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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Charter Annual Report** **Monday, November 10, 2008**

**Charter School:** New Media Technology CS  
**Address:** 8034 Thouron Ave  
Philadelphia, PA 19150-2423  
**Phone:**  
**Contact Name:**

## CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

### Charter School Annual Report Summary Data 2008 - 2009

**Name of School:** New Media Technology CS

**Date of Local Chartering School Board/PDE Approval:** March 17, 2004

**Length of Charter:** Five (5) Year **Opening Date:** September 5, 2004

**Grade Level:** 5th-12th **Hours of Operation:** Middle School: 8:15 a.m. to 3:00 p.m.; High School: 8:15 a.m. to 3:30 p.m.

**Percentage of Certified Staff:** 56.4% year average; increased to 70.4% of staff possessing valid certification by end of year **Total Instructional Staff:** 28 advisors (i.e. teachers)

**Student/ Teacher Ratio:** 16:1 **Student Waiting List:** NA

**Attendance Rate/Percentage:** 92.05% High School; 96.44% Middle School

**Second Site Address, Phone Number and Site Director:**

The high school address is changing for 2008-2009 to 8034 Thouron Avenue, Philadelphia, PA 19150. Phone and site director information will remain the same. Upon occupying the new facility, NMTCS will immediately confirm the new contact information with PDE and our authorizer.

**Enrollment:** 442 students (year-end); 131 Middle School & 311 High School **Per Pupil Subsidy:** \$7,708.33 regular ed./\$16,760.03 special ed.

**Student Profile**

**American Indian/Alaskan Native:** 0  
**Asian/Pacific Islander:** 0  
**Black (Non-Hispanic):** 441  
**Hispanic:** 0  
**White (Non-Hispanic):** 0  
**Multicultural:** 1

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 77% (06-07 data)

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 46

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	183	183	183
Instructional Hours	0	0	0	0	946.9	946.9	946.9

## SECTION I. EXECUTIVE SUMMARY

## Organization Description

Founded in 2004, the New Media Technology Charter School has created an innovative learning community that cultivates collaboration, inquiry, and problem solving through project-based learning supported by digital multimedia technology. The school presently serves approximately 450 students in grade 5-12, with a charter through the School District of Philadelphia to serve up to 570 students in 2008-2009. The school occupies two facilities (a middle school and a high school) both in Northwest Philadelphia.

The New Media Technology Charter School was founded in 2004 by a team of dedicated educators and talented professionals from various walks of life who wanted to create new educational options for urban high school children in Philadelphia. Spearheaded by the Black Alliance for Educational Options and educators from the Lotus Academy, New Media is one of several small high schools that were made possible in part by a seed grant from the Bill and Melinda Gates Foundation by way of EdVisions Minnesota based project based learning institution. After a successful first year of operation, the School District of Philadelphia expanded New Media's charter to include grades 5-8.

With project-based learning at the core of New Media's educational model, students identify complex problems that inspire and motivate them to conduct investigations over a sustained period of time. A key to the implementation of our project-based model is the emphasis placed on the 6 R's for Results: Relationships, Rigor, Relevance, Respect, Responsibility, and Reflection. The stated objectives are:

- Relationships — To learn to develop relationships that are positive, supportive and promotes growth toward productive citizenship.
- Rigor — To create a rigorous school curriculum that challenges students and requires them to delve deeply into projects that answer critical essential questions.
- Relevance — To provide experiences that are relevant to “real life” and the culture of our students and community
- Respect — To extend courtesy, kindness and decency to fellow human beings
- Responsibility — To share in the work and responsibilities of the collective effort to advance the community
- Reflection — To engage in continuous thought, assessment, and redesign to improve learning and teaching

As we enter our fifth year of operation, we continue to build a new model of education based on excellence in the areas of digital multimedia and project based learning. Our method is both innovative and effective; New Media is proud to report that we made Adequate Yearly Progress based on the gains our students have made in reading and mathematics.

## Core Purpose

### Mission

The central mission of New Media Technology Charter School is to provide students with rigorous and relevant academic and life skills, prepare its graduates to use technology, and to enhance lifelong learning and productivity.

## Vision

The school leaders of NMTCS inspire a shared vision for the integration of cultural awareness, technology, collaborative learning, and to foster an environment that is conducive to the realization of that vision. Students experiencing New Media Technology Charter School's program will understand that life-long learning forms the basis of knowledge and wisdom. They will use their talents and skills to become independent, responsible, and productive members of the community. They will constantly enhance themselves and the environment that surrounds them. New Media Technology Charter School school leaders will accomplish all of the following (standards adapted from the NETS):

- facilitate the shared development by all stakeholders of a vision for culture, technology, and collaborative learning and widely communicate that vision.
- maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long range, and systemic technology plan to achieve the vision.
- foster and nurture a culture of inquiry and innovation using technology as the medium.
- use data to drive instructional and operational decisions.
- provide for a learner-centered environment that uses technology to meet individual and diverse needs of learners.
- facilitate the use of technology to support and enhance instructional methods that develop higher level thinking, decision making and problem solving.
- create and participate in a learning community that stimulates, nurtures and supports staff in using technology or improved productivity.
- maintain awareness of emerging technologies and their potential uses in education.
- implement and use technology-based administrative, management, and operation systems.
- use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- ensure equity of access to technology resources that enable and empower all learners and educators.

## Shared Values

At its earliest conception, New Media Technology Charter School adopted the *Seven Attributes of High Achieving Schools* that has been used as a framework by EdVisions to create rich teaching and learning environments. The EdVisions Cooperative was one of the first organizations to receive funds through the Bill & Melinda Gates Foundation to replicate models of effective, small, personalized high schools based upon the successful Minnesota New Country School in Henderson, MN. The Gates Foundation identified seven attributes of highly effective schools, all of which were utilized in the planning for NMTCS. They are:

### Common Focus

The learning community of NMTCS focuses on a few important goals highlighting a learner-directed, inquiry based approach to learning that emphasizes the use of technology.

### High Expectations

New Media's high expectations are demonstrated through equitable learning outcomes. All students are expected to demonstrate progressive improvement and to make contributions that evolve around their personal interests.

### Respect and Responsibility

One of the central aspects of the NMTCS program, along with developing lifelong learning, problem solving, critical thinking, and strong communication skills, is character development. At

NMTCS, students are encouraged to achieve greater insights into their strengths, needs, and aspirations, and to achieve self-fulfillment grounded in service to others.

### **Personalization**

New Media's small school population permits a personalized, technology-infused learning environment that is directed at recognizing the strengths and talents of each individual student. Each year a Personalized Learning Plan is created for students to continually define their goals, means, and outcomes.

### **Time for Staff to Collaborate**

Staff members at NMTCS have numerous opportunities to collaborate in order to plan and strategize on how to best meet student needs. Weekly three-hour professional development sessions allow the teaching staff to collaborate on a consistent basis.

### **Technology as a Tool**

Since NMTCS has a digital multimedia focus, technology is an integral part of learning every day. Students use technology to collaborate in constructing technology-enhanced models, to prepare publications, and to produce creative presentations.

### **Performance Based Mastery**

NMTCS will encourage students to reach their highest potential by helping them to assess their mastery in three main areas: content, process, and presentation. The assessment framework includes monitoring of internal and external assessments to inform strategies for improvement of target goals.

## **Academic Standards**

Academic standards at NMTCS provide a foundation for decisions on curriculum, instruction, assessment, and they communicate core-learning goals to teachers, parents and students. These standards are guided by the Pennsylvania Department of Education's Chapter 4 Academic Standards and are anchored in the skills and knowledge that employers and colleges now demand.

By the time a student graduates from NMTCS in 12th grade, they should be able to demonstrate proficiency in the following standards:

### **MATH STANDARDS:**

- Understands and is able to apply arithmetic and computational skills
- Is able to effectively use mathematics to construct and solve problems
- Has familiarity with the structure and logic of number systems
- Knows algebraic operations and their applications in different kinds of problems
- Understands the rules of geometry and basic trigonometry and demonstrate the ability to use them to solve real life problems in computer science and other "real world" applications
- Computes with numbers fluently and understands several different ways to represent numbers and number concepts
- Understands how to construct equations and inequalities in order to solve problems
- Isolates and identifies variables, and also understands similarities and differences between the use of variables in computer science and mathematics
- Demonstrate a clear understanding of functions, linear and quadratic equations, and how to use them to solve problems and predict the outcome of events

**LANGUAGE ARTS/COMMUNICATION SKILLS STANDARDS:**

**Writing:** Uses the writing processes of planning, drafting, revising, editing, and publishing in order to:

- Write for different purposes relating to multimedia and other disciplines: spoken audio, written scrolling text, long narrative, technical instructions, persuasive writing essays, business letters, cover letters and resumes for job inquiries, etc.
- Write with a sharp, distinct focus
- Write using well developed and appropriate content
- Write with effective and logical organization that supports unity and clarity
- Write with effective style
- Proofread and revise written works to refine content
- Seamlessly integrate written works into all media projects
- Edit writing using: Correct spelling, appropriate mechanics and punctuation, proper syntax
- Use grammar handbooks, thesauruses, and dictionaries as aids to effective writing.

**Reading:**

- Reads and understands essential content of informational texts and documents in all academic areas
- Analyzes and evaluates literary elements: plot (exposition, rising and falling action, conflict, complication, climax, resolution), setting, characterization, theme, foreshadowing, perspective
- Responds to nonfiction, fiction, poetry, and drama taking personal, literal, interpretive, critical, and evaluative stances with an emphasis on personal, critical, and evaluative understandings
- Read and respond to a variety of classic and modern texts, including inter-generational and gender-based literature
- Demonstrate the ability to “signify” upon and satirize famous classical works through the use of modern vernacular

**Listening:**

- Asks probing questions
- Analyzes information, ideas and opinions to determine relevancy
- Synthesizes information, ideas, and opinions to determine relevancy
- Takes notes as a valuable study aid

**Speaking:**

- Speak using skills appropriate to formal speech situations.
- Contribute to discussions.
- Ask relevant, clarifying questions.
- Facilitate group participation.
- Paraphrase and summarize as needed.
- Participate in small and large group discussions and presentations.

