
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Monday, February 14, 2011
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: New Hope Academy CS

Date of Local Chartering School Board/PDE Approval: April 13, 2007

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

Grade Level: 6, 7, 8, 9, 10,11 **Hours of Operation:** 7:30am - 3:20pm

Percentage of Certified Staff: 91% **Total Instructional Staff:** 48

Student/Teacher Ratio: 9/1 **Student Waiting List:** 0

Attendance Rate/Percentage: 93.41%

Summary Data Part II

Enrollment: 445 **Per Pupil Subsidy:** York City: \$7,794.00 (reg), \$21,238.20 (sp.ed); Central York: 8,100 (reg), \$19,846.80 (sp.ed); Dallastown: \$9,874.80 (reg), \$18,478.80 (sp.ed); Dover: \$9,599.40 (reg), \$18,477 (sp.ed); Northeastern: \$9,333 (reg), \$19,846.80 (sp.ed); Red Lion: \$7,759.80 (reg); Southern York: \$9,180 (reg); West York: \$8,505 (reg), \$17,424 (sp.ed); York Suburban: \$10,670.40

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	157
Hispanic:	194
White (Non-Hispanic):	37
Multicultural:	57

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 91%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 87 Special Ed; 63 English Language Learners

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	182	182
Instructional Hours	0	0	0	0	0	1172	1172

SECTION I. EXECUTIVE SUMMARY

Educational Community

New Hope Academy Charter School is a diverse, urban school that serves over 520 students in grades 6 through 12. We offer a rigorous academic program that is intertwined within pillars: Academic Achievement, Small-Learning Communities, Structure and Relationship. We emphasize a physically and emotionally safe school milieu that ensures an optimum educational experience, leadership development, and real world connections through project based learning for each student that we serve.

The current student population at New Hope Academy Charter School includes approximately 44% Hispanic, 35% African American, 13% Multi-racial and 8% Caucasian children. Ninety-one percent are Economically Disadvantaged. We serve a significant special education population; 20% of our students have Individual Education Plans

(IEPs). Fourteen percent of our students are English Language Learners. We have a Title I School-wide Program.

New Hope Academy Charter School began operations in September of 2007 with 168 students in grades 7 and 8. Ninth and 10th grades were added in 2008, increasing the population to 312 students. Eleventh grade was added in 2009. Due to parental requests and the need to better align with the local school district, 6th grade was also added in 2009. These additions increased the total middle school population to 229 and the high school population to 216.

Our founding premise was to create a small learning environment where the staff would know each child by name. Due to the addition of grades and students, it became necessary to realign our administrative staff during the school year. We have a certified principal who oversees the entire operation of the charter school. We have three assistant administrators, Deans of Students and Parent Liaisons to help with students in the middle and high school.

New Hope Academy Charter School's students attend a longer school day than our local school district. We have added a structured morning program to our school day called Trenches, which the entire student body participates in. This program serves to inform students of current school events, special character education events and light exercises to energize and invigorate the students and staff for the school day. We host Talent Fridays during our Trenches program. A student or a group of students present a skit, song or a creative literary selection to the entire student body.

Mission

The mission of New Hope Academy Charter School is to provide a small learning environment that will encourage a diverse population of students to reach for their full potential, excel in the academic arena, gain leadership and character building skills, and become prepared to successfully engage in the global community.

Vision

The vision of New Hope Academy Charter School is to:

- Provide a small, supportive learning environment for students who have been underserved and underrepresented in careers within our global society.
- Create a culture of excellence and high academic performance.
- Emphasize the importance of building and maintaining relationships.
- Develop a structure that provides a safe environment for students, staff, and visitors.

- Increase student achievement, preparing students to graduate with the tools necessary to be successful in post high school education and in life.
- Retain high quality, team-oriented, supportive teachers by providing extensive professional development, and the materials and technology required to present rigorous classroom instruction.
- Partner with parents/guardians, businesses within the community, and institutions of high learning.
- Provide continuance of superior fiscal management practices.

Shared Values

New Hope Academy Charter School has identified the following shared values below as a driving force behind what we focus energy on improving:

- We are a School of Hope. We have researched best practices of successful schools nationwide and created an academic model that involves a specific target population. This is the group of students who are at risk for becoming faceless, engulfed in an academic world where they feel little to no connection. The focus is on students who have traditionally been underserved and underrepresented in future careers.
- Pillar: Academic Achievement — Our goal is to prepare our students for life beyond high school. Whether college, career or military is the goal, we want them to be their best. We evaluate their proficiency by using a data-driven decision making model. If their basic skills are missing, we work to get them up to speed through tutoring. We also keep them engaged and advancing by offering challenging curriculums. We reward academic success through Awards Ceremonies and recognition as Student of the Month.
- Pillar: Small-Learning Communities — With class sizes 21 students or less per class, we can provide our students the extra attention needed to help them succeed. We utilize paraprofessionals to assist the teachers to work with our students. We have specialized staff to work with our students who speak English as a Second Language (ESL). Our Special Education teachers work within a Full-Inclusion model to allow students to continue in the classroom with minimal pull-out sessions. Our high-end technology is integrated into the classrooms through our Smart Boards, mobile computer labs, online textbooks and digital portfolios.
- Pillar: Structure — We start off every morning with our Trenches program. This program serves to inform students of current school events, special character education events and light exercises to energize and invigorate the students and staff for the school day. To maintain our structure, we utilize a “3 Please” intervention strategy and “Discipline with Dignity” in our classrooms. Our staffing includes highly qualified teachers, teaching aides and hall monitors to supervise movement between classes. Additionally, our students are broken into small Advisory Groups and assigned to a staff person to monitor their academics and behaviors.
- Pillar: Relationships — We host events throughout the year to keep the students, families and community engaged in the school’s mission. We are known for our consistent parent contact and follow up at home. We host a Parent Dinner, Report Card Nights, Parent/Teacher Conferences, and Awards Ceremonies during the school year. Our parents participate through our Title I Parent Coordinator to meet and review the Parent Compact on an annual basis. This document is a pact between the school and parents reaffirming our united focus to help the student succeed. We also extend the invite to the community to join us at our Annual Block Party in June and National Night Out in August. We hold Open Houses/Community Meetings four times throughout the summer.

