
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
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Charter Annual Report **Tuesday, October 09, 2007**

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SECTION I. EXECUTIVE SUMMARY

Organization Description

New Media Technology Charter School (referred to as "NMTCS" and "New Media") is a school that serves the fifth through twelfth grades with separate facilities for its middle school and high school both located in the Northwest section of Philadelphia. The

NMTCS high school program occupies a two-story commercial building that was configured to support both the spatial and technological needs for a project-based learning school envisioned to meet the demands of a 21st century learning environment. This setting has allowed students to work individually at their workstations, in advisory groups, or to move to separate breakout areas (contained classroom space) when needed. The students' work areas are a home base for them to plan and organize their projects, conduct Internet research, and receive guidance from their advisors.

The NMTCS high school occupies over 20,000 square feet of space on two floors. The middle school program occupies a building that was constructed as a "formal" school facility with twelve large classroom spaces, an iMac computer lab, a full size gymnasium, space for eight administrative offices and a conference room, a recess yard, and on-site parking. The middle school housed two classes each of grades five through eight with approximately one hundred and twenty students while the high school housed grades nine through eleven with approximately two hundred and forty-seven students.

The NMTCS learning community cultivates collaboration, inquiry, and problem solving through project-based learning supported by digital multimedia technology. 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

The 2006-2007 NMTCS staff consisted of twenty-eight advisors, four administrators, two business office managers, two office assistants, a facility manager, and three support services staff. During this year, NMTCS experienced a higher staff turnover than any of our previous years with the resignation of our Education Director, the termination of three advisors for inadequate job performance and the resignation of three advisors. There was also one advisor on maternity leave for most of the 2nd and 3rd trimesters.

The advisors' positions were filled immediately, and despite the challenges and complexities involved in our third year of development as a charter school, New Media continues to evolve towards becoming a remarkable learning community. Some of the noted highlights of the 2006-2007 school year included the involvement of our students in a Digital Storytelling Project funded through a grant provided to the Painted Bride Arts Center, the hosting of the national 2006 Alternative High School Initiative (ASHI) Conference for a day-long site visit, the acquisition of twenty-seven iMacs to expand

graphics and animation instruction, and membership in the Pennsylvania Interscholastic Athletic Association (PIAA).

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

Pennsylvania Department Of Education's Literacy Standards (Reading, Writing, Speaking, Listening)

GRADE 5

1.1 Learning to Read Independently

- A. Establish the purpose for reading a type of text (literature, information) before reading.
- B. Select texts for a particular purpose using the format of the text as a guide.
- C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading.
Use these words accurately in writing and speaking.
- D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.
- E. Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones, homographs, words with roots, suffixes, prefixes). Use a dictionary or related reference.
- F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
- G. Demonstrate after reading, understanding and interpretation of both fiction and nonfiction text.
- H. Demonstrate fluency and comprehension in reading

1.2. Reading Critically in All Content Areas

- A. Read and understand essential content of informational texts and documents in all academic areas.
- B. Use and understand a variety of media and evaluate the quality of material produced.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature
- B. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.
- C. Describe how the author uses literary devices to convey meaning.
- D. Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form).
- E. Analyze drama as information source, entertainment, persuasion or transmitter of culture.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.4. Types of Writing

- A. Write poems, plays and multi-paragraph stories.
- B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
- C. Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.

1.5. Quality of Writing

- A. Write with a sharp, distinct focus identifying topic, task and audience.
- B. Write using well-developed content appropriate for the topic.
- C. Write with controlled and/or subtle organization.
- D. Write with an understanding of the stylistic aspects of composition.
- E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.
- F. Edit writing using the conventions of language.
- G. Present and/or defend written work for publication when appropriate.

1.5. Speaking and Listening

- A. Listen to others.
- B. Listen to a selection of literature (fiction and/or nonfiction).
- C. Speak using skills appropriate to formal speech situations.
- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.

1.7. Characteristics and Functions of the English Language

- A. Identify words from other languages that are commonly used English words. Use a dictionary to find the meanings and origins of these words.
- B. Identify differences in formal and informal speech (e.g., dialect, slang, jargon).
- C. Identify word meanings that have changed over time (e.g., cool, mouse).

1.8. Research

- A. Select and refine a topic for research
- B. Locate information using appropriate sources and strategies.
- C. Organize and present the main ideas from research.

GRADE 8

1.1. Learning to Read Independently

- A. Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.
- B. Identify and use common organizational structures and graphic features to comprehend information.

- C. Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.
- D. Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion).
- E. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.
- F. Understand the meaning of and apply key vocabulary across the various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- H. Demonstrate fluency and comprehension in reading.

1.2. Reading Critically in All Content Areas

- A. Read and understand essential content of informational texts and documents in all academic areas.
- B. Use and understand a variety of media and evaluate the quality of material produced.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone, and style.
- C. Analyze the effect of various literary devices.
- D. Identify poetic forms (e.g., ballad, sonnet, couplet).
- E. Analyze drama to determine the reasons for a character's actions taking into account the situation and basic motivation of the character.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.4. Types of Writing

- A. Write short stories, poems and plays.
- B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).
- C. Write persuasive pieces.
- D. Maintain a written record of activities, course work, experience, honors and interests.

1.5. Quality of Writing

- A. Write with a sharp, distinct focus.

- B. Write using well-developed content appropriate for the topic.
- C. Write with controlled and/or subtle organization.
- D. Write with an understanding of the stylistic aspects of composition.
- E. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.
- F. Edit writing using the conventions of language.
- G. Present and/or defend written work for publication when appropriate.

1.6. Speaking and Listening

- A. Listen to others.
- B. Listen to selections of literature (fiction and/or nonfiction).
- C. Speak using skills appropriate to formal speech situations.
- D. Contribute to discussions.
- E. Participate in small and large group discussions and presentations.
- F. Use media for learning purposes.

1.7. Characteristics and Functions of the English Language

- A. Describe the origins and meanings of common, learned and foreign words used frequently in English language (e.g., *catre blanche*, *faux pas*).
- B. Analyze the role and place of standard American English in speech, writing and literature.
- C. Identify new words that have been added to the English language over time.

1.8. Research

- A. Select and refine a topic for research
- B. Locate information using appropriate sources and strategies.
- C. Organize, summarize and present the main ideas from research.

HIGH SCHOOL

1.1. Learning to Read Independently

- A. Locate various texts, media and traditional resources for assigned and independent projects before reading.
- B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.

- C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.
- D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.
- F. Understand the meaning of and apply key vocabulary across the various subject areas.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- H. Demonstrate fluency and comprehension in reading.

1.2. Reading Critically in All Content Areas

- A. Read and understand essential content of informational texts and documents in all academic areas.
- B. Use and understand a variety of media and evaluate the quality of material produced.
- C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3. Reading, Analyzing and Interpreting Literature

- A. Read and understand works of literature.
- B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.
- C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).
- E. Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
- F. Read and respond to nonfiction and fiction including poetry and drama.

1.4. Types of Writing

- A. Write short stories, poems and plays.
- B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).

- C. Write persuasive pieces.
- D. Maintain a written record of activities, course work, experience, honors and interests.
- E. Write a personal resume.

1.5. Quality of Writing

- A. Write with a sharp, distinct focus.
- B. Write using well-developed content appropriate for the topic.
- C. Write with controlled and/or subtle organization.
- D. Write with a command of the stylistic aspects of composition.
- E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
- F. Edit writing using the conventions of language.
- G. Present and/or defend written work for publication when appropriate.

1.6. Speaking and Listening

- A. Listen to others.
- B. Listen to selections of literature (fiction and/or nonfiction).
- C. Speak using skills appropriate to formal speech situations.
- D. Contribute to discussions.
- E. Forum, participate in small and large group discussions and presentations.
- F. Use media for learning purposes.

1.7. Characteristics and Functions of the English Language

- A. Describe the influence of historical events on the English language.
- B. Analyze when differences in language are a source of negative or positive stereotypes among groups.
- C. Explain and evaluate the role and influence of the English language within and across countries

1.8. Research

- A. Select and refine a topic for research

- B. Locate information using appropriate sources and strategies.
- C. Organize, summarize and present the main ideas from research.

Pennsylvania Department Of Education's Mathematics Standards

GRADE 5

2.1. Numbers, Number Systems and Number Relationships

- A. Use expanded notation to represent whole numbers or decimals
- B. Apply number theory concepts to rename a number quantity.
- C. Demonstrate that mathematical operations can represent a variety of problem situations.
- D. Use models to represent fractions and decimals.
- E. Explain the concepts of prime and composite numbers.
- F. Use simple concepts of negative numbers (e.g., on a number line, in counting, in temperature).
- G. Develop and apply number theory concepts (e.g., primes, factors, multiples, composites) to represent numbers in various ways.

2.2. Computation and Estimation

- A. Create and solve word problems involving addition, subtraction, multiplication and division of whole numbers.
- B. Develop and apply algorithms to solve word problems that involve addition, subtraction, and/or multiplication with decimals with and without regrouping.
- C. Develop and apply algorithms to solve word problems that involve addition, subtraction, and/or multiplication with fractions and mixed numbers that include like and unlike denominators.
- D. Demonstrate the ability to round numbers.
- E. Determine through estimations the reasonableness of answers to problems involving addition, subtraction, multiplication and division of whole numbers.
- F. Demonstrate skills for using fraction calculators to verify conjectures, confirm computations and explore complex problem-solving situations.
- G. Apply estimation strategies to a variety of problems including time and money.
- H. Explain multiplication and division algorithms.
- I. Select a method for computation and explain why it is appropriate.

2.3. Measurement and Estimation

- A. Select and use appropriate instruments and units for measuring quantities (e.g., perimeter, volume, area, weight, time, temperature).
- B. Select and use standard tools to measure the size of figures with specified accuracy, including length, width, perimeter and area.

- C. Estimate, refine and verify specified measurements of objects.
- D. Convert linear measurements within the same system.
- E. Add and subtract measurements

2.4. Mathematical Reasoning and Connections

- A. Compare quantities and magnitudes of numbers.
- B. Use models, number facts, properties and relationships to check and verify predictions and explain reasoning.
- C. Draw inductive and deductive conclusions within mathematical contexts.
- D. Distinguish between relevant and irrelevant information in a mathematical problem.
- E. Interpret statements made with precise language of logic (e.g., “all”, “or”, “every”, “none”, “some”, “or”, “many”).
- F. Use statistics to quantify issues (e.g., in social studies, in science).

2.5. Mathematical Problem Solving and Communication

- A. Develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, check whether an answer makes sense and explain how the problem was solved.
- B. Use appropriate mathematical terms, vocabulary, language symbols and graphs to explain clearly and logically solutions and problems.
- C. Show ideas in a variety of ways, including words, numbers symbols and graphs, tables, diagram and models.
- D. Connect, extend and generalize problem solutions to other concepts, problems and circumstances in mathematics.
- E. Select, use and justify the methods, materials and strategies used to solve problems.
- F. Use appropriate problem-solving strategies (e.g., solving a simpler problem, drawing a picture of diagram).

2.6. Statistics and Data Analysis

- A. Organize and display data using pictures, tallies, tables, charts, bar graphs and circle graphs
- B. Describe data sets using mean, median, mode, and range.
- C. Sort data using Venn diagrams
- D. Predict the likely number of times a condition will occur based on analyzed data.
- E. Construct and defend simple conclusions based on data.

2.7. Probability and Predictions

- A. Perform simulations with concrete devices (e.g., dice, spinner) to predict the chance of an event occurring.
- B. Determine the fairness of the design of a spinner.
- C. Express probabilities as fractions and decimals.
- D. Compare predictions based on theoretical probability and experimental results.
- E. Calculate the probability of a simple event.
- F. Determine patterns generated as a result of an experiment
- G. Determine the probability of an event involving “and”, “or” or “not”.
- H. Predict and determine why some outcomes are certain, more likely, equally likely or impossible.
- I. Find all possible combinations and arrangements involving a limited number of variables
- J. Develop a tree diagram and list the elements.

2.8. Algebra and Functions

- A. Recognize, reproduce, extend, create and describe patterns, sequences and relationships verbally, numerically, symbolically and graphically, using a variety of materials.
- B. Connect patterns to geometric relations and basic number skills.
- C. Form rules based on patterns (e.g., an equation that relates pairs in a sequence).
- D. Use concrete objects and combinations of symbols and numbers to create expressions that model mathematical situations.
- E. Explain the use of combinations of symbols and numbers in expressions, equations and inequalities.
- F. Describe a realistic situation using information given in equations, inequalities, tables or graphs.
- G. Select and use appropriate strategies, including concrete materials, to solve number sentences and explain the method of solution.
- H. Locate and identify points on a coordinate system.
- I. Generate functions from tables of data and relate data to corresponding graphs and functions.

