
Pennsylvania Department of Education



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

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

Charter School: Nueva Esperanza Academy CS
Address: 301 W Hunting Park Ave
Philadelphia, PA 19140
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Nueva Esperanza Academy CS

Date of Local Chartering School Board/PDE Approval: September, 2004

Length of Charter: 5 years **Opening Date:** September 2000

Grade Level: 9-12 **Hours of Operation:** 7:30 AM - 4:30 PM

Percentage of Certified Staff: 79% **Total Instructional Staff:** 51

Student/ Teacher Ratio: 14:1 **Student Waiting List:** 606

Attendance Rate/Percentage: 88.5%

Enrollment: 745 **Per Pupil Subsidy:** Reg. Ed. \$7,708.33 and Special Ed. \$16,760.03

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 1
Black (Non-Hispanic): 51
Hispanic: 688
White (Non-Hispanic): 5
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 100%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 131

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	1260	1260

SECTION I. EXECUTIVE SUMMARY

Organization Description

Nueva Esperanza Academy is located in North Philadelphia, a predominantly Latino community. The Academy was established in response to repeated pleas from Latino parents for accessible schools that would better meet the educational needs of their children.

The majority of all students at Nueva Esperanza Academy are from the surrounding neighborhood. Approximately 93% of the student body is Latino and the remaining 7% are African American. The average grade reading level of entering students is 6th grade. Entering students are equally deficient in basic math skills.

Core Purpose

Mission

"The Nueva Esperanza Academy Charter High School is dedicated to providing a quality education that prepares critically thinking, socially capable, spiritually sensitive, and culturally aware young adults who can use English, Spanish and technology as tools for success in the 21st Century"

Vision

Nueva Esperanza Academy Public Charter School is dedicated to providing a quality education that prepares critically thinking, socially capable, spiritually sensitive and culturally aware young adults who can use English, Spanish and technology as tools for success in the 21st century. The Academy is strongly focused on academics and raising student's grade levels in order to achieve proficiency in local, state and national standards. Academic achievement and character development are equally valued. The Academy celebrates and values diversity in race, ethnicity, gender, age, abilities and language.

Shared Values

Nueva Esperanza Academy is a college preparatory high school. It is a school where academic excellence is the norm and connection with the greater community a fundamental principal of our mission. The Academy is a school where excellence in instructional design and implementation is practiced. The Academy is committed to eliminating the barriers that have prevented our students reaching their full potential in the classroom and the workplace. The Academy's approach is inclusive whenever possible. All staff work closely with administration and classroom teachers to accomplish this goal. Nueva Esperanza Academy is a place where respect for the students and parents is expected on every level.

Academic Standards

The curriculum of Nueva Esperanza Academy (NEA) is aligned to PA content standards. Across the curriculum, all subjects are standards-based. Twenty-seven (27) credits are required to graduate from NEA. This exceeds both the local district in which we reside and also the Pennsylvania state requirements. In the 9th grade, a heavy emphasis is placed on English Language Arts (ELA) and mathematics. All students are tested upon entering Nueva Esperanza Academy to determine their reading grade levels and basic math skills. All courses have a required writing component. All humanities courses, while being aligned with local and state content and performance standards, are also required to adhere to ELA writing and reading performance standards. Our mathematics and science courses follow the investigative and scientific method approach. The science courses emphasize a conceptual approach to understanding. Current emphasis is placed on inquiry-based teaching to better engage students in critical thinking and more in-depth learning and teaching strategies to promote meaningful learning. By utilizing best educational practices and current, effective instructional pedagogy, students are actively engaged in the learning process. All core subjects have honors courses available. A growing number of Advanced Placement courses are also offered. To monitor student progress in the learning process, all assessments used in each course are constructed to address and determine students in-depth learning and critical thinking skills.

Strengths and Challenges

Nueva Esperanza Academy CS - Charter Annual Report

Nueva Esperanza Academy Public Charter School is dedicated to providing a quality education that prepares critically thinking, socially capable, spiritually sensitive and culturally aware young adults who can use English, Spanish and technology as tools for success in the 21st century. The Academy is strongly focused on academics and raising student's grade levels in order to achieve proficiency in local, state and national standards. A 14:1 student to teacher ratio permits individualized attention which greatly assists in tracking students' progress and prompts immediate attention, when necessary. All students are expected to meet proficiency in all areas of English language arts, mathematics, and computer literacy prior to graduation. Nueva Esperanza Academy uses a web based student data program called "Gradequick" that enables teachers, parents and students to have access to weekly reports on all students. The Academy boasts a drop out rate of less than 1% for the 06-07 school year and 2% for the 07-8 school year. NEA's graduation rate is climbing on a yearly basis and is expected to be maintained well at a rate well over 90% from June 2009 and forward.