- Leadership Development — A strong emphasis is placed on leadership development. We have a leadership void in our country and we need to begin to train leaders in our schools. As John C. Maxwell states, “Everything rises and falls on leadership.” All 7th through 10th graders are required to become involved in community services projects, planning and engaging in areas that will increase their leadership skills. Eleventh graders job shadow proven leader in the community and 12th graders select internships which will give them experience in a career avenue of choice.
- Character Education — It is essential that students become caring, thoughtful, ethical and respectful citizens. An Advisory Group of no more than 7 students are assigned to a teacher who will guide them in this area. Advisory Groups will provide students with the opportunity to become well known to both a staff person and the peers within the group.
- We strive to teach to the whole student and provide necessary supports and accommodations for students to be successful and transition to college or career.
- We believe that our parents are an essential ingredient to the success of the child and ongoing communication is important.
- We value building positive relationships amongst students, staff, parents and the community to bring more services to our students and their families

Academic Standards

New Hope Academy Charter School’s curriculum is based on the Pennsylvania Academic Standards. All academic programs are designed to align with the State standards, anchors and benchmarks.

This year our teachers, in conjunction with the Director of Curriculum and Development, revisited the curriculum maps created for each class to ensure that any changes in state standards, benchmarks, and anchors were clearly reflected in the curricula. They made certain that the scope and sequence of the courses were aligned vertically within their subject area and assured that content based and unit based assessments were clearly defined and included formal and informal assessments, both written and performance based.

During the 2009-2010 school year, New Hope Academy Charter School placed specific emphasis on the incorporating the standards across the curriculum to provide each student with extended instruction in reading and math skills. These included:

Math:

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

Reading:

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

B. Interpretation and Analysis of Fiction and Nonfiction Text 1.1 (Learning to Read Independently), 1.2 (Reading Critically in All Content Areas) and 1.3 Reading, Analyzing and Interpreting Literature)

The following is an overview of our academic programs and includes the texts utilized in 2009-2010 that are aligned to our curriculum and the Pennsylvania Academic Standards:

Communications Arts

New Hope Academy Charter School's English Department integrates all forms of communication including reading, writing, speaking, listening, spelling, and vocabulary development into each course. The program teaches students how to understand, interpret and create printed materials, to listen, and to speak with clarity and awareness. Since these language processes are not isolated but rather integrated, the program fosters the idea that the entire growth of communication skills should be utilized and developed in all subject areas.

Middle School

Reader's Journey (Pearson): This text was designed to teach students to read and interpret literature by providing instruction on reading and analytical skills through the use of correlated novels. Using the Reader's Journey, students are taught a specific concept during a structured lesson. This concept is then applied as the students read the novel that is associated with the unit. This method of instruction allows students to gain real practice in analyzing literature while reading complete novels. The skills are strategically timed in the Reader's Journey to allow for application as the students move through the unit novel. Additionally, the students are reading complete novels. This allows them to gain a sense of accomplishment and also build the stamina to work through longer pieces of literature. Over the course of this year, the students in the middle school communication arts program read between 6 and 8 complete novels. In addition to the reading component, teachers design writing activities based on the readings. These writing assignments are developed through a writer's workshop concept.

High School

Anthology series (Pearson): The novel based approach utilized in middle school is used in the high school. Teachers select novels from a list provided for each course. The novels cover all genres of literature and are used to illustrate literary concepts as well as to develop reading fluency, stamina, and comprehension.

World Language

The New Hope Academy Charter School World Language Department integrates the four basic communication skills: listening, speaking, reading and writing. Students will improve their proficiency in each of these areas through a wide range of learning and cultural activities. Since these language processes are not isolated, but rather integrated,

the world language program fosters the idea that the entire communication process should be utilized and developed. Spanish is introduced in the middle school to peek the students' interest in language study. Students who excel in 7th grade Spanish and are recommended by their teacher may enroll in Spanish I as an eighth grader.

High School

Realidades, Books 1, 2 and 3 (Pearson): Spanish was removed from the middle school to build in the extra math time. We currently offer Spanish I and II and will add Spanish III for the 10-11 school year. Additionally, we offer Spanish for native Speakers. The goal of this program is to build written and oral fluency in the students' native language. Since many of our Spanish speaking students have little formal education in their native language, we feel it is important to develop actual Spanish literacy. Also educational research in English Language Acquisition shows that there is a dramatic improvement in a child's ability to master English if there is a simultaneous mastery of the native language. In other words, by teaching the m to read and write proficiently in Spanish, we are also developing their ability to learn and understand English at a higher level.

Mathematics

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

Middle Level Texts

Middle Math Series, Connections (Glencoe): Much of our time is spent working to develop basic math skills. We find that many of our 6th grade and new seventh grade students are arriving in middle school with no real fluency in basic math facts (especially multiplication and division). We spend the necessary time re-teaching the facts and working towards automaticity. This time is taken because it is simply not possible to teach algebra to a student who cannot find factors of a number, work with fractions, or manipulate negative integers. The goal of our middle school math program over the past two years has been to build a strong mathematics foundation that will allow our students to be successful in the rigorous math program in the high school. Our long term goal is to not only develop strong basic skills but to insure that by the end of 8th grade all students have successfully completed Algebra I.