2.9. Geometry

- A. Give formal definitions of geometric figures.
- B. Classify and compare triangles and quadrilaterals according to sides or angles.
- C. Identify and measure circles, their diameters and their radii.
- D. Describe in words how geometric shapes are constructed.
- E. Construct two-and three dimensional shapes and figures using manipulatives, geoboards and computer software.
- F. Find familiar solids in the environment and describe them.
- G. Create an original tessellation.
- H. Describe the relationship between the perimeter and area of triangles, quadrilaterals and circles.
- I. Represent and use the concepts of line, point and plane.
- J. Define the basic properties of squares, pyramids, parallelograms, quadrilaterals, trapezoid, polygons, rectangles, rhombi, circles, triangles, cubes, prisms, spheres and cylinders.
- K. Analyze simple transformations of geometric figures and rotations of line segments.
- L. Identify properties of geometric figures (e.g., parallel, perpendicular, similar, congruent, symmetrical).

2.10. Trigonometry

- A. Identify and compare parts of right triangles, including right angles, acute angles, hypotenuses and legs
- B. Create right triangles on a geoboard

2.11. Concepts of Calculus

- A. Make comparisons of numbers (e.g., more, less, same, least, most, greater than, less than).
- B. Identify least and greatest values represented in bar and circle graphs.
- C. Identify maximum and minimum.
- D. Estimate areas and volumes as the sums of areas of tiles and volumes of cubes
- E. Describe the relationship between the size of the unit of measurement and the estimate of the areas and volumes

GRADE 8

2.1. Numbers, Number Systems and Number Relationships

- A. Represent and use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, exponents, scientific notation, square roots).
- B. Simplify numerical expressions involving exponents, scientific notation and using order of operations.
- C. Distinguish between and order rational and irrational numbers.
- D. Apply ratio and proportion to mathematical problem situations involving distance, rate, time and similar triangles.
- E. Simplify and expand algebraic expressions using exponential forms.
- F. Use the number line model to demonstrate integers and their applications.
- G. Use the inverse relationships between addition, subtraction, multiplication, division, exponentiation and root extraction to determine unknown quantities in equations

2.2. Computation and Estimation

- A. Complete calculations by applying the order of operations.
- B. Add, subtract, multiply and divide different kinds and forms of rational numbers including integers, decimal fractions, percents and proper and improper fractions.
- C. Estimate the value of irrational numbers.
- D. Estimate amount of tips and discounts using ratios, proportions and percents.
- E. Determine the appropriateness of overestimating or underestimating in computation.
- F. Identify the difference between exact value and approximation and determine which is appropriate for a given situation.

2.3. Measurement and Estimation

- A. Develop formulas and procedures for determining measurements (e.g., area, volume, distance).
- B. Solve rate problems (e.g., rate time = distance, principal interest rate = interest).
- C. Measure angles in degrees and determine relations of angles.
- D. Estimate, use and describe measures of distance, rate, perimeter, area, volume, weight, mass and angles.
- E. Describe how a change in linear dimension of an object affects its perimeter, area and volume.
- F. Use scale measurements to interpret maps or drawings.

- G. Create and use scale models.

2.4. Mathematical Reasoning and Connections

- A. Make conjectures based on logical reasoning and test conjectures by using counter-examples.
- B. Combine numeric relationships to arrive at a conclusion.
- C. Use if...then statements to construct simple, valid arguments.
- D. Construct, use and explain algorithmic procedures for computing and estimating with whole numbers, fractions, decimals and integers.
- E. Distinguish between inductive and deductive reasoning.
- F. Use measurements and statistics to quantify issues (e.g., in family, consumer science situations).

2.5. Mathematical Problem Solving and Communication

- A. Invent, select, use and justify the appropriate methods, materials and strategies to solve problems.
- B. Verify and interpret results using precise mathematical language, notation and representations, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams.
- C. Justify strategies and defend approaches used and conclusions reached.
- D. Determine pertinent information in problem situations and whether any further information is needed for solution.

2.6. Statistics and Data Analysis

- A. Compare and contrast different plots of data using values of mean, median, mode, quartiles and range.
- B. Explain effects of sampling procedures and missing or incorrect information on reliability.
- C. Fit a line to the scatter plot of two quantities and describe any correlation of the variables.
- D. Design and carry out a random sampling procedure.
- E. Analyze and display data in stem-and-leaf and box-and-whisker plots.
- F. Use scientific and graphing calculators and computer spreadsheets to organize and analyze data.
- G. Determine the validity of the sampling method described in studies published in local or national newspapers.

2.7. Probability and Predictions

- A. Determine the number of combinations and permutations for an event.
- B. Present the results of an experiment using visual representations (e.g., tables, charts, graphs).
- C. Analyze predictions (e.g., election polls).
- D. Compare and contrast results from observations and mathematical models.
- E. Make valid inferences, predictions and arguments based on probability

2.8. Algebra and Functions

- A. Apply simple algebraic patterns to basic number theory and to spatial relations
- B. Discover, describe and generalize patterns, including linear, exponential and simple quadratic relationships.
- C. Create and interpret expressions, equations or inequalities that model problem situations.
- D. Use concrete objects to model algebraic concepts.
- E. Select and use a strategy to solve an equation or inequality, explain the solution and check the solution for accuracy.
- F. Solve and graph equations and inequalities using scientific and graphing calculators and computer spreadsheets.
- G. Represent relationships with tables or graphs in the coordinate plane verbal or symbolic rules
- H. Graph a linear function from a rule or table.
- I. Generate a table or graph from a function and use graphing calculators and computer spreadsheets to graph and analyze functions.
- J. Show that an equality relationship between two quantities remains the same as long as the same change is made to both quantities; explain how a change in one quantity determines another quantity in a functional relationship.