The environment at the academy is stimulating, supportive and disciplined. All students are held to high academic and social standards and have equal opportunity to develop to their greatest potential as lifelong learners; Academic achievement and character development are equally valued. The Academy celebrates and values diversity in race, ethnicity, gender, age, abilities and language. The majority of all students at Nueva Esperanza Academy are from the surrounding neighborhood. Approximately 93% of the student body is Latino and the remaining 7% are African American. The average grade reading level of entering students is 6th grade. Entering students are equally deficient in basic math skills.

The curriculum of Nueva Esperanza Academy is aligned to PA content standards. Across the curriculum, all subjects are standards-based. All students are tested upon entering Nueva Esperanza Academy to determine their reading grade levels and basic math skills. Based on these results, students are placed in one of three existing ELA courses and two levels of entry math classes. The two lower-level ELA courses are designed to advance students' reading levels as efficiently and quickly as possible. The basic skills math class is designed to accelerate students' basic math skills in a semester. With this acceleration, it is hoped that students will be better positioned to succeed throughout the math curriculum.

We will be offering three Advanced Placement (AP) courses in 08-09: two sections of AP Spanish (33 students), one section of AP English Language (19 students), and one section of AP Calculus (10 students); In 07-08, we offered one AP course, AP Calculus, with 9 students. We will be offering the most honors sections in Esperanza history in the 08-09 year, with 34 sections (compared to 28 last year).

This summer, we are offering 2 math courses to help students ramp up toward being able to take Calculus their senior year. One group is taking Pre-Calculus to enter AP Calculus in the Fall. Another group of ninth graders is taking Geometry this summer to place them on track to take Algebra 2 their sophomore year, Pre-Calculus their junior year, and then AP Calculus their senior year.

Curricular Majors are a unique aspect to the educational program at NEA. Students are able to choose a major at the high school level. These credits are above and beyond the normal core course requirements. Students who choose to major are required to pass 28 credits in order to graduate. Students are assimilated to the Academy in ninth grade and receive extra supports. All current 10th graders will have the opportunity to choose a curricular major from the following:

- Technology
- Entrepreneurship
- Teacher education
- Journalism
- College Prep
- Dance

Drama
Entrepreneurship
Film
Instrumental
Visual Arts
Vocal

Nineteen students have applied for dual enrollment courses through Eastern University's Cross Boundaries Program. The course will be offered on Esperanza's Academy's campus. The courses are College Writing and Urban Politics.

The 2007-2008 school year was also an exciting one for the ESL department at Esperanza Academy. We are proud to report the following achievements:

- 10 ESL students achieved a score of 'proficient' on the ACCESS exam (the Pennsylvania state exam for ESL students). This is a significant increase from the previous year where only 2 students scored proficient.
- One of our ESL students was interviewed by Harvard University and was considered for admission. She ranked 4 in the graduating class out of 152 students.
- 27 ESL students graduated from Esperanza Academy in June 08. This was the largest amount of ESL students who have ever graduated from EA.

Our goal in the 2008-09 school year is to continue the reduction of failures and drop-outs among our ESL population. In an attempt to reach this goal the following improvements were made in the ESL department for the 2008-2009 school year:

- All teachers in the department are certified and highly qualified to teach ESL
- Instruction time has increased for the beginner and intermediate learners to improve their functional and academic English. This increase was designed to provide more instruction in academic English and thereby improve their performance in their content classes and on the ACCESS exam.
- An additional course was added to our program of study for our highest level of ESL students. After completing the coursework in ESL 3, students can move into a tailored *Genre Studies* English course designed for English language learners. This class will expose students to an array of literature and hone their reading and analytical skills. However, it will also contain a specialized grammar and writing component designed for language learners.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Because Nueva Esperanza Academy did not meet Adequate Yearly Progress (AYP) for the 2007-08 school year, we will continue to analyze ways our curriculum and instructional programming can be augmented to see better results. To ensure that students are adequately prepared to take the Pennsylvania System of School Assessment (PSSA), teachers will participate in a three part professional development geared towards AYP / PSSA issues. Part one will consist of understanding AYP and PSSA implications. Part two will address the relationship of Standards, Anchors and Curriculum. Lastly, part three will speak to issues pertaining to the administering and proctoring of the actual exam. Along with PSSA preparedness, Nueva Esperanza is committed to the continual use of Kaplan Services to provide assessment and evaluation of our instructional plan in our Mathematics and English departments. Both departments will receive professional development on how to effectively use the program and to monitor student progress.

