
Pennsylvania Department of Education



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

Charter Annual Report **Tuesday, October 09, 2007**

Charter School: Nueva Esperanza Academy CS
Address: 301 W Hunting Park Ave
Philadelphia, PA 19140
Phone: (215) 457-3667
Contact Name: David Rossi

SECTION I. EXECUTIVE SUMMARY

Organization Description

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

The majority of all students at Nueva Esperanza Academy are from the surrounding neighborhood. Approximately 91% of the student body is Latino and the remaining 8% are African American and 1% other. The average grade reading level of entering students is 6th grade. Entering students are equally deficient in basic math skills.

Core Purpose

Mission

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

Vision

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

Shared Values

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

Academic Standards

The curriculum of Nueva Esperanza Academy is aligned to PA content standards. Across the curriculum, all subjects are standards-based. In the 9th grade, a heavy emphasis is placed on ELA and mathematics. All students are tested upon entering Nueva Esperanza Academy to determine their reading grade levels and basic math skills. In conjunction with the awareness and attention to reading levels and problem solving, all courses have a required writing component. All humanities courses, while being aligned with local and state content and performance standards, are also required to adhere to ELA writing and reading performance standards. Our mathematics and science courses follow the investigative and scientific method approach. The math curriculum is integrated, combining various math functions and concepts in a series of investigations. Six sequential courses are required for graduation. The science courses emphasize a conceptual approach to understanding. Current emphasis is placed on inquiry-based teaching to better engage students in critical thinking and more in-depth learning and teaching strategies to promote meaningful learning. By utilizing best educational practices and current, effective instructional pedagogy, students are actively engaged in the learning process. To monitor student progress in the learning process, all assessments used in each course are constructed to address and determine students in-depth learning and critical thinking skills.

Strengths and Challenges

Nueva Esperanza Academy Public Charter School is dedicated to providing a quality education that prepares critically thinking, socially capable, spiritually sensitive and culturally aware young adults who can use English, Spanish and technology as tools for success in the 21st century. The Academy is strongly focused on academics and raising student's grade levels in order to achieve proficiency in local, state and national standards. A 20:1 student to teacher ratio permits individualized attention which greatly assists in tracking students' progress and prompts immediate attention, when necessary. All students are expected to meet proficiency in all areas of English language arts, mathematics, and computer literacy prior to graduation. Nueva Esperanza Academy uses a web base student data program called "THINKWAVE" that enables teachers, parents and students to have access to weekly reports on all students.

The environment at the academy is stimulating, supportive and disciplined. All students are held to high academic and social standards and have equal opportunity to develop to their greatest potential as lifelong learners; Academic achievement and character development are equally valued. The Academy celebrates and values diversity in race, ethnicity, gender, age, abilities and language. The majority of all students at Nueva Esperanza Academy are from the surrounding neighborhood. Approximately 91% of the student body is Latino and the remaining 8% are African American and 1% other. The average grade reading level of entering students is 6th grade. Entering students are equally deficient in basic math skills.

The curriculum of Nueva Esperanza Academy is aligned to PA content standards. Across the curriculum, all subjects are standards-based. In the 9th grade, a heavy emphasis is placed on ELA and mathematics. All students are tested upon entering Nueva Esperanza Academy to determine their reading grade levels and basic math skills. Based on these results, students are placed in one of three existing ELA courses and two levels of entry math classes. The two lower-level ELA courses are designed to advance students' reading levels as efficiently and quickly as possible. The basic skills math class is designed to accelerate students' basic math skills in a semester. With this acceleration, it is hoped that students will be better positioned to succeed throughout the math curriculum. In conjunction with the awareness and attention to reading levels and problem solving, all courses have a required writing component. All humanities courses, while being aligned with local and state content and performance standards, are also required to adhere to ELA writing and reading performance standards, where applicable.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Nueva Esperanza Academy has met AYP for two years in row through safe harbor we continue to improve our test scores but we realize all test scores have a significant impact on curriculum and yearly measurable goal decisions. However, it is worthy to note that due to the reality of academic deficiency with which most students enter Nueva Esperanza Academy, the constant attention to and modification of curriculum and instruction occurs on an on-going basis. All student progress plans, usage of teacher observation, surveys, portfolios and other local instruments measuring student progress focus on the ultimate objective of improving student proficiency in reading, writing and mathematics. Moreover NEA has rigorous teacher observation schedule in which every teacher was observed at least twice during the school year. The teacher observations are used as a tool to assist teachers in the areas of effective instruction, classroom management. The observations are also used in preparing an effective professional development strategy which in turn positively effect student achievement.