2.9. Geometry

- A. Construct figures incorporating perpendicular and parallel lines, the perpendicular bisector of a line segment and an angle bisector using computer software.
- B. Draw, label, measure and list the properties of complementary, supplementary and vertical angles.
- C. Classify familiar polygons as regular or irregular up to a decagon.

- D. Identify, name, draw and list all properties of squares, cubes, pyramids, parallelograms, quadrilaterals, trapezoids, polygons, rectangles, rhombi, circles, spheres, triangles, prisms and cylinders.
- E. Construct parallel lines, draw a transversal and measure and compare angles formed (e.g., alternate interior and exterior angles).
- F. Distinguish between similar and congruent polygons.
- G. Approximate the value of π (pi) through experimentation.
- H. Use simple geometric figures (e.g., triangles, squares) to create, through rotation, transformational figures in three dimensions.
- I. Generate transformations using computer software.
- J. Analyze geometric patterns (e.g., tessellations, sequences of shapes) and develop descriptions of the patterns.
- K. Analyze objects to determine whether they illustrate tessellations, symmetry, congruence, similarity and scale.

2.10. Trigonometry.

- A. Compute measures of sides and angles using proportions, the Pythagorean Theorem and right triangle relationships.
- B. Solve problems requiring indirect measurement for lengths of sides of triangles.

2.11. Concepts of Calculus

- A. Analyze graphs of related quantities for minimum and maximum values and justify the findings.
- B. Describe the concept of unit rate, ratio and slope in the context of rate of change.
- C. Continue a pattern of numbers or objects that could be extended infinitely.

HIGH SCHOOL

2.1. Numbers, Number Systems and Number Relationships

- A. Use operations (e.g., opposite, reciprocal, absolute value, raising to a power, finding roots, finding logarithms).

2.2. Computation and Estimation

- A. Develop and use computation concepts, operations and procedures with real numbers in problem-solving situations.

- B. Use estimation to solve problems for which an exact answer is not needed
- C. Construct and apply mathematical models, including lines and curves of best fit, to estimate values of related quantities.
- D. Describe and explain the amount of error that may exist in a computation using estimates.
- E. Recognize that the degree of precision needed in calculating a number depends on how the results will be used and the instruments used to generate the measure.
- F. Demonstrate skills for using computer spreadsheets and scientific and graphing calculators

2.3. Measurement and Estimation

- A. Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.
- B. Measure and compare angles in degrees and radians.
- C. Demonstrate the ability to produce measures with specified levels of precision.

2.4. Mathematical Reasoning and Connections

- A. Use direct proofs, indirect proofs or proof by contradiction to validate conjectures.
- B. Construct valid arguments from stated facts.
- C. Determine the validity of an argument.
- D. Use truth tables to reveal the logic of mathematical statements.
- E. Demonstrate mathematical solutions to problems (e.g., in the physical sciences).

2.4. Mathematical Problem Solving and Communication

- A. Select and use appropriate mathematical concepts and techniques from different areas of mathematics and apply them to solving non-routine and multi-step problems.
- B. Use symbols, mathematical terminology, standard notation, mathematical rules, graphing and other types of mathematical representations to communicate observations, predictions, concepts, procedures, generalizations, ideas and results.
- C. Present mathematical procedures and results clearly, systematically, succinctly and correctly.
- D. Conclude a solution process with a summary of results and evaluate the degree to which the results obtained represent an acceptable response to the initial problem and why the reasoning is valid.

2.6. Statistics and Data Analysis

- A. Design and conduct an experiment using random sampling. Describe the data as an example of a distribution using statistical measures of center and spread. Organize and represent the results with graphs. (Use standard deviation, variance and t-tests.)
- B. Use appropriate technology to organize and analyze data taken from the local community.
- C. Determine the regression equation of best fit (e.g., linear, quadratic, exponential).
- D. Make predictions using interpolation, extrapolation, regression and estimation using technology to verify them.
- E. Determine the validity of the sampling method described in a given study.
- F. Determine the degree of dependence of two quantities specified by a two-way table
- G. Describe questions of experimental design, control groups, treatment groups, cluster sampling and reliability
- H. Use sampling techniques to draw inferences about large populations.
- I. Describe the normal curve and use its properties to answer questions about sets of data that are assumed to be normally distributed

2.7. Probability and Predictions

- A. Compare odds and probability.
- B. Apply probability and statistics to perform an experiment involving a sample and generalize its results to the entire population.
- C. Draw and justify a conclusion regarding the validity of a probability or statistical argument.
- D. Use experimental and theoretical probability distributions to make judgments about the likelihood of various outcomes in uncertain situations.
- E. Solve problems involving independent simple and compound events.

2.8. Algebra and Functions

- A. Analyze a given set of data for the existence of a pattern and represent the pattern algebraically and graphically.
- B. Give examples of patterns that occur in data from other disciplines.
- C. Use patterns, sequences and series to solve routine and non-routine problems.
- D. Formulate expressions, equations, inequalities, systems of equations, systems of inequalities and matrices to model routine and non-routine problem situations.

- E. Use equations to represent curves (e.g., lines, circles, ellipses, parabolas, hyperbolas).
- F. Identify whether systems of equations and inequalities are consistent or inconsistent.
- G. Analyze and explain systems of equations, systems of inequalities and matrices.
- H. Select and use an appropriate strategy to solve systems of equations and inequalities using graphing calculators, symbol manipulators, spreadsheets and other software.
- I. Use matrices to organize and manipulate data, including matrix addition, subtraction, multiplication and scalar multiplication.
- J. Demonstrate the connection between algebraic equations and inequalities and the geometry of relations in the coordinate plane.
- K. Select, justify and apply an appropriate technique to graph a linear function in two variables, including slope-intercept, x- and y- intercepts, graphing by transformations and the use of a graphing calculator.
- L. Write the equation of a line when given the graph of the line, two points on the line, or the slope of the line and a point on the line.
- M. Given a set of data points, write an equation for a line of best fit.
- N. Solve linear, quadratic and exponential equations both symbolically and graphically.
- O. Determine the domain and range of a relation, given a graph or set of pairs.
- P. Analyze a relation to determine whether a direct or inverse variation exists and represent it algebraically and graphically.
- Q. Represent functional relationships in tables, charts and graphs.
- R. Create and interpret functional models.
- S. Analyze properties and relationships of functions (e.g., linear, polynomial, rational, trigonometric, exponential, logarithmic).
- T. Analyze and categorize functions by their characteristics.