**SCIENCE STANDARDS:**

- Knows how to apply the elements of scientific research to solve problems by generating appropriate questions, performing adequate investigations, and constructing effective, multiple-step experiments
- Knows how to organize, analyze, and formulate experimental data into a coherent summation with suggestions for further study
- Knows why and how problem solving happens in math, science, and technology.
- Understands the essential qualities of good scientific methodology
- Understands that good scientific methodology should be used, demonstrated, and strengthened during the study of scientific concepts and investigations
- Demonstrate adequate knowledge of the fundamental principles of life science, earth science, and biology

#### **SOCIAL STUDIES STANDARDS:**

- Each student should be able to clearly articulate what is unique about his or her social place in the context of the larger world as it relates to class, age, race, ethnicity, gender, and nationality.
- Each student should be able to comment on the social structure of the Philadelphia community and how he or she fits into that structure
- Each student should be able to identify cultural bias as it relates to his or her own beliefs and the beliefs of others. The issue of cultural subjectivity and bias should be addressed or dealt with in at least one media project during the student's career at New Media Technology Charter School
- Each student should have a general understanding of popular cultural and religious mores and customs of peoples on every continent. For example, students should not only know that India contains large numbers of Hindu and Muslim people, but also the primary distinguishing qualities between these two major religions
- Each student should have a small collection of media projects by the end of their senior year that addresses global issues that have cross-cultural implications. (e.g. world hunger, neo-colonialism, affairs in the Middle East, war, "Westernization")
- Students should be able to isolate various cultures around the globe and articulate generally how those cultures have evolved over time
- Each student should be able to compare the United States form of government with other governments in terms of ideologies, structure, institutions, and processes. Their analysis should also include comparisons with indigenous governmental systems in Africa, Asia, and Central/South America

#### **Strengths and Challenges**

2007-2008 marked New Media's fourth year of operation, and it was a momentous year for the school as we graduated our first class of 62 seniors. We were able to watch these seniors present their student projects — the culminating project central to our project-based education program. And, we celebrated with their families and friends as these students received their diplomas and prepared to move on to postsecondary studies at institutions including: Penn State University, Temple University, West Chester University, Indiana University of Pennsylvania, University of Pittsburgh, East Stroudsburg University, Kutztown University, Morgan State University, University of Wilmington, Holy Family University, LaSalle University, Chatham University, Tuskegee University, Moore College, Lincoln University, Cheney University, Art Institute of Philadelphia, Columbia College Hollywood (School of Film), Community College of Philadelphia, Lincoln Tech, New Orleans Institute, Rochester Institute of Technology, etc. We are confident that we have instilled in our graduates the drive to be life-long learners, and we look forward to charting their progress as they pursue their studies and careers.

2007-2008 was also a momentous year as we proved that our non-traditional educational model can yield improved academic achievement, and that our strength with regard to student achievement is the fact that we retain and grow our students year after year. The school made Adequate Yearly Progress in 2008 through the Safe Harbor provision of Pennsylvania's Accountability Plan. As such, New Media is now recognized as a school that is "making progress" toward raising student achievement. Specifically, New Media witnessed a 13.4% reduction in the number of students performing below proficiency on the math PSSA and a 7.9% reduction in the number performing below proficiency on the reading PSSA. Additionally, our attendance rates continue to exceed the state's target of 90%.

Additionally, one of the strengths of New Media is that the school embodies the legislative intent of Act 22 (The Charter School Law) by implementing a program that "encourages the use of different and innovative teaching methods." Our project-based instructional model has been fully realized at the school. In visiting our website ([www.newmediatech.net](http://www.newmediatech.net)), you can see the depth of inquiry and scope of learning our students put into each project by watching videos clips of students presenting their projects. Two innovative student projects from 2007-2008 which are highlighted on the website are :

- Students conceiving a "machine that improves lives" — a hair-braiding machine — and developing a video commercial and print ad to market this project. As the students walk you through the steps of their project, you see how one project combines multiple competencies from writing (i.e. scriptwriting), technology (using editing technologies and graphic design software), research skills, and oral communication.
- Students building a "bo-bot," a voice-activated robot that served as an extension of a previous semester's marketing project (similar to the project above), in which students created an advertising campaign for a voice-activated hybrid vehicle targeted to elderly and disabled drivers. In this project, students delve into the science and mechanics of creating such a technology, illustrating the way in which New Media's program encourages students to build upon earlier work to develop increasing higher level knowledge.

But, our greatest strength at New Media is a student body that is enthusiastic and energized by the engagement and participation in the learning process that is possible with a small learning community and project based learning methodology. We are very fortunate to have students who are pleased with the school climate and camaraderie. Our attendance rates of well over ninety percent attest to the fact that we have made education an inviting experience for our young people. Additionally, our emphasis on digital multimedia engages students in learning, more than a standard high school curriculum. They live in a world where the electronic media reigns supreme, and they are able to be a part of it because of our emphasis on "New Media." Our students are actively involved in our website projects, digital video production, and even our own Internet television station. All of these programs are in their infancy, but they have shown tremendous potential to make the school and its instructional program as exciting as the world in which we live.

Our challenges are those that have become nearly universal concerns among urban schools. For example, we get a large percentage of students who start with us with serious deficiencies in language arts and mathematics. The challenge is to design an attractive program that is about more than remediation, and that also addresses those deficiencies that will manifest themselves in the realm of standardized tests and college entrance assessment. At New Media, it is all about

balance, and we have taken great pains to design our curriculum and our educational approach so as to strike a "happy medium" between strengthening weaknesses and offering new and innovative instructional content. One of the other major challenges is providing our students with real world mentoring and internships that will prepare them for the demands that they are and will be confronted with on a daily basis. Yet we understand that we need to build upon this year's gains in math and reading achievement and continue to implement innovative strategies for supporting students in increasing their academic proficiency levels. Additionally, we understand that a priority for our school needs to recruit certified and "highly qualified" teachers who also have the skill sets to implement our non-traditional model — this dual focus will ensure that we become compliant with the certification requirements of the Charter School Law while also safeguarding the success of our educational model in teachers skilled at implementing a technology rich, project-based program. Finally, a long-range goal is to ultimately have each of our students guided by a mentor (inside or outside of the immediate New Media experience) on some limited basis, and to also offer our students an internship that will not only give them "job experience" but that will also allow them to connect education with the "outside world." The limited number of suitable mentors or internship positions makes this a daunting assignment, but New Media is committed to achieving these goals and better preparing our students for the world in which they will have to function.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

In October 2006, the administrative team initiated a series of meetings to discuss a strategic planning process. The discussion led to identifying a leadership team that included the President of the Board of Trustees, the CEO, CAO, Education Director, Facilities Manager, Technology Director, and an educational consultant to look at some of the pressing issues surrounding student achievement and community building. The leadership team came to terms with the long term nature of this project and agreed that subsequent meetings over the next few months would mark the initial phase of the development of the plan. During a three-day period characterized by intense discussion and oversight, the team looked at 1). development of a clear and shared institutional focus, 2) distributed leadership as a shared responsibility for student learning, and 3) using data to focus on student achievement.

In the first meeting, the team acknowledged the need to further clarify a shared focus and identified the three major focal points of the New Media Technology Charter School program as: 1). community building , 2). critical thinking as the core of student achievement , and 3). the integration of technology. After this meeting, the topic of strategic planning was submitted as an agenda item for the next Board of Trustees meeting. During the board meeting it was agreed that Board members, staff members, and a representative sampling of parents and students would be surveyed for input. The leadership team further discussed clarification of purpose for the leadership team and establishing the goals, objectives and actions associated with the development of the strategic plan. During several professional development sessions the topic of strategic planning was discussed, and an invitation was made to staff to solicit staff participation on the leadership team. The time commitment seemed to be a major factor to limiting participation. The leadership team clarified the major goals, objectives for each of the three focal points as:

#### **Focal Point #1 Technology**

Goal- To fully integrate technology into all aspects of the New Media experience.

Objectives- To formulate a comprehensive technology plan; to provide ongoing staff training; to adopt a New Media technology certification program for staff and students; to develop an internship program; to establish a technology advisory council; and to procure additional funding and grants.

**Focal Point #2 Critical Thinking**

Goal- To fully integrate critical thinking and independent learning in all aspects of the New Media experience.

Objectives-

1. Establish rigor, staff buy-in, and implementation
2. Develop performance protocol for staff
3. Define rigor
4. Leadership to focus on rapid response and accountability for instructional excellence

**Focal Point #3 Community**

Goal: To create an empowered community of learners that exhibit an understanding and awareness of their responsibility to contribute to the betterment of humanity.

Objectives: To infuse cultural norms into the implementation of the academic program; to promote character development, skillful collaboration, responsibility and service, and respectful norms of engagement; and to create a culture of excellence.

The team also worked on establishing actions, deliverables, and timeline for each area. During a March, 2007 professional development session surveys were distributed for the purpose of gathering direct feedback from the instructional staff. The responses were invaluable and were used in the planning for the 2007-2008 school year and for further development of the strategic plan. Based upon staff input, the following strategic issues noted below will need to be addressed. If unaddressed they could pose barriers to improved instruction and student achievement.

- Recruiting the right staff
- Addressing staff unfamiliarity with project based learning
- Building culture and community at New Media
- Balancing structure and independence for students in managing their learning
- Engaging staff in the role of shaping character and dealing with student behavior
- Developing school wide processes around discipline
- Developing frameworks or guidelines for project designs

As New Media enters its authorizing year, this strategic planning committee will be charged with evaluating our current plan and developing the goals and strategies for the next five years of our charter.

**Strategic Planning Committee**

Name	Affiliation	Membership Category	Appointed By
Dr. Carol Simmons	New Media Technology Charter School	Administrator	Board
Dr. Ina Walker	New Media Technology Charter School	Administrator	Board
Dr. Margaret Kenney	New Media Technology Charter School	Administrator	Board
Hugh Clark, Esq.	New Media Technology Charter School	Board Member	Board
Rita Anderson	New Media Technology Charter School	Ed Specialist - School Nurse	Board
Cashonna Thomas	New Media Technology Charter School	Special Education Representative	Board
Tonya Brown	New Media Technology	Parent	Board

	Charter School		
Shirley Grear	New Media Technology Charter School	Other	Administration

**Goals, Strategies and Activities**

**Goal: Academic Performance**

*Description:* 56% of NMTCS students will score at or above proficiency on the math PSSA OR NMTCS will decrease the percentage of students scoring below proficiency by 10% per annum.