High School Texts

Algebra I, Algebra II and Geometry (Glencoe): The series also utilizes a spiraling curriculum but the students spend a longer period of time of a series of related skills before moving on to the next concept, This has allowed for students to gain confidence in a skill are before moving to a new skill.

Science

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

Middle Level Texts

Life Science (6th), Glenco (student text and supplements available online)

Earth Science (7th), Glenco (student text and supplements available online)

Physical Science (8th), Glenco (student text and supplements available online)

High School Texts

Earth Science (9th), Glenco (student text and supplements available online)

Biology (10th), Glenco (student text and supplements available online)

Chemistry (11th), Glenco (student text and supplements available online)

College Prep Chemistry, Pearson (student text and supplements available online)

Forensic Crime Scene Investigation I, Glenco

Environmental Science, Pearson

Astronomy, Pearson

Meteorology, Holt McDougal

Marine Biology, Glenco biology book as well as supplemental materials.

Social Studies

New Hope Academy Charter School's Social Studies program is designed to prepare students at all levels of learning to take their place as productive, functioning citizens of the United States and the World Community. It provides the foundation of knowledge of

the geographical, historical, political, economic, religious, social and cultural aspects of the United States and other societies around the world. It brings about an understanding of the interaction and interrelationship of the people of the world and develops an appreciation of the values and richness of diversity found among these peoples. An integral part of the program is the opportunity afforded students to sharpen communication skills while developing creative and analytical thinking. Students can express their ideas and opinions through the use of multimedia while moving through the complexities presented in the various courses.

Middle Level Texts

Geography and Culture (6th), TCI

Ancient History (7th), McGraw-Hill (student text and supplements available online)

American History I (8th), McGraw-Hill (student text and supplements available online)

High School Texts

American History II (9th), TCI (student text and supplements available online)

World History (10th), TCI (student text and supplements available online)

Economics and Civics, (11th), Pearson (student text and supplements available online)

20th Century Conflicts, Pearson

Voices of Diversity, Pearson

Street Law, Pearson

African American History, Pearson

Anthropology, Pearson

Psychology, Pearson

Economics, Glenco (student text and supplements available online)

Health, Safety and Physical Education

New Hope Academy Charter School's Health, Safety and Physical Education Program is designed to provide students with an understanding of sound physical, social and emotional wellbeing. The program endeavors to promote lifelong fitness as well as skills and attitudes for safe and healthful living. Students are afforded opportunities to appreciate individuality through class discussions and physical activities. They are encouraged in their efforts to make well-informed decisions that will affect their future well-being.

New Hope Academy Charter School partners with the YMCA for physical education classes. The following are a list of activities in which our students cycled through during

the 2009-2010 school year: fitness, team sports, swimming, gymnastics, baseball, and golf.

This year a Health course entitled Nutrition and Anatomy was added and required for all 11th grade students.

Citizenship

Today's students are an integral part of the global community and are expected to navigate successfully in the real world. New Hope Academy Charter School's Citizenship course is a seven year continuum geared towards the building of skills required for productivity beyond high school and in life. The continuum is divided into seven segments: Character Education, Leadership Development, Career Education, Study Skills and Test Preparation. Students will be presented information within the segments as it relates to their grade level. For example, all students need to be cognizant of Study Skills but only seniors need the preparation material in the Independent Living segment. The learning strategies focus on the use technology to gather and compile information, group discussions, and individual projects. We also use the Keys to Work program as a tool to develop awareness of career preparation and student goal planning towards their future career. The software includes an interest and skill inventory, an opportunity to investigate the necessary education to gain employment in the field, and an exploration of the salary/financial implications of their career choice.

Technology

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

In the 2009-10 school year, we expanded our offerings in technology to include digital media, a technology based world affairs program, and a course in basic computer systems. Within digital media class, students had an opportunity to build and use a green screen and teleprompter to assist in the preparation of public service announcements, commercials, and other video presentations. Students in world affairs used the internet as a tool to stay abreast in world events and to investigate the social and economic implications of events as they occurred. The presentation and discussion of these events allowed students to engage in real world discussions of politics and foreign policy in the US.

Arts

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

Art is required for all middle school students.

In the high school, students can elect to pursue courses in art studio (varied media), drawing, or art history

Strengths and Challenges

Strengths:

- Longer school day
- Class size of 21 students or less
- Double period of math for the middle school
- Project-based learning
- Special Education inclusion
- Successful Special Education Compliance Monitoring report
- Study Island and Plato Learning Systems
- Science Fair
- Technology: 1:4 computers to students
- Full time transitional coordinator to help students and families navigate college admission and finance processes
- Induction/Mentor program
- Partnership with the YMCA
- Book lending program and partnership with Martin Memorial Library
- Partnership with HACC and York College of Pennsylvania
- Attendance Rate: 93.41%
- Improved AYP, meeting 11 out of 14 targets
- Approved by DPW to be an on-site provider for individual and family-based counseling services
- Profession Development Improvement Plan
- Positive Behavior Support System

- Committed Board of Trustees
- Parent Involvement
- Leadership of the parent company, Three Cord, Inc.

Challenges:

- Student transiency
- Growing number of Special Education and ELL students
- Achieving AYP in reading, writing, math, and science
- Students enrolling two or more academic levels below their chronological age
- Funding an after-school Program

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

New Hope Academy Charter School has formed a Strategic Planning Committee, also known as our school's Leadership Team, with subgroups to address the needs of the external and internal stakeholders of our organization. We meet onsite at the school or at the administrative offices just a few blocks away.