In September students will be administered a baseline assessment and then tested periodically to assess their progress. In addition to having fresh practical data at our fingertips, students are also tested with an exam that mimics the states standardized assessment. This data will be used to identify specific strengths and areas of academic need. As part of the professional development, teachers will be trained in using the data to inform their instruction and meet the needs of our diverse student population. It is also worthy to note that due to the reality of academic deficiency with which most students enter Nueva Esperanza Academy, the constant attention to and modification of curriculum and instruction occurs on an on-going basis. All student progress plans, usage of teacher observation, surveys, portfolios and other local instruments measuring student progress focus on the ultimate objective of improving student proficiency in reading, writing and mathematics. Moreover NEA has rigorous teacher observation schedule in which every teacher is observed at least six times during the school year. The teacher observations are used as a tool to assist teachers in the areas of effective instruction and classroom management. The observations are also used in preparing an effective professional development strategy which in turn positively effect student achievement.

Nueva Esperanza Academy remodeled 18,000 square feet for the new arts wing, providing the students of the Academy an opportunity to major in dance, drama, film, visual art, and music. Students also have the freedom to choose from any of these areas as electives. In addition, we are offering electives in journalism, entrepreneurship and teacher education. As part of the plan to address at risk students, Nueva Esperanza has implemented two very important programs to assist students in becoming more successful: “NEA’s Student Incentive Program” and the “Mentor Program”. The incentive program is design to motivate students to succeed in three specific categories: grades, behavior, and attendance. The Mentor Program is designed to provide support to students through an assigned mentor that will meet with the students weekly to gauge the student’s status and provide direction and support when needed. There continues to be strategies in place to ensure that students receive all of the support they need for academic success such as: frequent testing; placement in appropriate reading program; individual attention; small class size; before and after-school tutoring; frequent parent contact; mandatory tutoring contracts; monitoring programs; administrative intervention; accessible guidance counseling services; attendance policy; zero tolerance policy; dress code; and, after-school programming.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Rev. Danny Cortes	Board Chairperson	Board Member	Board
David Rossi	CEO		President
F. Michael Kelly	Dean of Discipline	Administrator	CEO
Lori Schwartz	Director of Curriculum	Administrator	CEO
Soraya Lucas	Director of Guidance	Administrator	CEO
Aurelio Tellado	Director of Instruction	Administrator	CEO
Mildred Amill	Director of Operations	Administrator	CEO
David Solivan	Director of Student Development	Administrator	CEO
Lucas Rivera	Director of the Arts	Administrator	CEO
Marguerite Pierre-Baril	Special Education Coordinator	Administrator	CEO

Goals, Strategies and Activities

Goal: Establish yearly goals to improve student outcomes at all grade levels and with all styles of learners

Description: Add Goal Statement here..

Strategy: Establish performance range for PSSA and additional standardized tests

Description:

Activities:

Activity	Description	
Decrease the overall % of students rated as below basics in PSSA Scores	Professional Development to address PSSA Anchors and Standards	
Person Responsible	Timeline for Implementation	Resources
Aurelio Tellado	Ongoing	\$0.00

Activity	Description	
Have 95% of high school juniors take the PSSA	Professional Development to address PSSA Anchors and Standards	
Person Responsible	Timeline for Implementation	Resources
Aurelio Tellado	Ongoing	\$0.00

Activity	Description	
Have annual expectations of over 90% of graduates gain acceptance into institutions of higher education	Professional Development to address PSSA Anchors and Standards	
Person Responsible	Timeline for Implementation	Resources
Aurelio Tellado	Ongoing	\$0.00

Activity	Description	
Increase the overall % of students obtaining proficiency in PSSA scores by 10% each year.	Professional Development to address PSSA Anchors and Standards	
Person Responsible	Timeline for Implementation	Resources
Aurelio Tellado	Ongoing	\$0.00

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not 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:

The Charter School did not meet AYP for 2008, but there is evidence that the students continue to make progress. The school has conducted an analysis of student performance to identify areas in need of improvement. A School Improvement Plan will be developed and submitted upon completion. The School Improvement Plan will be submitted and reviewed with the Intermediate Unit Designee upon completion.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The curriculum at Nueva Esperanza Academy is aligned to Pennsylvania standards, and is especially designed with the special needs, interests, and culture of our student population in mind. The instructional program of a student is individually aligned to their skill level. Upon entering the school in ninth grade, all students are tested in reading, mathematics, and science to determine their proper placement. Students who are coming in below grade level in any of these three areas are placed in remedial classes intended to quickly ramp them up to grade level. Students who are coming in at grade level in an area enter into our regularly designed ninth grade program. Students who are coming in scoring above grade level in any area have the option to enter into an honors course. The ninth grade experience has also been augmented with the addition of a Freshmen Seminar course intended to help ease the transition for students between middle and high school. Through Freshmen Seminar, students receive character development, information on the importance of obtaining a college degree, and the steps involved in choosing an appropriate career. Freshmen Seminar also helps students prepare for the rest of their instructional program at school by allowing them to learn about the curricular majors at Nueva Esperanza Academy. Students are also identified during intake as to whether they are at risk of dropping out. Based on educational research there are indicators in middle school that speak to the likelihood of dropping out during high school. If a student has even a single indicator additional supports such as mentoring are put into place.

In their tenth grade year, students at Nueva Esperanza Academy have the option to choose from ten curricular majors. These majors are: entrepreneurship, technology, journalism, teacher education, film, dance, visual arts, drama, voice, and instrumental music. By choosing a major, students decide to dedicate all of their elective credits toward that major. All curricular majors involve a senior experience, which allows students to do such things as participate in an internship in the community; study with a master teacher in their field; or engage in higher-level independent studies. If a student is not interested in declaring a major, they may choose a liberal arts track, which allows them to spread their electives freely amongst the over 40 elective choices in the course catalog.

One of the many ways that the instructional program is designed specifically with our students' skills in mind is our Spanish for Native Speakers program. Since more than 90 percent of our students are Latino, many are also bilingual in English and Spanish. Before taking their first year of Spanish, all students have the option to take a Spanish placement test. If they score proficient level, they may enter into the Native Speakers program, especially designed to develop the reading and writing skills of the proficient Spanish speaker.

Another course especially designed for the student success at Nueva Esperanza Academy is the Junior Seminar. In this course, students receive valuable skill reinforcement to help them perform on the state standardized exam. In addition, this course provides students with hints to help them on the SAT, and gives them structured instruction to help them prepare for their senior project, a 10-12 page research paper required for graduation.

In addition to elective choices, students may also opt to apply for honors courses in all major subject areas. Currently we have honors sections in the areas of English, Mathematics, Social Studies, Science, and Spanish (Native Speaker) at every grade level. In order to apply, students must receive approval from the appropriate department head. In addition to honors courses, we were approved by the College Board in 2007 to offer Advanced Placement (AP) Calculus, and were approved to offer AP Spanish and AP English Language in the 08-09 academic year.

Currently, Nueva Esperanza Academy is in the process of completing and submitting the Professional Education Plan and Induction Plan as it is coming due September 30, 2008. Both plans are on target to be completed and submitted ahead of schedule.

Rigorous Instructional Program - Attachments

- Professional Education Plan
- Induction Plan

English Language Learners

The Academy is committed to eliminating the barriers that have prevented many English Language Learners (ELLs) from achieving success in the classroom and the workplace. The Academy's approach is inclusive whenever possible. Depending on prior semester performance, those who have mastered certain skills will proceed to new material while those requiring additional instruction in given area will be provided the time and support to achieve mastery.

Currently, 17% percent of our students are Limited- English Proficient (LEP). Instruction is provided in English and to a lesser degree in Spanish. The Academy's language support program is comprised of four components: identification, assessment, services, and monitoring.

A "Home Language Survey" (HLS) is completed for every student, thus allowing the Academy to identify students who came from homes where a language other than English is spoken. If a student's HLS indicates that a language other than English is spoken in the home, it triggers assessment of the student to determine if English language support services are necessary. As of 2007 the WIDA Access Placement Test has been used to measure and place English language learners in content areas.

Three levels of language support services are available to meet the needs of the students enrolled. Levels I serve those students with the least native language literacy, and no or little English proficiency. Level II is tailored to students who are literate and are close to or on grade level in their native language, but have no English proficiency. Level III students are those who have native language literacy and basic conversational English, but need English language literacy development with minimal native language support. In addition to the three levels of ESL classes, our program will consist of an all day resource room for students in Levels III. The logic behind the all-day resource room is that while ESL III students aren't in need of pull-out instruction, they are in need of occasional support.

Each ELL is assigned to the English as a Second Language (ESL) teacher who monitors the student's progression throughout the year. The ESL teacher works closely with classroom teachers to accomplish this goal. Additionally, monitoring ensures that the appropriate level of services are provided as a student moves from level to level and assists in determining when services are no longer necessary.

English Language Learners - Attachment

- LEP / ELL Report

Graduation Requirements

The current graduation requirements are 27 credits plus 100 hours of community service in order to graduate. Currently, all curriculum is aligned to state standards thereby meeting the graduation requirements set forth in Chapter 4 as it relates to curriculum. Social promotion is an unacceptable practice at Nueva Esperanza Academy, therefore students must show a level of proficiency in order to pass and receive course credit. Culminating projects, assuring that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding, are required in all core courses. Lastly, the successful completion and presentation of a senior project is necessary to receive a diploma.

Special Education

Nueva Esperanza Academy Charter School assumes the duty to ensure that FAPE (free appropriate public education) is available to all children with disabilities in compliance with IDEA and its implementing regulations. Under law, eligible children have a right to special education and related services provided at public expense, without charge to eligible students; under the supervision and direction of a state department of education; and described in an Individualized Education Program (IEP). Related services, when necessary, may include: special transportation, assisted technology devices which help a child communicate or otherwise participate in school activities, psychological counseling, speech pathology, audiology, physical and occupational therapy, school health services, and early identification and assessment.

Nueva Esperanza Academy has developed parallel curriculum in learning support settings in order to focus on students who may require greater assistance in various content areas. Nueva Esperanza Academy, in our commitment to inclusive practices, is also dedicated to planning specifically designed instruction for students in the general education setting with resource and itinerant support. Transitional services are addressed during the IEP meeting, seminar classes, and in partnership with agencies. The outcome of these services results in higher education or vocational placement, internships, or competitive employment.

Special Education - Attachment

- Special Education Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Daniel Cote	1.00	Fundamentals of Citizenship	Nueva Esperanza Academy	21	Learning Support
Yassir Falih	1.00	Fundamentals of Biology	Nueva Esperanza Academy	24	Learning Support
John Klein	1.00	Fundamentals of English	Nueva Esperanza Academy	8	Learning Support
Stephanie Stampone	1.00	Fundamentals of Mathematics	Nueva Esperanza Academy	15	Learning Support
Daniel Cote	1.00	Fundamentals of World History	Nueva Esperanza Academy	9	Learning Support
Yassir Falih	1.00	Fundamentals of Science	Nueva Esperanza Academy	27	Learning Support
Stephanie Stampone	1.00	Fundamentals of Algebra	Nueva Esperanza Academy	15	Learning Support
Stephanie	1.00	Fundamentals of	Nueva Esperanza	30	Learning Support

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Stampone		H.S. Mathematics	Academy		
Daniel Cote	1.00	Fundamentals of Geography	Nueva Esperanza Academy	27	Learning Support
Yassir Falih	1.00	Fundamentals of Environmental Science	Nueva Esperanza Academy	26	Learning Support
Roxana Gomez	1.00	Transitional Seminar	Nueva Esperanza Academy	10	Learning Support
John Klein	1.00	Developmental English	Nueva Esperanza Academy	23	Learning Support

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
IJK Work and Transitional Solutions	1.00	Vocation Education and Employment Placement	Nueva Esperanza Academy	7	Job Training and Placement

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	Nueva Esperanza Academy	1.00
Paraprofessional Teaching Assistant	Nueva Esperanza Academy	1.00
Paraprofessional Teaching Assistant	Nueva Esperanza Academy	1.00
Paraprofessional Teaching Assistant	Nueva Esperanza Academy	1.00
Paraprofessional Teaching Assistant	Nueva Esperanza Academy	1.00
Special Education Administrative Assistant	Nueva Esperanza Academy	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Mr. Anthony Webb	School Psychologist/Diagnostician	As Needed
Mrs. Daphane Davis	Speech Therapist	30 hours
Mr. Umar Johnson	School Psychologist/Diagnostician	As Needed
Dr. Elvira Zuezo-Legido	Bi-lingual School Psychologist/Diagnostician	As Needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12

PSSA	No	No	No	No	No	Yes	Yes
Kaplan Achievement Planner	No	No	No	Yes	Yes	Yes	Yes
Scholastic Reading Inventory	No	No	No	Yes	No	No	No
Math Level Indicator (AGS)	No	No	No	Yes	No	No	No
Science Placement	No	No	No	Yes	No	No	No

Student Assessment

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:

All test scores have a significant impact on curriculum and yearly measurable goal decisions. The constant attention to and modification of curriculum and instruction occurs on an on-going basis. It is not foreseeable that academic goals will change for many years to come as AYP will be forefront in priority. All student progress plans, usage of teacher observation, surveys, portfolios and other local instruments measuring student progress focus on the ultimate objective of improving student proficiency in reading, writing and mathematics. Various measures are taken to assist in student progress. Some of these are: all incoming 9th graders are given the Scholastic Reading Inventory (reading), and placement tests in math and science to determine their appropriate levels and placement in the ninth grade year. School-wide testing occurs four times a year in all classes; a variety of teacher—created assessments are used to measure student progress. We also entered into a partnership with Kaplan Achievement Planner to administer benchmark testing to all students in grades 9-12 to help us better analyze their current levels and modify our curriculum and lesson planning to address areas of deficiency. This year, a comparison of baseline data showed a 7.7 percentage point increase in 11th grade reading scores and a 2.2 percentage point increase in 11th grade math scores. Although Nueva Esperanza Academy barely missed making AYP this past year, other data such as lower retention rates and failure rates shows students making progress. The percent of students failing one or more classes dropped 6 percentage points between the 06-07 and 07-08 academic years.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

As part of the plan to address at risk students, Nueva Esperanza Academy has implemented two very important programs to assist students in becoming more successful. These programs are “NEA’s Student Incentive Program” and the “Monitoring Program”. The incentive program is design to motivate students to succeed in three specific categories grades, discipline, and attendance. The monitoring program is designed to provide support to students with a mentor that will meet with the students weekly to gage the student’s status and provide direction and support when need it. There continues to be strategies that are in place to see that students who are at-risk of failure and not making reasonable progress are having their needs met through opportunities to receive additional resources and services.

We also continued our “Ninth Period Tutoring” program in which students who are failing a specific subject are required to stay during ninth period in that subject for an extra period in the day. It also serves as a reward and motivator for students to pass all of their classes.

While some items above are non-instructional in nature, all of the aforementioned factors are vital in assisting “at-risk of failure” students. Many of the strategies and services listed above have reduced the failure rate in the past year. Nueva Esperanza Academy is a safe environment which makes it more conducive to learning a key factor in having a safe and secure environment has been our Zero Tolerance Policy. The number of incidents involving violence this past year was the lowest in the history of Nueva Esperanza Academy. Attendance rates at Nueva Esperanza Academy are significantly higher than any other high school serving a similar population. All of this evidence suggests a strong commitment and effective efforts to improve academic performance of Nueva Esperanza Academy students that will continue until all students are at the levels determined by NCLB legislation and PA determined proficiency levels.

Student Assessment - Attachments

- PSSA 2007-2008
- Kaplan Baseline Data

Teacher Evaluation

NEA has rigorous teacher observation schedule in which every teacher is observed at least six times during the school year. These observations are conducted by school administration, and department heads. Teacher observations are used as a tool to assist teachers in the areas of effective instruction, classroom management. The observations are also used in preparing an effective professional development strategy which in turn positively affects student achievement.

In order to maintain high quality observations the administrative team and department heads participated in a school professional development training in effective teacher evaluation conducted by a professional teacher training consultant. The impact of this type of training has proven to be affective evident by the instructional planning and the NEA meeting AYP the past two years.

Step 1: All evaluators have received training and professional development in effective observation and evaluation techniques for all students.

Step 2: A pre-conference prior to formal evaluation

Step 3: All teaching staff will have one formal evaluation per year based on no less than 6 observations per year which are conducted by the administrative team and department heads

Step 4: Evaluations will be conducted by the Director of Instruction and Director of Curriculum.

Step 5: Teacher's will be given immediate feedback on all evaluations and observations.

Step 6: Annual determination of continued employment will be done by the Administrative team.

Teacher Evaluation - Attachments

- Teacher Observation
- Annual Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

As part of the ongoing plan to provide innovative curriculum design and creative scheduling designs, NEA has added an additional administrator titled Director of Student Development who is part of the leadership team of the school. This administrator will be responsible for monitoring

the student intake process, helping to individualize academic plans for ninth graders, and for identifying possible at-risk students and providing them with additional academic support.

Furthermore NEA has opened a Arts program providing opportunities for student to major in Visual Art, Music, Dance, Drama, and Film. National studies have shown that that students who are engaged in the arts will improve in their academic perform. The Arts program will have a Director of the Arts who will be part of the leadership team.

Board of Trustees

Name of Trustee	Office (if any)
Rev. Luis Cortes	(Emeritus)
Rev. Danny Cortes	Chairman
Carmen Rocha	
Carmen Torres	Secretary
Nelson Acevedo	Treasurer
Roger Zepernick	
Fred L Estrada	
Rev. Bonnie Camarda	

Professional Development (Governance)

Legal counsel attends Board meetings and trains members on legal, ethical (including the sunshine law) requirements of their position. An annual Board retreat includes training on the roles and responsibilities of board members. Training also covers charter school legislation, budget and finance issues, accountability and educational programing issues.

Coordination of the Governance and Management of the School

The Board meets throughout the year to review progress and set policy. The Board chairperson is in constant contact with the CEO. Board members interact with the CEO and school administration concerning their area of expertise, as needed. Contact is maintained through the School District Charter liaison or with other district officials as needed.

Coordination of the Governance and Management of the School - Attachment

- 2008-2009Board of Trustees Schedule

Community and Parent Engagement

The Board members are strong advocates of parent involvement in the school. Through their individual organizations, events have been planned to bring parents closer to the institution. In addition, many Board members are vital, integral members of the school’s surrounding community. Their efforts in this area include community contacts, fundraising and public relations for the school. Board members participate in school events and assist in fundraising.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Major fund-raisers that were held this and next year will be; cheesecake, cookie dough, bake sales, talent show and rollerskating event.

Fiscal Solvency Policies

The Board of Directors may authorize any officer or officers, agent or agents of the Charter School, in addition to the officers as authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Charter School, and such authority may be general or confined to specific instances. All contracts in excess of \$1,500 must be reviewed and approved by Legal Counsel.

All checks or demands for money and notes of the Charter School, must be signed by two officers who are one of the following officers Nueva Esperanza, Inc. President, Financial Officer or President's written designee and one of the following officers of Charter School, Chairperson, Treasurer, Executive Director.

All funds of the Charter School shall be deposited from time to time to the credit of the Charter School in such banks, trust companies or other depositories as the Board of Directors may approve or designate, and all such funds shall be withdrawn only upon checks signed in accordance with the requirements of Section 7.2 of this article. All checks and or cash received by the Charter School must be deposited within three (3) business days of receipt of such funds.

All funds of the Charter School shall be set forth in an Annual Budget. Charter School shall review and approve an annual budget and submit the budget for approval to Nueva Esperanza, Inc. Approval of the budget by Nueva Esperanza is required prior to the commencement of the budget spending. Non-budgeted expense shall be subject to the prior written consent of Nueva Esperanza, Inc.

Accounting System

The school maintains its accounting records on a computerized system using Quick Books for accounts payable and general ledger. Payroll is done by ADP. The PA Chart of Accounts is used by Quick Books. Information is taken from Quick Books and manually entered into the PDE reports. The school's reporting system complies with GAAP.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues, Expenditures and Fund Balances

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

Snyder Daitz & Co.
1617 JFK Blvd.
Philadelphia Pa 19103

Date of Last Audit: October 12, 2007
Unqualified opinion with no findings

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

- Audit 2007-2008

Citations and follow-up actions for any State Audit Report

Not applicable

SECTION VII. FACILITY RESPONSIBILITIES

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

The facility is owned by 4261 Corp. and is leased to the school. Various equipment and office furniture was purchased and paid for out of the school's operating budget. The primary usage of the items below was used to furnish our renovation.

Item	Cost
School Bus	\$48,095.00
Network & Telecom Cabling	\$ 7,170.00
Student's Desks	\$ 5,000.00
Cafeteria Stacking Chairs	\$ 6,000.00
Multimedia (LCD Projectors & Screens)	\$80,294.00
Wireless Clocks & Sound System	\$12,558.00
Security System (equipment)	\$37,125.00
Security System (installation)	\$42,325.00
Cafeteria Tables	\$ 7,520.00
Science Lab	\$40,155.00
Tricaster Complete Bundle	\$ 6,199.00
Laptops, Desktops & Printers	\$52,642.00
Network Upgrade	\$31,674.00
Furniture	\$15,500.00
Student's Desks	\$ 5,789.00
Office Furniture	\$48,317.00

Future Facility Plans and Other Capital Needs

Nueva Esperanza Academy desires to renovate a portion of it's facility (currently used for athletics) to include a larger library. A gymnasium is also in the planning stages that would service the students of the Academy. This construction and renovation would not occur during this school year.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

All health and safety requirements are addressed as per municipal, state, and federal regulations. All appropriate certificates demonstrating compliance are on file.

The wellness policy for Nueva Esperanza Academy combines the mission of the school with a strategic plan to promote student wellness through nutrition, nutrition education, physical education, health services and community involvement. This specific plan will be put in place to improve the social, emotional, physical and educational well being of the student body as a whole.

Nueva Esperanza Academy's Wellness Policy contains both nutritional and exercise component. In addition to providing foods through the National School Lunch Program or National School Breakfast Programs, nutrition and physical education are also provided for all students as an effort to teach, promote and encourage healthy eating and lifetime fitness.

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

- Wellness Policy
- 2007-2008 Request for Reimbursement and Report of School Health Services

Current School Insurance Coverage Policies and Programs

General and Professional Liability and Umbrella Liability-Philadelphia Insurance Company

Property Insurance- Miller Capital Insurance Co.

Health-Aetna HMO for Dental, Medical & Life Insurance Coverage

Prescriptions- WellNet Healthcare Plan Inc.

Workers Compensation - American Insurance Companies

Current School Insurance Coverage Policies and Programs - Attachment

- ACCORD 2007-2008 Nueva Esperanza Academy

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There were 51 teachers on staff during the 2007-2008 school year. There were 46 returning teachers and 5 newly hired teachers. There is an administration team consisting of the CEO, Director of Instruction, Director of Curriculum, Director of Operations, Dean of Discipline, Director of Student Development and a support staff of 6. Staff turnover continues to be a positive trend at NEA. Two years ago we had a turnover rate of 7%. This past year our turnover rate was 16%. The majority of turnover during this period was due to the Academy maintaining the appropriate levels of teaching certification and Highly Qualified status.

Quality of Teaching and Other Staff - Attachments

- 07-08 PDE 414
- 07-08 Staff profile

Student Enrollment

Interested students/parents fill out an initial application form for admission to Nueva Esperanza Academy. After its' submission, students are then placed into a lottery which they would then have the opportunity to be picked and become a student at Nueva Esperanza Academy. Once selected, an enrollment packet is to be completed and returned in a timely fassion. As part of the enrollment process students and parents are interviewed by a school administrator.

The school year began with 732 student, with 673 completing the school year.

Many students leaving Nueva Esperanza Academy have expressed the school's strict behavior expectations as primary motivator for withdrawal. In addition, they cite "too much work" as another reason for their departure. Students return because of the structure and safety provided and high behavioral and academic expectations.

Transportation

Students living 1.5 miles from school were granted a free weekly bus pass. Any student that had an IEP requiring special transportation arrangement were accommodated appropriately.

Food Service Program

This current year, NEA contracted the food services through the School District of Philadelphia and participated in the FRL program. Starting on September 2008, we will self-operate the Cafeteria.

Student Conduct

Nueva Esperanza Academy subscribes to a very strict set of expectations regarding student's behavior. The adoption of a strictly enforced Zero Tolerance Policy has significantly reduced the number of violent incidents. All policies and practices contained in the Code of Conduct are reviewed by legal counsel as to their compliance with Chapter 12 and 13 of the Public School Code.

For the 2007-2008 school year 79 students were involved in 187 suspension incidents and 0 students were expelled.

Student Conduct - Attachment

- Code of Conduct 2007-2008

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

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

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

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

Board President

Date

Chief Executive Officer
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name David Rossi

Title Chief Executive Officer

Phone 215-457-3667

Fax 215-457-4381

E-mail drossi@neacademy.org

Signature of the Chief Executive Officer and Date

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

Name Danny Cortes

Title Chairman of the Board of Trustees

Phone 215-324-0746

Fax 215-324-2542

E-mail dcortes@nueva.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Marguerite Pierre-Baril

Title Special Education Coordinator

Phone 215-457-3667

Fax 215-457-4381

E-mail mbaril@neacademy.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page and Assurance for the Operations of Charter School