Beginning the school year of 2007/2008 Nueva Esperanza Academy will remodel 18 thousand square feet to its existing space for the new Arts wing, providing the students of the Academy an

opportunity to major or use as an elective in dance, drama, film, visual art, and music. In addition we are offering electives in journalism, entrepreneurship and teacher education. As part of the plan to address at risk students, Nueva Esperanza has implemented two very important programs to assist students in becoming more successful, “NEA’s Student Incentive Program” and the “Monitoring Program”. The incentive program is design to motivate students to success in three specific categories Grades, Behavior, and Attendance. The monitoring program is designed to provide support to students with a mentor that will meet with the students weekly to gauge the student’s status and provide direction and support when need it. There continues to be strategies that are in place to see that students needs, who are at-risk of failure, and those not making reasonable progress are being met and opportunities that are afforded in order to help them succeed include: frequent testing; placement in appropriate reading program; individual attention; small class size; before and after-school tutoring; frequent parent contact; mandatory tutoring contracts; monitoring programs; administrative intervention; accessible guidance counseling services; attendance policy; zero tolerance policy; dress code; and, after-school programming.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aurelio Tellado	Student Development Director	Administrator	CEO
David Rossi	CEO		President
David Solivan	Director of Instruction	Administrator	CEO
F. Michael Kelly	Dean of Discipline	Administrator	CEO
Lori Schwartz	Director of Curriculum	Administrator	CEO
Marguerite Pierre-Baril	Special Education Coordinator	Administrator	CEO
Soraya Lucas	Director of Guidance	Administrator	CEO

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The curriculum of Nueva Esperanza Academy is aligned to PA content standards. Across the curriculum, all subjects are standards-based. In the 9th grade, a heavy emphasis is placed on ELA and mathematics. All students are tested upon entering Nueva Esperanza Academy to determine their reading grade levels and basic math skills. Based on these results, students are placed in one of three existing ELA courses and two levels of entry math classes. The two lower-level ELA courses are designed to advance students’ reading levels as efficiently and quickly as possible. At mid-year, all students placed in the two lower-level ELA courses are re-tested. In the event their reading scores improve to a level necessary for a higher level course, they are moved into that course, i.e., September reading level is 3rd grade — placement — Developmental ELA I Mid- year re-rest reading level is 5th grade — new placement — High School Literacy. The basic skills math class is designed to accelerate students’ basic math skills in a semester. With this acceleration, it is hoped that students will be better positioned to succeed throughout the math curriculum. In conjunction with the awareness and attention to reading levels and problem solving, all courses have a required writing component. All humanities courses, while being aligned with local and state content and performance standards, are also required to adhere to ELA writing and reading performance standards, where applicable.

Our mathematics and science courses follow the investigative and scientific method approach. The math curriculum is integrated, combining various math functions and concepts in a series of investigations. Six sequential courses are required for graduation. The science courses emphasize a conceptual approach to understanding.

Professional development this coming year, in addition to addressing PSSA skills instruction, is strongly focused on addressing in-depth and inquiry-based teaching strategies. Current emphasis is placed on inquiry-based teaching to better engage students in critical thinking and more in-depth learning. Teaching strategies to promote meaningful learning and their effectiveness are addressed when evaluating teaching staff. By utilizing best educational practices and current, effective instructional pedagogy, students are actively engaged in the learning process. To monitor student progress in the learning process, all assessments used in each course are constructed to address and determine students in-depth learning and critical thinking skills. In addition, frequent professional development opportunities are conducted to assist teaching staff in developing lessons and structuring questions following the Bloom's Taxonomy model.

Rigorous Instructional Program - Attachments

- Professional Education Plan
- Induction Plan

English Language Learners

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

Currently, 16% percent of our students are Limited- English Proficient (LEP). This number is not consistent with other area high schools (averaging 5 — 8%). Instruction is provided in English and to a lesser degree in Spanish. The Academy's language support program is comprised of four components: identification, assessment, services, and monitoring.

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

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

Each ELL is assigned to the English as a Second Language (ESL) teacher who monitors the student's progression throughout the year. The ESL teacher works closely with classroom teachers to accomplish this goal. Additionally, monitoring ensures that the appropriate level of

services are provided as a student moves from level to level and assists in determining when services are no longer necessary.

English Language Learners - Attachment

- ELL Report

Graduation Requirements

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

Special Education

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

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

Special Education - Attachment

- Special Education Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Daniel Cote	1.00	Fundamentals of Citizenship	Nueva Esperanza Academy	9	Learning Support
Yassir Falih	1.00	Fundamentals of Biology	Nueva Esperanza Academy	10	Learning Support
John Klein	1.00	Fundamentals of English	Nueva Esperanza Academy	10	Learning Support
Stephanie Stampone	1.00	Fundamentals of Mathematics	Nueva Esperanza Academy	11	Learning Support

Daniel Cote	1.00	Fundamentals of World History	Nueva Esperanza Academy	9	Learning Support
Yassir Falih	1.00	Fundamentals of Science	Nueva Esperanza Academy	8	Learning Support
Stephanie Stampone	1.00	Pre-Algebra	Nueva Esperanza Academy	10	Learning Support
Stephanie Stampone	1.00	Fundamentals of H.S. Mathematics	Nueva Esperanza Academy	11	Learning Support
Daniel Cote	1.00	Fundamentals of Current Events	Nueva Esperanza Academy	9	Learning Support
John Klein	1.00	Transitional Seminar	Nueva Esperanza Academy	8	Learning Support

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
JEVS-Jewish Employment and Vocational Services	1.00	Vocation Education Class	JEVS	4	Job Training

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	Nueva Esperanza Academy	1.00
Paraprofessional Teaching Assistant	Nueva Esperanza Academy	1.00
Paraprofessional Teaching Assistant	Nueva Esperanza Academy	1.00
Paraprofessional Teaching Assistant	Nueva Esperanza Academy	1.00
Paraprofessional Teaching Assistant	Nueva Esperanza Academy	1.00
Special Education Administrative Assistant	Nueva Esperanza Academy	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Dr. Alice Colon	Psychologist	25 hours
Mr. Anthony Webb	School Psychologist/Diagnostician	As Needed
Mrs Daphane Davis	Speech Therapist	20 hours
Mr Umar Johnson	School Psychologist/Diagnostician	As Needed
Mrs Elvira Zuezo-Legido	Bi-lingual School Psychologist/Diagnostician	As Needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

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

All test scores have a significant impact on curriculum and yearly measurable goal decisions. For the second year in a row, Nueva Esperanza Academy has made AYP. Despite this success, it is worthy to note that due to the reality of academic deficiency with which most students enter Nueva Esperanza Academy, the constant attention to and modification of curriculum and instruction occurs on an on-going basis. It is not foreseeable that academic goals will change for many years to come as AYP will be forefront in priority. All student progress plans, usage of teacher observation, surveys, portfolios and other local instruments measuring student progress focus on the ultimate objective of improving student proficiency in reading, writing and mathematics. Various measures are taken to assist in student progress. Some of these are: all incoming 9th graders are given the Scholastic Reading Inventory to determine their levels, as well as placement tests in math and science to determine students' current science and math level. School-wide testing occurs every three weeks in all classes; student academic surveys are conducted every semester; a variety of teacher—created assessments are used to measure student progress; and, frequent teacher observations and evaluations. We also entered into a partnership with Kaplan Achievement Planner to administer benchmark testing to all students in grades 9-12 to help us better analyze their current levels and modify our curriculum and lesson planning to address areas of deficiency.

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

As part of the plan to address at risk students, Nueva Esperanza Academy has implemented two very important programs to assist students in becoming more successful. These programs are “NEA’s Student Incentive Program” and the “Mentoring Program”. The incentive program is design to motivate students to succeed in three specific categories grades, discipline, and attendance. The mentoring program is designed to provide support to students with a mentor that will meet with the students weekly to gage the student’s status and provide direction and support when need it. There continues to be strategies that are in place to see that students needs, who are at-risk of failure, and those not making reasonable progress are being met and opportunities that are afforded in order to help them succeed include: frequent testing; placement in appropriate reading program; individual attention; small class size; before and after-school tutoring; frequent parent contact; mandatory tutoring contracts; mentoring programs; administrative intervention; accessible guidance counseling services; attendance policy; zero tolerance policy; dress code; and, after-school programming.

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

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

Student Assessment - Attachments

- PSSA 2006
- Terra Nova October 2006

Teacher Evaluation

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

In order to maintain high quality observations the administrative team and department heads participated an in school professional development training in effective teacher evaluation conducted by our Special Education Coordinator and ESL Coordinator and a professional teacher training consultant. The impact of this type of training has been noticable by the the effective instructional planning and the NEA meeting AYP the pass two years.

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

Step2:A pre-conference prior to formal evaluation

Step 3: All teaching staff will have one formal evaluation per year no less than 4 informal observations per year which can be conducted by administrative team and department heads

Step 4: Formal Evaluation will conducted by Director of Instruction or Director of Curriculum.

Step 5: Teacher's will be given immediate feed back on all Formal Evaluation and informal observation.

Step 6: Annual determination and assessing all teacher evaluation will be done by the Administrative team.

Teacher Evaluation - Attachment

- Teacher Evaluation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

As part of the ongoing plan to provide innovative curriculum design and creative scheduling designs NEA has added an additional administrator titled Director of Student Development who is

part of the leadership team of the school. This administrator will be responsible for incoming new students mostly 9th graders and student who are struggling academically. The administrator will help in designing individual instructional plans for those students and provide social, academic support for them as well.

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

Board of Trustees

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

Professional Development (Governance)

The counsel attends Board meetings and trains members on legal, ethical (including the sunshine law) requirements of their position.