We have a multi-faceted approach that includes the following assessments:

- Grassroots Collection - Our Development Team, including a Fundraising Coordinator and a State Reporting Coordinator, collected community, parent and student surveys; input from administration and staff as well as input from collaborative business and community partners/consultants. Surveys are collected at different times in the year, dependent on events.
- Strategic Program Guide — This internal assessment was compiled by our school's Leadership Team, which includes senior level, over the summer. The goal is to update this plan on an annual basis.
- Getting Results, Gen 6-2 Year Plan — This mandated PDE aligned assessment is updated on a quarterly basis by our School Improvement Team, which includes administrators, teachers and parents. Updates are submitted to the state on an annual basis.

Our Leadership Team assigns specific duties for the plan collection. The School Board and Community Partners also provide input for the final decisions on data collection and communication dispersals.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Denise Stouffer	NHACS	Administrator	Isiah Anderson
Flemming, Josh	New Hope Academy Charter School	Regular Education Teacher	Administrative Team
Isiah Anderson	Three Cord Youth Services	Administrator	Self
Karen Schoonover	NHACS	Administrator	Denise Stouffer
Keller, Susan	Three Cord, Inc.	Special Education Representative	Administrative Team
Raudenbush, Joel	NHACS	Special Education Teacher	Administrative Team
Samuel Sutton	Three Cord Youth Services	Administrator	Isiah Anderson
White, Cynthia	NHACS	Parent	Administrative Team

Goals, Strategies and Activities

Goal: Goal 1: Implement Educational Culture

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

Strategy: 1. Encourage individual responsibility for learning

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

Activity: Activity 1: A commitment to educational equity

Description: NHACS will continue to implement school-wide Special Education, English as a Second Language, Enrichment, and General Education Programs to ensure all students are begin provided with an education program that meets their learning needs and increases their academic achievement.

Person Responsible Timeline for Implementation Resources

Denise Stouffer	Start: 1/1/2008 Finish: Ongoing	\$100,000.00
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Status: In Progress — Upcoming

Activity: Activity 2: Efficient planning and clear goals

Description: NHACS will maintain and follow the plan outlined by the charter. The entire school community will be aware of the goals and take an active role in implementing, assessing, and ensuring the goals are met.

Person Responsible Timeline for Implementation Resources

Isiah Anderson	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Goal 3: Programs and instruction meet the individual needs of all students.

Description: Student's academic growth will be validated in terms of test scores achieved and other assessment data. Instructional Programs will be designed to meet the needs of every learner.

Strategy: Validation of Academic Growth

Description: Students will understand the importance of assessments by begin trained to read their local and 4 Sight Assessment Data and taking an active role in school improvement. Students will participate in school-wide growth competitions.

Activity: Activity 1: Local Assessments

Description: Students will understand the importance of assessments by begin trained to read their local and 4 Sight Assessment Data and taking an active role in school improvement. Students will read 4 Sight Data and determine their growth and their ability to meet proficiency or better. Students will train their parents how to read the data.

Person Responsible Timeline for Implementation Resources

Denise Stouffer	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: Goal 4: Continuous Improvement

Description: Implementation of Power Standards through the use of Benchmark assessment.

Strategy: Implementation of Power Standards through the use of Benchmark assessments

Description: Detail here

Activity: Activity 1: 4Sight Testing

Description: Students will be assessed quarterly using 4 Sight assessments to measure their growth in Reading and Math. This data will be reviewed/monitored quarterly.

Person Responsible Timeline for Implementation Resources

Denise Stouffer	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

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

Intermediate Unit designee met with and when meeting occurred:

NHACS met with Michael Thew, Executive Director, IU12 on December 17, 2009

Statement of Quality Assurance - Attachment

- 2009-2010 School Improvement Plan

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

New Hope Academy Charter School continues to provide a rigorous academic program for our students. Our overall goal is to meet or exceed the statewide content standards

and to provide real-world connections that link to classroom learning. To achieve this, several new courses were approved by the New Hope Academy Charter School Board of Trustees and added to the 2009-2010 curricula:

- Chemistry
- Health
- Psychology
- Anthropology
- World Affairs
- Street Law
- African American History
- Economics
- Digital Media
- Geometry
- Leadership II (includes job shadowing and internships)
- 6th grade core courses

To further engage our students and connect the classroom to the real world, four field trips were scheduled for each grade. Two were college/training school visits and two curriculum-based, educational enrichment trips. Examples for the 2009-2010 school year include:

- Towson State
- Temple University
- Penn State Main Campus
- Morgan State
- New York University
- Holocaust Museum
- Independence Hall, Philadelphia
- Smithsonian Native American Exhibits
- Baltimore Aquarium
- Washington D.C. Zoo
- Maryland Science Center
- Statue of Liberty

During the 2009-2010 school year, New Hope Academy Charter School instituted programming changes to increase student achievement:

- Middle School math was increased from 47 minutes per day to 94 minutes per day.

- New Hope Academy Charter School partnered with Harrisburg Area Community College, and seven students were eligible for the dual enrollment program. Our students were required to take and pass the standard college entrance placement test. New Hope Academy Charter School paid for each student's tuition and books, and provided transportation.
- New Hope Academy Charter School increased project-based learning requirements. This year we saw an improvement in standardized test scores and attendance rate, and a decrease in the number of discipline problems. Project based learning was expanded, and students produced their own "Stay in School" Public Service Announcement videos in conjunction with their technology courses. Other project examples included a classroom poetry booklet, art show, and world affairs "blog."
- A new approach was added for high school students exhibiting more disruptive behaviors. One of the high school deans was assigned to these students. Each student was given a passport to be signed by every class period's teacher. At the end of the day, the students were required to present their passports to the dean and discuss any issues that may have occurred. This program was extremely successful, and the students involved showed a high level academic and behavioral progress.
- A program was instituted that allowed parents to borrow computers and connect to our WiFi system. As a result, students were able to utilize computers at home for homework and projects.

New Hope Academy Charter School has an open door policy to parents. Every teacher is required to call a parent if his or her child's grades slip below a "C." The Guidance Department meets individually with all parents at mid marking period, if a child's grades are below a "C." Parent conferences are held after the 1st and 3rd marking periods.

Parents are also requested to support our Awards Ceremonies which are held during the day directly following the end of a marking period. Students receive awards for attendance, honor roll, and highest honors. At the end of the year, an awards ceremony is held in the evening and is a special event for the students and their parents. This year, NHACS hosted a Block Party in the evening of the last day of school. The event included games, rides, face painting, and free food. Several hundred people supported our school.

Rigorous Instructional Program - Attachments

- PDE Letter of Approval for PERMS
- Teacher Induction Letter 0910

English Language Learners

During the 2009-2010 school year, 63 students were enrolled in the English Language Learner program. We utilize full inclusion and pull out/push back teaching strategies. Students receive one-on-one tutoring as needed.

English Language Learners - Attachments

- LEP Report 0910
- NHACS LEP ACS from PIMS 0910

Graduation Requirements

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

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

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

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

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

	credit) for participation in varsity level sports per year.
Arts/Humanities (3 Credits)	<p>Two (2.0) credits Art, Music, Foreign Language, Technology Education, English**, and Social Studies**</p> <p>One (1.0) credit of Leadership Education is required:</p> <ul style="list-style-type: none"> o half credit in grades 9 or 10 o a half credit in grades 11 and 12 <p>**Leadership Education can be counted as either a humanities credit or a social studies credit.</p>
Comprehensive Skills For Success (1 Credit) Electives (3 Credits)	<p>Comprehensive Skills For Success</p> <p>(Internships and business connections one time per month or greater beginning in the 10th grade year equal .25 credits 10th and 11th grades and .5 credits 12th grade.)</p> <p>3 credits of electives.</p> <p>* Students that have demonstrated proficiency via PSSA and/or local assessments may substitute CSSC for a technology course.</p> <p>** Courses elected in English or Social Studies in this section must be in addition to the four (4.0) credits required in the English and Social Studies sections.</p> <p>*** Introduction to Statistics, Introduction to Computer Science, and Computer Science AP</p>

	do not satisfy graduation requirements in mathematics.
Graduation Project (1 Credit)	Successful completion of all components of the graduation project.

PROMOTION AND GRADE LEVEL ASSIGNMENT

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

Grade nine to grade ten — minimum six credits

Grade ten to grade eleven - minimum twelve credits

Grade eleven to grade twelve — minimum twenty-one credits

Graduation Project (1 Credit)

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

Leadership Education (1 Credit)

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

EARLY GRADUATION

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

Mastery of the PA Reading & Mathematics Standards

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

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

PSSA Mathematics Reporting Categories and Standards

Reporting Category Standard

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

PSSA Reading Reporting Categories and Standards

Reporting Category Standard

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

- B. Interpretation and Analysis of Fiction and Nonfiction Text

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

- 1.3 Reading, Analyzing and Interpreting Literature)

Remediation Notes:

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

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

Special Education

Attached are the New Hope Academy Charter School Special Education Manual and applicable reports.

This year New Hope Academy Charter School continued to provide full inclusion and utilized the co-teaching model for students who have been placed in Special Education. The students have access to all of the courses offered in the regular education curriculum. Classroom accommodations can include but are not limited to the use of assistive technology, modified tests and quizzes, and extended time on task.

Special Education - Attachment

- NHACS Spec. Ed. Manual 0910

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location # of Students	Other Information
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Buchmoyer, Shayna	1.00	Full Inclusion Program with Pullout Content and Emotional Support	NHACS 15	There are no unique circumstances to report.
Fuller, Roberta	1.00	Full Inclusion Program with Pullout Content and Emotional Support	NHACS 27	There are no unique circumstances to report.
Kolkmeyer, Linda	1.00	Full Inclusion Program with Pullout Content and Emotional Support	NHACS 20	There are no unique circumstances to report.
Raudenbush, Joel	1.00	Full Inclusion Program with Pullout Content and Emotional Support	NHACS 25	There are no unique circumstances to report.

Special Education Program Profile - Chart II

Organization FTE Type of class or support Location # of Students Other Information

None	0	N/A	N/A	0	N/A
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Special Education Program Profile - Chart III

Title Location FTE

Non-Instructional Support Staff	NHACS	5.00
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Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Janice Taylor	Nurse Practitioner for Medical Approvals	As needed
Dr. Deborah McGregor	Physician, Appleheart	As needed
Mary Ann Kordenbrock, Therapy Source	Speech Therapy	3
Mary Ann Sullivan, Therapy Source	Occupational Therapy	As needed
Lisa Haupt	School Psychologist	As needed
Juan Paz	Bi-lingual School Psychologist	As needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

There is currently no data saved for this section.

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
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PSSA	Yes	Yes	Yes	Yes	Yes	Yes	No
4Sight	Yes	Yes	Yes	Yes	Yes	Yes	No
WIDA (LEP testing only)	Yes	Yes	Yes	Yes	Yes	Yes	No
Woodcock-Munoz (LEP testing only)	Yes	Yes	Yes	Yes	Yes	Yes	No
KTEA Comprehensive (Special Education students only)	Yes	Yes	Yes	Yes	Yes	Yes	No

Student Assessment

The 2009-2010 PSSA data will not be released before August 2, 2010.