2.9. Geometry

- A. Construct geometric figures using dynamic geometry tools (e.g., Geometer's Sketchpad, Cabri Geometre).
- B. Prove that two triangles or two polygons are congruent or similar using algebraic, coordinate and deductive proofs.
- C. Identify and prove the properties of quadrilaterals involving opposite sides and angles, consecutive sides and angles and diagonals using deductive proofs.

- D. Identify corresponding parts in congruent triangles to solve problems.
- E. Solve problems involving inscribed and circumscribed polygons.
- F. Use the properties of angles, arcs, chords, tangents and secants to solve problems involving circles.
- G. Solve problems using analytic geometry.
- H. Construct a geometric figure and its image using various transformations.
- I. Model situations geometrically to formulate and solve problems.
- J. Analyze figures in terms of the kinds of symmetries they have.

2.10. Trigonometry

- A. Use graphing calculators to display periodic and circular functions; describe properties of the graphs.
- B. Identify, create and solve practical problems involving right triangles using the trigonometric functions and the Pythagorean Theorem.

2.11. Concepts of Calculus

- A. Determine maximum and minimum values of a function over a specified interval.
- B. Interpret maximum and minimum values in problem situations.
- C. Graph and interpret rates of growth/decay.
- D. Determine sums of finite sequences of numbers and infinite geometric series.
- E. Estimate areas under curves using sequences of areas.

Pennsylvania Department of Education's Science and Technology Standards

GRADE 7

3.1 Unifying Themes

- A. Explain the parts of a simple system and their relationship to each other.
- B. Describe the use of models as an application of scientific or technological concepts.
- C. Identify patterns as repeated processes or recurring elements in science and technology.
- D. Explain scale as a way of relating concepts and ideas to one another by some measure.
- E. Identify change as a variable in describing natural and physical systems.

3.2. Inquiry and Design

- A. Explain and apply scientific and technological knowledge.
- B. Apply process knowledge to make and interpret observations.
- C. Identify and use the elements of scientific inquiry to solve problems.
- D. Know and use the technological design process to solve problems.

3.3 Biological Sciences

- A. Describe the similarities and differences that characterize diverse living things.
- B. Describe the cell as the basic structural and functional unit of living things.
- C. Know that every organism has a set of genetic instructions that determines its inherited traits.
- D. Explain basic concepts of natural selection.

3.4. Physical Science, Chemistry and Physics

- A. Describe concepts about the structure and properties of matter.
- B. Relate energy sources and transfers to heat and temperature.
- C. Identify and explain the principles of force and motion.
- D. Describe essential ideas about the composition and structure of the universe and the earth's place in it.

3.5 Earth Sciences

- A. Describe earth features and processes.
- B. Recognize earth resources and how they affect everyday life.
- C. Describe basic elements of meteorology.
- D. Explain the behavior and impact of the earth's water systems.

3.6. Technology Education

- A. Explain biotechnologies that relate to related technologies of propagating, growing, maintaining, adapting, treating and converting.
- B. Explain information technologies of encoding, transmitting, receiving, storing, retrieving and decoding.

- C. Explain physical technologies of structural design, analysis and engineering, personnel relations, financial affairs, structural production, marketing, research and design.

3.7. Technological Devices

- A. Describe the safe and appropriate use of tools, materials and techniques to answer questions and solve problems.
- B. Use appropriate instruments and apparatus to study materials.
- C. Explain and demonstrate basic computer operations and concepts.

3.8. Science, Technology and Human Endeavors

- A. Explain how sciences and technologies are limited in their effects and influences on society.
- B. Explain how human ingenuity and technological resources satisfy specific human needs and improve the quality of life.

Pennsylvania Department of Education's Standards for Science, Technology,

Environment and Ecology (STEE) for High School Students

Science and Technology Standards

3.1 Unifying Themes

There are only a few fundamental concepts and processes that form the framework upon which science and technology knowledge is organized—motion and forces, energy, structure of matter, change over time and machines. These themes create the context through which the content of the disciplines can be taught and are emphasized in each standard.

- A. Systems
- B. Models
- C. Patterns
- D. Scale
- E. Change

3.2. Inquiry and Design

The nature of science and technology is characterized by applying process knowledge that enables students to become independent learners. These skills include observing, classifying,

inferring, predicting, measuring, computing, estimating, communicating, using space/time relationships, defining operationally, raising questions, formulating hypotheses, testing and experimenting, designing controlled experiments, recognizing variables, manipulating variables, interpreting data, formulating models, designing models, and producing solutions. Everyone can use them to solve real-life problems.

- A. Nature of Scientific and Technological Knowledge
- B. Process Knowledge
- C. Scientific Inquiry
- D. Problem Solving in Technology

3.3. Biological Sciences

Biology concerns living things, their appearance, different types of life, the scope of their similarities and differences, where they live and how they live. Living things are made of the same components as all other matter, involve the same kinds of transformations of energy and move using the same basic kinds of forces as described in chemistry and physics standards.

- A. Living Forms
- B. Structure and Function
- C. Inheritance
- D. Evolution.

3.4 Physical Science, Chemistry and Physics

Physics and chemistry involve the study of objects and their properties. Students examine changes to materials during mixing, freezing, heating and dissolving and then learn how to observe and measure results. In chemistry students study the relationship between matter, atomic structure and its activity. Laboratory investigations of the properties of substances and their changes through a range of chemical interactions provided a basis for students to understand atomic theory and a variety of reaction types and their applications in business, agriculture and medicine. Physics deepens the understating of the structure and properties of materials and includes atoms, waves, light, electricity, magnetism and the role of energy, forces and notion.

- A. Matter.
- B. Energy
- C. Force and Motion.

3.5 Earth Sciences

The dynamics of earth science include the studies of forces of nature that build the earth and wear down the earth. The understanding of these concepts uses principles from physical science, geography and mathematics.

- A. Land Forms and Processes
- B. Resources.
- C. Meteorology
- D. Hydrology and Oceanography

3.6. Technology Education

Technology education is the use of accumulated knowledge to process resources to meet human needs and improve the quality of life. Students develop the ability to select and correctly use materials, tools, techniques and processed to answer questions, understand explanations and solve problems encountered in real life situations. These overriding themes require students to design, create, use, evaluate, and modify systems of Biotechnologies, Information Technologies, and Physical Technologies.

- A. Biotechnology
- B. Information Technology
- C. Physical Technologies

3.7. Technological Devices

Students use tools to observe, measure, move and make things. New technological tools and techniques make it possible to enact far-reaching changes in our world. Technology enhances the students' ability to identify problems and determine solutions. Computers play an integral role in every day life by extending our abilities to collect, analyze and communicate.

- A. Tools
- B. Instruments
- C. Computer Operations
- D. Computer Software
- E. Computer communication Systems

3.8. Science, Technology and Human Endeavors

Scientific knowledge and societal needs often create a demand for new technology. Conversely, new technology advances scientific knowledge. Both influence society through the impact of their products and processes.

- A. Constraints

- B. Meeting Human Needs
- C. Consequences and Impacts

Environment and Ecology Standards

Environment and Ecology is grounded in the complexity of the world we live in and our impact its sustainability. The human interactions with the ecosystem and the results of human decisions are the main components of this academic area. Environment and Ecology examines the world with respect to the economic, cultural, political and social structure, as well as natural processes and systems. The integration across systems is what sets this academic area apart from all others.

4.1 Watersheds and Wetlands

- A. Cycles
- B. Role of Watersheds
- C. Physical Factors
- D. Characteristics and Functions of Wetlands

4.2 Renewable and Nonrenewable Resources

- A. Uses
- B. Availability
- C. Management
- D. Influential Factors

4.3 Environmental Health

- A. Environmental Health Issues
- B. Human Actions
- C. Biological Diversity

4.4 Agriculture and Society

- A. Society's Needs
- B. Agricultural Science
- C. Agricultural Systems
- D. Technology

4.5 Integrated Pest Management

- A. Effects, Benefits and Impacts
- B. Health Risks
- C. Management Practices

4.6 Ecosystems and their Interactions

- A. Living and Nonliving Components
- B. Cycles
- C. Change Over Time

4.7 Threatened, Endangered and Extinct Species

- A. Diversity
- B. Adaptation
- C. Management Strategies

4.8 Humans and the Environment

- A. Societal Needs
- B. Sustainability
- C. Human Impacts
- D. Supply and Demand

4.9 Environmental Laws and Regulations

- A. Environmental Laws and Their Impact

National Educational Technology Standards for Students

1. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operations of technology systems.
 - Students are proficient in the use of technology
2. Social, ethical and human issues

- Students understand the ethical, cultural, and societal issues related to technology
 - Students practice responsible use of technology systems, information and software
3. Technology productivity tools
- Students use technology tools to enhance learning, increase productivity, and promote creativity
 - Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.
4. Technology communication tools
- Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences
 - Students use a variety of media and formats to communicate information from a variety of sources
5. Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources
 - Students use technology tools to process data and report results
 - Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.
6. Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions
 - Students employ technology in the development of strategies for solving problems in the real world

Pennsylvania Department Of Education's History Standards

History is a discipline that interprets and analyses the past. It is a narrative- a story. In studying history, it is necessary to understand the context of time and place and to apply historical thinking skills. Students should be taught to move beyond recall to apply major lessons from history that are vital for the future of society. Therefore, the development of critical thinking skills through history is more important than a simple recall of dates and names. The study of history, regardless of the era or location of study, should help students develop the skills listed in 8:1 from A-D, and the historical understandings listed from A-D in 8.2, 8.3, and 8.4.

8.1. Historical Analysis and Skills Development

- A. Chronological Thinking
- B. Historical Comprehension
- C. Historical Interpretation
- D. Historical Research

8.2 Pennsylvania History

- A. Contributions of Individuals and Groups
- B. Documents, Artifacts and Historical Places
- C. Influences of Continuity and Change
- D. Conflict and Cooperation Among Groups

8.3 United States History

- A. Contributions of Individuals and Groups
- B. Documents, Artifacts and Historical Places
- C. Influences of Continuity and Change
- D. Conflict and Cooperation Among Groups

8.4 World History

- A. Contributions of Individuals and Groups
- B. Documents, Artifacts and Historical Places
- C. Influences of Continuity and Change
- D. Conflict and Cooperation Among Groups

Pennsylvania Department of Education's Standards for Health and Physical Education

GRADE 6

10.1. Concepts of Health

- A. Describe growth and development changes that occur between childhood and adolescence identify factors that can influence these changes.
- B. Identify and describe the structure and function of the major body systems.
- C. Analyze nutritional concepts that impact health.

10.2. Healthful Living

- A. Explain the relationship between personal health practices and individual well-being.
- B. Explain the relationship between health-related information and consumer choices.
- C. Explain the media's effect on health and safety issues.
- D. Describe and apply the steps of a decision-making process to health and safety issues.
- E. Analyze environmental factors that impact health.

10.3. Safety and Injury Prevention

- A. Explain and apply safe practices in the home, school and community.

- B. Know and apply appropriate emergency responses.
- C. Describe strategies to avoid or manage conflict and violence.
- D. Analyze the role of individual responsibility for safety during physical activity.

10.4. Physical Activity

- A. Vigorous physical activities that contribute to physical fitness and health.
- B. Explain the effects of regular
- C. Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.
- D. Describe factors that affect childhood physical activity preferences.
- E. Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.
- F. Identify and describe positive and negative interactions of group members in physical activities.

10.5. Concepts, Principles and Strategies of Movement

- A. Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
- B. Identify and apply the concepts of motor skill development to a variety of basic skills.
- C. Describe the relationship between practice and skill development.
- D. Describe and apply the principles of exercise to the components of health-related and skill-related fitness.
- E. Identify and use scientific principles that affect basic movement and skills using appropriate vocabulary.
- F. Identify and apply game strategies to basic games and physical activities.

HIGH SCHOOL

10.1 Concepts of Health

- A. Analyze factors that impact growth and development between adolescence and adulthood.

- B. Analyze the interdependence existing among the body systems.
- C. Analyze factors that impact nutritional choices of adolescents.
- D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
- E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

10.2. Healthful Living

- A. Identify and describe health care products and services that impact adolescent health practices.
- B. Analyze the relationship between health-related information and adolescent consumer choices.
- C. Analyze media health and safety messages and describe their impact on personal health and safety.
- D. Analyze and apply a decision-making process to adolescent health and safety issues.
- E. Explain the interrelationship between the environment and personal health.