Coordination of the Governance and Management of the School

The Board meets throughout the year to review progress and set policy. The Board chairperson is in constant contact with the CEO. Board members interact with the CEO, administrative team concerning their area of expertise, as needed. Contact is maintained through the School District Charter liaison or with other district officials as needed. Responses have varied, but in general have reached acceptable solutions.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Schedule

Community and Parent Engagement

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

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Major fund-raisers that were held this and next year will be; junior/senior prom, cheesecake, cookie dough sale, bake sale, and talent show.

Fiscal Solvency Policies

The school has established a credit line with CEIBA in the amount of \$250,000. In addition the school is able to borrow funds from Nueva Esperanza Inc. for short-term cash needs.

Accounting System

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

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

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

Date of Last Audit: September 27, 2007
Unqualified opinion with no findings

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

- Annual Financial Report

Citations and follow-up actions for any State Audit Report

Not applicable

SECTION VII. FACILITY RESPONSIBILITIES

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

The facility is owned by 4261 Corp. and is leased to the school. Various equipment and office furniture was purchased and paid for out of the school's operating budget.

Future Facility Plans and Other Capital Needs

The Reform Commission of the Philadelphia School District has approved an increase of number of students we are to serve from 600 to 700 in school year 2006-2007. NEA has secured financing in order to renovate 20,000 square feet to accommodate the increase in enrollment.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

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

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

- School Health Report
- Wellness Policy

Current School Insurance Coverage Policies and Programs

Liability, umbrella, and disability-Philadelphia Insurance Company

Health-Aetna HMO for Dental and Medical coverage

Workers Compensation - AIG

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There were 45 teachers on staff during the 2006-2007 school year. There were 31 returning teachers and 14 newly hired teachers totaling 45 for school year 05/06. There is an administration team consisting of the CEO, Director of Instruction, Director of Curriculum, Director of Operations, Dean of Discipline the Student Development Director and a support staff 6.

Quality of Teaching and Other Staff - Attachments

- Elementary/Secondary Professional Personnel 2006-2007
- PDE-414

Student Enrollment

Interested students/parents fill out an initial application form for admission to Nueva Esperanza Academy. After its' submission, an official enrollment packet is sent and must be completed. After the enrollment packet is completed and returned, students are notified of acceptance. Often times, as part of the enrollment process students and parents are interviewed by a school administrator. A lottery process was conducted since the amount of availability exceeds the amount of applicants. A lottery is conducted to so every student who applied receives a fair change of been accepted.

The school year began with 634 student and 607 completed the school year. We have 521 students who are currently enrolled and returning in September.

Many students leaving Nueva Esperanza Academy have expressed the school's strict behavior expectations as primary motivator for withdrawal. In addition, they cite "too much work" as another reason for their departure. Students return because of the structure and safety provided and high behavioral and academic expectations. The school is neither under nor over enrolled.

Transportation

Bus tokens are sold to students who are in need and any student that has IEP requiring bus tokens they are provide with tokens.

Food Service Program

NEA currently contracts our food services through the School District of Philadelphia and participates in the FRL program.

Student Conduct

Nueva Esperanza Academy subscribes to a very strict set of expectations regarding student's behavior. The adoption of a strictly enforced Zero Tolerance Policy has significantly reduced the

number of violent incidents. All policies and practices contained in the Code of Conduct are reviewed by legal counsel as to their compliance with Chapter 12 and 13 of the Public School Code.

For the 2006-2007 school year we had 164 students were involved in 254 suspension incidents and 0 students were expelled.

Student Conduct - Attachment

- Code of Conduct

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Nueva Esperanza Academy CS

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

Length of Charter: 6 Years **Opening Date:** September 2000

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

Percentage of Certified Staff: 79% **Total Instructional Staff:** 47

Student/ Teacher Ratio: 20:1 **Student Waiting List:** 497

Attendance Rate/Percentage: 88.5%

Enrollment: 626 **Per Pupil Subsidy:** Reg. Ed. \$7,247.92 and Special Ed. \$15,346.00

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 1

Black (Non-Hispanic): 51

Hispanic: 570

White (Non-Hispanic): 4

Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 95.6%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 98

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	179.	179.
Instructional Hours	0	0	0	0	0	7	7

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

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

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

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

Board President

Date

Chief Executive Officer

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 David Rossi

Title Chief Executive Officer

Phone 215-457-3667

Fax 215-457-4381

E-mail drossi@neacademy.org

Signature of the Chief Executive Officer and Date

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

Name Danny Cortes

Title Chairman of the Board of Trustees

Phone 215-324-0746

Fax 215-324-2542

E-mail dcortes@nueva.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Marguerite Pierre-Baril

Title Special Education Coordinator

Phone 215-457-3667

Fax 215-457-4381

E-mail mbaril@neacademy.org

Signature of the Special Education Contact Person and Date