
Pennsylvania Department of Education



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

Charter Annual Report
Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: New Media Technology CS
Address: 8034 Thouron Ave
Philadelphia, PA 19150-2423

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: New Media Technology CS

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

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

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

Percentage of Certified Staff: 75% **Total Instructional Staff:** 30

Student/Teacher Ratio: 22:1 **Student Waiting List:** NA

Attendance Rate/Percentage: 97.15%

Second Site Address, Phone Number and Site Director:

The school has two sites. A high school at 8034 Thouron Avenue, Philadelphia, PA 19150 and a middle school at 340 Haines Street, Philadelphia, PA 19150. Dr. Margaret Briggs-Kenney was the CEO for both locations from January 1, 2009 to June 30, 2010. Phone: HS 267-286-3480 / MS 267-286-3480.

Summary Data Part II

Enrollment: 481 **Per Pupil Subsidy:** \$8,183.58 (for regular ed.), \$17,788.75 (special ed).

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	481 (100%)
Hispanic:	0
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
48%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 57 (as of 6/18/10)

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	180	180	180
Instructional Hours	0	0	0	0	1065	1135	1065/1135

SECTION I. EXECUTIVE SUMMARY

Educational Community

Founded in 2004, the New Media Technology Charter School has created an innovative learning community that cultivates collaboration, inquiry, and problem solving through project-based learning supported by digital multimedia technology. The school presently serves approximately 480 students in grades 5-12. The school occupies two facilities (a middle school and a high school) both in Northwest Philadelphia.

The New Media Technology Charter School was founded by a team of dedicated educators and talented professionals from various walks of life who wanted to create new educational options for urban high school children in Philadelphia. Spearheaded by the Black Alliance for

Educational Options and area educators, New Media is one of several small high schools that were made possible in part by a seed grant from the Bill and Melinda Gates Foundation by way of EdVisions Minnesota based project based learning institution. After a successful first year of operation, the School District of Philadelphia expanded New Media's charter to include grades 5-8.

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

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

Now in our second charter school term, we continue to build a new model of education based on excellence in the areas of digital multimedia and project based learning. Our method is both innovative and effective.

Mission

To provide a student-centered learning community that is project-based, technology-driven, and culturally affirming.

Vision

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

- facilitate the shared development by all stakeholders of a vision for culture, technology, and collaborative learning and widely communicate that vision
- maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long range, and systemic technology plan to achieve the vision
- foster and nurture a culture of inquiry and innovation using technology as the medium

- use data to drive instructional and operational decisions
- provide for a learner-centered environment that uses technology to meet individual and diverse needs of learners
- facilitate the use of technology to support and enhance instructional methods that develop higher level thinking, decision making and problem solving
- create and participate in a learning community that stimulates, nurtures and supports staff in using technology or improved productivity
- maintain awareness of emerging technologies and their potential uses in education
- implement and use technology-based administrative, management, and operation systems
- use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- ensure equity of access to technology resources that enable and empower all learners and educators

Shared Values

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

Common Focus

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

High Expectations

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

Respect and Responsibility

One of the central aspects of the NMTCS program, along with developing lifelong learning, problem solving, critical thinking, and strong communication skills, is character development. At NMTCS, students are encouraged to achieve greater insights into their strengths, needs, and aspirations, and to achieve self-fulfillment grounded in service to others.

Personalization

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

Time for Staff to Collaborate

Staff members at NMTCS have numerous opportunities to collaborate in order to plan and

strategize on how to best meet student needs. Weekly three-hour professional development sessions allow the teaching staff to collaborate on a consistent basis.

Technology as a Tool

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

Performance Based Mastery

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

Academic Standards

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

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

MATH STANDARDS:

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

LANGUAGE ARTS/COMMUNICATION SKILLS STANDARDS:

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

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

Reading:

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

Listening:

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

Speaking:

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

SCIENCE STANDARDS:

- Knows how to apply the elements of scientific research to solve problems by generating appropriate questions, performing adequate investigations, and constructing effective, multiple-step experiments
- Knows how to organize, analyze, and formulate experimental data into a coherent summation with suggestions for further study
- Knows why and how problem solving happens in math, science, and technology.

- Understands the essential qualities of good scientific methodology
- Understands that good scientific methodology should be used, demonstrated, and strengthened during the study of scientific concepts and investigations
- Demonstrate adequate knowledge of the fundamental principles of life science, earth science, and biology

SOCIAL STUDIES STANDARDS:

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

Strengths and Challenges

2009-2010 was a year of organizational transition and educational redevelopment at NMTCS. In August 2009, the School District of Philadelphia's School Reform Commission renewed NMTCS' charter for 5 years, but outlined 23 conditions for the school to meet before June 30, 2010. Through hard work and dedication from the interim administration team, New Media met all 23 conditions, which included administrative and governance changes, establishing stricter accountability measures, participating in professional development, requirements for curriculum development, and operational improvements. On June 30, 2010, NMTCS successfully met all 23 conditions, thus ensuring a second charter term.

As the school's newly established instructional and operational leadership team convenes to collaborate with our students to reach high levels of academic achievement in 2010-11 and beyond, we first assessed the school's progress toward meeting the goals of our charter and prioritized areas in need of improvement for the upcoming school year. NMTCS' strengths and areas of opportunity from the 2009-2010 school year are as follows:

Strengths

Teacher Certification and HQT: We are proud of all of our accomplishments from 2009-10, but specifically, we are pleased to have met the certification and HQT conditions. 75% of New Media's professional staff is certified by state standards and 100% of our core instructional staff meet the Highly Qualified Teacher requirements set forth in No Child Left Behind. Early staffing levels for 2010-11 indicate that this positive will continue into the upcoming school year.

Project-Based Instructional Model: New Media embodies the legislative intent of Act 22 (The Charter School Law) by implementing a program that "encourages the use of different and innovative teaching methods." Our project-based instructional model has been fully realized at the school. In visiting our website (www.newmediatech.net), you can see the depth of inquiry and scope of learning our students put into each project by watching videos clips of students presenting their projects. To improve the Project Based Learning model, we have used professional development to enhance advisors' ability to use project based learning in their classrooms.

Digital Multimedia (DMM): In 2009-10, we have truly integrated DMM throughout the curriculum at NMTCS. The DMM curriculum is designed to start with basic multimedia skills and increase student independence and responsibility while preparing them to complete senior projects and take self-paced online electives. DMM is now a mandatory component of the academic program at all grade levels.

Enhanced Middle School Program: We have created a standardized curriculum that teaches both academic fundamentals and also introduces the high school's project-based learning and digital multimedia foci.

Student Engagement: Our greatest strength at New Media is a student body that is enthusiastic and energized by the engagement and participation in the learning process that is possible with a small learning community and project based learning methodology. We are very fortunate to have students who are pleased with the school climate and camaraderie. Our attendance rate of 97.15% attests to the fact that we have made education an inviting experience for our young people. Additionally, our emphasis on digital multimedia engages students in learning more than a standard high school curriculum. They live in a world where the electronic media reigns supreme, and they are able to be a part of it because of our emphasis on "New Media." Our students are actively involved in our website projects, digital video production, and even our own Internet television station.

Leadership and Governance: Changes on the New Media Board of Trustees have brought expertise and a diverse skill set to our governance team. New members of the leadership team have helped to re-energize New Media's mission and provide the varied expertise required for success as a school, including expertise in education, finance and accounting, public relations, community outreach, strategic planning, change management, etc.

Personal Learning Plans: We at New Media recognize that in order for learning to be effective, it must be "personalized." When learning is personalized, schools help students assess their own interests and talents, create a plan for achieving their personal goals, and demonstrate what they know and can do using a variety of tools and standards. Of course, all of this is done with the guidance and support of the students' advisors. It has been shown that when students feel

personally connected to what they are learning, they become more engaged and self-motivated because school has a tangible meaning to them.

To help foster a personalized learning, all students are required to have a personalized learning plan. Personal learning plans help students to articulate academic and personal goals, as well as directing learning experiences inside and outside of the classroom. These individualized learning structures allow the students to display their individual strengths and interests and to prepare them better to be life-long learners.

Students work collaboratively with their lead advisor and parents/guardians to develop their plans, and they are periodically revised and updated. Personal learning plans empower students to reflect on and articulate what is important to them, and then structure learning that reflects their unique identity and perspective.

