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# Pennsylvania Department of Education

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

**Charter Annual Report**  
**Thursday, September 08, 2011**  
**(Last Accepted: Thursday, September 08, 2011)**

**Entity:** New Foundations CS  
**Address:** 8001 Torresdale Ave  
Philadelphia, PA 19136

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2010 - 2011

**Name of School:** New Foundations CS

**Date of Local Chartering School Board/PDE Approval:** March 13, 2000

**Length of Charter:** 5 years - renewed for 5 years in 2009   **Opening Date:** September 6, 2000

**Grade Level:** Kindergarten - 9   **Hours of Operation:** 8:15 A.M. - 3:00 P.M.

**Percentage of Certified Staff:** 100%   **Total Instructional Staff:** 43

**Student/Teacher Ratio:** 16:1   **Student Waiting List:** 3,250

**Attendance Rate/Percentage:** 97.72

## Summary Data Part II

**Enrollment:** 698 **Per Pupil Subsidy:** \$8,608/regular education & \$18,512/special education

### Student Profile

<b>American Indian/Alaskan Native:</b>	6
<b>Asian/Pacific Islander:</b>	22
<b>Black (Non-Hispanic):</b>	94
<b>Hispanic:</b>	71
<b>White (Non-Hispanic):</b>	504
<b>Multicultural:</b>	1

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
65%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 68

### Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	179	179	179	179	716
Instructional Hours	0	0	6	6	6	6.5	24.5

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

New Foundations Charter School

8001 Torresdale Avenue

Philadelphia, PA 19136

215-624-8100

215-624-0600 (fax)

[www.nfcsonline.org](http://www.nfcsonline.org)

New Foundations Charter School is a Kindergarten through ninth grade school. New Foundations Charter School was approved by the School District of Philadelphia in March of 2000, and began educating 350 children in grades K - 8 on September 6, 2000. New Foundations is located in the Holmesburg section of Northeast Philadelphia and provides services to students throughout the city; however the majority of the students live within a three mile radius of the school. In September 2010, New Foundations Charter School with approval from the School District of Philadelphia, added a ninth grade. This is the beginning of our addition of a complete high school (9th - 12th grade) making New Foundations and

comprehensive K - 12 school. During the 2010-2011 school year New Foundations Charter School had enrolled approximately 685 students. The school had three kindergarten through fifth grades classes with an average enrollment of 24 per class, and two classes each in grades 6 - 8 with an average enrollment of 25 student in each class. The school also had four ninth grade classes with an average enrollment of 24 students in each class.

## **Mission**

The mission of the New Foundations Charter School is to provide students with the academic, social, and emotional foundations and skills necessary to become high achieving, socially competent stewards of their communities. The founders of the New Foundations Charter school will ensure a commitment to lifelong learning and achievement of all our students by creating an atmosphere of caring that pervades every aspect of school life, and promotes attachment to and responsibility for all members of our school community.

## **Vision**

The New Foundations Charter School is a caring community of learners, where every student learns to work collaboratively in all subject areas, and to take responsibility for the development of high academic and social skills for themselves and others. By participating in the establishment and pursuit of individual and community goals for emotional and academic growth linked to national as well as Pennsylvania's world class standards, students will become self-directed, ethically motivated active learners. The core program is based on the Child Development Project (CDP) of the Developmental Studies Center (DSC). The CDP is a researched-based, whole school academic, social, and ethical development program that focuses on six key areas: (1) a literature-based reading and language program; (2) collaborative classroom learning teaching fairness, teamwork, and responsibility; (3) an approach to classroom management that avoids the use of external rewards and punishments; (4) parent and family involvement in students' learning and in constructing the social life of the school; and (5) school wide activities that promote a culture of inclusiveness, caring, and collective responsibility. The students leaving New Foundations Charter School are able to achieve at the appropriate academic level, as well as being a socially competent steward in their next school.

As stated above, New Foundations Charter School is to provide students with the academic, social and emotional foundations and skills necessary to become high achieving, socially competent stewards of their communities. This core belief permeates every aspect of the school and each classroom. We have established our "Caring Community of Learners" atmosphere throughout the school and is evident in the classrooms and during lessons. We also place a high value on each student's educational progress. We provide many opportunities for student improvement, including a reading specialist, a math specialist, tutoring, and many after school programs. We also have incorporated a strong, and national recognized service learning program into our regular curriculum. Every teacher also includes the State Standards into each lesson.

## **Shared Values**

New Foundations Charter School is to provide students with the academic, social and emotional foundations and skills necessary to become high achieving, socially competent stewards of their

communities. This shared belief permeates every aspect of the school and each classroom. We have established our "Caring Community of Learning" atmosphere throughout the school and is evident in the classroom and during lessons. We also place a high value on each student's educational progress. We provide many opportunities for student improvement, including a reading specialist, math specialist, response to intervention program for all students in every classroom, tutoring, and many after school programs. Every teacher includes the State Standards into each lesson.

- We believe that education should help to prepare students to become socially competent stewards of our community and its future.
- We believe consistent standards of academic and social excellence, responsible behavior and intrinsic motivation lead to self discipline and academic achievement.
- We believe that creating a highly focused and innovative school environment requires highly skilled and dedicated staff, focused on learning to meet the challenges of addressing the emotional and intellectual development of a broad and diverse student body. We believe this can be achieved through partnerships and intensive professional development and reflection around academic content, pedagogy, emotional growth and assessment.
- We believe we must provide for all students quality education through quality teachers, quality facilities, and a safe environment.
- We believe in a comprehensive approach to learning that includes development of both emotional and academic skills as implicit goals for every aspect of New Foundations Charter School to reduce risk factors for anti-social behavior while promoting increased academic learning for students in Kindergarten through eighth grades.
- We believe in developing individual talents, empowering students with diverse learning styles to become strategic learners, developing a sense of self worth, and a commitment to life long learning and achievement of all students in a caring school environment.
- We believe that cooperation between school, students, families and community is essential to the development of a productive school environment.
- We believe that each student family community member, or organization is a stockholder who impacts on our school environment. Each stakeholder brings skills and resources necessary to collaborate and work jointly together to enhance the school environment.

## **Academic Standards**

New Foundations Charter School has based its curriculum directly from the Pennsylvania Standards. We also have incorporated the benchmarks for each subject and grade level using the state standards. In addition, teachers list the state standards in their lesson plans. Furthermore, each teacher has a copy of the state content standards as well as our benchmarks.

Our curriculum is formulated to help every student grow developmentally and academically by using the state content standards and the Developmental Studies Center materials. The Developmental Studies Center (which is a focus of our mission) curriculum materials, including reading and community development, is based on the academic, ethical and social development of children.

New Foundations believes that children learn best when they are actively engaged in their learning. This is only accomplished when teachers and students use all resources available, and a variety of teaching methods are incorporated into every lesson. New Foundations utilizes Dr. Howard Gardner's theories of multiple intelligences so that every student has an opportunity to utilize their learning style to meet their academic goals. New Foundations Charter School has dedicated one period per week for student electives. This period allows the student to select from seven different choices of academic/physical/fine arts classes to enhance their education.

## **New Foundations Charter School**

### **Academic Standards**

#### **Primary Grades (K- 3):**

Planned instruction in the following areas shall be provided to every student, every year. This instruction may be provided by the regular education teacher as part of the planned curriculum, or may be incorporated in separate courses such as technology, music, art, etc, or in special programs.

- Language arts: Integrating reading, writing, phonics, spelling, listening, speaking, literature and grammar, and information management, including library skills.
- Mathematics: Includes computational and problem solving skills.
- Science and technology: Involves active learning experiences and processes for students.
- Environment and ecology: Involves active learning experiences and processes for students.
- Social studies: Geography, history, civics and government, and economics are included.
- Health, safety and physical education: Includes instruction in skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings , and the prevention of alcohol, chemical, and tobacco abuse.
- The arts: Includes active learning experiences in art music, dance, and theatre.

#### **Intermediate Grades (4-5):**

Planned instruction in the following areas shall be provided to every student, every year. This instruction may be provided by the regular education teacher as part of the planned curriculum, or may be incorporated in separate courses such as technology, music, art, etc, or in special programs.

- Language arts: Integrating reading, writing, spelling, listening, speaking, literature and grammar.
- Mathematics: Includes computational and problem solving skills.
- Science and technology: Involves active learning experiences and processes for students.
- Environment and ecology: Involves active learning experiences and processes for students.
- Social studies: Geography, history, civics and government, and economics are included.
- Health, safety and physical education: Includes instruction in skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings , and the prevention of alcohol, chemical, and tobacco abuse.

- The arts: Includes active learning experiences in art music, dance, and theatre.
- Library & technology: Incorporates the use and understanding of information management, including library skills.

### **Junior High (6-8):**

Planned instruction in the following areas shall be provided to every student, every year. This instruction may be provided by the regular education teacher as part of the planned curriculum, or may be incorporated in separate courses such as technology, music, art, etc, or in special programs.

- Language arts: Integrating reading, writing, spelling, listening, speaking, literature and grammar.
- Mathematics: Includes computational and problem solving skills.
- Science and technology: Involves active learning experiences and processes for students.
- Environment and ecology: Involves active learning experiences and processes for students.
- Social studies: Geography, history, civics and government, and economics are included.
- Health, safety and physical education: Includes instruction in skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings , and the prevention of alcohol, chemical, and tobacco abuse.
- The arts: Includes active learning experiences in art music, dance, and theatre.
- Library & technology: Incorporates the use and understanding of information management, including library skills.

### **Also included is instruction at least once by the end of eighth grade for every student in the following areas:**

- History of the United States: Emphasis in both fifth and eighth grades.
- History of the Commonwealth: Emphasized in fourth grade.
- Geography: Incorporated in all grades.
- Civics: Incorporated in all grades.

Our curriculum also gives instruction in Spanish and/or French to all students in Kindergarten through eighth grade. This also includes a study of the cultures of the Spanish and French speaking peoples.

### **High School (9-12):**

Planned instruction in the following areas shall be provided to every student, every year. This instruction may be provided by the regular education teacher as part of the planned curriculum, or

may be incorporated in separate courses such as technology, music, art, etc, or in special programs.

· Language arts: Integrating reading, writing, spelling, listening, speaking, literature and grammar. Included is four years of English (English I, II, III, & IV required).

· Mathematics: Includes computational and problem solving skills. Included is three years of math (Algebra I & II, & Geometry required).

· Science and technology: Involves active learning experiences and processes for students. Included is three years of sciences with two lab sciences (Environmental Science, Biology, & Chemistry required).

· Social studies: Geography, history, civics and government, and economics are included. Included is three years of history (World History, U.S. History I & II required)

· Health, safety and physical education: Includes instruction in skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical, and tobacco abuse.

· The arts: Includes active learning experiences in art music, dance, and theatre.

· Library & technology: Incorporates the use and understanding of information management, including library skills.

#### Grade Specific Goals:

##### 9th grade:

- 85% of 9th graders will pass all core academic courses, and be promoted to 10th grade.
- 100% of 9th graders will participate in a service learning experience for at least 20 hours.

##### 10th grade:

- 90% of 10th graders will pass all core academic courses, and be promoted to 11th grade.
- 100% of 10th graders will participate in a service learning experience for at least 30 hours.

##### 11th grade:

- 89% of the 11th grade students will score proficient or advanced in Math on the PSSA.
- 91% of the 11th grade students will score proficient or advanced in Reading on the PSSA
- 90% of 11th graders will pass all core academic courses, and be promoted to 12th grade.
- 100% of 11th graders will participate in a service learning and/or internship experience for at least 40 hours.

##### 12th grade:

- 85% of students will graduate high school
- 50% of the graduating students will go on to a post-secondary learning experience
- 20% of 12th grade students will participate in college level academic courses.
- 100% of 12th graders will participate in a service learning and/or internship experience for at least 50 hours.

## **Strengths and Challenges**

New Foundations Charter School's strengths include an excellent, experienced faculty and staff. New Foundations Charter School does not have a large turn over of faculty. In our eleven years of operation we have replaced an average of 2% of our faculty/staff. Most of those who have left over the time have left on their own accord such as a pregnancy, move, or a desire for a new challenge in another school or district or other life circumstances. As a result of this, New Foundations has a strong faculty that makes for consistency throughout the curriculum, environment and atmosphere.

Another strength of our school is our "Caring School Community". This program in conjunction with our mission and the Development Studies Center is the focus of our school. Due to this program, our students have learned to cooperate in all aspects of their education. This allows for the faculty to teach every hour, every day. Discipline issues are minor and infrequent.

Another strength is our high standard test scores. We have consistently scored on the Terra Nova's in the high 60 - 80 percentile in Reading, Math, Language and Total Score. The 2011 results were again high, with our Kindergarten scoring 91% NPR in Reading; 90% NPR in Language; 97% NPR in Math and a total score of 95% NPR; our first grade scored 74% NPR in Reading; 83% NPR in Language; 84% NPR in Math and a total score of 81% NPR; our second grade scored 67% NPR in Reading; 85% NPR in Language; 78% NPR in Math; and a total score of 79% NPR. Our PSSA scores continue to exceed the state requirements, and we had made AYP for seven of the last eight years. We made AYP again in 2011 with 79.7% of our students scoring proficient/advanced in reading and 90.4% of our students scoring proficient/advanced in math. In 2010 we made AYP, with 78.2% of all student scoring proficient or advanced in reading, and 91.3% of all students scoring proficient or advanced in math. In 2008 we are in a warning status due to our IEP sub-group not meeting the requirements in both math and reading. During the 2009-2010 school year our special education department and our regular education teachers have worked very hard to insure that our IEP students have met their goals and objectives on their IEP's. Again, this year with extra effort placed on our IEP students we have seen the continued success of our IEP students. Their reading scores rose to 62.2%, up from 43.9% in 2010; and the math scores are 82.2% up from 58.9% in 2010. Using standardized assessments for baseline measures for our IEP students, once again, all of our IEP students have been able to meet their goals, with approximately 90% of them achieving at least one years growth in the subject matter indicted on their IEP.

Two areas that need improvement include increasing the special education students achieving at the proficient levels in reading and math; and increasing the number of student achieving at the "advanced" level on the PSSA, although we have been making some strides in this area. As stated above we have increased our efforts by the special education, regular education, and specialist (reading & math) teachers to help our special education students succeed. During the 2009-2010 school year and again in the 2010-2011 school year we did increase the number of students scoring in the advanced levels in the math PSSA's. We increased the number of student in the advanced category in math by .6%, from 51.2% in 2010 to 51.8% in 2011: In Reading however their was a very slight decrease in the number of students in the advanced level. The decrease dropped 2.6%, from 35.9% to 33.3%. However we did reduce the number of students in the below basic group by 1.5%, from 5.8% to 4.3%. In order to help increase our students scoring in the "advanced" levels and decrease the below basic levels on the PSSA's we have increased instruction time in both the reading and math curriculums. This also will be of value to those students that are in the "basic" levels as well. Our Reading Specialist works with our "below basic" and "basic" groups to increase their skills to the proficient level. Our Math Specialist also has been working with our "below basic" and "basic" groups to increase their skills to the proficient level.

For the 2011 school year we have begun the process of expanding our school to include a high school. Given just two months to prepare for the 9th grade, we were able to have a highly successful year. We enrolled over 95 students for 9th grade. We instituted a very rigorous curriculum that included algebra, environmental sciences, world history, English and Spanish I. We also included technology as well as a complete career exploration program. Every student participated in each of these courses, with 95% of the students receiving passing grades. Another challenge with the addition of our high school will be continuing the high quality of education that New Foundations has established in our elementary school (K - 8th grade).

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

New Foundations Charter School's Strategic Plan is an ongoing process. The plan has been developed by administration, professional staff and community members.

The current strategic plan was developed through three meetings involving the community (including parents, board members and community organizations), professional staff and administration. Each of these separate meetings invited the participants to identify the strengths, weaknesses, actions and threats to the actions, of the school. Based on these meetings, a committee was appointed to plan the areas of focus during the next five years.

In conjunction with this, New Foundations Charter School is updating its Professional Development Plan, Induction Plan, Student Services Plan & Technology Plan. During the 2011-2012 school year we will be evaluating our high school program and curriculum, as well as coordinating the integration of our social and emotion foundations that have been implemented in the elementary school (K - 8th grades).

### Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
DePrince, Joe	Technology Consultant	Business Representative	Paul Stadelberger, CEO
Dr. Robbin Smart	Deputy CEO	Administrator	P. Stadelberger
Mike Thomson	Consultant	Business Representative	P. Stadelberger
Mr. Charles Becker	Community Partner	Community Representative	P. Stadelberger
Mr. Chris Laurence	Special Education Coordinator	Special Education Representative	P. Stadelberger
Mr. Dan Bradley	Technology Specialist	Ed Specialist - Instructional Technology	P. Stadelberger
Mr. Kevin Lindner	Parent	Parent	P. Stadelberger
Mr. Mark Ornstein	Board of Trustees	Board Member	P. Stadelberger
Mr. William Schilling	Principal	Administrator	P. Stadelberger
Ms. Bobbie Tyndall	Teacher	Elementary School Teacher	P. Stadelberger
Ms. Cheryl Cantwell	Nurse	Ed Specialist - School Nurse	P. Stadelberger
Ms. Patty Childs	Parent	Parent	P. Stadelberger
Ms. Rachel Walls	Math Specialist	Elementary School Teacher	P. Stadelberger
Ms. Ronda Siedell	Reading Specialist	Regular Education Teacher	P. Stadelberger
Ms. Silvija Mezgailis	Teacher	Elementary School Teacher	P. Stadelberger
Ms. Theresa	Counselor	Ed Specialist - School	P. Stadelberger

Colligan		Counselor	
Paul Stadelberger	Administrator	Administrator	Paul Stadelberger CEO
Szott, Diane	Special Education Teacher	Special Education Teacher	P. Stadelberger CEO
Williams, Jason	World Language Teacher	Secondary School Teacher	Paul Stadelberger, CEO
Woolf-Cohen, Shira	Dean of School & Community Programs	Administrator	Paul Stadelberger, CEO

## Goals, Strategies and Activities

### **Goal: School Community**

**Description:** New Foundations Charter School will increase the awareness of the tenets of a caring school community. New Foundations Charter School will increase students' participation in activities that heighten the awareness of the diversity of the school population in the school community. New Foundations Charter School will utilize outreach services to the community to improve parent/teacher relations and encourage staff participation in service learning outside the school community.

**Strategy: Increase the awareness of the tenets of a caring school community.**

**Description:** Once each week, teachers will discuss one of the tenets of a caring school community in their classroom for five minutes with their students. Students will be asked to provide examples of the traits discussed and will be required to discuss what they learned with their parents at home. They will ask parents to provide an example and bring that back to school for another five-minute discussion.

**Activity: Decrease the humiliation of students by staff.**

**Description:** The students will respond on a survey that they feel that the staff has increased their respect for them.

#### Person Responsible Timeline for Implementation Resources

Paul Stadelberger	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Decrease the humiliation of students by students.**

**Description:** The conflict management team will decrease the number of incidents of student disrespect by 5%.

**Person Responsible Timeline for Implementation Resources**

Paul Stadelberger	Start: 1/1/2008	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Statement of Quality Assurance**

Charter school has met AYP.

There are currently no supporting documents selected for this section.

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

New Foundations Charter School has based its curriculum directly from the Pennsylvania Standards. We also have incorporated the benchmarks for each subject and grade level using the state standards. In addition, teachers list the state standard in their lesson plans. Furthermore, each teacher has a copy of the state content standards as well as our benchmarks.

Our curriculum is formulated to help every student grow developmentally and academically by using the state content standards and the Developmental Studies Center materials. The Developmental Studies Center (which is a focus of our mission) curriculum materials, including reading and community development, is based on the academic, ethical and social development of children.

New Foundations believes that children learn best when they are actively engaged in their learning. This is only accomplished when teachers and students use all resources available, and a variety of teaching methods are incorporated into every lesson. New Foundations utilizes Dr. Howard Gardner’s theories of multiple intelligences so that every student has an opportunity to utilize their learning style to meet their academic goals. New Foundations Charter School has dedicated one period per week for student electives. This period allows the student to select from many different choices of academic/physical/fine arts classes to enhance their education.

When a student is found to be achieving below grade level in any academic area, the following procedures are followed: the teacher provides extra help at break and recess times; after school tutoring is offered; teachers conference with parents and provide materials and suggestions for help at home; students are assigned mentors; small group instruction is used; Our Reading and Math Specialists develop plans for the student as well as providing pull-out support; extra teachers and aides are used for “pull out”

instruction; students are referred to our ESAP (Elementary Student Assistance Program committee for a multi-disciplinary approach; special education services are provided if necessary; mandatory after school tutoring.

New Foundations has developed individual learning plans for each student. We also utilize our class meeting time to allow students to help plan with the teacher and classmates the lessons and materials that they will explore.

New Foundations Charter School is in the process of updating its Professional Development Plan and Teacher Induction Plan.

## **Rigorous Instructional Program - Attachments**

- NFCS Induction Approval Letter
- NFCS Professional Development Plan Approval
- NFCS Teacher Induction Plan
- NFCS Professional Education Plan

## **English Language Learners**

New Foundations, had four English Language Learners enrolled. We utilized a total English Language Immersion program for these children. We had our world language teacher, who is ESL certified, serve as the lead instructor for our English Language Learner Program. Our ESL teacher provided individual / small group instruction 30 — 45 minutes per day, 3 times per week. We based our program using the guidelines for Language Proficiency Standards for English Language Learners from PDE. These standards gave us a starting point for our program, which we continued to expand during the 2010 — 2011 school year. The instruction this year included grammar, reading and writing, math and science tutoring. The regular classroom teachers also labeled in English the common items in the classroom and throughout the school (i.e. door, window, sink, office, etc.). We also use a Home Language Survey for each student entering our school.

## **English Language Learners - Attachment**

- ELL Report

## **Graduation Requirements**

In the 2010-2011 school year, New Foundations Charter School began the process of adding a high school. In 2010-2011 we started by adding a 9th grade. In each of the next three years, we will be adding a grade so that by 2014-2015 we will be graduating our first 12th grade class. All students will complete our core curriculum which includes the following required courses:

- English I, II, III, IV
- Algebra I, II, Geometry
- World History, U.S. History I, U.S. History II
- Environmental Sciences, Biology, Chemistry, or Physics
- World Languages I, II

- Physical Education
- Fine Arts I
- Financial Literacy, Life Skills, Ethics
- Career Exploration
- Service Project

In each core curriculum area the students will complete required courses each year: they are as follows:

English (4 credits): English 9; English 10; English 11 or Pre- AP English; English 12, AP English, English Literature or Composition

Mathematics (4 credits): Algebra I; Geometry; Algebra II; Pre Calculus, Trigonometry, AP Calculus, Business Math or Personal Finance

Sciences (3 credits): