to permit individual attention from teachers

Description:

Activities:

Activity	Description	
Class Cap is 21		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 4. Involve students, their parents, and the community at large in the realization of the NHACS vision to promote student educational success

Description:

Activities:

Activity	Description	
Promoting NHACS Vision	NHACS participates in: Community Meetings, Open Houses, Parent-Teacher Conferences, Awards Assemblies, Promotions Ceremonies, Student Talent Show	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 5. Provide NHACS students with access to case management and counseling staff well-versed in mental health, educational and other supportive service resources in the community

Description:

Activities:

Activity	Description	
Contracted Services	NHACS works with outside contracted agencies.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 6. New Hope Academy Charter School strive to (meet criteria in description)

Description: - Maintain an attendance rate of 90% or above.

- Meet Adequate Yearly Progress.
- Lessen discipline referrals as students become more a part of the school "family."
- Retain staff at a high rate because teachers and staff feel secure and challenged.
- Encourage our students to meet higher benchmark standards academically.
- Create community respect for and involvement in NHACS programs.
- Have our students transition successfully into post high school with sufficient academic and life skills, and belief in themselves that they can contribute to their communities and find personal satisfaction in their lives.

Activities:

Activity	Description
Activities in	Track attendance through Lighthouse, utilize student awards ceremonies to

Progress	encourage participation. Behavior Contracts were adopted for students through participation with parents. Other components are still being developed as we do not currently have any students in 11th or 12th grade.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: Non-Academic Goal 2 Life lab

Description: Through Life Lab classes, specifically leadership development and character education, students will gain attributes that will increase effective functioning in school and in the community.

Strategy: 1. The student will acquire a positive work ethic

- Description:*
- a. The student will practice productive work habits.
 - b. The student will work independently as part of a cooperative team.
 - c. The student will maintain a sense of responsibility and accountability.
 - d. The student will strive to improve abilities and learn new skills.

Activities:

Activity	Description	
Trenches/Leadership Education I and II	Leadership Education 1 teaches students the basic principals of citizenship, leadership, and preparation for post-secondary educational experiences. Citizenship education is essential for active participation by informed citizens. This course emphasizes a study of government and individual rights and responsibilities. Examination of rules, laws, and the need for authority is crucial to maintaining a safe society for individuals and groups. Civic understanding increases as students develop the skills to make informed decisions, to resolve conflicts peacefully, to articulate and defend positions, and to engage in the civic and political life of their communities. The leadership education objectives of the program are: to promote good citizenship, develop leadership potential, learn to communicate more effectively orally and in writing, provide incentives to live drug and alcohol-free, strengthen positive self-esteem and motivation, learn to work cooperatively as a team member and assist in the academic goal of graduating from high school.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: The Essential Student learnings are taught and demonstrated using defined standards.

Description: Teachers will integrate the PA Academic Standards into student learning.

Strategy: 1. The student will integrate and demonstrate proficiency in all areas of knowledge through reading, writing, speaking and listening

Description: Teachers will monitor student academic progress through the use of 4 Slight Assessments, local assessments, and PSSA results.

Activities:

Activity	Description	
Assessments	PSSA 4Sight Local Assessments	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$39,900.00

Strategy: 2. The student will demonstrate an understanding of other cultures and will exhibit knowledge and skills in at least one language in addition to English

Description:

Activities:

Activity	Description	
Spanish and Art History	Students must complete Spanish and Art class.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 3. The student will meet the proficient level in language arts and mathematics

Description:

Activities:

Activity	Description	
Assessments	PSSA 4Sight Local Assessments	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 4. The student will exhibit grade appropriate knowledge in social studies, physical and life science, environmental studies, art, and music

Description:

Activities:

Activity	Description	
Assessments	PSSA - Science portion Local Assessments	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 5. The student will identify, access, evaluate and utilize information in a variety of ways including the use of technology and other media

Description:

Activities:

Activity	Description	
Technology Integration	Students must participate in a technology class, utilize technology across the curriculum (laptops, smart boards)	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: 6. The student will apply research and other means of information gathering to begin to format a plan for post high school employment, training or education

Description:

Activities:

Activity	Description	
Post High School Research	Students will participate in the creation of a digital portfolio, college field trips, and completion of college applications.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Reforming education and redesigning schools has been a focal point of educators and legislators throughout the past several decades. Aligning the theoretic to the practical has often been stalled by bureaucratic and budgetary constraints. A few models have forged beyond the planning stage and have shown positive results. The success of these programs appears to be in the ability to replicate where applicable and then enhance to meet the challenges within the ever changing global community. The founders of New Hope Academy Charter School have dissected the following quality models, searching for best educational practices that will assist students in becoming productive and successful adults.

In 1987, High Schools That Work developed a model that has, to date, been incorporated in 1,094 schools. The basis is that “all students can achieve at high levels in an environment and culture that has high expectations for each student.” (Comprehensive School Reform Quality Center Report on Middle and High School Comprehension School Reform Models, October, 2006, pg.99). The same source states on page 107 that HSTW embraces “small learning communities,” recommends “block scheduling” and includes “academically rigorous courses that blend academics and real-world experiences.”

In 1998, the Turning Points model was developed for middle schools. Presently, this model is integrated into 71 schools, 56 of which are located in urban communities. Understanding the uniqueness of the middle school student in relationship to physical and maturity stages is a propelling factor of this model. Their recommendation is that “middle schools increase the rigor of

their curricular, create supportive learning communities, offer every student the opportunity to develop a relationship with an adult, and target the mental and physical health of students.” (CSRQ Report, page 211)

The New Red School House model was established in 1999 and is presently incorporated into 192 elementary schools, 109 middle schools and 43 high schools. The goal of the model is to strengthen programs to meet the needs of the particular student body. Three of the targeted areas are:

1. “Develop a classroom culture where questioning, respect and risk-taking are encouraged.
2. Engage students’ interests and make connections to the outside world.
3. Teach students problem solving strategies and foster a commitment to excellence.” (CSRQ Report, page 141)

This model also “promotes technology as a way for educators to improve communication, manage instruction, monitor progress, and increase student achievement.” (CSRQ Report, page 142)

An inner city school to work program entitled the New Urban High School Project was developed during 1996 to 1999. According to the NUHS home page, “The backbone of NUHS’ unique learning environment is project-based learning. Instead of handing out daily assignments, teachers assign periodic projects with different components which may include a written essay and a digital project such as a Website or PowerPoint presentation. ...Students are asked to give a ‘presentation of learning’ orally to their classmates.”

Using the New Urban High School model as a basis to further develop, High Tech High began the first of its company schools in 2000. “HTH combats the twin problems of student disengagement and low academic achievement by creating personalized, project-based learning environments where all students are known well and challenged to meet high expectations. HTH schools show how education can be redesigned to ensure all students graduate well prepared for college, work and citizenship.” (HTH Homepage) One of the cornerstones of the HTH model is technology. “HTH has reversed a 100-year history of separating technical and academic subjects in American high schools by linking the two in a project-based environment. All HTH students use technology to engage in scientific, mathematical, literary, historical and artistic pursuits.” (HTH Foundation website page)

The Bill and Melinda Gates Foundation report entitled, “High Schools for the New Millennium,” indicates the need for school redesign and suggests many of the same principles as the models above. “Small schools foster an environment in which teachers know their students’ emotional, academic and social needs, as well as their strengths and weaknesses, and use this knowledge to tailor instruction. Students in turn feel recognized and cared for by their teachers and counselors. Students feel confident enough to ask for help, admit errors, take risks and experience failure while they learn.” (Page 10) The report continues by stating, “Small schools of the new millennium would keep standards high, push students to prepare for the rigors of college, and allow students to progress at speeds appropriate for their strengths and weaknesses.” (Page 10)

The Pennsylvania Department of Education’s Charter School Planning Grant committee indicated a preference for the development of charter schools using the model of High Tech High. After reviewing the history of school reform and design, the founders of New Hope Academy Charter School have developed the following educational program with the goal of replicating the best practices of the above successful models, focusing more specifically on the most recent entrepreneur, High Tech High.

Research has indicated that individual attention from adults in students' lives can make a major difference in academic and social development. In conversing with students and parents in York, one common concern has been the lack of personalization within the large school community, generating student apathy towards education. Therefore, New Hope Academy Charter School will create a small learning environment of 84 students per grade level. Students will have the opportunity to become a valued member of a school community rather than a faceless number in a highly populated educational facility.

To increase a sense of belonging, each student will be a part of an Advisory Group of 7 or less students. These groups will meet weekly with an advisor. Goal setting, team building and service projects that are passion and high interest based are some examples of the agenda within the Advisory Group. It is the hope that each student will have the same advisor throughout his/her stay at New Hope Academy Charter School, providing a consistent role model, and someone who will be available to discuss both academic and personal issues.

The Adult World Connection will be the cornerstone of all programming at New Hope Academy Charter School. The philosophy is that, when students apply what they learn in school to the in the world outside of school, they will then integrate within and for themselves the continued need for education. Real world immersion is about breaking the cycle of cultural isolation for adolescents and connecting students to adult mentors in the workplace environment. While working closely with mentors within the community, students will actively participate in and experience real life challenges. New Hope Academy Charter School makes no distinction between "college prep" and "technical" education. The program prepares all students for success in college and the world of work.

New Hope Academy Charter School will provide a supportive learning environment that fosters and encourages remediation, academic growth and enhancement. Teachers will use a progressive curriculum based on the Pennsylvania Academic Standards and employ a variety of instructional strategies to accommodate individual learning styles. The use of individualization, peer tutoring, small group learning and project based learning will increase academic confidence and performance while instilling the desire to learn and achieve. The KTEA, Terra Nova or a similar testing tool will be incorporated to measure pre and post achievement and provide diagnostic information. From the testing results, an Education Prescription will be developed for each student. Academics will be rigorous and students will be challenged in every aspect of the program to achieve at the highest level. Inclusion will be utilized for all students with IEPs and supports will be available whenever needed.

Students will be required to complete a comprehensive core curriculum in Communications Arts, Math, Social Studies and Science. State of the art technology will be available for each student and will be incorporated into all components of the program. An intensive level of research and writing is expected across the curriculum. Job shadowing, workplace internship and community service are an integral part of Career Education. Since York's Hispanic population is above state average, students will have the opportunity to be involved in Spanish classes from grades 7 through 12. Electives in technology focus on interest areas that could lead to career options. Art, music and physical education classes will enhance the student's overall school involvement and will provide experiences that could encourage life learning in a particular area.

Assessment will demonstrate what students know and what they are learning in relation to the learning goals. To accommodate a wide range of learners, teachers will devise a variety of assessment tools that include projects, exhibitions, portfolios and demonstrations. Such assessments ask students to explain, interpret, apply, analyze, synthesize, solve problems and communicate information. Students are also asked to demonstrate an understanding of other and themselves as examples of how they have learned.

Students in each grade will be required to complete projects. The specific requirements will increase as the student passes into the next grade. Written and oral reports combined with a multimedia section will be included at each level. Subjects for the projects will focus on both academic issues and community concerns. Students will be required to develop digital portfolios upon entry into NHACS that will include samples of their work yearly through to graduation. All students will be required to complete a substantial senior project.

Students will receive both instructional and experiential lessons in leadership development. Using the works of John C. Maxwell, students will be exposed to the concept that “everything rises and falls on leadership.” Although Maxwell’s books are geared toward the adult, NHACS will adapt his theories written in “The 21 Irrefutable Laws of Leadership,” and “Your Roadmap to Success,” into the Life Lab curriculum for the middle and high school student.

According to Dr. Thomas Lickman, author of Educating for Character, “Character Education is the deliberate effort to help people understand, care about and act upon core ethical values.” Students at New Hope Academy Charter School will be given the opportunity to think critically about moral and ethical questions, and then practice behaviors that will lead to becoming good citizens.

Rigorous academics, state of the art technology, a small learning environment, support and guidance through Advisory, Adult World Connections, leadership development, and character education encompass the vision and mission of New Hope Academy Charter School. When students choose to become a member of the New Hope Academy Charter School’s family, they have the opportunity to receive an inclusive educational experience that will catapult them into achieving success in the workplace, community and life. It then becomes each student’s challenge to revolutionize dreams into reality.

Curriculum Alignment

The procedure for selecting a curriculum for NHACS was based on researching successful programs such as High Tech High in California. Research was conducted into the curriculum used within the Commonwealth. NHACSs curriculum is a combination of the success of HTH's model coupled with the requirements of the Academic Standards and supports student achievement. Using the Academic Standards as the core structure for learning, NHACS has developed strategies that will lead to a high level of student achievement. Books and software selected are aligned to the PA Academic Standards. The general content of each academic area is explained in the following bullets.

* The English Department integrates all forms of communication including reading, writing, speaking, listening, spelling, and vocabulary development. The program teaches students how to understand, interpret and create printed materials, and listen and speak with clarity and awareness in all subject areas. Alignment Examples English I 1.1.11.BDEFH; 1.2.11.A; 1.3.11.ACDF; 1.4.11.AB; 1.1.5.ABCDEF; 1.6.11.ABCDE; 1.7.11.B; 3.7.10.E5

* The World Language Department integrates the four basic communication skills: listening, speaking, reading and writing. Students will improve their proficiency in each of these areas through a wide range of learning and cultural activities. 7th Grade Spanish 1.1.8; 1.4.8; 1.6.8

* The mathematics program is designed to provide every student with the basic understanding and knowledge of mathematics in accordance with the Academic Standards. Students will have an opportunity to develop a strong foundation of computational and analytical skills along with the ability to apply these skills to the adult world. Pre-Algebra 2.1.8ABCDE, 2.2.8BD, 2.3.8BD, 2.8.8 DE, 2.11.8B

* The Science Program exposes students to all phases of scientific knowledge including physical, life, environmental, biological and chemical. It develops scientific language, use of equipment, and the operations of science through many project based experiences. The program provides students with the opportunity to think objectively while evaluating ideas and theories and applying this knowledge to everyday situations and possible careers. 7th Grade Life Science 1.8.8BC; 3.3.7.A.1,2,3, B.1,2,3,4,5 C.1,2,3,4,5,6,7, D.1,2,3,5,6

* The Social Studies program is designed to prepare students at all levels of learning to take their place as productive, functioning citizens of the United States and the World Community. It provides the foundation of knowledge of the geographical, historical, political, economic, religious, social and cultural aspects of society. It brings about an understanding of the interaction and interrelationship of the people of the world and develops an appreciation of the values and richness of diversity found among these peoples. American and Pennsylvania History 1.2.11.C; 1.5.11.A; 1.8.11.B; 8.1.12.ABC 8.2.12.ABCD; 8.3.12.ABCD; 3.7.10.E#5

* The Health, Safety and Physical Education Program is designed to provide students with an understanding of sound physical, social and emotional well-being. The program endeavors to promote lifelong fitness as well as skills and attitudes for safe and healthful living. 9th Grade Health 1.2.11.C; 1.5.11.A; 3.7.10.E#5