Personal learning plans encourage students to take responsibility for their learning and build students' confidence that their work will prepare them for leading successful adult lives. It is often the case that in a subject-based curriculum, knowledge of facts is often presented with no reference to the adult world. The use of personal learning plans allows students to align learning experiences in the classroom and in the community with their interests. When learning is personalized, students can readily answer the question, "Why do I need to know this?"

Diverse and Successful Extra-curricular Program: For grades 9-12, New Media offers six interscholastic sports and seven after-school co-curricular activities during the year. The activities offered were as follows:

NMTCS offered the following PIAA Interscholastic Activities for boys and girls: Soccer, Cross Country, Basketball, Winter Track, and Spring Track. We had 100 students (70 boys and 30 girls) at the high school level compete in these sports. The Boys Varsity Basketball team made it to the semi-final round of the city championship for Division D teams. The Track Team had a very successful year as well, with two members winning medals at the state championship held at Shippensburg University in May 2010. New Media also offers the following after-school co-curricular activities: Archery Club, Chess Club, Crochet Club, Co-Ed Basketball, Drama Club, Technology Club, and Girl Talk Club.

For grades 5-8, approximately 20 students participated in archery and basketball. While more activities were offered, participation at the middle school is difficult to increase because the 5th and 6th grade students must leave at 3:30pm to catch the bus home and only 7th and 8th graders can participate.

Challenges

Our challenges are those that have become nearly universal concerns among urban schools. For example:

Students enter NMTCS below grade level: NMTCS receives a large percentage of students who start with us with serious deficiencies in language arts and mathematics. The challenge is to design an attractive program that is about more than remediation, and that also addresses

those deficiencies that will manifest themselves in the realm of standardized tests and college entrance assessment. At New Media, we have taken great pains to design our curriculum and our educational approach so as to strike a "happy medium" between strengthening weaknesses and offering new and innovative instructional content.

Matching each NMTCS student with a Mentor: Finally, a long-range goal is to ultimately have each of our students guided by a mentor. NMTCS seeks to offer our students an internship that will not only give them "job experience" but will also allow them to connect education with the "outside world." New Media is committed to achieving these goals and better preparing our students for the world in which they will have to function.

Opportunities for Improvement:

Our teachers and administrators have been working closely together this year through the renewal process. Through the constant analysis of student assessments and from reflecting upon the renewal process, we have identified the following opportunities for improvement in 2010-2011:

- (1) Continuing to raise student achievement in math and reading to ensure that we make AYP and prepare students for success after graduating from NMTCS;
- (2) Create increased opportunities for parent involvement in the decision-making of the school; and,
- (3) Recruit and retain certified and Highly Qualified teachers (HQT) to ensure compliance with Act 22 and No Child Left Behind

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

NMTCS has developed a group of administrators, board members, teachers, parents, and business community members who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. In 2008-09, this group met to develop our charter school renewal application, which serves as our five-year strategic plan. In 2009-10, we collaborated to meet our renewal conditions. A prime example of New Media's commitment to strategic planning was The Think Tank Initiative to gain consensus on a set of standards that New Media needs to consider in order to evolve the Digital Multimedia (DMM) and Project Based Learning (PBL) components of the academic program to a level of excellence. The team reviewed specific decisions, implications, and considerations that helped New Media orient and organize the DMM and PBL components of the program. The committee developed the following recommendations.

Digital Multimedia

Advisors in all subject areas should receive ongoing professional development in technology integration throughout the year. Success of the DMM program is dependent on New Media's commitment to provide necessary equipment and hardware. Essential to the successful integration of DMM in the NMTCS curriculum is using instructors who can troubleshoot and interact with students and provide critical feedback. DMM teaching staff should be increased the six (6) people to facilitate instruction across all grade levels.

Project Based Learning

The Think Tank Initiative team emphasized the importance of providing professional development for PBL implementation. There should be an identifiable lead advisor or point person per grade and time should be allotted for grade group "project meetings" during professional development. Advisors must be able to:

Learn about principles of PBL

Develop a collection of web-based PBL resources to support curricular planning

Learn how to develop PBL activities to support curricular goals

Learn to utilize technology in the planning, implementation, and assessment of PBL

Develop techniques to help students effectively participate in PBL

Plan a standards-based, technology-enhanced PBL project for classroom use

Participate in an online collegial network and accountability system

Advisors can then use the Project Planning packet, which ensures that critical components of a project are in place before it begins. To allow time for troubleshooting and assistance before Student Exhibition Night, advisors will electronically submit weekly updates on project progress. Ample time must be allotted throughout the course of the day for students to work on projects during the “core” subject and DMM classes. The leadership team also suggested that projects not exceed 8 weeks, which would allow ample opportunity for in-depth projects, fine tuning, troubleshooting, presentation rehearsal, grading, and review prior to Student Exhibition Night.

Co-Curricular Activities

New Media students have expressed interest in working in the areas of music production, game design, filmmaking, animation, and photography. These co-curricular activities would contribute to the multimedia rich environment at NMTCS and could be facilitated during after school hours during the week and/or on weekends. There should be one club meeting per day of the week. Depending on their skill level, some staff members may be able to facilitate these multimedia-based after school clubs or New Media may hire consultants to work as facilitators.

Online & Distance Learning

Online learning refers to the use of the Internet as the key component of the educational environment. Websites deliver content and instruction in a variety of interactive formats. Learning is automated and study is often self-paced which requires self discipline to finish mandatory assignments. *Distance learning* is instruction that occurs outside of the traditional classroom where lessons are delivered by a variety of methods that include some online, postal mail, and email. This instruction is usually given by an instructor who teaches and evaluates from a remote location.

New Media plans to begin by successfully integrating an online learning model and progressively working toward integrating a distance learning model in the future. Next year, New Media seniors will have the ability to take online courses through Penn Foster, one of the oldest and largest distance learning institutions. The school provides programs of study in a variety of courses including AP and Career Electives such as health services, business, legal studies, technology, trades, education, drafting, automotive and creative/design. Penn Foster teachers are PA certified and the program also provides high school level courses for failing credit recovery. Students will work independently and gain experience taking online classes.

Electronic Village

There are a number of opportunities for New Media to create a “digital community” that can reach out to parents, staff and students. Potential ways to develop such a community include: developing and promoting a New Media Social Network via Ning.com, redesigning and creating a user friendly, frequently updated and informative school website, and continuing the development of the school intranet system (Google Education Suite) with the addition of teacher blogs and forums.

Now that New Media has satisfied all the conditions of its charter renewal, this strategic planning committee will be charged with evaluating our current plan and developing the goals and strategies for the next four years of our charter. As the group meets over the next year, the school will develop a strategic plan to address the above areas as well as to increase parent involvement, increase extracurricular offerings, expand the cultural infusion part of our vision. For 2010-11 the group has develop an action plan for raising student achievement in reading and math to reach the Pennsylvania targets for student proficiency.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anderson, Rita	New Media Technology Charter School	Ed Specialist - School Nurse	CEO
Best, Robert	New Media Technology Charter School	Administrator	CEO
Blakley, Shalimar	New Media Technology Charter School	Board Member	Board
Butler, Marcia	New Media Technology Charter School	Other	CEO
Carter, Marva	New Media Technology Charter School	Administrator	CEO
Fitzgerald, Isabelle	Northwest Community Coalition for Youth	Community Representative	Board
Fulton, Alonzo	New Media Technology Charter School	Other	CEO
Green, Albert	New Media Technology Charter School	Other	CEO
Long, Catrina	New Media Technology Charter School	Administrator	CEO
Magee, Akosua	New Media Technology Charter School	Regular Education Teacher	CEO
Marcelin, Pascal	New Media Technology Charter School	Ed Specialist - Instructional Technology	Marcia Butler, 7th-8th grade Science Teacher
Parker, Donnamaria	New Media Technology Charter School	Administrator	Board

Goals, Strategies and Activities

Goal: Academic Performance

Description: In 2010-11, 63% of NMTCS students will score at or above proficiency on the math PSSA OR NMTCS will decrease the percentage of students scoring below proficiency by 10% per annum.

In 2010-11, 72% of NMTCS students will score at or above proficiency on the reading PSSA OR NMTCS will decrease the percentage of students scoring below proficiency by 10% per annum.

Strategy: Computer Assisted Instruction

Description: New Media Technology CS will take advantage of a variety of online learning programs (test prep, credit recovery, dual enrollment, etc.) for students at all achievement levels.