63% of NMTCS students will score at or above proficiency on the reading PSSA OR NMTCS will decrease the percentage of students scoring below proficiency by 10% per annum.

**Strategy: Expand Instructional Resources**

*Description:* Expand instructional resources and presentation tools.

*Activities:*

Activity	Description	
Teaching Tools	Provide interactive teaching tools: 1. Smartboard 2. Projectors	
Person Responsible	Timeline for Implementation	Resources
Shirley Grear	Ongoing	\$9,900.00

**Strategy: Interventions for Students At-Risk for Educational Failure**

*Description:* NMTCS will provide additional academic support to students who are identified as at-risk for educational failure based on prior year's PSSA results and/or data from benchmarking Assessment.

*Activities:*

Activity	Description	
After School Tutoring	After school tutoring is available Monday through Thursday for one hour. Students who need assistance with math or reading will be referred to this tutoring program.	
Person Responsible	Timeline for Implementation	Resources
Shirley Grear	Ongoing	\$0.00

Activity	Description	
Saturday Skills Academy	Struggling students will be referred to the four-week Saturday Skills Academy held in the spring prior to PSSA testing. During these 3.5 hour sessions, staff will work with all students who attend in small group and whole group interactive sessions to reinforce the concepts deemed most important in the areas of reading comprehension and fundamental math concepts.	
Person Responsible	Timeline for Implementation	Resources
Shirley Grear	Ongoing	\$0.00

**Strategy: Ongoing Monitoring of Student Progress**

*Description:* NMTCS will frequently assess students on math and reading benchmarks throughout the year to ensure progress, identify students in need of intervention/support, and provide targeted instruction to meet student needs.

*Activities:*

Activity	Description	
Kaplan Achievement Planner	NMTCS will use Kaplan Achievement Planner for a benchmark assessment in reading and mathematics every six to eight weeks. Data will be used to identify students in need of interventions and to direct teachers to Kaplan lessons explicitly aligned with assessment anchors in which students need improvement.	
Person Responsible	Timeline for Implementation	Resources
Shirley Gear	Ongoing	\$0.00

**Strategy: Test Preparation**

*Description:* Provide explicit test prep to all students to increase familiarity with PSSA and provide opportunity to master math reading content

*Activities:*

Activity	Description	
Personal Learning Plan Meetings	In November, the instructional staff will met with every parent to reiterate NMTCS' commitment to student improvement. These meetings are called Personal Learning Plan Meetings. The goal of the meetings is to discuss student progress with the parents and student present in order to establish learning goals that can be attained through working diligently at home and at school. Parents will work work with the staff to make sure that required additional nightly writing, reading and math requirements (as stated in the Personal Learning Plan), aside from homework, were completed.	
Person Responsible	Timeline for Implementation	Resources
Shirley Gear	Ongoing	\$0.00

Activity	Description	
Study Island	New Media will renew middle school license so that the entire middle school is able to use Study Island, an on-line test preparation program specifically designed to develop students' skills in the areas of reading, writing, science and mathematics. All students will be assigned a password and a user ID so that they can access Study Island from any computer with internet capability. The classroom teachers, working closely with the computer science teachers and our instructional specialist will make sure that students worked on Study Island for an average of 2 hours per week during school hours from November to May. Study Island aligned to the Pennsylvania Assessment Anchors.	
Person Responsible	Timeline for Implementation	Resources
Shirley Gear	Ongoing	\$0.00

**Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

**Intermediate Unit designee met with and when meeting occurred:**

NMTCS did make AYP for 2008 and is now classified as "Making Progress in School Improvement I." NMTCS 2-year School Improvement Plan was developed in 2007. A copy of our the plan is attached. Also, the approval letter from PDE on behalf of IUs across the state is also attached. This letter, dated 12/21/07 and signed by Sherri Rowe and Renee Paklovic states that our School Improvement Plan is approved.

**Statement of Quality Assurance - Attachments**

- NMTCS School Improvement Plan
- School Improvement Plan Approval Letter from PDE

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

NMTCS endeavors to give all of its students a superior preparation for post-secondary education, increase their employability, and enhance their sense of self-reliance and self-esteem. The extensive use of cross-curricular projects as a primary educational tool, in conjunction with the greater degree of student-teacher interaction and collaboration, and marketable skills in digital multimedia technology give our students a much better chance of accomplishing these goals.

**PROJECT BASED LEARNING**

We at NMTCS are strongly committed to "Project Based Learning" as the preferred approach to instruction. Project Based Learning brings together intellectual inquiry, rigorous real-world standards, and student engagement in relevant and meaningful work. It is a comprehensive instructional model in which project work is central to student understanding of the essential concepts and principles of the disciplines. *It is defined as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.*

This definition encompasses a spectrum ranging from brief projects of one to two weeks based on a single subject in one classroom to yearlong, interdisciplinary projects that involve community participation and adults outside the school. More important than the definition itself are the attributes of effective projects. We at NMTCS push our students to create and carefully plan projects of distinguished caliber. To obtain outstanding projects from students, NMTCS have outlined the following criteria:

- Recognize students' inherent *drive to learn*, their capability to do important work, and their need to be taken seriously by putting them at the center of the learning process.
- Engage students in the central concepts and principles of a discipline. The project work is *central* rather than peripheral to the curriculum.
- Highlight provocative issues or questions that lead students to *in-depth exploration of authentic and important topics.*

- Require the use of essential *tools and skills*, including technology, for learning, self-management, and project management.
- Specify *products* that solve problems, explain dilemmas, or present information generated through investigation, research, or reasoning.
- Include *multiple products* that permit frequent feedback and consistent opportunities for students to learn from experience.
- Use *performance-based assessments* that communicate high expectations, present rigorous challenges, and require a range of skills and knowledge.
- Encourage *collaboration* in some form, either through small groups, student-led presentations, or whole-class evaluations of project results.

## **CURRICULUM FRAMEWORK**

New Media has a general curriculum framework containing key components that must be a part of every project. The primary project designers are students guided by the direction of the advisors to make certain that they have incorporated selected PA standards and benchmarks into the development of their projects. New Media has developed the *New Media Technology Charter School Curriculum and Instructional Planning Guide* that is designed to provide guidance to the staff at NMTCS regarding subject matter content, instructional processes, assessment, and project design. The aim of using the guide is to facilitate responsible teaching for maximum student achievement. The guide is a compilation of information extracted from various sources including the School District of Philadelphia and the Pennsylvania Department of Education.

The curriculum guide is divided into four sections. Section 1: Guiding Principles and Pedagogical Concepts begins with a premise that there are certain skills and dispositions that graduates should possess to contribute to their success in the future. A chart called "Backwards Mapping" lists 10 skills that a student will be proficient in upon graduation, and 10 dispositions or inclinations likely to be demonstrated by a New Media graduate by virtue of attending this school. These skills and dispositions serve as the philosophical underpinning of all decisions relative to curriculum, instruction and assessment. Next are the Teaching Guidelines for reinforcing each skill and disposition. These guidelines are intended to assist advisors when making decisions about what and how to teach. The skills imply that teaching at New Media is based on an inquiry and demonstration method, designed to foster active learning, rather than a "chalk and talk," textbook based, traditional model of teaching. Both the skills and dispositions presented in our curriculum guide imply that learning at New Media is not a passive process. Students will be very active in both the pursuit of knowledge and the application of concepts learned. The skills and dispositions are intended to support the idea that in a project based school, teaching, learning, and assessment should be different from what is experienced in a tradition school.

After the teaching guidelines come various charts and lists designed to serve as reminders of generally accepted pedagogical principles that have influenced the teaching profession. The Bloom's Taxonomy chart is a reference to remind advisors of the hierarchy of thinking skills and the question cues associated with each level. The expectation is that teachers will use the Bloom's chart when constructing the language of their assignments and assessments to make sure that they are intentionally aiming to include prompts from the higher ends of the chart so students will be prompted to think more deeply and critically. A listing of Howard Gardner's Multiple Intelligences comes next, provided to help staff vary their approaches in reaching students based on how each student learns and processes information. A three-column chart comparing Traits of Struggling along with Bright and Gifted Learner is included to stimulate thought regarding teaching transformations that need to occur to move students beyond the struggling category. A sheet containing the 5 E's of Effective Lessons is included to remind advisors that all lessons must be carefully designed to provide an introduction, a teaching component, and an evaluation component. Failure to begin and end a lesson strongly and failure to build in practice opportunities and guidance time result in a disjointed and incomplete learning experience for the learner. The final teaching aid in this section of the document is a chart listing

and describing Best Practice in thirteen areas. This list provides a good starting point for thinking about the learning environment and how it supports or hinders student progress.

Section II: Standards and Competencies contains listings of standards and competencies that serve to measure student achievement. Lesson plans and project descriptions reference the standard(s) that are to be reinforced. New Media advisors will have to become familiar with the standards for their area of specialty, along with the standards for technology and literacy, since reading, writing, speaking, and listening are cross curricular. Section III: Assessment Practices includes strategies for varied methods of assessment including the use of rubrics, journaling, essays, models, presentations, computed aided assessments, and tests. This section also delves into the connection between quality instruction and high performance on standardized testing.

Section IV: Putting It All Together: Implementing Project-Based Learning With Technology begins with guidelines for project-based learning, followed by a project template for students in each grade. By the time most students reach high school, they will have done many projects of varying lengths and complexity, from a grade shoe box diorama, to a middle school science project done on tri-fold display boards. To some students, a project will imply an opportunity to be creative, combining artwork with technology, while to others, project may imply hours of research culminating in a college style term paper. At New Media, a project-based learning school, traditional "pen and paper" types of assessments are few, replaced instead by sophisticated and elaborate demonstrations showing that key concepts from multiple content areas have been learned and can be applied. Here the process of learning facilitates the investigation of "big ideas", with the test of understanding being observed through some final product or activity that shows how a concept is used. Projects are usually designed to examine a theme with an overarching or "essential question" serving as the anchor for all investigations. In order for the instructional staff to prepare to embark on project-based learning, they are presented with the following questions:

- What is the "value added" in students doing a project for whatever concepts are being taught?
- How will you teach and assess differently so that students are able to produce quality work and engage in sequential activities and assignment leading up to the project's culmination?
- What criteria will advisors use to establish as non-negotiable requirements for students in the process of working on projects, particularly relating to the use of technology and to meeting deadlines?
- How will expectations regarding project quality and rigor grow as students move from one grade to the next.
- What assurances will be in place that all projects and the series of activities and assignments leading to the final project reinforce State standards and other policies and mandates governing teaching?
- What are some of the things that staff in a project-based school need to know, to do, to think about that staff in traditional schools might not need to consider as strongly.

Any hesitation or uncertainty in answering any of the questions above signals the need for professional dialog and ongoing professional development to result in greater success in implementing project based learning

### **Supporting Students Performing Below Standards**

The philosophy of New Media Technology Charter School is that all children can learn, and we implement accommodation strategies in class and school-wide to assist students who do not perform at levels of academic proficiency. While maintaining high expectations for our entire school population, student capability will be determined by a wide range of performance tests and formal/informal assessments (i.e. student-designed projects through rubric assessments,

participation in cooperative groups, norm-referenced and standardized tests, and service learning projects). These evaluations will provide the necessary baseline data to develop an intervention plan that will directly address the needs of any student who is facing academic challenges. NMTCS believes that every student should have high quality support available to ensure his or her academic success. This support takes various forms:

### **Peer Academic Support Program (Peer ASP)**

Peer ASP is an open-ended opportunity for students to receive academic support and a quiet place to do homework.

### **Learning Support Team**

The Learning Support Team will provide an opportunity for students to receive help from his/her advisors/teachers and other professional educators during or before/after school hours. Students will be asked to meet with the LST if the student needs additional support. Students may also ask an advisor for additional assistance if they feel they need help. There is an established tutoring schedule for core content areas.

### **Computer Assisted Instruction**

NovaNet enables students to work in math, science, history, and English for credit recovery, additional courses, and advanced placement courses. It provides preparation practice for the PSSA/SAT and Terra Nova tests. NovaNet provides for remediation and/or enrichment by allowing the student to work through the program at his/her own pace. Time and progress are monitored and can be documented by printing out the appropriate reports.

Kaplan Achievement Program enables the advisor to assess the skills of an individual, groups, or the class and determine where they have learning gaps. Lessons are provided that range from fifth grade to a twelfth-grade level. The advisor is also able to teach the same concept at three different levels to provide differentiated instruction.

The Rosetta Stone program provides computer assisted instruction in languages. Students can work independently. Lessons are provided that incorporate audio so that students are able to hear the correct pronunciation of words, the voice inflections and intonations that develop fluency.

A copy of NMTCS' Professional Development Plan approval letter (dated October 23, 2006) is attached. Please note that our Professional Education Plan is valid through October 23, 2009. A copy of the Induction Plan approval letter (dated January 10, 2007) is also attached. Please note that our Induction Plan is valid through January 10, 2010.

### **Rigorous Instructional Program - Attachments**

- Professional Development Plan Approval Letter from PDE
- Induction Plan Approval Letter from PDE

### **English Language Learners**

To date, no ELL students attend NMTCS. However, we recognize that we need to have a comprehensive ELL Plan in place which could be quickly implemented upon enrollment of an ELL student. New Media's draft ELL policy for 2008-2009 is attached. This plan includes all elements of the BEC including statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, and a listing of resources including agencies and interpreters. It also

includes our educational theory and approach, program design, staffing procedures, procedures for communication with parents and community involvement, guidance on special education and the ELL, method of evaluation our ELL plan, and reporting requirements.

The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success.

New Media Tech CS is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, parent recommendations, Principal/ESL Coordinator input, and CSAP plans.

The New Media's ESL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. The program is designed to:

1. Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing.
2. Ensure an effective and meaningful participation in regular education.
3. Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

A copy of the Accuracy Statement from the submission of the LEP-LEA report is also attached.

### **English Language Learners - Attachments**

- NMTCS ELL Policy
- LEP Report Accuracy Statement 2007-08

### **Graduation Requirements**

As mentioned previously, New Media graduated its first senior class in 2007-08. Students who graduate from New Media Technology Charter School must complete a minimum of 22 credits to qualify for a diploma. Among the 22 credits must be 4 credits in English, 4 credits in Social Studies, 3 credits in Mathematics, 3 credits in Science, 2 credits in World Language, 1/2 credit in Physical Education, 1/2credit in Health, and 5 credits from the approved electives offered in World Language, Digital Technology, and Music/Art.

#### Requirements by Content Area

#### **ENGLISH:** [Four Courses Minimum]

English I.....	1.0 credit
English II.....	1.0 credit
English III.....	1.0 credit
English IV .....	1.0 credit

#### **MATHEMATICS:** [Three Courses Minimum]

Algebra (Grd 9).....	1.0 credit
Geometry (Grd 10) .....	1.0 credit
Algebra II (Grd 11) .....	1.0 credit
Elementary Functions (Grd 12).....	1.0 credit

**SCIENCE:** [Three Courses Minimum]

Biology (Grd 9).....	1.0 credit
Chemistry (Grd 10) .....	1.0 credit
Physics (Grd 11) .....	1.0 credit
Environmental Science(Grd 12) .....	1.0 credit

**SOCIAL STUDIES:** [Four Courses\* Minimum]

African American Studies (grade 9).....	1.0 credit
World Cultures (grade 10) .....	1.0 credit
American Cultures (grade 11) .....	1.0 credit
Political & Economic Systems (grade 12) .....	1.0 credit

\* Completion satisfied through projects, independent study, research, and/or seminars

**HEALTH AND PHYSICAL EDUCATION:** [Two Course Minimum]

PE 9 .....	0.5 credit
PE 10 .....	0.5 credit
Health (10th or 11th Grd) .....	0.5 credit

**WORLD LANGUAGE ELECTIVES:** [Two Course Minimum]

Spanish I (Grd 9).....	1.0 credit
Spanish II (Grd 10) .....	1.0 credit
Spanish III (Grd 11) .....	1.0 credit

**MUSIC/ART ELECTIVES:**

African American Music History (Grds 10-11).....	1/3 credit
Recording Arts I, II, III (Grds 10-12).....	1/3 credit
African Art Appreciation (Grds 11-12).....	1/3 credit

**DIGITAL TECHNOLOGY ELECTIVES:**

Computer Aided Research (Grd 9).....	1/3 credit
Computer Fundamentals I, II, III (Grd 9).....	1/3 credit
Computer Programming I, II, III (Grds 10- 12) .....	1/3 credit
Digital Video I, II, III (Grds 10-12) .....	1/3 credit
Adobe Flash I, II, III (Grds 10-12).....	1/3 credit
Graphic Arts I, II, III (Grds 10-12).....	1/3 credit
Internet Broadcast I, II, III (Grds 10-12).....	1/3 credit
Photography I, II, II (Grds 10-12).....	1/3 credit
Photoshop Basics (Grd 9).....	1/3 credit
Powerpoint (Grd 9).....	1/3 credit
Videography I, II, III (Grds 10-12).....	1/3 credit
Video Game Design I, II, III (Grds 11-12).....	1/3 credit
Website Design I, II, III (Grds 10-12).....	1/3 credit

**PROJECT REQUIREMENTS:** [Minimum of 30 projects]

It is recommended that students complete:

Year 1 8 projects  
Year 2 10 projects  
Year 3 10 projects  
Year 4 2 projects including the Senior Project.

**COMMUNITY SERVICE:** Cumulative hours over a four year period

Class of 2008	50 hours
Class of 2009	100 hours
Class of 2010	150 hours
Class of 2011	200 hours

**SENIOR PROJECT:**

In addition to the above requirements, New Media Technology Charter School requires that seniors, as a condition of graduation, complete a culminating project, known as the Senior Project. The procedures relating to this requirement are explained in detail to students beginning in the spring of their junior year and repeated in the senior year. The New Media Technology Charter School Graduation Project is in compliance with the state of Pennsylvania regulations in Chapter Four of the School Code.

**PSSA TESTING:**

Beginning with the class of 2008 (our first graduating class at New Media Technology Charter School), it is now the law that all students must demonstrate proficiency in reading, writing, and mathematics on the Pennsylvania State System of Assessment (PSSA) test that is administered in grade eleven in order to be eligible for graduation.

All graduating students must be in good standing pertaining to all school rules, regulations, policies and administrative expectations at the time of graduation in order to participate in graduation ceremonies and/or senior class activities.

**Special Education**

New Media, in compliance with IDEA, is committed to providing all students with disabilities the Less Restrictive Environment. The Inclusion Model allows students with exceptionalities to receive special education or related services less than 21% of the school day. The goal of NMTCS Inclusion Model is to challenge every student to work at his/her own pace while participating in a community of their peers. The Inclusion Model involves the collaboration between the student's advisor and the Special Education advisors. The goal of this collaboration to differentiate instruction and provide effective learning support is not only beneficial to the student with exceptionalities but is also beneficial to all learners in the NMTCS learning community. Students who are experiencing difficulties are identified via our comprehensive Student Support Process. Advisors prioritize the students based on the severity of their concern and implement interventions to support students. These interventions have included recording vocabulary words, reading text passages into a recorder, identifying websites that reinforce concepts, analyzing tasks and breaking them into smaller components, working in small groups, assigning an associate advisor (a high achieving student) to tutor, or after school learning support with an advisor.

Advisors may work together to design strategies for supporting students if the classroom level strategies were unsuccessful. Advisors had opportunities to meet in grade groups to discuss what worked for students and to share successes or concerns. Students who continued to experience difficulties were informally assessed to better determine academic strengths and weaknesses. Students were referred to our life coaches. The life coaches were a team

comprised of school psychologists who worked with small groups or individuals to help them specific concerns or on-going problems. Meetings were held with parents and when necessary, students were formally evaluated by our school psychologist to determine if there was a need for specially designed instruction. Our two special education teachers monitored the support process and worked with our students and monitored their IEPs. The special education teachers also worked with support personnel such as the speech therapist to monitor related services. All students had equitable access to every aspect of the school program. It is recognized that central to the management of students with exceptionalities is staff and parent training. NMTCS provides professional development to staff on best practices and methods to effectively teach exceptional learners. Staff articulation meetings are held bi-weekly to provide continual assessment of student performance and to evaluate program effectiveness.

New Media has a total of 46 students identified with IEPs. To meet individual needs and requirements specified in each individual IEP, the Special Education advisors provide direct support within the classroom as well as in small group settings. Ancillary services such as speech/language support and psychological testing are provided as necessary. Students have access to computer-assisted instructional programs such as Rosetta Stone and educational websites for various content areas. These programs supported individualized instruction with documented reports for engagement and progress.

A copy of our special education policies is attached to this report.

**Special Education - Attachments**

- NMTCS Special Education Policies
- NMTCS PennData December 2007
- NMTCS PennData July 2008

**Special Education Program Profile - Chart I**

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Mecca Shabazz	1.0	Itinerent/Resource	NMTCS-High School & Middle School	42	Resigned 10/07
Sheila Newkirk-Squire	0.5	Itinerent/Resource	NMTCS-High School & Middle School	13	Resigned 12/07
Gabbrielle Eskridge	1.0	Itinerent/Resource/PT	NMTCS- Middle School & Middles School	22	Students reassigned to Ms. Eskridge due to resignations. Grades 5-8, 10, & 12
Brian Bolton	0.25	Intinerent/Resource	NMTCS- High School	1	Grade 9
Cashonna Thomas	0.25	Interent/Resource	NMTCS -- High School	4	Grade 11

**Special Education Program Profile - Chart II**

Organization	FTE	Type of class or support	Location	# of Students	Other Information
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Not Applicable	NA	NA	NA	0	NA
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**Special Education Program Profile - Chart III**

Title	Location	FTE
Special Education Coordinator	High School	0.4

**Special Education Program Profile - Chart IV**

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Catapult	Speech Therapist	2 days a week
Dr. Doris Eason-Shafombobi	School Psychologist	As needed
Vivian Richardson	School Psychologist	As needed
Jean Douglas-White	Coordinator	5 days a week, 11/07 to 1/08

**SECTION IV. ACCOUNTABILITY**

**Student Assessment - Primary**

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

**Student Assessment - Secondary**

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

**Student Assessment**

**ASSESSMENT**

NMTCS has adopted a multi-faceted approach to evaluating program implementation and outcomes. Performance data, surveys, and observations provide information about students' actual access to technology, the impact of training and professional development activities, the availability of technical support, and the prevalence of academically sound digital multimedia-supported projects in the advisory center. To measure outcomes, NMTCS relies on a combination of data provided by such instruments as the PSSA and school-developed assessment tools.

In 2007-2008, New Media administered PSSA was administered in grades 5-8 and grade 11. PSSA data will be thoroughly analyzed during the August 2008 professional development and the instructional teams will participate in developing action plans to address any deficiencies. The 2008 AYP file is attached to this report. Note that NMTCS made AYP through the Safe Harbor provision of the PA Accountability System. In 2008, 32% of all students achieved at or above proficiency in math on the PSSA (a 13.4% reduction in the number performing below proficiency in 2007) and 40.3% of all students achieved at or above proficiency on the reading PSSA (a 7.9% reduction in the number performing below proficiency in 2007).

In 2007-08, teachers at NMTCS use assessments in a diagnostic fashion to better understand

what students do or do not know and instruction is planned based on assessment results. Students participated in baseline testing and monthly benchmark testing via the Kaplan Achievement Planner program. Based on these ongoing diagnostic assessments, the teaching methodologies and approaches were adapted to focus on changing student needs. Advisors set up tutoring for the core content areas and instruction was adapted. Advisors used the Kaplan Achievement Planner lesson plans to support learning. These lesson plans addressed a concept at three levels. Student progress was monitored in mathematics, science, and English using skills tests, chapter tests, and performance tasks. Teacher-based assessments were used in the area of social studies. In addition, advisor and student created rubrics were utilized for the assessment of projects. Exhibitions of student learning as a culmination of projects provided an additional method of evaluation. New Media is committed to differentiating instruction for all students. Our commitment is to provide personalized instruction for each student. Inherent in our overall project-based instructional program are aspects that lend themselves to the support of at-risk students and those not making progress. The advisors at New Media provide one-to-one tutoring several times a week for those students requiring additional support. Also, these students are encouraged to attend before and after school Learning Support Program. We will provide clinics before and after school where advisors will be available to provide support as students work with computer assisted instruction.

#### **DATA DRIVEN DECISION-MAKING & ASSESSMENT PREPARATION**

NMTCS fully embraced data-driven decision making in 2007-08. Our school year began with our student information managers disaggregating the standardized test data for all our students from the 2007. As a team we perused this data to determine where the emphasis needed to be placed in order to provide maximum academic support for our students. We gave each student a baseline assessment at the start of the school year to be used as a measurement tool for student progress. The Education Director designed a lesson plan where teachers had to include evidence of how they differentiated the content so that each child was included in the learning process regardless of the levels at which they tested.

Based on needs revealed in our data analysis, New Media developed a test prep strategy for 2007-08. We purchased several learning objects to improve the quality of education for the students and our vision was that this high quality of education would translate into better performance on the PSSA. To enhance our reading/language arts program, we purchased approximately 100 copies of *Highly Effective Writing 8<sup>th</sup> Edition* (Pasley, 2006) and had Dr. Paslay conduct a day-long staff development on how to improve student writing. Each day the teachers used journaling using writing prompts as a way to begin all reading/language arts classes. We firmly believe that the consistent daily practice helped the students gain confidence in using the writing process and help to improve their ability to be successful on the 5 paragraph essay featured in the writing component of the PSSA.

New Media also purchased a license so that the entire middle school was able to use *Study Island*, an on-line test preparation program specifically designed to develop students' skills in the areas of reading, writing, science and mathematics. All students were assigned a password and a user ID so that they could access Study Island from any computer with internet capability. The classroom teachers, working closely with the computer science teachers and our instructional specialist to make sure that students worked on *Study Island* for an average of about 2 hours per week during school hours from November, 2007 to May, 2008.

We met with the parents in late October to apprise them of our plan for student improvement regarding our curriculum in general and the PSSA in particular. The parents were notified that our instructional staff was available for after-school tutoring in math, reading/language arts and science on Monday-Thursday afternoons from 3:00 pm until 4:00 pm. Our administrative and teaching staff outlined how we envision improving our test scores and student performance and

elicited their support in bringing our plan to fruition. We articulated our strategy for trying to vastly increase the number of students who scored proficient in reading, writing and math and we advised the parents on how to facilitate us and their children in fulfilling our commitment for improvement. The reading/language arts teacher discussed all of the books that would be read in class for the remainder of the year as they related to the various themes to be covered in our curriculum as well as to improve reading comprehension. Parents were made to understand that the PA Academic Standards required that students be exposed to various genres of literature that includes books that represent both fiction and non-fiction. On November 28, the instructional staff met with every parent to reiterate our commitment to student improvement. We held what we call, *Personal Learning Plan* meetings. Our goal was to discuss student progress with the parents and student present in order to establish learning goals that would be attained through working diligently at home and at school. The parents worked with the staff in regards to making sure that required additional nightly writing, reading and math requirements, aside from homework were completed.

Beginning on Friday, February 18, 2008, a weekly PSSA Preparation Packet was sent home with each student that consisted of reading and math exercises to be completed over the weekend and reviewed in class during the following week. This continued until May, 2008 in order to give the students additional practice with the concepts on which they would be tested.

New Media purchased a *PSSA Coach* book (reading and math) for every student in grades 5, 8 and 11. To ensure that the students were properly using the books as preparatory tools, we held *Saturday Skills Academy* on April 12, 19, 26 and May 4, 2008. During these 3.5 hour session, we worked with all students who attended in small group and whole group interactive sessions to reinforce the concepts that we deemed most important in the areas of reading comprehension and fundamental math concepts.

These interventions proved to be effective, as NMTCS made noticeable gains in student achievement as measured by the PSSA, resulting in the school making AYP.

### **Student Assessment - Attachment**

- NMTCS AYP File 2008

### **Teacher Evaluation**

Teacher assessment for the 2007-2008 school year included formal and informal observations with a written performance summary at the end of the year. The formal and informal observations were conducted by Dr. Deidre Farmbry, a New Media educational consultant, and Kahlila Ames, our Education Director. Ms. Ames is a Pennsylvania certified principal (Administrative I). At least one formal observation was conducted for each teacher with the teacher receiving a written summary of the observation. The formal observation was followed by a meeting of the evaluator and the teacher to discuss and share strategies for improvement/enhancement. As such, our teacher evaluation plan is aligned with the Pennsylvania Department of Education guidelines for the evaluation of teachers, as follows:

- Each teacher receives a written summary of the observation and a follow-up meeting is arranged to discuss the evaluation and any concerns that arise from it.
- The evaluation process is performance based.
- The teacher will be supported in developing a Professional Learning Plan that outlines strategies for continuous improvement and reflection

The performance summary provided to teachers post-observation included various aspects of responsibilities associated with instructional leadership at New Media Technology Charter School

including certification, attendance, overall observation ratings, professionalism, submission of reports, technology education, professional development, participation/contribution in school leadership, attending conferences and/or workshops, and the facilitation of co-curricular activities.

For a better understanding of our Teacher Evaluation model, please review our teacher observation form and a sample performance summary, both attached to this report.

During the 2007-2008 school year, the leadership team (CEO, CAO, Education Director, Student Services Director, Business Director, Technology Director) worked with our IT staff to draft guidelines for a performance management plan for the 2008-2009 school year. At the core of the plan are the concepts of ownership and buy-in that would generate the type of perspective needed to enable one to embrace self-reflection and critical feedback for positive growth and development. A copy of this draft performance management plan is attached to this report.

Additionally, while NMTCS uses its own teacher observation forms, teachers wishing to convert their Instructional I certificates to Instructional II certificates, will be observed using PDE's required teacher observation forms.

### **Teacher Evaluation - Attachments**

- NMTCS Teacher Observation Form
- NMTCS Sample Teacher Observation Follow-Up Report
- NMTCS Staff Performance Management Plan

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

There were no changes in the Board of Trustees between 2006-2007 and 2007-2008. Additionally, the school has had consistent leadership at the administrative level with CEO Dr. Ina Walker who has served in the position since the school's opening.

In 2007-2008, there were some changes in the instructional leadership of the school. Dr. Margaret Briggs-Kenney stepped down from the position of CAO/Education Director for health reasons (she had held this position since November 2005) and later rejoined the school as the Special Education Coordinator. Mr. Garvey Lundy assumed the position of Education Director on an interim basis, but was replaced by Ms. Kahlia Ames (also on an interim basis), who is a Pennsylvania certified principal (Administrative I).

The NMTCS Board and CEO continued a search for a permanent Education Director who could pair the administrative experience with a commitment to New Media's unique instructional model. Dr. Carol Simmons will assume this position for 2008-2009, and she brings to the school extensive experience in higher education. As an aim of our program is to prepare develop within our students the skills they need for success in college, her experience at the postsecondary level will be invaluable to the school's instructional leadership.

### **Board of Trustees**

<b>Name of Trustee</b>	<b>Office (if any)</b>
Hugh C. Clark, Esq.	Chair
Jeffrey Jackson	
Keisha Jordan, Esq.	Secretary
Dr. JoAnn Manning	Vice Chair
Greg Ray, Esq.	Treasurer

Dr. Zizwe Poe	
Hon. Carol S. Wells	
Kim Reid	
Dave Hardy	

### **Professional Development (Governance)**

The Board of Trustees has the honor of being comprised of members who are very knowledgeable about Act 22 (The Charter School Law) and the operations of a successful school program. There are several lawyers, a judge, and a former district superintendent who provide professional guidance on a consistent basis to the Board members on various topics. The Board is meticulous in its compliance with the Sunshine Law and the Public Officials Act. The Board president attends many conferences and seminars such as the PA Charter School Conference which held a session on school governance facilitated by one of our own educational consultants.

In 2007-2008, specific Board professional development included a session presented by New Media’s legal counsel Mike Frattone entitled “Rights and Responsibilities of the Board of Trustees.” Additionally the Board President Hugh Clark and CEO Dr. Ina Walker attended the PA Charter School Coalition of Charter Schools Conference in Pittsburgh on April 27-29, 2008. This conference included numerous sessions on Board and CEO development, facilities financing, personnel, ethics training, positive publicity of your school, and a presentation from Brian Carpenter of the National Charter Schools Institute entitled, “The 5 Dysfunctions of the Charter School Board.” Additionally, the Board president also attended the National Charter Schools Conference in New Orleans on June 22-24, 2008. This conference included a governance and operations strand with sessions on evaluating board performance, sustaining a quality board, strategic planning, board-school leader relationships, governing for academic success for all students, financial systems, and school safety. As New Media is entering its reauthorization year (2008-09), a session of particular importance was entitled, “Renewal: What Would You Do?” The Board President and CEO disseminated information and materials from these conferences to the entire Board of Trustees.

### **Coordination of the Governance and Management of the School**

The Board of Directors functions primarily as a policy-making body, delegating day-to-day administration to the CEO. The board exercises legal power and responsibility for the school. Its roles and responsibilities include: financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for: coordination of long-range planning and resource development; overseeing and evaluating the work of the principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures, significant changes in program or facility use, and expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints.

The Board of Trustees meets every third Tuesday of the month. At that time the CEO, Education Director, and various members of the staff provide information on a variety of topics. The Board often requests presentations or information that are provided at the next scheduled meeting, based upon the specific request. It is through the processes and machinations of the board meetings that governance and management are coordinated.

The CEO attends meetings and events sponsored by the School District of Philadelphia (School Reform Commission) which is the charter granting agent for NMTCS. She has a positive working relationship with the Office of Charter Schools and its key personnel. This relationship enables

her to keep abreast of changes and requirements that routinely come from the chartering agent. Additionally, the school looks forward to the opportunity to showcase our program as the District conducts its authorization site visits in 2008-09.

A copy of the scheduled Board meeting for 2008-09 is attached.

### **Coordination of the Governance and Management of the School - Attachment**

- NMTCS Board of Trustees Meeting Schedule 2008-09

### **Community and Parent Engagement**

Board members are invited to all school events. Many members of the Board are usually in attendance at school events such as report card conferences, student orientation, Back to School Night, Student Presentation Night, the Spring Dance, Black and Green Day, and parent events. The Board is a "hands on" entity that is actively involved in the day-to-day life of New Media. They are very visible in our school community, and therefore, have a first-hand sense of the "pulse" of the school.

The members of our Board are constantly working to engage our parents and community members. They help to recruit mentors and internships. They also look for programs that would benefit our parents, community, and school. Our emphasis on technology has enabled the school to support community events, and our Board has been instrumental in the development of business and community partners.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

There were no major fund-raising activities performed this year. The school continues to research grant opportunities as a way to augment our funding for educational programming. Additionally, as we plan for our second charter term, developing a long-range fundraising plan will be discussed.

### **Fiscal Solvency Policies**

The school's policy to maintain fiscal solvency is to have a fund balance set aside at the beginning of each fiscal year. A healthy fund balance represents things such as cashflow, as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies and aid prorations at the state level and similar unforeseen problems. In future years, New Media would like to maintain a fund balance at 15% to 20% of annual expenditures, but is confident in the school's current fiscal solvency.

The Board of Trustees adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews include accounts payable. The school contracts with Charter School Choice to provide fiscal monitoring and reconciliation services.

### **Accounting System**

New Media Technology Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart

of Accounts for PA Public Schools, and all PDE reports are filed in this format. Quick Books Accounting Software is used to classify, capture and report income and expenditures

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments**

- Preliminary Statement of Revenues for FY ending June 30, 2008
- Preliminary Statment of Expenditures & Fund Balance for FY Ending June 30, 2008

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

New Media Charter School has engaged Siegal and Drossner, PC to perform the audit for the fiscal year ending June 30, 2008 with an anticipated completion date before October 2008. New Media will forward a copy of this audit to PDE and the School District of Philadelphia upon its completion.

A copy of the independent audit of the fiscal year ending June 30, 2007 was completed on February 10, 2008 by Siegal and Drossner, PC and is attached to this report. Please refer to pages 3-6 for the Management's Discussion and Analysis. At the close of the fiscal year, NMTCS had an ending fund balance of \$9,504. This balance was the result of a \$17,658 deficit for the year ended June 30, 2007. NMTCS' cash balance as of June 30, 2007 was \$27,403. The audit did not identify any deficiencies in internal control over financial reporting considered to be material weaknesses. However, in tests of NMTCS' compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amount, the audit revealed three instances of noncompliance:

1. In a review of 25 payroll transactions, 6 files did not have criminal history background check and 5 files did not have child abuse clearances in accordance with Act 22 of 1997. Since this audit, the school has reviewed all employee files to ensure that they contain proper documentation and has instituted procedures so that the appropriate clearances are maintained and updated as required.
2. The School did not make timely payments to Public School Employees' Retirement System (PSERS) for both the School's contribution and the employee's contribution in accordance with the timeframe established by PSERS and detailed in the Reference Manual for Employers. NMTCS has communicated this finding to its financial management company to ensure that the school complies with PSERS by depositing funding into the plan by the required due dates.
3. The school did not maintain a minimum level of 75% certification for professional employees as per Act 22 of 1997. The school has implemented a requirement that all teachers be certified or apply for emergency certification and has made steady improvement toward the 75% certification requirement.

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

- NMTCS Fiscal Audit for Year Ending June 30, 2007

### **Citations and follow-up actions for any State Audit Report**

NMTCS did not undergo a state audit conducted by the Auditor General in 2006-2007 or, to date, for 2007-2008. NMTCS forwarded our Financial Statements and Supplementary Information for the year ended June 30, 2007 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We have also forwarded our Financial Statements and Supplementary Information for the year ended June 30, 2007 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys. Should NMTCS undergo a state audit, we will report the findings from this audit in our next scheduled Annual Report submission.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

The capital expenditures for the year consisted of leasehold improvements in the amount of \$ 400,000.

### **Future Facility Plans and Other Capital Needs**

For the start of the 2008-2009 school year New Media Technology Charter School's high school will be relocating into a new facility at 8034 Thouron Avenue in the Mt. Airy section of Philadelphia. The building, a former church and parochial school, was acquired by a real estate development company, who has done a turn-key build to suit renovation to the facility.

The \$5 million facility project will result in a state-of the art high school building, designed to our specifications and equipped for multimedia and project-based learning. The new site will contain classrooms for our three hundred and fifty high school students, science labs, computer labs, language labs, a digital multimedia studio, a full size gymnasium complete with stands and showers, numerous offices, a conference room, and an auditorium that will seat more than three hundred people. This new facility will be our permanent site. It is less than two miles from our present location, which should make it very convenient for our present students. Our agreement with the investor gives New Media the option to purchase the building at any point after January 2009.

We will be equipping the building with new furniture, furnishings, computers, and audio-visual equipment on a gradual basis and in conformance with our overall budget. Our budget for new furniture and equipment for 2008-2009 is \$37,000.

The new facility plans and developments are consistent with the projections and timeline for our strategic plan and have put us in a position to plan for our second five years with a world class facility and corresponding capital expenditures.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

#### **SAFETY**

NMTCS has in a place a Preparedness, Muti-Incident Management and Response Plan as required by the School District of Philadelphia. This plan incorporates emergency preparedness,

safety programs, emergency and crisis responses at each location. Fire drills are evaluated according to Philadelphia Fire Department guidelines and are held monthly. These drills are monitored by the appropriate staff members who are assigned specific monitoring responsibilities. The drills are also monitored once in the fall and once in the spring by the Philadelphia Fire Department and a log book of all drills is kept in the administrative office. These drills are to prepare students and staff for any emergency that may arise. NMTCS has identified Simons Recreation Center, Finley Recreation Center and the Morton Homes Recreation Center as emergency sites for evacuations. These centers are located within walking distance of the school.

In 2007-2008 fire drills were performed as follows:

Middle School — 340 E. Haines Street

	Date	Weather Conditions	Total Number Evacuated	Start Time	End Time
1	9/26/2007	Clear	153	10:05 AM	10:09AM
2	10/9/2007	Warm	155	10:21 AM	10:25 AM
3	10/24/2007	Raining lightly	155	10:05 AM	10:08 AM
4	11/19/2007	Cloudy	159	10:15 AM	10:18 AM
5	12/19/2007	Clear	163	10:10 AM	10:13 AM
6	1/16/2008	Clear	161	10:29 AM	10:33 AM
7	2/18/2008	Clear	151	10:06 AM	10:10 AM
8	3/12/2008	Cloudy	149	9:50 AM	9:54 AM
9	4/28/2008	Cloudy	149	9:55 AM	9:58 AM
10	5/29/2008	Sunny/Warm	150	1:30 PM	1:33 PM
11	6/4/2008	Cloudy	150	10:05 AM	10:08 AM

High School — 7800 Ogontz. Ave.

	Date	Weather Conditions	Total Number Evacuated	Start Time	End Time
1	6/26/2007	Clear	296	9:30 AM	9:34 AM
2	10/16/2007	Sunny	277	9:32 AM	9:35 AM
3	11/19/2007	Cloudy	246	9:35 AM	9:37 AM
4	12/19/2007	Clear	294	9:50 AM	9:54 AM
5	1/16/2008	Cloudy	296	9:35 AM	9:37 AM
6	2/18/2008	Clear	294	9:40 AM	9:43 AM
7	3/8/2008	Sunny	297	9:40 AM	9:44 AM
8	3/27/2008	Rainy	287	9:17 AM	9:17 AM
9	4/28/2008	Cloudy/Breezy	283	10:06 AM	10:10 AM
10	5/2/2008	Sunny	299	11:45 AM	11:55 AM
11	5/22/2008	Sunny	309	12:29pm	12:36 PM
12	6/4/2008	Cloudy	290	9:40 AM	9:44 AM

## HEALTH & WELLNESS

State mandated screenings are scheduled, implemented, recorded and monitored throughout the school year. Student confidential health information and immunization records are kept organized and stored in a locked file cabinet. Additionally, the state immunization report was submitted as evidence of compliance of the required immunizations.

The Pennsylvania Department of Health's "Request for Reimbursement and Report of School

Health Services” for 2007-2008 must be submitted by New Media to the Division of School Health in September 2008. At the time of this report’s submission, New Media had not submitted the 2007-2008 reimbursement form, but we will forward a copy of this reimbursement form to the charter authorizer upon our submission to the PA Department of Health.

Finally, New Media is committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, we have developed and implemented a school Wellness Policy, which is attached to this report. In reviewing this document you will find that our policy includes both nutrition components (e.g. annual health fair in partnership with Black Women in Sports, health education program, etc.) and exercise components (e.g. Black & Green Day, after school intramurals, clubs, interscholastic athletics, etc.).

### **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachment**

- Wellness Policy

### **Current School Insurance Coverage Policies and Programs**

For the 2007-2008 school year New Media procured liability insurance coverage through the insurance brokerage firm Alan Hostetler Insurance Agents & Brokers, Inc. as follows:

<b>Type of Insurance Coverage</b>	<b>Limit</b>
Educator’s legal liability (including directors & officers liability)	\$1,000,000/\$1,000,000
Commercial General Liability	\$2,000,000
<ul style="list-style-type: none"> <li>• Products-completed operations aggregate</li> <li>• Per Occurrence</li> <li>• Personal &amp; advertising injury</li> <li>• Fire damage (any one fire)</li> <li>• Medical expense (any one person)</li> </ul>	<ul style="list-style-type: none"> <li>• \$2,000,000</li> <li>• \$1,000,000</li> <li>• \$1,000,000</li> <li>• \$100,000</li> <li>• \$5,000</li> </ul>
Automobile Liability	\$1,000,000
Excess Liability/Umbrella	\$5,000,000
Workers Compensation & Employers’ Liability	\$500,000

A copy of the 2007-08 ACORD Certificate of Liability Insurance is attached to this report.

Additionally, New Media provides its full-time employees and their families with personal health insurance in compliance with 24 P.S. § 17-1724A (d) (i.e. every employee of the school is provided with the same level of health care benefits as the employee would receive if he or she were an employee of the School District of Philadelphia). In 2007-2008, two medical insurance options were available to NMTCS a follows:

- **Keystone HMO** has a \$15 co-pay for primary care physicians and \$30 co-pay for specialists. There is a \$250 per day co-pay for in-patient hospital for a maximum of 5 days. All services are directed by your named primary care physician. There is a prescription card with a \$10 co-pay for generic drugs on the formulary list, \$20 co-pay for brand name drugs on the formulary list and a \$35 co-pay for any drug not on the

formulary list. In addition, there is a \$100 vision benefit for glasses or contact lenses once every 24 months.

- **The Personal Choice Flex** plan has a \$15 co-pay for primary care physicians and a \$30 co-pay for specialists. There is an in-patient hospital co-pay of \$250 per day for up to a maximum of 5 days. Should you desire to use out-of-network physicians, you have that option, subject to a \$500 deductible and 70% co-insurance. The prescription card is identical to that shown above with the Keystone plan. In addition, you have the same \$100 vision benefit for glasses and contact lenses once every 24 months.

Dental coverage is provided with United Concordia. Preventive services (cleanings and checkups) are paid at 100% with no deductible or co-insurance. After a \$50 calendar year deductible, basic treatment (fillings, endodontic, periodontic) is paid at 80%. Major work (crowns and bridges) are paid at 50%. There is a \$1,000 calendar year maximum.

Finally, as of January 1, 2007, NMTCS offered disability insurance along with life insurance and accidental death and dismemberment coverage for all of our staff.

- **Long Term Disability:** After the first 90 days of disability due to an illness or an accident, the plan will pay you 60% of your monthly earnings to a maximum benefit of \$7,500 per month and will continue to pay as long as you are disabled until your social security retirement age. The plan is insured with UnumProvident.
- **Life Insurance:** Each staff member will be eligible for life insurance and accident death and dismemberment equal to one times your annual earnings to a maximum of \$100,000.

### **Current School Insurance Coverage Policies and Programs - Attachment**

- ACORD Certificate of Liability Insurance

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

For 2007-2008, there were 30 professional staff (as defined on the PDE-414) overseen by a Chief Executive Officer (Dr. Ina Walker). This figure included 28 advisors (i.e. teachers). Eleven of the professional staff members returned from the 2006-2007 school year, and all but three remained employed by the school for the entire school year.

Of the 30 staff members only three did not remain with the school for the entire school year. Of the staff completing the school year, 18 have indicated a desire to return for the 2008-09. However, five of these staff member's employment is contingent on securing appropriate Pennsylvania certification. The turnover in staff over the past few years has been due to two primary reasons: (1) the school is making a concerted effort to hire certified and highly qualified teachers, and, as such, the school has not been able to invite certain uncertified staff members back; and (2) Some of the exit discussions with staff have revealed that the leaving employees felt they were not a good match for the non-traditional instructional model.

A copy of New Media's PDE-414 Certification Verification Form is attached to this report. Please note that the Elementary and Secondary Professional Personnel Report (ESPP) was replaced by PIMS in 2007-08, and, thus, New Media was not required to submit the ESPP.

### **Quality of Teaching and Other Staff - Attachment**

- PDE 414 Verification Form 2007-08

### **Student Enrollment**

#### **Admission**

NMTCS does not discriminate in its admission policies or practices on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, disability, proficiency in the English language, or any other basis that would place the school in non-compliance with Public School Code Section 1723-A of Act 22. It is the intention of New Media Technology Charter School to reflect the community it serves and to be open to applicants who are best served in a nontraditional, project-based learning environment that utilizes digital multimedia to enhance student projects.

#### **Enrollment**

1. The re-enrollment process is conducted for the existing student body, beginning on January 1st and ending on March 1st.
2. In each successive school year, students who were enrolled in NMTCS the previous year remain enrolled in NMTCS until they graduate, provided they submit a re-enrollment form.
3. Students who do not submit a re-enrollment form by the deadline (March 1st) must re-apply during the "open" enrollment period.
4. The "open" enrollment period was from January 31, 2007 through March 30, 2007.
5. If, on March 30th, there are sufficient spaces for all applicants to attend, the applicants will be asked to complete registration paperwork for admission.
6. If there are more eligible applicants than available spaces, NMTCS would conduct a lottery to determine selected students for registration.
7. All applications received after the initial or "open" enrollment period will be accepted on a "first-come, first-serve" basis, after the waiting list, generated by the lottery, has been exhausted.

#### **Lottery Rules and Procedures**

1. If the number of applicants is less than the number of spaces anticipated to be available, no public lottery shall be conducted for that grade. Should a space become available, the next student in line according to the results of the lottery shall be offered admission.
2. *All* offers of registration shall be made in the order of the lottery results and established waitlist. No offer shall be made to a student not properly entitled to the next available opening.

3. Remaining students are assigned to the waitlist in the order of their lottery number.
4. Applicants who apply after the close of the enrollment period will be placed on the waitlist in the order that their application was received (date & time)
5. Letters will be sent to waitlisted students indicating their status.
6. Students who decline admission will be removed from the roster and the seats that open will be made available to waitlisted students. On the waitlist, the appropriate number of students will be highlighted in the order in which an offer should be made.
7. The registration procedure is fairly strict and designed to ensure that every applicant has an equal opportunity to attend New Media Technology Charter School.

New Media did not hold an admissions lottery for the 2008-2009 school year, as the number of applicants did not exceed the number of available spaces in the school.

ENROLLMENT HISTORY

**Student Enrollment for the 2007- 2008 School Year**

<b>GRADE</b>	<b>INITIAL ENROLLMENT</b>	<b>WITHDREW</b>	<b>ADDED</b>	<b>YEAR END ENROLLMENT</b>
<b>5</b>	<b>20</b>	<b>2</b>	<b>4</b>	<b>22</b>
<b>6</b>	<b>31</b>	<b>7</b>	<b>1</b>	<b>25</b>
<b>7</b>	<b>48</b>	<b>5</b>	<b>3</b>	<b>46</b>
<b>8</b>	<b>44</b>	<b>7</b>	<b>1</b>	<b>38</b>
<b>9</b>	<b>115</b>	<b>18</b>	<b>6</b>	<b>103</b>
<b>10</b>	<b>79</b>	<b>14</b>	<b>3</b>	<b>68</b>
<b>11</b>	<b>79</b>	<b>9</b>	<b>2</b>	<b>72</b>
<b>12</b>	<b>71</b>	<b>4</b>	<b>1</b>	<b>68</b>
<b>TOTAL</b>	<b>487</b>	<b>66</b>	<b>21</b>	<b>442</b>

Of the 66 students who withdrew in 2007-08, 8 students moved out of state; 2 students moved to the Cheltenham School District; 4 participated in the School District of Philadelphia’s school choice program, enrolling in the School of Creative and Performing Arts, Central High School, School of Engineering and Science, and Lankenau High School; 2 students transferred to the Job Corps (one in Philadelphia and one out of state); 5 students transferred to parochial/private schools; and 2 students were expelled. The remaining 43 students transferred into School District of Philadelphia schools and Philadelphia public charter school.

The SDP schools to which students transferred included: Martin Luther King High School, Germantown High School, Parkway Northwest High School, Science Leadership Academy High School, Roxborough High School, Franklin Learning Center, Randolph Tech. High School, Olney High School, Bartram High School, Bok High School, Central High School, Carnell Middle School, Fels High School, University High School, Lankenau High School, Overbrook High School, Engineering and Science High School, Morrison School, Bartlett Middle School, Dobbins High School, Leeds Middle School, Mastery at Shoemaker School, Roosevelt Middle School, Strawberry Mansion High School, Edison High School, Lincoln High School, Randolph High School, and Lingelbach Middle School.

The charter schools to which students transferred included: Multicultural Charter School, World Communications Charter School, Delaware Valley Charter School, Philadelphia Electric Tech. Charter School, Imhotep Charter School, Architecture and Design Charter School, Richard Allen Prep Charter School, Wakisha Charter School, and Maritime Academy Charter School.

Of the 374 5<sup>th</sup>-11<sup>th</sup> graders enrolled at the close of the 2007-08 school year, 306 students have indicated an intent to reenroll for the 2008-09 school year (82%).

Factors affecting changes in enrollment included adjustment difficulties with the project-based model and family relocation. Families tend to return to New Media because of students’ interest in technology, the personalized, caring environment and small class size, and students feel safe.

## **Transportation**

In 2007-2008, students in grades 7-12 who lived more than 1.5 miles from NMTCS received discounted tokens for public transportation via SEPTA. Students in grades 5 and 6 received free transportation through the School District of Philadelphia.

Of the 46 students with disabilities served at NMTCS in 2007-2008 none required transportation as a related service in their IEPs. NMTCS understands that any NMTCS student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that a specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, NMTCS will provide this service at the school's expense.

## **Food Service Program**

NMTCS did not participate in the Free and Reduced Lunch Program during the 2007-2008 school year due to the lack of the staffing required support the program and the absence of a suitable facility for food services preparation/serving. .

However, beginning the 2008-2009 school year, the high school will participate in the free and reduced breakfast and lunch program through the United States Department of Agriculture. The new facility at 8034 Thouron Avenue will have a full commercial kitchen and cafeteria, and NMTCS will prepare its own food as a National School Lunch Program and National Breakfast Program sponsor.

## **Student Conduct**

### **DISCIPLINARY PROCESS & CODE OF CONDUCT**

NMTCS expects all members of its learning community to be active participants in developing and promoting a cooperative and respectful learning environment. One of the central aspects of the NMTCS program, along with developing lifelong learning, problem solving, critical thinking and strong communication skills, is character development. NMTCS policies, rules and guidelines are rooted in fundamental values of integrity, respect, responsibility, and community. NMTCS students are expected to adhere to school policies, and the staff works with students and families to develop and build those attitudes that will lead to the successful development of the students, the school and the community. New Media Technology Charter School is committed to providing a safe and orderly learning environment and discipline is approached as part of the learning process. A copy of the school's Code of Conduct, which details the school's behavioral expectations for students, is attached to this report.

The Board of Trustees requires equal educational opportunity for all students enrolled in the educational program at New Media Technology Charter School, including but not limited to: course offerings, athletic programs, guidance and counseling, and tests and procedures, regardless of age, gender, sexual orientation, race, color, creed, religion, national origin, social or economic status, parenthood, marital status, or handicap. Similarly, students shall respect the rights of other students to receive an education in an atmosphere that is conducive to learning and free from discriminatory practices. No student, therefore, shall have the right to abridge another student's rights.

In the event that a student's disciplinary infraction warrants a suspension of 4 to 10 days or expulsion New Media initiates a disciplinary process in compliance with Chapters 12 and 13 of the Public School Code. Specific attention has been given to ensuring due process for special education and regular education students facing suspension of 4-10 days or expulsion. Our due process procedures follow below:

### **Due Process for Informal Suspension Hearings**

In suspensions of four to ten days at New Media, parents and students have the right to an informal hearing. The informal hearing is meant to encourage the student's parents/guardians to meet with the CEO or his designee to discuss ways by which future offenses can be avoided.

The steps below are followed to ensure due process:

- The student and the parent/guardian are notified in writing the reasons for the suspension.
- Parents are provided with sufficient notice of the time and place of the informal hearing.
- Students have the right to question any witnesses present at the hearing, and has the right to speak and produce witnesses on his/her own behalf.
- The informal hearing is held within the first 5 days of the suspension.

### **Due Process Expulsion Procedures**

A Board decision is required to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except; if it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals, or welfare of others and if it not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

The steps below are followed to ensure due process:

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with sufficient notice of the time and place of the hearing.
- The hearing will be held in private unless the student or parent requests a public hearing.
- The student will have the right to be represented by counsel.
- The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
- The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- The student will have the right to testify and present witnesses on his own behalf.
- A record will be kept of the hearing, either by stenographer or by tape recorder.
- The proceeding will be held with all reasonable speed.
- In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of the Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. The student and their parents/guardian will be apprised of these rights.

### **Description of the Due Process Hearing**

At the beginning of the hearing, a duly authorized committee of the Board, or a duly qualified hearing examiner, who need not be a member of the Board, but whose adjudication must be approved by the Board (herein called Hearing Officer) shall inform the student and the student's representative(s) that:

The School's and the student's representatives shall have the right to examine and cross-examine witnesses; the student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross examination; the charter school has the burden of proving the charges by a preponderance of credible evidence; a transcript of the proceedings shall be maintained and made available to the student's representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.

The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

- The case will proceed by having the school present its evidence through witnesses and other evidence first;
- The school's witnesses shall be subject to cross-examination by the student's representative; and
- The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.

Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed. The Hearing Officer shall then reach findings of fact upon the charges.

In the event that one or more of the charges is sustained, the Hearing Officer shall then entertain statements from the parties regarding the appropriate penalty outcome. In the event that the parent and/or the student, in an appropriate case, have been served with a copy of the student's past disciplinary anecdotal record in a timely fashion, for consideration at the hearing, such record may be considered by the Hearing Officer in determining an appropriate penalty. The incidents contained within the past anecdotal record shall be subject to proof to the extent that they are denied by the student, as expressed by the student's representative.

The Hearing Officer, upon the conclusion of the portion of the proceeding dealing with penalty determinations, shall make findings of fact and penalty recommendations, if any, to the person or body which designated him/her immediately upon the conclusion of the long-term suspension hearing.

The Board shall make its own findings of fact and penalty decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent findings of fact and penalty determinations. This process shall be concluded at an open public board meeting, reasonable notice of which shall be provided to the parent prior to the meeting.

The Board's decision (Adjudication) will be communicated to the parent within five days of the Board meeting.

#### **DISCIPLINE OF SPECIAL EDUCATION STUDENTS**

Please note that all students are expected to abide by the NMTCS Code of Conduct. And, in accordance with Pennsylvania law, all students at NMTCS (including special education students)

are protected by due process procedures regarding disciplinary exclusions. However, NMTCS first determines, when considering a disciplinary exclusion of any student, whether the student is an eligible student under 22 Pa. Code Section 14.1. If the student is an eligible student, then NMTCS determines whether the disciplinary exclusion being contemplated is a change in educational placement. If we determine that the disciplinary exclusion being contemplated does constitute a change in educational placement, NMTCS follows the requirements of 22 Pa. Code Chapters 14 and 342 and IDEA 2004, including requirements for manifestation determinations, functional behavior assessments, and positive behavior support plans.

#### **2007-2008 STUDENT DISCIPLINE DATA**

During the 2007-2008 school year 13 students were involved in 13 suspensions. Two students were expelled in 2007-08. Per New Media's charter agreement with the School District of Philadelphia, we are attaching the names, grades, and addresses for these two expelled students. A copy of our Suspension Report and Expulsion Report as submitted via PDE's Safe School Reporting site is also attached.

#### **Student Conduct - Attachments**

- Code of Conduct
- Safe Schools Report (Suspensions & Expulsions) 2007-08
- Listing of Expelled Students from NMTCS in 2007-08

## ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

**School Year: 2008**

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

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

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

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**Board President**

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**Date**

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**Chief Executive Officer**

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**Date**

**2008 - 2009 Annual Report for Pennsylvania Charter Schools**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**SIGNATURE PAGE**

*Identify the charter school's Chief Executive Officer.*

**Name** Dr. Ina Walker

**Title** CEO

**Phone** 267-286-6900

**Fax** 267-286-6905

**E-mail** iwalker@newmediatech.net

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*Signature of the Chief Executive Officer and Date*

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

**Name** Hugh C. Clark, Esq

**Title** President

**Phone** 215-735-4592

**Fax** 267-286-6905

**E-mail** hclark@newmediatech.net

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name** Dr. Margaret Kenney

**Title** Spec. Ed. Coordinator

**Phone** 267-286-6900

**Fax** 267-286-6904

**E-mail** mkenney@newmediatech.net

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*Signature of the Special Education Contact Person and Date*

**Signature Page**

**Signature Page - Attachment**

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