* Life Lab is six year continuum geared towards the building of skills required for productivity beyond high school and in life. The continuum is divided into seven segments: Character Education, Leadership Development, Career Education, Study Skills, Test Preparation, Parenting, and Independent Living. Career Education 10.1.9ABCDE; 13.1.11ABCDEFGH; 13.2.11ABCDE, 13.3.11ABCDEFG, 1.2.11.C; 1.5.11.A; 3.7.10.E#5

* A integral program is Technology. When students are technologically equipped, they have the resources to engage in further meaningful learning. They may choose to develop skills that will enhance their production and presentation in other disciplines. Students may concentrate on specific technological skills to prepare themselves for careers in the field. 8th Grade Computer 2.2.8; 2.3.8; 2.5.8; 2.6.8; 2.8.8; 3.6.7.D; 3.6.10.C

* The Arts Program is designed to provide artistic and musical enrichment and appreciation for all students, leading toward higher aesthetic values. Through real and vicarious experiences, students learn applicable skills and techniques, significant historical developments, current practices in the arts, the impact of art on society and the interrelationships between the arts. 7th and 8th Grade Chorus 9.1.8ABCGHI; 9.2.8.A; 9.3.8.AC

This curriculum will be modified when deemed appropriate by the academic staff and with Board approval.

Rigorous Instructional Program - Attachments

- PDE Letter of Approval for PERMS
- Teacher Induction Approval Explanation

English Language Learners

In accordance with the Board's philosophy to provide a quality educational program to all students, New Hope Academy Charter School shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services.

Authority

The Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction. The program shall be based on effective research-based theory, be implemented with sufficient resources and appropriately trained staff, and be evaluated periodically.

The Board shall include the provisions for the LEP program in its Strategic Plan and appropriate training for professional staff in its Professional Education Plan.

The CAO or designee shall implement and supervise an LEP program that ensure appropriate LEP instruction in NHACS and complies with federal and state laws and regulations.

The CAO or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program including:

1. Program Goals
2. Student enrollment procedures
3. Assessment procedures for program entrance, measurement of progress, and program exit.
4. Classroom accommodations.
5. Grading policies
6. List of resources including support agencies and interpreters.

Guidelines

NHACS shall establish procedures for identifying students whose dominant language is not English. The Home Language Survey shall be completed for each student in the school and be filed in the student's permanent record folder through to graduation. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be and who was chosen in the lottery should be enrolled upon presentation of a local address and proof of immunization. Students shall have access to and be encouraged to participate in all academic and extracurricular activities available at NHACS.

Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The LEP program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content support shall be provided while the student is learning English to assure achievement in academic standards.

The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency and shall be revised when necessary.

Certified professional employees and appropriate support staff, when necessary, shall provide the LEP program.

At the beginning of each school year, NHACS shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents will regularly be apprised of their student's progress. Communications with the parents shall be in the language understood by the parents, whenever possible.

NHACS shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

English Language Learners - Attachments

- LEP ACS - For LEP System
- LIP, LEP ACS For PIMS

Graduation Requirements

New Hope Academy CS - Charter Annual Report

To graduate from New Hope Academy Charter School, a student must successfully complete the below graduation requirements approved by the New Hope Academy Charter School Board of School Directors. All obligations must be satisfied before a diploma may be awarded.

To be eligible for graduation from the New Hope Academy Charter School, a student must pass the required courses of instruction (below), *demonstrate mastery of the PA Academic Standards*, and complete a culminating project. Beginning with the class of 2012, students are required to demonstrate mastery of the PA Academic Standards

for Reading and Mathematics via attaining proficiency or better on the 11th grade Pennsylvania System of School Assessment (PSSA). Details regarding this requirement are noted on the following page.

Beginning with the class of 2012 a student must earn at least twenty-six (26) credits and include the following:

Department	Requirement
English (4 Credits)	4.0 credits English 9, 10, 11, 12 or Humanities or English-AP
Social Studies (4 Credits)	Four (4.0) credits American History I & II, and World History are required.
Mathematics (4 Credits)	Four (4.0) credits Mathematics Electives *** Algebra 1 and Algebra II are required
Science (4 Credits)	Four (4.0) credits Earth Science, Biology, and additional credits in Chemistry, Physics or current topics
Health, & Physical Ed. (2.0 Credits)	2.0 credits (starting with Physical Education scheduled in grades 9, 10, 11, and 12; the class of 2012 Health; During grade 12 only, students in the following programs have the option for exemption of 0.5 physical education credits: Open Campus, Service Learning and Internship. Students can earn up to .5 (half a credit) for participation in varsity level sports per year.
Arts/Humanities (3 Credits)	Two (2.0) credits Art, Music, Foreign Language, Technology Education, English**, and Social Studies** One (1.0) credit of Leadership Education is

	<p>required:</p> <ul style="list-style-type: none"> o half credit in grades 9 or 10 o a half credit in grades 11 and 12 <p>**Leadership Education can be counted as either a humanities credit or a social studies credit.</p>
<p>Comprehensive Skills For Success</p> <p>(1 Credit)</p> <p>Electives (3 Credits)</p>	<p>Comprehensive Skills For Success</p> <p>(Internships and business connections one time per month or greater beginning in the 10th grade year equal .25 credits 10th and 11th grades and .5 credits 12th grade.)</p> <p>3 credits of electives.</p> <p>* Students that have demonstrated proficiency via PSSA and/or local assessments may substitute CSSC for a technology course.</p> <p>** Courses elected in English or Social Studies in this section must be in addition to the four (4.0) credits required in the English and Social Studies sections.</p> <p>*** Introduction to Statistics, Introduction to Computer Science, and Computer Science AP do not satisfy graduation requirements in mathematics.</p>
<p>Graduation Project (1 Credit)</p>	<p>Successful completion of all components of the graduation project.</p>

PROMOTION AND GRADE LEVEL ASSIGNMENT

Students will remain with their class and be promoted accordingly providing they meet the minimum credits necessary for promotion:

Grade nine to grade ten — minimum six credits
Grade ten to grade eleven - minimum twelve credits
Grade eleven to grade twelve — minimum twenty-one credits

Graduation Project (1 Credit)

Students must also complete a **Graduation Project** prior to graduating from high school. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.

Leadership Education (1 Credit)

Students are required to take a half credit of Leadership Education in grades 9 or 10 and a half credit of Leadership Education in grades 11 or 12. This course covers the concepts required as a part of the Pennsylvania Academic Standards highlighting fiscal responsibility, preparing for post-secondary education, and citizenship education.

EARLY GRADUATION

A New Hope Academy Charter School student may complete graduation requirements at the end of the first semester of the senior year. Approval from the Director is needed. A signed contract outlining the details for early graduation is required. This contract must be completed in the Spring semester of the Junior year. All New Hope Academy Charter High School graduation requirements must be fulfilled. Students who would like more information about early graduation should consult their counselor.

Mastery of the PA Reading & Mathematics Standards

Beginning with the class of 2012, students must demonstrate proficiency in reading and mathematics on the Pennsylvania State System of Assessment (PSSA) administered in grade 11 to be eligible for graduation. Students who attain proficiency or better on the PSSA will receive a certificate from the Pennsylvania Department of Education. Students not demonstrating proficiency in any area must participate in the state's re-test in October of grade 12. Prior to the retest, students will receive remediation in their Math/English classes, as well as focused extended learning opportunities.

Any students who do not attain proficiency or better during the October re-assessment will receive focused remediation in the *Reporting Categories* (assessment anchors) for which they are performing at the *Basic* or *Below Basic* levels. These students will then have opportunities to retest for identified *Reporting Categories* and be administered a district approved and PSSA aligned assessment. When necessary, students will be provided with multiple opportunities to retest for specific *Reporting Categories*.

PSSA Mathematics Reporting Categories and Standards

Reporting Category Standard

- A. Numbers & Operations 2.1 (Numbers) & 2.2 (Computation)
- B. Measurement 2.3 (Measurement)
- C. Geometry 2.9 (Geometry) & 2.10 (Trigonometry)
- D. Algebraic Concepts 2.8 (Algebra)
- E. Data Analysis & Probability 2.6 (Statistics & Data) & 2.7 (Probability)

PSSA Reading Reporting Categories and Standards

Reporting Category Standard

- A. Comprehension and Reading Skills 1.1 (Learning to Read Independently) and 1.2 (Reading Critically in All Content Areas)

B. Interpretation and Analysis of Fiction and Nonfiction Text

1.1 (Learning to Read Independently) and

1.2 (Reading Critically in All Content Areas)

1.3 Reading, Analyzing and Interpreting Literature)

Remediation Notes:

Reading: Our *Strategic Literacy* programs (secondary reading department) offer all non-proficient students a focused reading/writing program that meets with a certified reading specialist every school day of each year in grades 7-12. This is independent time from a student's English course. In essence, we provide each nonproficient student with the opportunity to have more than 80 minutes of literacy instruction every school day throughout grades 7-12.

Mathematics: At the high school level, students in grades 10 and 11 are provided with a daytime extended learning opportunity (supplemental to in-class remediation experiences) via our *Mathematics Acceleration Program*. This is independent time from a student's regular mathematics course. In essence, we provide each non-proficient student with the opportunity to have a *double period* of mathematics instruction. During the middle level years, non-proficient students are provided with focused instruction (supplemental to in-class remediation experiences) within our *in-school improvement program*.

Special Education

New Hope Academy Charter School will offer a broad range of opportunities for students with disabilities who meet eligibility criteria established by State and Federal laws.

The New Hope Academy Charter School's multidisciplinary team is committed to meeting the needs of all students with a continuous and systemic effort. They will identify, locate and screen students in need of special education services pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Act (IDEA) of 1997.

New Hope Academy Charter School will comply with the IPE process to ensure that all students are properly identified, assessed and services delivered. This process will assure:

- Equal access to all students
- Individual Education Plan
- Free Appropriate Public Education (FAPE)
- Least Restricted Environment (LRE)
- Due process and parental involvement; and
- Nondiscriminatory evaluation.

In partnership with Lincoln Intermediate Unit #12, we will provide any direct and related services to students as indicated in their IEP.

The predominant teaching method that will be used is based on the revision of Benjamin Bloom's Taxonomy of hierarchical and cumulative levels of abstract questions that includes the Affective Domain and Anita Harrow's Psychomotor Domain. This method was chosen because it most applies to the philosophy of New Hope Academy Charter School. It will enhance student learning because it encompasses the whole student, not just a specific component.

Cognitive Domain

This domain consists of six levels of areas from which a teacher may formulate questions. The levels are graded as they increase in difficulty from top to bottom.

Knowledge: This level consists of recognizing and recalling information. The words one would use to ask questions would be *define, recall, who, what, where and when*, to name a few.

Comprehension: On this level, it is assumed that the student has sufficient information to organize and arrange material mentally. The words one would use to ask questions would be *describe, compare, contrast and summarize* to name a few.

Application: Questions on this level ask students to apply previously learned information to reach an answer. The words one would use to ask questions would be *solve, demonstrate, calculate, predict and examine* to name a few

Analysis: Questions on this level ask students to think critically and in-depth. The words one would use to ask questions might be *identify motives, draw conclusions, classify, support and why* to name a few.

Synthesis: This level asks students to perform original and creative thinking tasks. Examples of questions a teacher might ask would be *write, design, develop and construct*, to name a few.

Evaluation: On this level, there are no correct answers. Student could be asked to *judge the merit, to compare, support, summarize*, to name a few examples.

Affective Domain

This domain consists of five areas in which a teacher becomes cognizant of changes in behaviors and attitudes in students rather than students processing information through teacher — introduced questioning.

Receiving: The student's involved in the process of taking in information. Examples would be *listens attentively or shows sensitivity*.

Responding: The student keenly participates in activities presented by the teacher. Teacher comments might be *completes homework or enjoys helping others*.

Valuing: The student attaches a worth to a particular object or phenomena and enjoys the process. An example would be *demonstrates a problem-solving approach*.

Organization: The students bring together different values; they resolve conflicts and develop a philosophy of life.

Characterization by Value or Value Complex: The student has developed his values to the extent that a life style has been developed.

Psychomotor Domain

This domain consists of six areas in which a teacher understands that performance takes the place of questioning strategies. The following movements are divided into the following categories:

Reflex Movement: segmental, intersegmental and suprasegmental reflexes

Basic Fundamental Movements: nonlocomotor, locomotor, manipulative movements

Physical Ability: endurance, strength, flexibility and agility

Skilled movement: simple, compound and complex adaptive skills

Perceptual Abilities: kinesthetic, auditory, and tactile discrimination

Nondiscursive Communication: expressive and interpretive movement

Special Education - Attachment

- NHACS Special Education Manual

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Mrs. Shana Hollman	1.00	Full Inclusion Program with Pullout Content and Emotional Support	NHACS	34	There are no unique circumstances to report.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
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Special Education Program Profile - Chart III

Title	Location	FTE
Non-Instructional Support Staff	NHACS	100

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source, Inc.	Occupational Therapy	2 hours
Therapy Source, Inc.	Speech Therapy	2 hours
Sheree Contrees	Psychological Services	3 evaluations to date

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
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Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	Yes	Yes	No	No	No	No
4Sight	No	Yes	Yes	No	No	No	No
WIDA	No	Yes	Yes	No	No	No	No
Woodcock-Munoz	No	Yes	Yes	No	No	No	No

Student Assessment

Current DRC PSSA data received for the 2007-2008 school year is the baseline data received by the charter school in its first year of operation. The results of this data is similar to the trend in data for the York City School District since 2002. While 4 Sight data showed minimal growth patterns, the school program has been modified to include additional remediation in Math and Reading for the 2008-2009 school year with marking period goals for the school and grade level

in both reading and math along with a Writing Across the Curriculum approach to increasing student achievement. Through the use of Study Island and Plato Learning systems, student that are not scoring proficient or above in reading and math will be required to participate in remedial programs which stress areas of weakness narrowed down to the anchor weakness in both of these areas. Student progress will be monitored using 4 Sight and PSSA data as well as local assessments.

2007-2008 4 Sight Math Assessment Scores

Student Count	133	152	131	128	120
Students with Zero Score					
Performance Level Below Basic	<u>99</u>	<u>111</u>	<u>99</u>	<u>78</u>	<u>67</u>
Performance Level Basic	<u>24</u>	<u>25</u>	<u>20</u>	<u>25</u>	<u>24</u>
Performance Level Proficient	<u>9</u>	<u>13</u>	<u>7</u>	<u>20</u>	<u>16</u>
Performance Level Advanced	<u>1</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>13</u>
Scaled Score					

2007-2008 4 Sight Reading Assessment Scores

Student Count	136	151	116	125	130
Students with Zero Score					
Performance Level Below Basic	<u>77</u>	<u>69</u>	<u>48</u>	<u>65</u>	<u>66</u>
Performance Level Basic	<u>36</u>	<u>38</u>	<u>31</u>	<u>27</u>	<u>26</u>
Performance Level Proficient	<u>23</u>	<u>41</u>	<u>36</u>	<u>29</u>	<u>36</u>
Performance Level Advanced	<u>0.00</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>2</u>
Scaled Score					

Current student data shows improvement over the 5 assessments with increases over the five assessments, however, this data indicates that increase remediation and/or increased specific remediation is necessary to increase student achievement at a significant level.

A grade-level and school wide approach to remediation and enrichment has been developed based on the "Getting Results" template and data-driven instructional practices.

Students will be initially grouped into remediation groups by their PSSA data for remediation. Students will remain in remedial groups until they are able to pass the mastery test by module or anchor using the STUDY Island or Plato program. Students will participate in the Study Island or Plato programs as a remedial tool based on the math concepts covered within the classroom too.

Reading anchor goals will be established for each grade level based on PSSA and 4 Sight Data. The anchors stressed will be a part overall curricula. Teachers will be required to align assessment questions with current anchors on a daily basis based on content taught in the curricula of the class. These anchor questions will be included as a part of lesson plans and identified on tests. Students will be measured on improvement using Study Island and/or Plato Learning Systems.

Student Assessment - Attachment

- Aggregate Scores from Local Test Data

Teacher Evaluation

Teachers and administrators will be evaluated by their immediate supervisor. Criteria will be based on the particular employee's job description coupled with the adherence to New Hope Academy's mission and vision. The goal is to improve the quality of services to the students. New Hope Academy Charter School has set very high standards for its students and, therefore, all staff must perform accordingly.

The following PDE forms will be utilized for evaluating teachers depending on their certification levels:

Semi-Annual Employee Form for Instructional I Teachers and Attachment
Instructional I to II Employee Evaluation Form and Attachment
Employee Evaluation Form for Instructional II Teachers and Attachment

In addition, New Hope Academy Charter School will also employ the attached Teacher Evaluation Form.

Administrators will be required to attend the Pennsylvania Department of Education's GROW (for administrators with 3 or less years experience) or SUPPORT (for experienced administrators) Inspired Leaders program. Taken directly from the PDE website, administrators will be evaluated on the following points of emphasis:

The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.

The leader is grounded in standards-based systems theory and design and is able to transfer that knowledge to his/her job as the architect of standards-based reform in the school.

The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

The leader creates a culture of teaching and learning with an emphasis on learning.

The leader manages resources for effective results.

The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.

The leader operates in a fair and equitable manner with personal and professional dignity.

The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.

The leader supports professional growth of self and others through practice and inquiry.

Teacher Evaluation - Attachments

- Evaluation of Professional Employees
- Instructional 1 Evaluation
- Instructional 1 Evaluation Attachment
- Instructional 2 Evaluation
- Instructional 2 Evaluation Attachment
- PDE428A Instructional 2 Attachment
- Plan for Improvement

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

New Hope Academy Charter School completed its first year of operation, and underwent growth and turnover in the Board of Trustees and administration. The Board of Trustees and administration grew to meet the needs of the expanding school. Mutual administrative changes took place with one key staff member. NHACS did not experience any disruption during the transitions, and operations were continued successfully.

Board of Trustees

Name of Trustee	Office (if any)
Stephen Mitchell	
Robert Cooper	
Rev. Adrian Boxley	
John Eyster	
Hope Johnson	
Benjamin Pratt, Esq.	
David Graybill	

Professional Development (Governance)

NHACS will provide for such professional development through various conferences and training sessions offered by PDE and affiliates. To promote student growth and achievement, an effective Board of Trustees will stay current with changing needs and requirements by reviewing educational literature, attending professional development opportunities prior to Board service and continuously during Board service, and preparing to make informed decisions. They also adopted and act in accordance with the *PSBA Code of Conduct for Members of the Pennsylvania School Boards* (<http://www.psba.org/psba/boardstandardsandcode.asp>)

Board Members participated in a special presentation from NHACS’s lawyers at the beginning of the school year on ethics and clearances. In addition, many board members have participated in professional development classes through the community and their business ventures. The annual refresher for the board members is scheduled Thursday, July 31st, 2008 and will focus on the Sunshine Law and Public Officials Act.

Board of Trustees Code of Conduct

We, as members of New Hope Academy Board of Trustees, representing the residents of the charter school community believe that:

1. Striving toward ideal conditions for effective Board of Trustee service to our community, in a spirit of teamwork and devotion to public education, is the greatest instrument for preserving and perpetuating our representative democracy.
2. The future welfare of our community, the Commonwealth, and our nation depends upon the quality of education we provide in public schools
3. In order to maintain a free and strong country, our civic obligation to the community, the Commonwealth and our nation is to maintain free and strong public schools in the United States of America, without surrendering our responsibilities to any other person, group or organization.
4. Boards of Trustees share responsibility for ensuring a “thorough and efficient system of public education as required by the Pennsylvania Constitution.
5. The parents and families of students choosing to attend New Hope Academy Charter School have entrusted us with the advocacy and stewardship of the education of the youth in this school.
6. The parents and families of students choosing to attend New Hope Academy Charter School expect that our first and greatest priority is to provide equitable education for all youth under our jurisdiction.

Biographies of Board of Trustees

John C. Eyster

John is a graduate of York College of Pennsylvania. As Administrative Vice-President of M&T Bank in York, he is able to provide the NHACS Board with experienced financial guidance. His commitment to community service shows in his extracurricular activities: President, Yorktown Senior Center, United Way, YCEDC Board Member and York Chapter of the American Red Cross. He receives professional and leadership training from his employer.

Benjamin L. Pratt, Esq.

Ben received his legal education at the Widener University School of Law, and is currently with CGA Law Firm. His previous experience included positions with the Pennsylvania School Boards Association. He acted as a Labor Negotiator/Consultant, Staff Counsel and Director of Employee Relations Services. He has also served as an Adjunct Professor for Harrisburg Area Community. He recently attended the School Solicitors Symposium in State College on issues effecting public schools on June 26th-June 27th, 2008.

Robert E. Cooper

Rob is a graduate of Loch Haven University, School of Communications. He currently is the Manager of Marketing and Community Sales at AmeriHealth Mercy Health Plan. He holds a Pennsylvania Accident and Health Agents License. Rob has been involved with the York community for many years, specifically with the Boys Club of York.

Hope Johnson

Hope brings her experience as a business professional and a parent to the board of NHACS. With her child being part of NHACS student body, she experiences the impact of the educational programs from a firsthand perspective.

Reverend Adrian Boxley

Rev. Boxley has a wealth of experience in the business and spiritual community. He received a Master of Business Administration from the University of Phoenix. Previously he was a Residential Coordinator at the Children's Home of York where he supervised over thirty youth workers. He is currently the Pastor at St. Paul Baptist Church in Columbia, PA.

David Graybill

Dave is a product of York City schools. He received his Bachelor's degree from Gettysburg College and Master's from Penn State. Dave returned to York City as a teacher and coach. After retiring, he continues to volunteer his services within the sports program at William Penn High School.

Stephen E. Mitchell

Steve is the President, CEO and owner of MitchCO, Incorporated, located in York, PA. He serves on the boards of Better York and Habitat for Humanity Board and is the Chairman York City Recreation Corporation.

Coordination of the Governance and Management of the School

The Board of Trustees has primary responsibility for the governance of the school from the leadership coalition. This is a result of the awarding of the charter by the York City School board. NHACS has developed a strong set of bylaws that will guide the Board as they govern the school and coordinate its management with Three Cord Youth Services, NHACS contracted Management Company.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Dates

Community and Parent Engagement

The proponents of New Hope Academy Charter School share an extensive community development and youth empowerment background, and have been active in the York community for many years. Collectively they have significant experience with involving the public and key stakeholders, especially young people, in community planning activities. They plan to continue that tradition in the planning of this charter school.

Since the awarding of the charter on March 12, 2007 the Board of Trustees has stepped up the schedule of community outreach and involvement. A series of community outreach meetings have been held. With respect to engagement of the business and institutional community, Mr. Anderson has several meetings set up with board member Steve Mitchell and several prominent business leaders and nonprofit organization in York. Additionally, relationships are being forged with the York YMCA which has exceptional facilities located less than four blocks from NHACS.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

NHACS works with the Federal, state and local government to obtain grant and other available monies. Currently, NHACS is in the process of working with local representatives for funding from the Department of Community and Economic Development (DCED). NHACS leadership staff and Board of Trustees are cultivating community partnerships locally, and plan to continue the growth of this network throughout the upcoming year.

In addition to government funding, NHACS plans to look into private foundations with applicable visions to assist the school in reaching its service and educational goals for this community.

Fiscal Solvency Policies

New Hope Academy follows a number of policies to ensure fiscal solvency.

Budget Planning — Policy 601

Authority

The budget shall be designed to reflect the Board's goals and objectives concerning the education of New Hope Academy Charter School Students. Therefore, the budget shall be organized and planned to ensure adequate understanding of the financial needs associated with program support and development. The financial requirements of school programs shall be reviewed on a continual basis.

Delegation of Authority

To meet the objectives of this policy, the Board directs the CAO and his/her administrative staff to:

1. Include an estimated annual cost for implementation of the school's educational program.
2. Prepare a long range plan for annual maintenance and replacement of facilities.
3. Prepare a plan for current and future technology needs.
4. Maintain an inventory of school equipment.
5. Establish a projected budget of expenditures and income for the ensuing year.
6. Prepare an annual estimate of anticipated school enrollments.
7. Maintain a plan of anticipated revenues based on changes in state and federal legislation.
8. Report to the Board any serious financial implication arising from the budget plan.

Budget Preparation — Policy 602

Purpose

The Board considers preparation of an annual budget to be one of the most important responsibilities because the budget is the financial reflection of New Hope Academy Charter School's educational plan. The budget shall be designed to carry out that plan in a thorough and efficient manner, to maintain the facility, and to honor school obligations.

Authority

The Board recognizes its obligation to the sending school districts to approve only those expenses reasonably required to provide an educational program suitable to the needs and goals of the school and its students.

The budget should be studied by each Board member during its preparation, but once adopted; it deserves the full support of all members of the Board.

Delegation of Responsibility

In preparing the budget, the Chief Administrative Officer shall set general priorities for expenditures for:

1. Staff for maintenance of programs
2. Technology, equipment and supplies
3. Maintenance of existing facility and equipment
4. New staff necessary for improvement or expansion of programs
5. New technology, equipment and supplies necessary for improvement or expansion

Budget Preparation — Policy 603

Purpose

It is the philosophy of the Board that the annual budget proposal represents the position of the Board, and all reasonable means shall be employed to present and explain the proposed budget to the sending school districts and their residents.

Delegation of Responsibility

Board members and New Hope Academy Charter School administrators shall be thoroughly familiar with, and understand the need for proposed expenditures so that they may answer questions directed at them.

Authority

At least 30 days prior to adoption of the final budget, the Board shall prepare and present a proposed budget which shall be set forth in detail using the forms required by the Department of Education. The final date for the adoption of the budget is June 30 since the fiscal year begins on the first day of July.

The proposed budget shall be available for public review at the administrative offices at least 20 days prior to the adoption of the budget. Final action shall not be taken on the proposed budget until after 10 days of public notice.

Guidelines

The CAO shall develop procedures for the dissemination of budgetary information to the sending school districts and the communities.

Tuition Income — Policy 604

Authority

When New Hope Academy Charter School receives students, it shall assess tuition charges to the appropriate school district in accordance with the School Code. Tuition shall be assessed for those students who have been accepted at New Hope Academy Charter School in accordance with policy.

Delegation of Responsibility

It shall be the responsibility of the Business Manager to invoice tuition for accepted students.

Guidelines

Tuition billings will be made in at the end of each month of attendance.

Bank of Accounts — Policy 605

Authority

The Board, by a majority vote, shall designate one or more banks or bank and trust companies as depositories for the safeguarding of school funds.

Each depository shall be required to report monthly to the Treasurer or Board on the status of funds, in the manner required by law. Each designated depository shall furnish proper security for deposits in the amount designated by the Board and in accordance with law.

Guidelines

Each designated depository shall be advised not to cash checks payable to New Hope Academy Charter School but to deposit said checks into the school account(s).

The Board shall periodically obtain quotations for specified banking services prior to designating its depositories.

Payment of Bills — Policy 612

Purpose

It is the Board's intent to direct prompt payment of bills but at the same time to ensure that due care has been taken in the review of New Hope Academy Charter School bills.

Authority

Payment of bills prior to Board approval can be made by the Business Manager under any of the following conditions:

1. The prompt payment of items that will accrue to the school's advantage.
2. Progress payments to contractors specified in a contract approved by the Board
3. Orders to cover approved salaries and agency account deposits
4. Utility bills in months the Board does not meet.

Delegation of Responsibility

It shall be the responsibility of the Business Manager or designee upon receipt of an invoice to verify that the purchase invoice is in order, goods were received in acceptable condition or services were satisfactorily rendered, funds are available to cover the payment, the Board has budgeted for the item, and invoice is for the amount contracted.

Should the invoice vary from the acknowledged purchase order, the Business Manager or designee shall document on the invoice the reason for such variance.

Should funds not be available in the account to which a proposed purchase will be charged, the Business Manager or designee shall determine the overage and request the Board make a legal

transfer to cover it. A listing of any bills paid under this section will be provided to the Board on a monthly basis for their approval.

All claims for payment shall be submitted to the Board and recorded in the minutes of the Board meeting.

The list of bills shall include for each:

- Check number
- Check date
- Vendor
- Amount of remittance
- Amount charged

Upon approval of an order, the Treasurer or designee shall prepare a check for payment and cancel the commitment placed against the appropriate account.

All checks approved by the Board shall be signed by those duly noted on the account.

No check shall be made out to cash.

New Hope Academy Charter School is exempt from sales tax on the purchase of tangible, personal property or services that are sold or used by the school. The school shall control use of its sales tax exempt number issues by the Department of Revenue, in compliance with established regulations. The exemption number shall be used only when buying property or services for school use.

The school shall obtain a sales tax licenses number for school organizations who purchase items to be resold.

School Audit — Policy 615

Purpose

The Board recognizes the importance of the public's right to have access to the public records of New Hope Academy Charter School, including public financial records. The public has the right under law to inspect and procure copies of the annual audit conducted by the school's accountant and the audit conducted by the Auditor General's office.

Authority

The Board shall employ an independent, certified public accountant to conduct an annual school audit in conformance with prescribed and legal standards. The completed audit shall be presented to the Board for its examination and approval.

The Board recognizes its obligation to represent the best interests of the community. Therefore, the Board shall make the results of both the school's audit and the Auditor General's audit available to the public at the Administrative Office.

The Board believes that the two available audits provide adequate safeguards for public interest. Therefore, special audits by special interest groups are not permitted.

The Board recognizes that certain information shall not be made available to the public.

Guidelines

A statement of the financial condition of New Hope Academy Charter School shall be presented

to the Board of Trustees annually. Such presentation shall immediately follow the completion of the annual audit.

Accounting System

New Hope Academy Charter School uses QuickBooks Premier Non-Profit Edition 2007 for our financial accounting records.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- NHACS Signed Expenditures Statement
- NHACS Signed Revenues Statement

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

New Hope Academy Charter School has hired Kouchenour, Ernst, Myser and Burg as our Accountant, who will conduct our first audit in August 2008. A date has not yet been scheduled. Since this is our first year of operation, we do not have a previous year's audit report to attach.

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

- Audit Report Note

Citations and follow-up actions for any State Audit Report

New Hope Academy Charter School has not been audited by the State.

SECTION VII. FACILITY RESPONSIBILITIES

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

All purchases that are within budgetary limitations may be made upon authorization of the Business Manager and the CAO. All purchase order requests must be referred to the Purchasing Agent who shall check whether the proposed purchase is subject to bid, whether sufficient funds exist in the budget and whether the material might be available elsewhere within the school.

Guidelines

In the interests of economy, fairness and efficiency in its business dealings, the Board requires that:

- A. Items commonly used in the school be standardized whenever possible.
- B. Opportunity to do business with New Hope Academy Charter School shall be provided to as many responsible suppliers as possible. Lists of potential suppliers for various types of supplies, equipment and services will be developed and maintained.
- C. No purchase request will be honored unless made on the New Hope Academy Charter school requisition form that has the necessary approval.
- D. Supplies
 1. The Board shall, after due public notice advertising for competitive bids, purchase furniture, equipment, school supplies and appliances costing \$10,000 or more, unless exempt by statute. The Board shall advertise once a week for 3 weeks in not less than two newspapers of general circulation.
 2. Furniture, equipment, school supplies and appliances to be purchased by the school costing more than \$4,000 but less than \$10,000 may be obtained on written or electronic

quotations unless exempt by statute. If it is not possible to obtain three quotations, a memo must be kept on file showing that fewer than 3 qualified vendors exist in the market area. The written price quotations, written records of electronic price quotations, and memoranda shall be kept on file for a period of three years.

All purchases that are within budgetary limitations may be made upon authorization of the Business Manager and the CAO. All purchase order requests must be referred to the Purchasing Agent who shall check whether the proposed purchase is subject to bid, whether sufficient funds exist in the budget and whether the material might be available elsewhere within the school.

Future Facility Plans and Other Capital Needs

NHACS will occupy the facility at 459 West King Street in York City. The facility can adequately support the first year of operation (grades 7 & 8 /168 students) with very minor renovations. The second year of operation (grades 7 — 10 /336 students) can be accommodated with some internal renovations. The third and final year of expansion (grades 7 — 12 / 504 students) will require the construction of an addition. NHACS has budgeted funds from PA's Charter School Planning Grant to hire a registered architect to prepare facility expansion plans. NHACS has expressed its desire to work in partnership with the City School District on many occasions and will continue to reach out to the district as work on the school progresses.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Safety

New Hope Academy Charter School recognizes that facilities must be maintained and operated in a condition that is safe for students, staff and visitors.

The CAO or designee shall prepare rules governing school safety and prevention of accidents or fire, which shall include the requirements of law and applicable regulations of various departments of state government.

The CAO or designee:

1. Ensures curriculum to instruct students in safety and fire prevention.
2. Provides required drills to instruct students in safety procedures.
3. Reviews and evaluate annually school safety rules and plans.

Administration informs all staff and students of school safety rules at the beginning of the school year.

Health

Student Health Services are intended to encourage and support parents' decision making responsibility for the health care of the child. It is recognized that good health is basic to sound educational and productive living. The attainment and maintenance of optimal health helps the student to work to his/her maximum capacity in school and grow into a productive adult.

Student health is not a medical service. It is primarily a preventive service that focuses on primary, secondary and tertiary prevention (first aid, emergency care, counseling, consultation, early identification, referral, problem management, and follow-up).

The authority to approve protocols, procedures, guidelines, directive and orders on behalf of the Board is granted to the Chief Administrative Officer or designee.

Health services personnel, certified school nurses, health room aides and personal assistants abide by pertinent state law and New Hope Academy Charter School policy.

The individual records of health examinations are maintained as a confidential record, subject to statute and Board policy.

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

- Evidence of Submission for Request and Reimbursement
- NHACS Wellness Policy

Current School Insurance Coverage Policies and Programs

New Hope Academy Charter School utilizes Kunkle Insurance to facilitate needed insurance policies. NHACS is a name insured under Philadelphia Indemnity Insurance Company. Policies and programs in place for the Commercial Package include: Commercial Property Coverage, Commercial General Liability Coverage, Commercial Crime Coverage, Commercial Inland Marine, Commercial Auto Coverage, Businessowners, Workers Compensation, Professional Liability. A Commercial Excess Liability policy is carried, as well as a Directors and Officers policy including subparts: Commercial Property Coverage, Commercial General Liability Coverage, Commercial Crime Coverage, Commercial Inland Marine Coverage, Commercial Auto Coverage, Businessowners, Workers Compensation, Flexi Plus Five.

Full-time employees are offered health and medical insurance through Keystone Health Benefits from Capital Blue.

Current School Insurance Coverage Policies and Programs - Attachment

- NHACS Insurance Declarations Pages

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

New Hope Academy Charter School (NHACS) policy is to seek the most highly qualified person for each position as defined by NCLB of 2001. Complete applications, including letters of reference, Act 34 and 151 clearances, fingerprint requirements, and official transcripts are necessary for employment.

During the 2007-2008 school year, NHACS employed 22 professional staff and 5 support staff. Of these existing staff, 7 contracts were terminated or not renewed (1 support personnel and 6 professionals). The remaining 20 staff will continue on for the 2008-2009 school year.

Due to the unique case of this being NHACS first year of operation, personnel were added throughout the school year. Additional staff will be added to support the school's next two grade levels.

NHACS leadership has established a Hiring/Retention Committee to analyze strategies for retention and professional development. Possible reasons for the termination or non-renewal of contracts related to: emergency certification of personnel and their lack of fulfilling certification requirements, insubordination, and moving out of the area.

Quality of Teaching and Other Staff - Attachments

- Evidence of ESPP Report
- PDE-414-VerificationForm
- Documentation of Emergency Certification Submission to State

Student Enrollment

The selection of students for New Hope Academy Charter School is based on a lottery process. This process is in effect if there are more applications than there are slots available for a particular grade level.

NHACS began operation with 7th and 8th grades, a total of 168 student slots for the 2007 -2008 school year. Each grade level is allotted 84 slots. Grades 9 and 10 will be added for the 2008 — 2009 school year which will necessitate an additional 168 student slots, bringing the total to 336 student slots. For the 2009 — 2010 school year, grades 11 and 12 will be added, requiring 168 additional student slots, bringing the total to 504 student slots.

York City School District resident student applications will be in a lottery pool and separated from those student applications whose residences are in York County but are beyond the York City School District limits. The York City School District resident lottery pool will be drawn from first. When this pool is exhausted, the County waiting list will be utilized. Siblings of current NHACS students will automatically receive slots prior to any lottery selection. Students who are currently enrolled in NHACS are automatically placed on the list to return for the next school year and are not part of the lottery. Students who leave NHACS and wish to return must complete a new application form and will be placed in the York City lottery or on the County waiting list, whichever is appropriate. The date for the lottery will be July 1st. If this date falls on a weekend, the actual date will become the Monday closest to the actual date.

A school age student shall be entitled to make application to NHACS for the 2007-2008 school year if they are eligible for 7th or 8th grade. NHACS will work in conjunction with the school district of a student who has applied and who has been identified as homeless in accordance with Board policy, laws and regulations. NHACS shall not enroll a student until the parent/guardian has supplied proof of the student's age, residence and immunization as required by law. NHACS shall not inquire about the immigration status of a student as part of the enrollment process.

The same enrollment requirements and procedures shall apply to students who are nonresidents of York City School District and who have been selected in the lottery, in accordance with Board policy and by the Chief Administrative Officer.

When the parents of a student reside in a different school districts, the student will be considered a resident of the district where s/he resides the majority of the time, unless a court order or court approved custody agreement specifies otherwise. If the parents of a student share joint custody and time is evenly divided, the parents may choose in which of the two school districts the child will be considered a resident. If a student is an emancipated minor, the resident school district shall be the one in which the student is then residing.

It shall be the policy of the Board to admit nonresident students only after all of the York City School District students have been served and if there are grade level slots available.

In accordance with Charter School Law, the school district in which the student is residing is responsible for transportation to and from school up to and including a 10 mile radius.

Nonresident Children Placed in York City School District

Any child placed in the home of a district resident by a court or government agency shall be permitted to apply to New Hope Academy Charter School and shall receive the same benefits and be subjected to the same responsibilities as resident children.

Residents of Institutions

A child who is living in or assigned to a facility or institution for the care or training of children that is located within York City School District is not a legal resident of the district by such placement. S/He shall be eligible to apply to NHACS and a charge for tuition shall be made in accordance with statute.

Future Residents

A student whose parent/guardian has executed a contract to buy, build or rent a residence in York City School District for occupancy within 6 weeks to the beginning of the school year is eligible to submit an application and will be placed in the district residency lottery. If the student is chosen in the lottery selection, a proof of current and anticipated residency must be submitted prior to acceptance.

Former Residents

Regularly enrolled students whose parents/guardians have moved out of the York City School District are permitted to remain at New Hope Academy Charter School. Tuition will be charged to the school district where the student moved and currently resides. Transportation will be provided by the current school district within a 10 mile radius.

Enrollment History

Our first student enrollment submission dated October 1st, 2007, to the Pennsylvania Department of Education (PDE) included 165 students (86 seventh graders and 79 eighth graders). By our March student enrollment submission, we had an additional 10 students enrolled at one point throughout the school year (89 in 7th grade and 86 in 8th grade). A total of 7 students dropped (3 seventh graders and 4 eighth graders). It is unknown what district students transferred to. Our active student snapshot, a data collection required by PDE, as of March 3rd, 2008 consisted of 168 students (86 seventh graders and 82 eighth graders).

There are 152 students currently enrolled who are to return next year.

There were no student expulsions this year. Seven students left voluntarily.

Student Enrollment - Attachments

- Enrollment in New Hope Academy Charter School
- Eligibility of Nonresident Students
- Lottery Selection
- Admission Policy

Transportation

New Hope Academy Charter School (NHACS) is a Walking District which follows in line with the resident school district, York City Schools. Students sometimes receive transportation by a parent/legal guardian.

If necessary, Lincoln Intermediate Unit 12 handles transportation needs of a special education / physically challenged students.

Food Service Program

It is required under the 3800 state regulations that all students are offered breakfast. In order to meet their nutritional needs and enhance their ability to learn, NHACS operates the National School Breakfast / Lunch Programs. The students are all eligible for Free or Reduced Meals under these programs.

Critical factors include that the food be appealing and attractive to students; be served in clean and pleasant settings; meet, at a minimum, nutrition requirements established by local, state and federal statutes and regulations;

Through a State approved Food Service Management Company (FSMC), a variety of fruits and vegetables are served. The FSMC also adheres to recommendations by the Dietary Guidelines for American 2005.

NHACS provides students with at least 20 minutes to eat after sitting down for breakfast and 25 minutes after sitting down for lunch. Students are not allowed to share food with one another during scheduled meal times. This is in place due to concerns about health, safety and security within our facility.

NHACS does not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages, as rewards for academic performance or good behavior.

NHACS limits celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages served individually.

Student Conduct

PHILOSOPHY OF THE STUDENT BEHAVIOR PROGRAM

A school's climate must support quality teaching by instructors and effective learning by students. Good citizenship and adherence to the rules are required for student participation at New Hope Academy Charter School. We believe that parents/guardians are essential partners in the educational process and must be properly involved as well as accountable for the achievement and behavior of their children.

Our Student Behavior Program is a progression through which the school and the home intervene as soon as possible when a student demonstrates inappropriate behavior. This early intervention permits the school to bring this behavior to the attention of both the student and the parent/guardian, and affords the opportunity for parents/guardian and the school to work together to modify behavior.

GOALS OF THE STUDENT BEHAVIOR PROGRAM|

- * To insure the rights and personal dignity of students and staff
- * To emphasize the need for acceptance of personal responsibility
- * To assure a fair, reasonable and consistent approach to the enforcement of the Student Behavior Program
- * To maintain an effective and safe learning environment
- * To maximize learning and minimize disruptions
- * To protect and maintain property
- * To identify, diagnose and remediate students who exhibit inappropriate behavior
- * To refer students to appropriate persons for counseling, examination, remediation or rehabilitation
- * To promote and recognize exemplary student behavior

STATEMENT OF STUDENT BEHAVIOR

New Hope Academy Charter School believes that our school should provide an environment conducive to learning the basic values and standards incorporated into the community. These include the development of self-discipline and individual responsibilities fundamental to a democratic society. Because irresponsible behavior and violations of good conduct can substantially disrupt or interfere with a learning environment, it is necessary to establish and enforce consistent disciplinary regulations and procedures. Conduct is closely related to learning. An effective instructional program requires a safe and orderly school environment and the efficacy of the educational program is, in part, reflected in the behavior of students and employees. Consequences are viewed as the school's efforts to assist in the learning process and are not viewed as punitive deterrents.

RESPONSIBILITIES

Appropriate student behavior realized when each student develops the desire and the ability to participate as a responsible citizen. Responsibilities outlined by the Student Behavior Program are:

- a. Student responsibilities include regular school attendance, conscientious effort in class work, and conformation to school rules and regulations. Most of all, students share with the administration and faculty, a responsibility to develop behaviors within the school climate that is conducive to wholesome learning and living.
- b. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and others who are involved in the educational process. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.
- c. Student responsibilities will include, but not be limited to the following:
 - * Being aware of all rules and regulations for student behavior and conducting themselves in accord with them.
 - * Dressing and grooming themselves so as to meet fair standards of health and safety and so as not to cause substantial disruption of the educational process.
 - * Assuming that a rule is in full effect until it is waived, altered or repealed.
 - * Assisting the school staff in operating a safe school for all students enrolled.
 - * Being aware of and complying with state and local laws.
 - * Exercising proper care in the use of all school facilities and equipment.
 - * Attending school daily, except when excused, and being on time for all classes and other school functions.
 - * Making all necessary arrangements for making up work missed during absence from class or school.
 - * Pursuing and attempting to complete satisfactorily or above the courses of study prescribed by state and local school authorities.
 - * Refraining from abusive language in written, verbal or other forms of communication.
 - * Exhibiting appropriate behavior on school computer networks and the Internet.

Student Conduct - Attachments

- Discipline of Students with Disabilities
- Discipline
- Suspension and Expulsion

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The New Hope Academy CS within Lincoln IU 12 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
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Isiah Anderson

Title Chief Administrative Officers

Phone 717.845.4046

Fax 717.845.4057

E-mail ianderson@threecordyouthservices.com

Signature of the Chief Executive Officer and Date

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

Name Stephen Mitchell

Title President of the Board

Phone 717.845.4046

Fax 717.845.4057

E-mail smitchell@rudyglass.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Denise Stouffer

Title Education Director

Phone 717.845.4046

Fax 717.845.4057

E-mail dstouffer@newhopecharterschool.com

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- NHACS Signature Page