10.3. Safety and Injury Prevention

- A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.
- B. Describe and apply strategies for emergency and long-term management of injuries.
- C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
- D. Analyze the role of individual responsibility for safety during organized group activities.

10.4 Physical Activity

- A. Analyze and engage in physical activities that are developmentally individually appropriate and support achievement of personal fitness and activity goals.
- B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement
- C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
- D. Analyze factors that affect physical activity preferences of adolescents.

E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.

F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

10.5. Concepts, Principles and Strategies of Movement

A. Describe and apply the components of skill-related fitness to movement performance.

B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.

C. Identify and apply practice strategies for skill improvement.

D. Identify and describe the principles of training using appropriate vocabulary.

E. Analyze and apply scientific and biomechanical principles to complex movements.

Strengths and Challenges

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. The second major strength is the allure that digital multimedia represent for our students.

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 pretty much universal concerns among all 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.

Our 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 unfaiiarity with project based learning
- Building culture and community at New Media
- Balancing structure and independence for students in manging 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

During a two-week period of the August, 2007 NMTCS Summer Professional Development Institute the strategic planning team will resume work on collecting, sorting and selecting data; setting and prioritizing goals, creating action plans, and establishing processes for monitoring and evaluating the effectiveness of the plan..

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Dr. Garvey Lundy	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

Goals, Strategies and Activities

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. 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 traditional 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, computer 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 text, 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:

1. What is the "value added" in students doing a project for whatever concepts are being taught?
2. 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?
3. 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?
4. How will expectations regarding project quality and rigor grow as students move from one grade to the next.
5. 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?
6. 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.

English Language Learners

Students who speak English as a second language (“ESOL”) will receive supplemental support from an ESOL consultant. The ESOL consultant will provide ongoing technical support to classroom teachers to increase their knowledge and strategies to successfully instruct ESOL students. The goal of the New Media ESOL program is to increase the proficiency of limited English proficient students and to provide them with the skills to meet state and national standards. The second goal of the program is to increase the students’ language proficiency to enable them to successfully participate in all learning opportunities in the NMTCS educational environment. The objectives of the ESOL instructional program are the development of English proficient skills in listening, speaking, and writing within a setting that is supportive and understanding of cultural differences. Students will have access to a computer-assisted language program, Rosetta Stone. This program will enable students to work independently on learning English. The program will document the amount of time the student spends in the program and their rate of progress. It will identify the student’s strengths and weaknesses. An ESOL consultant will work with the ESOL students’ advisor to facilitate learning among this specialized population.

Presently there are no ELL students attending NMTCS

Graduation Requirements

GRADUATION REQUIREMENTS:

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 90.5 credit
 PE 100.5 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 with 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 26 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.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Mecca Shabazz	1.0	SLD	NMTCS-High School	14	Not Applicable
Mecca Shabazz	1.0	SLD/SLI	NMTCS-High School	3	Not Applicable
Jocelyn Johnson	1.0	SLD	NMTCS- Middle School	2	Not Applicable
Jocelyn Johnson	1.0	ED	NMTCS-Middle School	1	Not applicable

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Not Applicable	NA	NA	NA	0	NA

Special Education Program Profile - Chart III

Title	Location	FTE
Not Applicable	NA	NA

Special Education Program Profile - Chart IV

IU, Public Agency, Organization,	Title/Service	Amount of Time
----------------------------------	---------------	----------------

or Individual		Per Week
Daphne Davis	Speech Therapist	.25
Dr. Doris Eason-Shafombobi	School Psychologist	As needed
Vivian Richardson	School Psychologist	As needed
Therapy Source	Speech Therapist	As needed for evaluations

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student 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 the School District of Philadelphia citywide assessment, "Terra Nova". For this year, New Media administered the Terra Nova in grades 5-10 and the PSSA was administered in grades 5-8 and grade 11. PSSA and Terra Nova data will be thoroughly analyzed during the August 2007 professional development and the instructional teams will participate in developing action plans to address any deficiencies. Two of three targets for AYP, participation and attendance, were achieved this school year. Based on Terra Nova and PSSA data there were fluctuations in the various grades in reading. Math is an area in need of significant improvement at all grade levels. There was a decrease in the performance levels, and the inclusion of the 11th grade data as well as an increase in participation, had an impact on the results.

After analyzing this data, NMTCS will determine what changes are needed in teaching practices, content mastery, design skills, and student achievement. In those instances where NMTCS has not met its stated goals, action plans will be designed. The first step will involve organizing discussion forums to provide opportunities for input from staff. These discussions will hopefully lead to identification of the areas that are in need of correction, identification of those in the learning community that can best facilitate the changes, a projected timetable for improvement, and specified initiatives to be implemented. These discussions are scheduled during our summer professional development in August, 2007/

Teachers at NMTCS used 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 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 Program lesson plans to support learning. These lesson plans addressed a concept at three levels. More consistent utilization of the program would have provided a greater benefit to students. 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. In order to raise achievement we are also increasing the involvement of parents to through a pilot program with Centerpoint, a student data base management system. We piloted the program with fifty parents who had access to grades, tests and assignments. This access to information should improve our achievement by giving parents earlier updates on their child's academic progress.

Teacher Evaluation

New Media Technology Charter School utilizes the Pennsylvania Department of Education guidelines for the evaluation of teachers.

- 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

.List entities/individuals who are responsible for teacher and staff evaluation.

Dr. Margaret Kenney, CAO
PA Letter of Eligibility
PA Administrative I Certification
Supervisory Certification — Special Education
Instructional II Certification - Elementary. & Special Education

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2006-2007 school year, there was one significant change in the membership of the Board of Trustees. Arifah Shaheed submitted a letter of resignation in April to take a position on the staff of New Media Technology Charter School effective July 9, 2007. She took on the very critical position of "Operations Director", effective July 6, 2007. Also, our Education Director, Dr. Linda Hall resigned in November, 2006 due to personal/family reasons. She was replaced by Dr. Garvey Lundy, formerly a professor at the University of Pennsylvania until he assumed his position at New Media on July 6, 2007.

Board of Trustees

Name of Trustee	Office (if any)
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 charter school law and the operation 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.

Coordination of the Governance and Management of the School

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.

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 and to-date none have been planned for the upcoming year.

Fiscal Solvency Policies

The projected unreserved fund balance for next year is approximately \$200,000. The budget for the year 2007-2008 was balanced to insure that this amount will remain set aside to cover unexpected expenditures and the school will continue its policy of setting aside funds operating income as needed.

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

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

Audit firm: LarsenAllen

Date of last audit: October 24, 2006

Citations and follow-up actions for any State Audit Report

None

SECTION VII. FACILITY RESPONSIBILITIES

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

During the 2006-2007 school year NMTCS acquired 32 iMAC computers. Eighteen of the computers are being used in the middle school computer lab, eight in middle school classrooms, and seven were set-up in the high school graphics lab. The school also acquired one hundred seventy-five student lockers, a Ricoh copier, forty classroom tables, and a podium.

Future Facility Plans and Other Capital Needs

New Media Technology Charter School ("New Media") will be moving into a new facility at 8034 Thouron Avenue in the Mt. Airy section of Philadelphia. The new building will be acquired by an investor, on the school's behalf, for just over one million dollars. Approximately two and one half million dollars will be spent to completely renovate the building. When it is finished it 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. The projected date of occupancy is December, 2007, and this will be our permanent site. The new site 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 of 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. The 2007-08 school year will be the fourth of our five-year charter, and will be the first time that the high school will have a ninth, tenth, eleventh, and twelfth grade class. New Media will have its first graduating class in June, 2008. All of these plans and developments are consistent with the projections and

timeline for our strategic plan, and put us in a position to plan for our second five years with a world class facility and corresponding capitol expenditures. New Media Technology Charter School ("New Media") will be moving into a new facility at 8034 Thouron Avenue in the Mt. Airy section of Philadelphia. The new building will be acquired by an investor, on the school's behalf, for just over one million dollars. Approximately two and one half million dollars will be spent to completely renovate the building. When it is finished it 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. The projected date of occupancy is December, 2007, and this will be our permanent site. The new site 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 of 2009.

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SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

NMTCS has in a place a Preparedness, Multi-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.

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. NMTCS submitted the Request for Reimbursement and Report of School Health Services. Additionally, the state immunization report was submitted as evidence of compliance of the required immunizations.

The Request for Reimbursement and Report of School Health Services was processed by SHARRS on March 15, 2007. NMTCS received a reimbursement in the amount of \$5,118.80

Current School Insurance Coverage Policies and Programs

- Philadelphia Insurance Companies
 - Commercial Property Coverage
 - General Liability Coverage
 - General Crime Coverage

- Commercial Inland Marine Coverage
- Commercial Auto Coverage
- Employee Benefits
- AIG
 - Workers Compensation Liability Insurance
- Fairplan
 - Fire
 - General Liability
- RTI
 - School Bus Insurance
- Keystone Health Plan East — HMO
- Independence Blue Cross — Personal Choice
- United Concordia — Dental Insurance
- UNUM- Long Term Disability Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

For 2006-2007, there were four administrators (CEO, CAO, Education Director, Technology Director), two office assistants, one personnel manager, one information manager, three student support services staff, one facility manager, and twenty-seven advisors (teachers). Twenty-three of these staff members returned from the 2005-2006 school year and of the total number that started the 2006-2007 school year, thirty three completed the year. This year NMTCS has had the highest number of staff turnover (proportionately) in its three year history. Three of the teachers were terminated for poor job performance, two left for higher paying positions, three resigned after becoming certified, one left for maternity leave and one left due to dissatisfaction with job responsibilities. The returning staff have identified the following reasons for returning: good students, small class size and the flexible teaching approach. Some of the exit discussions included not a good match for the non-traditional instructional model, not enough structure, and too many programmatic challenges.

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.

NMTCS did not hold a lottery for enrollment for the 2007-2008 school year because the number of applicants at the time of the established deadline was below the target enrollment numbers.

ENROLLMENT HISTORY

2006-2007	Initial Enrollment	Year End	Added	Dropped	Re-Enrolled
Grade 5-	26	24	1	1	
Grade 6-	36	31	1	2	24
Grade 7-	33	37	1	1	31
Grade 8-	30	30	3	4	37
Grade 9-	90	78	7	9	14
Grade 10-	84	81	7	6	73
Grade 11-	90	75	2	13	70
Grade 12					62

Factors affecting changes in enrollment included adjustment difficulties with the project-based model and family relocation. Of the 13 dropped 11th graders, 6 were expelled. Currently NMTCS is under-enrolled due to lack of sufficient space in high school facility. 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

Students in grades five through six who live at least 1.5 miles from the school are eligible for transportation services provided by the School District of Philadelphia. SEPTA school tokens are made available to all students at a minimal cost.

Food Service Program

NMTCS did not participate in the Free and Reduced Lunch Program during the 2006-2007 school year due to the lack of the staffing required support the program. The school has taken steps to contract with a vendor to provide a lunch program for the 2007-2008 school year.

Student 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.

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.

During the 2006-2007 school year 16 students were involved in 6 incidents that led to 8 out of school suspensions and 8 expulsions. The New Media Code of Conduct is attached and the code applies to incidents that occur on school grounds, off school grounds at a school event or activity and traveling to and from school. When students are involved in a situation where expulsion is a possibility, they are afforded the following rights: notice of a hearing by certified mail, the right to a hearing, the right to counsel, the right to appeal, the right to have witnesses appear on their behalf, and the right to review the submitted statements.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

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:** 8:15 a.m.- 3: 45 p.m.

Percentage of Certified Staff: 77 % **Total Instructional Staff:** 26

Student/ Teacher Ratio: 18:1 **Student Waiting List:** NA

Attendance Rate/Percentage: 95% Middle Grades 92% High School

Enrollment: 356 **Per Pupil Subsidy:** \$7,247.92 regular ed./\$1,5346.00 special ed.

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 0

Black (Non-Hispanic): 355

Hispanic: 1

White (Non-Hispanic): 0

Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 77%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 27

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	181	181	181
Instructional Hours	0	0	0	0	1116	1116	1116

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

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.

Board President

Date

Chief Executive Officer

Date

2007 - 2008 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

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

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 CAO

Phone 267-286-6900

Fax 267-286-6904

E-mail mkenney@newmediatech.net

Signature of the Special Education Contact Person and Date