2009-2010 4Sight Math Assessment Scores

Student Count	249	252	249	253
Students with 0 Score	0	0	0	0
Performance Level Below Basic	173	146	142	101
Performance Level Basic	57	76	67	80
Performance Level Proficient	16	26	33	57
Performance Level Advanced	3	4	7	15

This chart indicates that:

- The number of students in below basic decreased by 72 by the end of the school year.
- The number of students in the basic level increased by 23 by the end of the school year.
- The number of students in the proficient level increased by 40 by the end of the school year.
- The number of students in the advanced level increased by 12 by the end of the school year.
- The majority of students came to NHACS 2 to 3 years below grade level. Overall, students are showing progress but it will take more time for them to reach the proficient and advanced levels. To address this, NHACS added an additional 47 minutes per day to middle school math classes. There are also plans in place to increase instructional time for the 2010-2011 school year.

2009-2010 4Sight Reading Assessment Scores

Student Count	243	250	247	244
Students with 0 Score	0	0	0	0
Performance Level Below Basic	106	123	134	117

Performance Level Basic	71	61	58	68
Performance Level Proficient	56	58	51	49
Performance Level Advanced	5	10	3	16

This chart indicates that:

- The number of students in the below basic category decreased by 11 students by the end of the school year.
- The number of students in the basic category decreased by 3 students by the end of the school year.
- The number of students in the proficient category decreased by 7 by the end of the school year.
- The number of students in the advanced category increased by 11.
- Students enter NHACS at least 2 years below grade level in reading. Overall, students are beginning to show progress; however, it is very slow. To combat this, NHACS will be increasing instructional time, tutoring, and individualized instruction utilizing Study Island and Plato Learning Systems.

Student Assessment - Attachment

- Local Aggregate Student Data 0910

Teacher Evaluation

Administrators conducted periodic walk-throughs, informal evaluations, and formal evaluations. Throughout the year, teachers received coaching in areas that needed improvement. New Hope Academy Charter School retained 89% of its teachers based on the results of the evaluations.

Teacher Evaluation - Attachments

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

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Board of Trustees of New Hope Academy Charter School appointed Mrs. Karen Schoonover as the Principal/CEO for both the middle and high schools. Mr. Anthony Hall was appointed as the assistant administrator.

There were no leadership changes within the Board of Trustees. Two new board members, Richard Miller and Montel Parker, were added to the Board during the 2009-2010 school year.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Stephen Mitchell	President
Robert Cooper	
Rev. Adrian Boxley	
John Eyster	Vice President
Hope Johnson	
Benjamin Pratt, Esq.	
David Graybill	Secretary
Richard Miller	
Montel Parker	

Professional Development (Governance)

New Hope Academy Charter School's Board of Trustees will be having a professional training session on August 12, 2010. It will include Fiduciary Review, Conflicts of Interest, and Due Diligence Review.

Coordination of the Governance and Management of the School

When the New Hope Academy Charter School charter application was approved by York City School District, the Board of Trustees hired Three Cord, Inc as the management company for the school. The Board continues to work in conjunction with the Managing Officer, Isiah Anderson and the Chief Operations Officer, Samuel Sutton, on all matters pertaining to the school.

During the 2009-2010 school year, the managing company and New Hope Academy Charter School continued to work with York City School District administration. Specific areas included enrollment, records release, billing, and food service. New Hope Academy Charter School has maintained an excellent relationship with both the Administration and the Board of Directors of York City School District.

New Hope Academy Charter School also coordinates enrollment, records release, and billing with the following school districts: Central York, Dallastown, Dover, Northeastern, Red Lion, Southern York, West York, and York Suburban.

Coordination of the Governance and Management of the School - Attachment

- NHACS Board Meetings 0910

Community and Parent Engagement

Since the awarding of the charter on March 12, 2007 the Board of Trustees has been proactive in scheduling community outreach and parent involvement. They share an extensive community development and youth empowerment background, and have been active in the York community for many years. Collectively they have significant experience with involving the public and key stakeholders, especially young people, in community planning activities.

NHACS hosts events throughout the year to keep the students, families and community engaged in the school's mission. We are known for our consistent parent contact and follow up at home to report on the child's progress. This year we hosted a Parent Dinner, Report Card Nights, Parent/Teacher Conferences, and Awards Ceremonies during the school year. Our parents participate through our Title I Parent Coordinator to meet and review the Parent Compact on an annual basis. This document is a pact between the school and parents reaffirming our united focus to help the student succeed.

We also extended an invitation to the community to join us at our Annual Block Party in June, and our National Night Out in August. We held Open Houses/Community Meetings four times throughout the summer.

This year, our community partnerships have grown, forging relationships with local and regional organizations that benefit the students. Included in this are:

- York YMCA, located less than four blocks from the school, provided a state of the art physical education program. Additionally, our students participated in the Y Achievers Program that helps prepare them for post-secondary education.
- Harrisburg Area Community College (HACC) worked with our students to provide them with opportunities for Dual Enrollment where they received college credit while taking high school classes.
- Advanced Skills Center (ASC) offered a robotics club to our students who an interest in technology.
- Dream Wrights Community Theater provided the instruction of our drama class.
- York College of Pennsylvania provided student teachers for our classrooms.
- Community Progress Council (CPC) provided volunteers to help support our office.
- YWCA's Quantum Opportunities Program allowed our high school students to receive homework help and learn new skills in continuing education.

- Penn State York Campus had staff onsite for their Talent Search program which works with students on an individual basis, preparing them for post-secondary education.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

NHACS works with the federal, state and local government to obtain grant and other available monies. NHACS leadership staff and Board of Trustees have cultivated community partnerships locally. This year, the Educational Management Company, 3Cord Inc, established a non-profit entity entitled the Urban Impact Community Fund to raise funds for scholarships and community restoration projects. UICF held its inaugural gala in April 2010 which raised funds for scholarships for York City youth who enroll in post-secondary education.

This year, a new position, Fundraising Coordinator, was added to the staff at NHACS. This individual is responsible for developing a major gifts program that will engage individual and corporate donors for substantial multi-year gifts. This program, tentatively entitled Friends of New Hope, offers the participants the opportunity to participate in a planned giving program including annuities and bequests. Additionally, relationships are being fostered with private foundations to fund specific initiatives like the Drama Program. The Fundraising Coordinator continues to research innovative funding options through employee giving programs, United Way Agency status, and social media fundraising.

Fiscal Solvency Policies

On the advice of NHACS's auditing firm, SF and Company, we established a business relationship with Mantec, Inc. in March, 2010. Mantec, Inc is a private, non-profit organization that assists businesses in an advisory capacity, providing fiscal oversight, monthly reviews, assistance in developing stronger internal control procedures, and evaluation of monthly financial statements and disclosures, ensuring accordance with GAAP and other accounting processes/procedures as the arise. As a result, we have reviewed and, in some cases, modified our purchasing procedures (new forms), cash collection process for the food service program (new forms and process), chart of accounts, vendor payment/check writing procedures that includes separation of duties, board meeting financial reports, monitoring process for Federal Entitlements, and modified payroll reports.

New Hope Academy Charter School has a secured \$250,000 line of credit. Currently, the full amount is available.

New Hope Academy Charter School follows several board approved fiscal policies:

Budget Planning — Policy 601

Authority

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

Delegation of Authority

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

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

Budget Preparation — Policy 602

Purpose

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

Authority

The Board recognizes its obligation to the sending school districts to approve only those expenses reasonably required to provide an educational program suitable to the needs and goals of the school and its students. The budget should be studied by each Board member during its preparation, but once adopted; it deserves the full support of all members of the Board.

Delegation of Responsibility

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

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

Budget Preparation — Policy 603

Purpose

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

Delegation of Responsibility

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

Authority

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

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

Guidelines

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

Tuition Income — Policy 604

Authority

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

Delegation of Responsibility

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

Guidelines

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

Bank of Accounts — Policy 605

Authority

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

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

Guidelines

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

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

Payment of Bills — Policy 612

Purpose

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

Authority

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

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

Delegation of Responsibility

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

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

Should funds not be available in the account to which a proposed purchase will be charged, the

Business Manager or designee shall determine the overage and request the Board make a legal transfer to cover it. A listing of any bills paid under this section will be provided to the Board on a monthly basis for their approval.

All claims for payment shall be submitted to the Board and recorded in the minutes of the Board meeting. The list of bills shall include for each:

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

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

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

No check shall be made out to cash.

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

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

School Audit — Policy 615

Purpose

The Board recognizes the importance of the public's right to have access to the public records of New Hope Academy Charter School, including public financial records. The

public has the right under law to inspect and procure copies of the annual audit conducted by the school's accountant and the audit conducted by the Auditor General's office.

Authority

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

The Board recognizes its obligation to represent the best interests of the community. Therefore, the Board shall make the results of both the school's audit and the Auditor General's audit available to the public at the Administrative Office. The Board believes that the two available audits provide adequate safeguards for public interest. Therefore, special audits by special interest groups are not permitted. The Board recognizes that certain information shall not be made available to the public.

Guidelines

A statement of the financial condition of New Hope Academy Charter School shall be presented to the Board of Trustees annually. Such presentation shall immediately follow the completion of the annual audit.

Accounting System

In May, 2010, NHACS upgraded our QuickBooks from the Premier Non-Profit 2007 Edition to the 2010 edition. When we purchased the upgrade, we added the payroll package. Currently, our payroll is handled by an outside accounting firm. With the help of Mantec, Inc, we will assess the value of processing payroll in-house.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- NHACS Preliminary Expenditures 0910
- NHACS Preliminary Statement of Revenues 0910

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

As of the filing deadline for this Annual Report, the 2009-2010 audit has not been completed. The tentative date for completing the audit is the end of August, 2010. Seligman, Friedman and Company, PC completed our audit for the 2008-2009 school year and will do so again for school year 2009-2010.

In regards to the 2008-2009 audit, they state that in their opinion, the financial statements present fairly, in all material respects, the financial position, the governmental activities, the business-type activities, each major fund and the Aggregate remaining fund information of New Hope Academy Charter School as of June 30, 2009, and the changes in financial position and cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

The year ended June 30, 2009. It is the second year in which the NHACS reported its financial activities in accordance with the Government Accounting Standards Board Statement No. 34 (GASB No. 34). This results in a change in the format and content of the basic financial statements. The financial statements include the Management's Discussion and Analysis, which provides an analysis of the Charter School's overall financial position and results of operation and financial statements prepared, using full accrual accounting for all of the Charter School's accounting.

Concerning Compliance and Other Matters, Seligman, Friedman & Company stated the results of their tests disclosed no instances of noncompliance or other matters that are required to be reported under General Auditing Standards.

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

- NHACS Audit Year Ending June 30, 2009

Citations and follow-up actions for any State Audit Report

New Hope Academy Charter School has no citations against them for any audits.

SECTION VII. FACILITY RESPONSIBILITIES

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

New Hope Academy Charter School did not purchase a facility this year.

The following fixtures and equipment were added to our inventory during the 2009-2010 school year:

Food Services Upgrade:

- Single Basin Portable Sink
- Hot Food Station 4 well
- Refrigerated Cold Pan Unit
- Heated Holding Cabinet
- Milk Cooler
- Breathguard
- Tray Slides: customer, operator, right and left sides
- Storage Module and Unit
- Worktable
- Camcart
- Ultra camtainer
- Pans and pails

- Utensils
- Casters break and swivel
- Shelving

Facility Upgrade:

- Classroom conversions
- Replacement doors and windows
- Tile floors in specific areas
- Floors painted and sealed
- Classrooms painted
- Countertops in specific classrooms
- Electrical upgrades

Equipment Upgrade:

- 129 computers
- 100 netbooks
- 157 monitors
- 2 laser printers
- 1 Key Card Access System
- Art room drying rack

Future Facility Plans and Other Capital Needs

NHACS occupies the facility at 459 West King Street in York, PA. Each summer, minor renovations are undertaken to upgrade and partition space effectively to house the additional classrooms, and parent conferencing space needed for the grade expansions.

The administrative offices were moved to an offsite location at 600 North Hartley Street, York PA at the beginning of the 2009-2010 school year. This allowed for a new guidance office center where parents could meet with staff and community partners could work with our students.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

New Hope Academy Charter School follows all guidelines set forth by the State of Pennsylvania in regards to fire drills, crisis intervention, severe weather conditions, and health records.

York City Fire Department monitors the frequency and implementation of fire drills.

Policies and procedures are in effect for crisis intervention.

Our school nurse is responsible for health records and continuously monitors them.

For severe weather conditions and school delays or cancellations, all of our students are contacted by phone. Students without phone service may view WGAL or other local television stations.

New Hope Academy Charter School has a wellness policy that includes a fitness/health curriculum and promoting high nutritional standards.

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

- NHACS SHARRS Report 0809
- NHACS Wellness Policy 0910

Current School Insurance Coverage Policies and Programs

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

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

Current School Insurance Coverage Policies and Programs - Attachment

- NHACS Insurance Policies 0910

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The data from the Professional/Certificated ACS dated April 16, 2010 indicates that:

- Professional/Certified Staff: 48 (47 full time; 1 part time)
- % of HQT sections: 91%
- % of NHQT sections: 9%

The number of support staff: 16

The education level of all staff:

- High School Graduate: 8%
- Less than Bachelor's Degree: 6%
- Bachelor's Degree: 71%
- Master's Degree: 15%

Quality of Teaching and Other Staff - Attachments

- Evidence of ESPP 0910
- NHACS PDE 414 0910

Student Enrollment

There were 445 students enrolled in New Hope Academy Charter School for the 2009-2010 school year. Of the 445, 226 were male and 219 were female. The numbers of students in each grade level submitted October 1, 2009 were:

- 89 sixth graders
- 59 seventh graders
- 81 eighth graders
- 94 ninth graders
- 87 tenth graders
- 35 eleventh graders

Student Enrollment - Attachments

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

Transportation

No transportation to and from school is provided by New Hope Academy Charter School. This policy aligns to that of York City School District.

Students who attend New Hope Academy Charter School from surrounding school districts are provided transportation by their home school districts.

The YMCA provides transportation to and from physical education classes.

Bus service is contracted for all field trips.

Food Service Program

New Hope Academy Charter School participates in the Free and Reduced Lunch program and, in the 2009-2010 school year, 91% of our students were enrolled.

York City School District provides our food service program that includes breakfast and lunch served on a daily basis.

Student Conduct

PHILOSOPHY OF THE STUDENT BEHAVIOR PROGRAM

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

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

GOALS OF THE STUDENT BEHAVIOR PROGRAM

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

STATEMENT OF STUDENT BEHAVIOR

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

RESPONSIBILITIES

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

a. Student responsibilities include regular school attendance, conscientious effort in class work, and conformation to school rules and regulations. Most of all, students share with the administration and faculty, a responsibility to develop behaviors within the school climate that is conducive to wholesome learning and living.

b. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and others who are involved in the educational process. Students should express their ideas and opinions in a respectful manner so as not to offend or slander others.

c. Student responsibilities will include, but not be limited to the following:

- * Being aware of all rules and regulations for student behavior and conducting themselves in accord with them.
- * Dressing and grooming themselves so as to meet fair standards of health and safety and so as not to cause substantial disruption of the educational process.
- * Assuming that a rule is in full effect until it is waived, altered or repealed.
- * Assisting the school staff in operating a safe school for all students enrolled.
- * Being aware of and complying with state and local laws.
- * Exercising proper care in the use of all school facilities and equipment.
- * Attending school daily, except when excused, and being on time for all classes and other school functions.
- * Making all necessary arrangements for making up work missed during absence from class or school.
- * Pursuing and attempting to complete satisfactorily or above the courses of study prescribed by state and local school authorities.
- * Refraining from abusive language in written, verbal or other forms of communication.
- * Exhibiting appropriate behavior on school computer networks and the Internet.

Student Conduct - Attachments

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

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The New Hope Academy CS within Lincoln IU 12 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The New Hope Academy CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at:
<http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Karen Schoonover **Title:** CEO, Principal
Phone: 717.845.4046 **Fax:** 717.845.4057
E-mail: kschoonover@newhopecharterschool.com

Signature of the Chief Executive Officer and Date

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

Name: Stephen Mitchell **Title:** NHACS Board President
Phone: 717.845.4046 **Fax:** 717.845.4057
E-mail: smitchell@rudyglass.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Denise Stouffer **Title:** Director of Curriculum & Instructional Design
Phone: 717.845.4046 **Fax:** 717.845.4057
E-mail: dstouffer@newhopecharterschool.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

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