Activity: Penn Foster

Description: NMTCS Seniors will participate in online-learning opportunities in math, English, history, and career electives. It will serve as an intervention for students needing credit recovery, as a tool for engagement for students wishing to take courses outside of the NMTCS programming, and as an introduction to post-secondary learning for advanced students can take dual-enrollment courses.

Person Responsible Timeline for Implementation Resources

Best, Robert	Start: 9/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Interventions for Students At-Risk for Educational Failure

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

Activity: After School Tutoring

Description: After school tutoring is available Monday through Thursday for one hour. Students who need assistance with math or reading will be referred to this tutoring program.

Person Responsible Timeline for Implementation Resources

Fulton, Alonzo	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Saturday Skills Academy

Description: Struggling students will be referred to the four-week Saturday Skills Academy held in the spring prior to PSSA testing. During these 3.5 hour sessions, staff will work with all students who attend in small group and whole group interactive sessions to reinforce the concepts deemed most important in the areas of reading comprehension and fundamental math concepts.

Person Responsible Timeline for Implementation Resources

Fulton, Alonzo	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Ongoing Monitoring of Student Progress

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

Activity: 4Sight Benchmark Assessments

Description: NMTCS will administer 4Sight reading benchmarking assessment at regular interval and provide data to teachers promptly an in a usable format

Person Responsible Timeline for Implementation Resources

Fulton, Alonzo	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Analysis of Student Data

Description: Beginning in 2010-11, NMTCS will employ an Instructional Student Services Manager who will be charged with coordinating benchmark assessments, analyzing student assessment data, developing Individual Learning Plans for Students, and managing the school's various intervention services (e.g. Saturday Academy, tutoring).

Person Responsible Timeline for Implementation Resources

Best, Robert	Start: 7/1/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Personal Learning Plan Meetings

Description: In November, the instructional staff will met with every parent to reiterate NMTCS' commitment to student improvement. These meetings are called Personal Learning Plan Meetings. The goal of the meetings is to discuss student progress with the parents and student present in order to establish learning goals that can be attained through working diligently at home and at school. Parents will work with the staff to make sure that required additional writing, reading and math requirements (as stated in the Personal Learning Plan), aside from homework, arecompleted.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/7/2010	-
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Finish: Ongoing

Status: Complete

Strategy: Test Preparation

Description: Provide explicit test prep to all students to increase familiarity with PSSA and provide opportunity to show their mastery math, reading, writing, and science content.

Activity: Implementation of Essential Skills Sessions

Description: In the fall semester high school juniors have a daily PSSA prep where teachers used different supplemental materials (e.g. PSSA Coach) based on the results from benchmark assessments. Includes science as well as reading and math.

Person Responsible Timeline for Implementation Resources

Best, Robert	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

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

CURRICULUM

General Framework

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

The curriculum guide is divided into four sections: I) Guiding Principles and Pedagogical Concepts, II) Standards and Competencies, III) Assessment Practices, IV) Digital Multi-Media, V) Putting it all Together.

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

After the teaching guidelines come various charts and lists designed to serve as reminders of generally accepted pedagogical principles that have influenced the teaching profession. The Bloom's Taxonomy chart is a reference to remind advisors of the hierarchy of thinking skills and the question cues associated with each level. The expectation is that teachers will use the Bloom's chart when constructing the language of their assignments and assessments to make sure that they are intentionally aiming to include prompts from the higher ends of the chart so students will be prompted to think more deeply and critically. A listing of Howard Gardner's Multiple Intelligences comes next, provided to help staff vary their approaches in reaching students based on how each student learns and processes information. A three-column chart comparing Traits of Struggling along with Bright and Gifted Learner is included to stimulate

thought regarding teaching transformations that need to occur to move students beyond the struggling category. A sheet containing the 5 E's of Effective Lessons is included to remind advisors that all lessons must be carefully designed to provide an introduction, a teaching component, and an evaluation component. Failure to begin and end a lesson strongly and failure to build in practice opportunities and guidance time result in a disjointed and incomplete learning experience for the learner. The final teaching aid in this section of the document is a chart listing and describing Best Practice in thirteen areas. This list provides a good starting point for thinking about the learning environment and how it supports or hinders student progress.

Section II: Standards and Competencies contains listings of standards and competencies that serve to measure student achievement. Lesson plans and project descriptions reference the standard(s) that are to be reinforced. New Media advisors will have to become familiar with the standards for their area of specialty, along with the standards for technology and literacy, since reading, writing, speaking, and listening are cross curricular.

Section III: Assessment Practices includes strategies for varied methods of assessment including the use of rubrics, journaling, essays, models, presentations, computer aided assessments, and tests. This section also delves into the connection between quality instruction and high performance on standardized testing.

Section IV: Digital Multimedia. The DMM curriculum is designed to start with basic multimedia skills and increase student independence and responsibility while preparing them to complete senior projects and take self-paced online electives. DMM should be a mandatory component of the academic program at all grade levels for it to be truly integrated throughout the curriculum at NMTCS. Advisors in all subject areas should receive ongoing professional development in technology integration throughout the year. Success of the DMM program is dependent on New Media's commitment to provide necessary equipment and hardware.

Key elements of DMM include graphics and design, audio production, video production, text manipulation, as well as web development and interactivity. Students gain hands-on experience executing projects preparing them for a professional environment and build an effective portfolio improving their ability to create through web design, interactive development, video composition, audio production, new media theory and animation. The DMM program is designed to teach, apply, reinforce and build upon the basic skills necessary for students to become proficient in the key elements of DMM.

Section V: Putting It All Together: Implementing Project-Based Learning with Technology begins with guidelines for project-based learning, followed by a project template for students in each grade. By the time most students reach high school, they will have done many projects of varying lengths and complexity, from a grade shoe box diorama, to a middle school science project done on tri-fold display boards. To some students, a project will imply an opportunity to be creative, combining artwork with technology, while to others, project may imply hours of research culminating in a college style term paper. At New Media , a project-based learning

school, traditional "pen and paper" types of assessments are few, replaced instead by sophisticated and elaborate demonstrations showing that key concepts from multiple content areas have been learned and can be applied. Here the process of learning facilitates the investigation of "big ideas", with the test of understanding being observed through some final product or activity that shows how a concept is used. Projects are usually designed to examine a theme with an overarching or "essential question" serving as the anchor for all investigations. In order for the instructional staff to prepare to embark on project-based learning, they are presented with the following questions:

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

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

MIDDLE SCHOOL- New Core Curriculum

New Media redefined their core curriculum for middle school students in the areas of Math, Science, Reading and Language Arts, Social Studies, and Technology. The new core curriculum framework provides details on the topics and essential understandings necessary to meet the standards as well as resources and suggested activities/projects and assessment anchors for each standard. Infusing technology throughout the curriculum, New Media requires students to complete projects using some form of technology in every course area. The refined curriculum is expected to prepare NMTCS middle school students for the rigorous expectations they will be expected to meet in the high school curriculum.

Teachers use projects throughout the year at every grade level. Each course has a "Year in Review" final project where the students use the tools they have learned throughout the year to complete an individual or group project.

Following are some of the projects in each subject area:

Math: In math, students use computer applications to enhance their understanding of mathematical concepts. For example, students use websites to learn about tessellations, Microsoft Excel to create charts and graphs, or 3D software to create models. Fifth graders use computer graphing software to create a set of graphs showing how some ecosystem has changed over time. The sixth grade final project involves using 3D software to create a model that represents a geographic land form. Seventh graders complete an interior design project, converting actual measurements to scale to design and create a “dream bedroom”. The eighth grade final project involves gathering binomial data from scientific observations to create graphic representations.

Science: Science is a course area where Project-Based Learning can thrive as students in every grade complete several projects throughout the year. Middle school students at NMTCS have the opportunity to complete interesting science projects at the end of every year:

5th: *Design an Amusement Park*- Design two rides using information learned during FOSS Variables. Power at least one ride with solar energy and explain how you will capture and convert this energy. Draw a map of your amusement park and explain how it is an ecosystem (how do the parts function together to create the whole?).

6th: *Design a Planet*- Imagine you are an astronomer who has discovered a new Earth-like planet. Create a model and/or topographic map of the planet that describes the landscape and environment of this planet. Describe life on this planet. Then pretend that there is a disruption to these environmental conditions (e.g. a larger meteor strike or burn-out of the sun) - describe how this would affect the environmental conditions of the planet and how these environmental changes would affect the planetary ecosystem.

7th: Use a computer to demonstrate how a change to a population of animals or plants in an ecosystem could lead to a change in the world’s climate, or vice versa.

8th: Design and perform an investigation into changes in properties of matter as energy is added to or removed from that matter. How does the addition or removal of certain types of energy change the observable properties of different types of matter?

Reading /Language Arts: Projects are also an integral part of the reading and language arts curriculum. Students at each grade level complete several projects throughout the year followed by a large end of year project. Fifth graders create a story board, write a commercial and write a fictional account of a child’s life in Ancient Egypt. Sixth graders use the internet to go on a citation hunt, create an advertisement, and create a fictional narrative that is published on the internet. Students in the seventh grade self-publish a

Teen magazine, make a City Guide for kids, complete an oral storytelling project and create a video story to tell a folktale they write and publish it on the internet. Among other things, eighth graders write a suspense story, short stories and sitcoms, create a Romeo and Juliet Newspaper, and modernize “A Christmas Carol”.

Social Studies: NMTCS’s social studies curriculum truly conforms to the Project Based Learning model. Students in all grades complete several projects throughout the year, culminating in a final large project. Examples of the projects planned for each grade follow:

5th Grade: Create a Microsoft Word news advertisement to attract settlers to the PA colony; reenact a traditional slave auction and create a slave personal and journal; and as a final project, create presentation (PowerPoint or other) on some aspect of the European influence on the “new world”, and some aspect of the Western world’s influence on Europe.

6th Grade: Create a shoebox culture capsule of their region; create a travel piece for Canadian Geographic; create a presentation on the connections between East and West in the years leading up to the founding of America. Explore the importance of trade and conquest as they drove countries and peoples into new forms of contact.

7th Grade: Working in pairs, research and present a TV style interview of a famous Greek; construct an aqueduct; create graphic organizers illustrating connections/relationships between the Three Great West African Kingdoms; participate in a mock peace conference, acting as diplomats for countries involved in the origins of WWI; create a webquest for students to learn about some type of trade between China, Japan, or India and America.

8th Grade: reenact a traditional slave auction and create a slave personal and journal; after using the internet to research, write and perform original Buffalo Soldier songs; use available technology to design and create a product that reflects their understanding/ideas/opinions about the 1960s; Create a project that explains how the population of Harlem changed in the early 20th Century and how it led to changes in some art form or some aspect of culture that we see around us today.

Technology: Media students also take technology classes throughout middle school covering a variety of thematic units and increasing their understanding of the technical skills necessary to complete other coursework and provide a base for their high school curriculum. The technology curriculum covers a variety of themes throughout the grade levels.

5th Grade: In fifth grade students at New Media are introduced to basic computer skills as well as internet and word processing. The fifth grade technology course also introduces students to the use of technology in math, reading, vocabulary,

writing, and language arts. Starting in the fifth grade and continuing throughout middle school, students learn about using technology in business development and in presenting information. Fifth graders conclude their technology course with a project working in pairs and small groups to research trends in the use of computers and predict the next big change in the use of computers.

6th Grade: In sixth grade, while building on all the skills introduced the previous year, students are introduced to web programming (FrontPage, Website Design, HTML, and Microsoft Publisher). For the sixth grade final project, students work in pairs or small groups to research and create a presentation on how they and their families use computers in their lives.

7th Grade: Seventh graders continue to learn about all the previously mentioned themes, developing more advanced skills in each area. For the seventh grade final project, students work in pairs or small groups to research and develop a presentation on how they might use computers to solve a problem that they currently face.

8th Grade: By the eighth grade, students are expected to have a solid grasp on all the basic computer skills and they begin to learn more advanced skills such as installing, configuring, maintaining, and troubleshooting hardware (storage devices, power supplies, processors, memory, adapter cards, cooling systems, motherboard, and peripheral devices). They continue to learn more about business development including technology in the workplace, marketplace analysis, gaining employment and writing business plans. As their final technology project, eighth graders work in pairs or small groups to research and develop a presentation on how they might use computers to solve a pressing problem people in their community or around the world are currently facing.

IN-DEPTH & INQUIRY-BASED TEACHING AND LEARNING

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

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

- Recognize students' inherent *drive to learn*, their capability to do important work, and their need to be taken seriously by putting them at the center of the learning process.
- Engage students in the central concepts and principles of a discipline. The project work is *central* rather than peripheral to the curriculum.
- Highlight provocative issues or questions that lead students to *in-depth exploration of authentic and important topics*.
- Require the use of essential *tools and skills*, including technology, for learning, self-management, and project management.
- Specify *products* that solve problems, explain dilemmas, or present information generated through investigation, research, or reasoning.
- Include *multiple products* that permit frequent feedback and consistent opportunities for students to learn from experience.
- Use *performance-based assessments* that communicate high expectations, present rigorous challenges, and require a range of skills and knowledge.
- Encourage *collaboration* in some form, either through small groups, student-led presentations, or whole-class evaluations of project results.

ACCELERATING SKILLS OF STUDENTS PERFORMING BELOW STANDARDS

The philosophy of New Media Technology Charter School is that all children can learn, and we implement accommodation strategies in class and school-wide to assist students who do not perform at levels of academic proficiency. While maintaining high expectations for our entire school population, student capability will be determined by a wide range of performance tests and formal/informal assessments (i.e. student-designed projects through rubric assessments, participation in cooperative groups, norm-referenced and standardized tests, and service learning projects). These evaluations will provide the necessary baseline data to develop an intervention plan that will directly address the needs of any student who is facing academic challenges. NMTCS believes that every student should have high quality support available to ensure his or her academic success. This support takes various forms:

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

Computer Assisted Instruction : New Media provides several opportunities for students to gain additional instruction through computer-based instruction. Programs will include Study Island, Penn Foster, Princeton Review, and Rosetta Stone in 2010-11.

Saturday Academy: New Media introduced the Saturday Academy which serves students in grades 5-8 and 11. In this 3-month program students master foundational concepts and learn test taking strategies in a small-group environment.

After School Tutorial: New Media provides after school support two times a week for students with the subject advisor.

Comprehensive Student Assistance Process (CSAP) : New Media had two students uses a collaborative process by which schools identify barriers to learning and remove barriers by accessing internal (school-based) and external (community-based) resources. The heart of CSAP is the classroom, where the classroom teacher analyzes the strengths and learning needs of students and adapts instruction and environment to create optimal learning conditions.

PROFESSIONAL DEVELOPMENT

All New Media teachers participated in a range of professional development sessions throughout the school year. A three-week orientation in August was designed to (1) familiarize everyone with the essential philosophy and structure of the New Media learning community, (2) review the operating procedures that were critical to maintaining a quality educational institution, (3) announce advisory and instructional assignments and review schedules, (4) conduct participatory workshops that lead to greater understanding of the instructional model, (5) engage in activities and experiences aimed at building a community, (6) prepare staff to promote and implement the key concepts of the educational program, and (7) review collective program goals established for the 2009-2010 school year.

Regular professional development sessions throughout the school year focused on topics including:

Developing and Working in Collaborative Groups

School Event Planning

Technology/Multi-media based learning and grant writing

Grading System

Report card comments and parent/teacher conferences

Safety Procedures and Emergency Procedures

Inspiring Students

PSSA Preparation

Classroom Management

In 2010-11, the professional development model will include significant job-embedded training, with a new Academic Coach providing classroom-based professional development in topics such as lesson planning, classroom management, etc.

Rigorous Instructional Program - Attachments

- NMTCS INDUCTION APPROVAL
- NMTCS PD PLAN APPROVAL

English Language Learners

To date, no ELL students attend NMTCS. New Media's ELL policy for 2009-2010 is attached. This plan includes all elements of the BEC including statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, and a listing of resources including agencies and interpreters. It also includes our educational theory and approach, program design, staffing procedures, procedures for communication with parents and community involvement, guidance on special education and the ELL, method of evaluation our ELL plan, and reporting requirements.

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

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

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

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

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

English Language Learners - Attachments

- NMTCS LEP EDHUB REPORT 09-10
- NMTCS ELL POLICY

Graduation Requirements

New Media graduated its third senior class in 2009-10. Students who graduate from New Media Technology Charter School must complete a minimum of 22 credits to qualify for a diploma. Among the 22 credits must be 4 credits in English, 4 credits in Social Studies, 3 credits in Mathematics, 3 credits in Science, 2 credits in World Language, 1/2 credit in Physical Education, 1/2 credit in Health, and 5 credits from the approved electives offered in World Language, Digital Technology, and Music/Art.

COMMUNITY SERVICE: 200 hours over a four year period

SENIOR PROJECT:

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

PSSA TESTING:

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

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

Special Education

New Media, in compliance with IDEA, is committed to providing all students with disabilities the Least Restrictive Environment. The Inclusion Model allows students with exceptionalities to receive special education or related services. The goal of NMTCS Inclusion Model is to challenge every student to work at his/her own pace while participating in a community of their peers. The Inclusion Model involves the collaboration between the student's advisor and the Special Education advisors. The goal of this collaboration to differentiate instruction and provide effective learning support is not only beneficial to the student with exceptionalities but is also beneficial to all learners

in the NMTCS learning community. Students who are experiencing difficulties are identified via our comprehensive Student Support Process. Advisors prioritize the students based on the severity of their concern and implement interventions to support students. These interventions have included recording vocabulary words, reading text passages into a recorder, identifying websites that reinforce concepts, analyzing tasks and breaking them into smaller components, working in small groups, assigning an associate advisor (a high achieving student) to tutor, or after school learning support with an advisor.

Advisors may work together to design strategies for supporting students if the classroom level strategies were unsuccessful. Advisors had opportunities to meet in grade groups to discuss what worked for students and to share successes or concerns. Students who continued to experience difficulties were informally assessed to better determine academic strengths and weaknesses. Students were referred to our life coaches. The life coaches were a team comprised of school psychologists who worked with small groups or individuals to help them specific concerns or on-going problems. Meetings were held with parents and when necessary, students were formally evaluated by our school psychologist to determine if there was a need for specially designed instruction. Our special education teachers monitored the support process and work with our students and monitor their IEPs. The special education teachers also worked with support personnel such as the speech therapist to monitor related services. All students had equitable access to every aspect of the school program. It is recognized that central to the management of students with exceptionalities is staff and parent training. NMTCS provides professional development to staff on best practices and methods to effectively teach exceptional learners. Staff articulation meetings are held bi-weekly to provide continual assessment of student performance and to evaluate program effectiveness.

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

Special Education - Attachment

- NMTCS SP.ED. POLICIES

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or	Location	# of	Other
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	support		Students	Information	
Yolanda Jones	0.75	Itinerent/Resource	NMTCS-High School & Middle School	30	NA
Natasha Daniels-Leach	1.0	Itinerent/Resource	NMTCS-High School & Middle School	27	NA

Special Education Program Profile - Chart II

There is currently no data saved for this section.

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator (Yolanda Jones)	New Media Technology Charter School	.25
Special Education Administrative Support (Shannon Magee)	New Media Technology Charter School	.1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Catapult	Speech Therapist	2 days a week
Vivian Richardson	School Psychologist	As needed
Therapy Source	Psychological Services	As Needed
Melvin Rogers	Counselor	4 days a week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA -- Reading & Math	No	No	No	No	No	Yes
PSSA -- Writing	No	No	No	No	No	Yes
Study Island	No	No	No	No	No	Yes
4Sight	No	No	No	No	No	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA -- Math & Reading	Yes	Yes	Yes	No	No	Yes	No
PSSA Science	No	No	Yes	No	No	Yes	No

PSSA Writing	No	No	Yes	No	No	Yes	No
Study Island	Yes	Yes	Yes	No	No	No	No
4Sight	Yes	Yes	Yes	No	No	Yes	No
Acuity Predictive Assessment	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:

At the time of submission of this report, official PSSA scores were not available and AYP status was still pending. Preliminary examination of raw test data indicates that in 2009-2010 30.4% of New Media students scored proficient or better in mathematics. This represents an 11.3% decrease from 2008-2009. Preliminary data indicates that 44.4% of NMTCS students scored proficient or better on the reading PSSA in 2010, compared with 52% in 2009.

How these results influence development of new or revised annual measurable goals and targets:

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

In 2009-2010 New Media administered PSSA in grades 5-8 and grade 11. Each summer we use the PSSA data to craft professional development and to develop strategies for improvement including school-wide, grade level, and classroom based initiatives.

Teachers at NMTCS used assessments in a diagnostic fashion to better understand what students do or do not know and instruction is planned based on assessment results. Based on ongoing diagnostic assessments, the teaching methodologies and approaches were adapted to focus on changing student needs. Advisors set up tutoring for the core content areas and instruction was adapted. Student progress was monitored in mathematics, science, and English using skills tests, chapter tests, and performance tasks. Teacher-based assessments were used in the area of social studies. In addition, advisor and student created rubrics were utilized for the assessment of projects. Exhibitions of student learning as a culmination of projects provided an additional method of evaluation.

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.

This year New Media will use 4Sight Benchmarks Assessment to predict student performance on the PSSA. The benchmark assessment will be administered three times. 4Sight provides information on specific PA Standards and sub-skills, which guides classroom instruction and professional development efforts. In order to better administrate this benchmark in the upcoming school year (2010-11), NMTCS has split student services administrative position into instructional and non-instructional services. The head of instructional student services will be responsible for the administrative functions of testing, tutoring and the creation of individualized learning plans.

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

In 2009-2010 New Media provided a daily PSSA course in the fall semester. Instructors used varying supplemental materials from the PSSA Coach Curriculum to help students improve Reading and Science scores. Additionally, the anchors to be emphasized in this course are determined based on the analysis of the 4Sight, Study Island, and previous year's PSSA results.

The data from these benchmark assessments are used to identify students in need of additional interventions such as 2009-10's Saturday Academy (December to March) and after school tutoring.

Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

In alignment with our unique mission and instructional method — and in addition to the various assessments above — advisor and student created rubrics are utilized for the assessment of project. Exhibitions of student learning as a culmination of projects provided an additional method of evaluation. Teacher observations and surveys helped identify topics for individual support of teachers and professional development.

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.

New Media is committed to differentiating instruction for all students. Our commitment is to provide personalized instruction for each student. Inherent in our overall project-based instructional program are aspects that lend themselves to the support of at-risk students and those not making progress. The advisors at New Media provide one-to-one tutoring two days a week for those students requiring additional support. Also, students are encouraged to attend

before and after school Learning Support Program. In 2009-10, a Saturday Academy provided targeted instruction for students in reading and mathematics.

Student Assessment - Attachments

- NMTCS PSSA RESULTS 09-10
- NMTCS 09-10 AYP Report Packet
- NMTCS 09-10 AYP Status Report
- NMTCS 09-10 PDE AYP Notification Letter

Teacher Evaluation

Teacher Evaluation

Teacher assessment for the 2009-2010 school year included formal and informal observations. The formal and informal observations were conducted by Dr. Jesse W. Gardner and Diane Branch-Jones. Dr. Gardner holds certifications as a Secondary Principal, PA Permanent Instructional II in Secondary Education, and a PA Superintendent's Letter of Eligibility. Ms. Branch-Jones has over 35 years experience as an elementary school principal and teacher and has served as a mentor and coach for new principals in the Philadelphia and outlying school districts.

At least one formal observation was conducted for each teacher with the teacher receiving a written summary of the observation. The formal observation was followed by a meeting of the evaluator and the teacher to discuss and share strategies for improvement/enhancement. As such, our teacher evaluation plan is aligned with the Pennsylvania Department of Education guidelines for the evaluation of teachers, as follows:

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

The performance summary provided to teachers post-observation included various aspects of responsibilities associated with instructional leadership at New Media Technology Charter School including certification, attendance, overall observation ratings, professionalism, submission of reports, technology education, professional development, participation/contribution in school leadership, attending conferences and/or workshops, and the facilitation of co-curricular activities.

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

Teacher Evaluation - Attachment

- NMTCS TEACHER OBSERVATION FORM

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Leadership Changes

2009-10 has been a year of significant leadership change at New Media Technology Charter School. In meeting the conditions for renewal set by the District, NMTCS was required to replace the entire membership of the Board of Trustees (over a year-long period) and hire a new Chief Executive Officer.

Board of Trustees

The new Board of Trustees, effective June 17, 2010, is comprised of the following enthusiastic, dedicated and forward-thinking individuals:

Wanda Bailey-Green has been elected to serve as the Board's President. Ms. Bailey-Green has a Master's in Education Counseling as well as a Secondary Principal Certificate and a Certificate for Practices at High Performing Charter Schools from Harvard. She brings to the school years of experience in training, program development, advocacy, campaign coordination and community outreach. Additionally, she has experience serving on several boards (including a charter school board), has coordinated the hearing process for a charter school before the SRC to renew its charter, and has advocated and advised a charter school through the charter approval process. For the last ten years, she has served as the Director of Center for Community Education and External Affairs at Eastern University.

Michael Young is the Board's new Vice President and serves on the new Audit/Finance Committee. Mr. Young is an Insurance Brokerage Executive with thirty years of experience in the employee benefits profession. He presently serves as Senior Vice President of M and C Financial Group. A dedicated and results oriented team player, Mr. Young has expertise in strategic planning, account management, and budget planning — all of which will be assets to NMTCS in our second charter term.

Shalimar Blakely joins the NMTCS Board of Trustees as the Secretary. Ms. Blakely brings her communications, public relations, and community outreach experience to the NMTCS Board. She presently serves as Media and Communications Liaison for State Representative Kenyatta Johnson.

Anita T. Conner was elected to serve as Treasurer of the NMTCS Board of Trustees. Ms. Conner is a CPA who owns her own accounting firm. As Treasurer, she will have oversight over NMTCS funds and securities, and shall receive and review accounts of receipts and disbursements. Ms. Conner will also chair the Audit/Finance Committee. Ms. Conner's election to the Board fulfills the renewal condition that at least one of the new Trustees have a financial or auditing background.

Terrence L. Rollins will also be joining the Board of Trustees at NMTCS and will sit on the Audit/Finance Committee. Mr. Rollins has been recognized by Cambridge Who's Who for

demonstrating dedication, leadership, and excellence in division management. As a Facility Manager for the United States General Services Administration, Mr. Rollins oversees government properties and facilities and specializes in project and financial management. He holds a Master of Science in Business Administration and is a Certified Energy Manager and Sustainable Development Professional.

Dr. Lillian Gaskins-Green is a life-long educator and retired administrator from the School District of Philadelphia. With significant classroom (elementary) and administrative experience in urban public schools and prior experience serving on a charter school board, Dr. Gaskins will provide a strong educational perspective to the Board. Dr. Gaskins-Green has a Ph.D. in African/African American History and Culture and is an educational consultant in that field, which will prove invaluable to the school as we deepen our cultural infusion mission.

Susan Tyler is an experienced organizational development and human resource professional. She brings experience enlisting strategic initiatives that are centered upon change management, process improvement, talent management, executive coaching, and diversity training. As New Media settles into its second charter term under new governance and administrative leadership, her experience in this arena will be essential to our smooth organizational transition.

School Administration

In 2009-2010, Dr. Ina Walker stepped down as CEO of NMTCS. Dr. Margaret Briggs-Kenney served as Interim CEO during the 2009-2010 school year. Dr. Kenney had served as NMTCS's CAO/Education Director and Special Education Coordinator in past years.

Effective July 1, 2010, **Donnamaria Parker** is NMTCS's new CEO. Ms. Parker earned her Master of Education from Temple University and holds professional certifications in Elementary Education, Special Education, and the Administrative I- Elementary Principal Certification and Letter of Eligibility. Ms. Parker brings over thirty years of experience in urban public education to NMTCS. Most recently, she was the Chief of Staff at Imhotep Institute Charter High School, responsible for daily school operations, finances, facilities, human resources, state and federal reporting, special education, staff recruitment, certification, special programs/events, development and revision of policies and procedure manuals, supervision of school consultants, vendors, and service providers. Her experience both as an educator and as a charter school operations specialist will provide her the requisite skills to lead NMTCS through its second charter term and a period of continued academic growth for our students.

NMTCS has also assembled a new administrative team to provide instructional and operational leadership to the school. Instructional leadership will be provided by the Education Director, Cultural Infusion Director, Academic Coach, and the Instructional Student Services Manager. Operational leadership will be provided by the Operations Director, Non-Instructional Student Services Manager, and the Middle School Site Administrator.

Board of Trustees

Name of Trustee	Office (if any)
Wanda Baily-Green	President
Shalimar Blakely	Secretary
Dr. Lillian Gaskins-Green	Member
Michael Young	Vice-President, Finance Committee
Anita T. Conner	Treasurer, Chair Finance Committee
Terrance Rollins	Finance Committee
Susan	Tyler

Professional Development (Governance)

Per our renewal conditions, NMTCS' Board mandates that all Trustees attend board training programs provided by an established provider on topics to include, without limitation, conflicts of interests, code of ethics, and the Sunshine Law. NMTCS has entered into a contract with Foundations, Inc. for board training over the course of the year from June 2010 to June 2011. The initial training on June 5, 2010 included board responsibilities and functions as well as characteristics of effective boards. Board ethics and related policies and the Sunshine Law were emphasized. A three hour quarterly training is scheduled to occur at the conclusion of the regular Board meeting on topics self-identified by the Trustees as areas in need of supplemental education.

Coordination of the Governance and Management of the School

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

An affirmative vote of a majority of the members of the board, duly recorded, showing how each member voted, is used in order to take action on the following subjects pertaining to school management: school calendar; adopting textbooks; appointing or dismissing school administrator or staff members; adopting the annual budget; purchasing or selling land; locating new buildings or changing location; creating or increasing indebtedness; adopting courses of study; designating depositories for school funds; fixing salaries or compensation of administrator, teachers, or other employees of the charter school; and, entering into contracts with and making appropriations to an intermediate unit or school district for the charter school's proportionate share of the cost of services provided or to be provided by the foregoing entities.

The Board of Trustees meets monthly. At that time the CEO, Education Director, and various members of the staff provide reports and data on a variety of topics. The Board often requests presentations or information to be provided at the next scheduled meeting. It is through the processes and machinations of the board meetings that governance and management are coordinated.

As of February 23, 2010, the Board adopted a revised Business & Finance Policies and Procedures. Pursuant to the policy, the CEO, Operations Director and independent financial management team will meet regularly to review accounting procedures and to monitor compliance with the Internal Controls Policy.

A schedule of Board of Trustees meetings for the 2010-2011 school year is attached to this report.

Relationship with School District of Philadelphia

In August 2009, the School District of Philadelphia renewed New Media's charter for five years with a set of twenty-three conditions NMTCS had to meet by June 30, 2010. New Media diligently worked to meet all the conditions, frequently communicating with the District's Charter School Office as we went through the process of satisfying the conditions set forth in the renewal.

In the prior year, New Media Technology Charter School went through the renewal process itself in 2008-2009, which included an audit by the School District of Philadelphia; a two site visits by District personnel visit that included a records review, classroom visits, and interviews with Board members, administration, and teachers; and frequent follow-up to requests for additional information. This renewal process provided NMTCS with an opportunity to truly demonstrate the uniqueness of project-based and technology rich program to the District.

NMTCS also participates in meetings and trainings held by the School District of Philadelphia's Office of Charter Schools including data group meetings. In addition, NMTCS' administration and its delegates participate in ongoing special education meetings organized by the School District's Office of Specialized Services.

Coordination of the Governance and Management of the School - Attachments

- NMTCS BOT MEETING SCHEDULE 10-11
- NMTCS SUNSHINE NOTICE 10-11

Community and Parent Engagement

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

the development of business and community partners. Our new Board brings with it host of new opportunities for community partnerships and skills in community outreach.

Our parents recharged the Involved Parents Association in 2008-09 and this group has been a dynamic contributor to the school community in 2009-10. The group meets monthly to build a network of parents to address concerns of the education process, plan activities and events to enhance school climate, gather resources to grow relations with the surrounding community, and any other efforts to better school, parent, and student relations.

Additionally, NMTCS remains a vital member of the community and the community a vital contributor to the school's educational mission. Examples of past and present community partners include: Black Alliance for Educational Options (BAEO), Northwest Community Coalition for Youth (NCCY), Concerned Black Men, Urban League, Enon Baptist Church, Freedom Theatre (CBM), Mt. Airy Church of God In Christ (Mt.COGIC), Art Sanctuary, Painted Bride Art Center, Access Exeter/Philip Exeter Academy, Awbury Arboretum, Finley Recreation Center, Simons Recreation Center, and Jazz Journey's Educational Institute.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There were no major fund-raising activities performed this year. In 2009, NMTCS was awarded a \$50,000 Enhancing Education Through Technology (EETT) Grant from the Federal government which they was used to purchase smart boards for the middle school. The school continues to research grant opportunities as a way to augment our funding for educational programming. Additionally, as we settle into our second charter term, developing a long-range fundraising plan will be discussed.

Fiscal Solvency Policies

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

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

Per our renewal conditions and consistent with best practices, the Board of Trustees developed an Audit/Finance Committee on June 30, 2010, which will meet quarterly with the CEO, Operations Director, and independent financial management firm one hour prior to regularly scheduled board meetings in July, October, January, and April. After the internal audit, the

Committee will give a verbal update during the Board meeting. A written report will be submitted by the next monthly Board session. The committee will also create the upcoming fiscal year budget; monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions; recommend to the Board appropriate policies for the management of the Charter School's assets; and report to the Board an analysis of the School's financial statements on a regular basis. The initial Audit/Finance Committee shall consist of the Treasurer (Anita T. Conner, CPA) and two board members who have financial acumen — Michael Young and Terrence Rollins.

Accounting System

NMTCS contracts with Charter School Choice, Inc. to provide its back office and fiscal management services. CSC ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. NMTCS also has in place newly approved, detailed internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. CSC uses Quick Books Accounting Software to classify, capture and report income and expenditures. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB).

Per the School District of Philadelphia's request, we are attaching a copy of our management agreement with Charter School Choice to this annual report. However, as this section of the annual report does not permit us to upload attachments, please refer to the attachments under "Current School Insurance Coverage Policies and Programs" for this document.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- NMTCS PRELIMINARY STATEMENTS 09-10

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

New Media Charter School has engaged Siegal and Drossner, PC to perform the audit for the fiscal year ending June 30, 2010 which will be completed in fall 2010. New Media will forward a copy of this audit to PDE and the School District of Philadelphia upon its completion. The engagement letter with Siegal and Drossner is attached.

A copy of the independent audit of the fiscal year ending June 30, 2009 is presently being finalized. The school will also forward this document to our charter authorizer upon its completion.

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

- NMTCS AUDIT ENGAGEMENT 09-10

Citations and follow-up actions for any State Audit Report

NMTCS did not undergo a state audit conducted by the Auditor General in 2009-2010. NMTCS forwards our Financial Statements and Supplementary Information annually to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We have also forwarded our Financial Statements and Supplementary Information to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys. Should NMTCS undergo a state audit, we will report the findings from this audit in our next scheduled Annual Report submission.

SECTION VII. FACILITY RESPONSIBILITIES

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

During 2009-2010, New Media purchased over \$26,000 in electronic equipment and spent \$16,000 on furniture and other improvements. New Media upgraded both facilities to ensure they were compliant with all state and local building code laws. Repairs and improvements included installation of front entrance handrails; installing emergency response pull stations; installing emergency lights, exit signs, and panic bars on all exit doors; repairs to gym fire door and fusible links; maintenance on the kitchen stove service hood, etc.

Future Facility Plans and Other Capital Needs

For 2010-11, NMTCS has several leasehold improvements planned including: installation of security cameras and installation of a public address system and internal communications system.

In summer 2010, the school administration and Board of Trustees assessed the necessary repairs required for the middle school facility (340 E. Haines Street). The middle school repairs would have included replacing windows, upgrading the electrical system, and replacing the heating system, etc. The NMTCS Board decided, due to the extent and cost of the required building repairs, to relocate the middle school program into the state-of-the-art high school facility at 8034 Thouron Avenue. In addition to the physical benefits, the relocation will provide

the school with an academic advantage, allowing us to better provide a continuum of the school's mission and programs between the middle school and high school.

NMTCS maintained ongoing communication with the School District of Philadelphia throughout the relocation process. Evidence of this communication is attached to the annual report. However, as this section of the annual report does not permit us to upload attachments, please refer to the attachments under "Current School Insurance Coverage Policies and Programs" for this document.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

SAFETY

NMTCS has in place a Preparedness, Multi-Incident Management and Response Plan as required by the School District of Philadelphia. This plan incorporates emergency preparedness, safety programs, emergency, and crisis responses at each location. Fire drills are evaluated according to Philadelphia Fire Department guidelines and are held monthly. These drills are monitored by the appropriate staff members who are assigned specific monitoring responsibilities. The drills are also monitored once in the fall and once in the spring by the Philadelphia Fire Department and a log book of all drills is kept in the administrative office. These drills are to prepare students and staff for any emergency that may arise. NMTCS has identified Simons Recreation Center, Finley Recreation Center and the Morton Homes Recreation Center and Enon Tabernacle Baptist Church as emergency sites for evacuations. These sites are located within walking distance of the school.

HEALTH & WELLNESS

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

The Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" for 2009-2010 must be submitted by New Media to the Division of School Health in September 2010. At the time of this report's submission, New Media had not submitted the 2009-2010 reimbursement form, but we will forward a copy of this reimbursement form to the charter authorizer upon our submission to the PA Department of Health.

Finally, New Media is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, we have developed and implemented a school Wellness Policy, which

is attached to this report. In reviewing this document you will find that our policy includes both nutrition components (e.g. annual health fair in partnership with Black Women in Sports, health education program, etc.) and exercise components (e.g. Black & Green Day, after school intramurals, clubs, interscholastic athletics, etc.).

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

- NMTCS WELLNESS POLICY
- NMTCS PDE-4101
- NMTCS IMMUNIZATION REPORT 09-10
- NMTCS 09-10 Health Reimbursement

Current School Insurance Coverage Policies and Programs

For the 2009-10 (policy from 09/01/2009 to 09/01/2010) school year New Media procured liability insurance coverage through the insurance brokerage firm Alan Hostetler Insurance Agents & Brokers, Inc. as follows:

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

New Media understands that the School District of Philadelphia’s insurance requirements for charter schools have been revised and that the new insurance requirements must be effective at the charter school’s next insurance renewal. These changes include increases in coverage in Fire Damage or Fire Legal Liability, in Employer’s Liability per each accident/bodily injury by accident or by disease, and in Excess/Umbrella Liability. Our 2010-11 ACORD statement (attached) demonstrates compliance with these new limits.

A copy of the 2009-10 ACORD Certificate of Liability Insurance is attached to this report.

Additionally, New Media provides its full-time employees and their families with personal health insurance in compliance with 24 P.S. § 17-1724A (d) (i.e. every employee of the school is provided with the same level of health care benefits as the employee would receive if he or she

were an employee of the School District of Philadelphia). In 2009-10, two medical insurance options were available — Keystone HMO and the Personal Choice Flex. Dental coverage is provided with United Concordia. Finally, NMTCS offered disability insurance along with life insurance and accidental death and dismemberment coverage for all of our staff.

Current School Insurance Coverage Policies and Programs - Attachments

- NMTCS ACORD 09-10
- NMTCS ACORD 2010-11
- Charter School Choice Management Agreement
- Documentation of Middle School Facility Change for 2010-11

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

New Media employed a total 50 professional staff members during the 2009-2010 school year. We began the school year with 36 professional staff members, of which 12 (33.3%) were returning from the 2008-09 school year. Of the original 36 employees, 16 (48%) were no longer employees at the close of the 2009-2010 school year.

The professional staff attrition in 2009-10 was exponentially higher than in previous years for two reasons: (1) Because our charter renewal was conditional and based on a year-long plan for satisfying these conditions, some staff opted to find employment elsewhere, and (2) more significantly, New Media had two conditions related to professional personnel that we needed to meet by June 30, 2010:

Charter Renewal Condition #15: The Board of Trustees shall submit evidence to the School District by June 30, 2010 that 75% of the Charter School's professional staff are certified in accordance with the Charter School Law and shall comply with applicable law related to certified professional staff during the term of the charter.

Charter Renewal Condition #16: The Board of Trustees shall submit evidence to the School District by June 30, 2010 that 100% of the Charter School's teachers with primary responsibility for direct instruction in one or more of No Child Left Behind's core academic subjects demonstrate that they satisfy the definition of a "Highly Qualified Teacher" and shall comply with this requirement during the term of the charter.

In efforts to meet these two conditions, we had to recruit certified teachers throughout the school year to replace uncertified teachers currently employed at the school. And, we had to hold our uncertified staff to rigorous certification and HQT action plans, and terminate them should they not meet the established goals within the established timelines.

While we did have high turnover during the school year, the end result was a year-long certification rate of 75%, a 6/18/10 snapshot certification rate of 90%, and a 6/18/10 snapshot HQT rate of 100% — thus, making us fully compliant with the two conditions above. We believe that our new, highly qualified and certified staff will play a vital role in raising student achievement in our second charter school term.

A copy of New Media's PDE-414 Certification Verification Form is attached to this report along with the 6/18/10 HQT snapshot. Additionally, the LEA Staff Profile and ACS have been attached in lieu of the Elementary and Secondary Professional Personnel Report (ESPP), which has now been replaced with the PIMS reporting system.

Quality of Teaching and Other Staff - Attachments

- NMTCS PDE-414 2009-10
- NMTCS HQT Snapshot 06/18/10
- NMTCS LEA STAFF PROFILE 09-10

Student Enrollment

a.) Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

Enrollment

The re-enrollment process is conducted for the existing student body, beginning on January 1st and ending on March 1st.

In each successive school year, students who were enrolled in NMTCS the previous year remain enrolled in NMTCS until they graduate, provided they submit a re-enrollment form.

Students who do not submit a re-enrollment form by the deadline (March 1st) must re-apply during the "open" enrollment period.

The "open" enrollment period is from January 31 through March 30.

If, on March 30th, there are sufficient spaces for all applicants to attend, the applicants will be asked to complete registration paperwork for admission.

If there are more eligible applicants than available spaces, NMTCS will conduct a lottery to determine selected students for registration.

All applications received after the initial or "open" enrollment period will be accepted on a "first-come, first-serve" basis, after the waiting list, generated by the lottery, has been exhausted.

Lottery Rules and Procedures

If the number of applicants is less than the number of spaces anticipated to be available, no public lottery shall be conducted for that grade. Should a space become available, the next student in line according to the results of the lottery shall be offered admission.

All offers of registration shall be made in the order of the lottery results and established waitlist. No offer shall be made to a student not properly entitled to the next available opening.

Remaining students are assigned to the waitlist in the order of their lottery number.

Applicants who apply after the close of the enrollment period will be placed on the waitlist in the order that their application was received (date & time)

Letters will be sent to waitlisted students indicating their status.

Students who decline admission will be removed from the roster and the seats that open will be made available to waitlisted students. On the waitlist, the appropriate number of students will be highlighted in the order in which an offer should be made.

The registration procedure is fairly strict and designed to ensure that every applicant has an equal opportunity to attend New Media Technology Charter School.

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

- **If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.**

Not applicable. New Media Technology Charter School serves students in grades 5-12.

- **Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.**

Grade	Initial Enrollment (from Oct. 1 PIMS)	Number Dropped	Number Added	Year End
5	23	1	3	25
6	36	2	2	36
7	41	4	1	38
8	44	3	1	42
9	73	8	8	73
10	102	13	5	94

11	91	6	3	88
12	71	2	0	69
Total	481	39	23	465

- **Provide the number of students who completed the 2009-10 year who are currently enrolled to return in September.**

Of the 396 students in grades 5 to 11 who completed this school year, 267 (at the time of this report) had confirmed re-enrollment for 2010-11.

- **Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.**

NMTCS expelled 5 students in 2009-2010; 33 left voluntarily. Of the 33 who left voluntarily, 12 transferred to School District of Philadelphia public schools (including 5 to Martin Luther King H.S.), 6 moved out of the city or state, 5 transferred to other Philadelphia public charter schools, 2 enrolled in public cyber charter schools, 2 to parochial schools, 1 transferred to night school, 1 to a GED program, 1 to a youth services program for at-risk students, and 1 left to be home-schooled. Two students who withdrew at the end of the school year have not yet indicated where they are transferring.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

Student turnover in 2009-10 was low (8%). When students opt to withdraw voluntarily, we are often informed that the project-based learning construct of our program did not perfectly suit the student's individual learning style. We also believe that both our student retention from year to year and the demand for the school as a whole will increase dramatically now that the school has officially received its charter renewal.

Student Enrollment - Attachment

- NMTCS Admissions Policy

Transportation

In 2009-2010 students in grades 7-12 who lived more than 1.5 miles from NMTCS received tranpasses for public transportation via SEPTA. Students in grades 5 and 6 received free transportation through the School District of Philadelphia.

Of the 57 students with disabilities served at NMTCS in 2009-2010 none required transportation as a related service in their IEPs. NMTCS understands that any NMTCS student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that a specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, NMTCS will provide this service at the school's expense.

Food Service Program

In 2009-10, Crystal Caterers provided nutritional breakfasts and lunches for New Media Technology Charter School's middle and high school students. Crystal Caterer's method of food preparation is crucial to the health and well being of New Media's students, particularly in light of the childhood obesity crisis facing our nation's youth. The company is cognizant of the calorie count for each meal and limits the use of sugar and white flour in their preparation. Students determined to be eligible for free/reduced meals were subsidized by the school while the federal subsidy, through the National School Lunch Program is pending.

New Media Technology Charter School (NMTCS) has been granted permission from the Pennsylvania Department of Education (PDE) to continue using Crystal Caterers while finalizing its Food Service Authority Application to provide pre-package meals, since they are a PDE approved Food Service Management Company. At the point that NMTCS enters into a contract with Crystal Caterers, a copy of the contract will be provided to the School District of Philadelphia. The school has and will continue to subsidize the meals for those students who meet the criteria for the National School Lunch Program (NSLP). This process will continue until NMTCS has been approved to fully participate in the NSLP. New Media Technology Charter School will conduct a competitive bidding process for a Food Service Management Company for 2011-2012.

Student Conduct

a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

DISCIPLINARY PROCESS & CODE OF CONDUCT

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

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

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

Due Process for Informal Suspension Hearings

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

The steps below are followed to ensure due process:

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

Due Process Expulsion Procedures

A Board decision is required to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing. During the period prior to the

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

The steps below are followed to ensure due process:

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

Description of the Due Process Hearing

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

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

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

The Hearing Officer shall inform the parties that:

- The case will proceed by having the school present its evidence through witnesses and other evidence first;
- The school's witnesses shall be subject to cross-examination by the student's representative; and

- The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.

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

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

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

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

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

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

Please note that all students are expected to abide by the NMTCS Code of Conduct. And, in accordance with Pennsylvania law, all students at NMTCS (including special education students) are protected by due process procedures regarding disciplinary exclusions. However, NMTCS first determines, when considering a disciplinary exclusion of any student, whether the student is an eligible student under 22 Pa. Code Section 14.1. If the student is an eligible student, then NMTCS determines whether the disciplinary exclusion being contemplated is a change in educational placement. If we determine that the disciplinary exclusion being contemplated does constitute a change in educational placement, NMTCS follows the requirements of 22 Pa. Code Chapters 14 and 342 and IDEA 2004, including requirements for manifestation determinations, functional behavior assessments, and positive behavior support plans.

b.) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

During the 2009-2010 school year, 106 students were involved in 151 suspensions (representing 22% of our student population). Five students were expelled in 2009-2010. Per New Media's charter agreement with the School District of Philadelphia, we are attaching the names, grades, and addresses for these five expelled students. A copy of our Suspension Report and Expulsion Report as submitted via PDE's PIMS reporting site is also attached.

Student Conduct - Attachments

- NMTCS CODE OF CONDUCT
- NMTCS SAFE SCHOOLS REPORT 09-10

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

Board President

Date

Chief Executive Officer
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 Media Technology 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: Ms. Donnamarca Parker **Title:** CEO

Phone: 267-286-6900 **Fax:** 267-286-6904

E-mail: dparker@nmtcs.net

Signature of the Chief Executive Officer and Date

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

Name: Wanda Bailey Green **Title:** Board President

Phone: 215-769-3127 **Fax:** 267-286-6904

E-mail: wbaileyg@yahoo.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Ms. Natasha Daniels-Leach **Title:** Special Education Facilitator

Phone: 267-286-6900 **Fax:** 267-286-6904

E-mail: nleach@nmtcs.net

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- NMTCS SIGNATURE PAGE 09-10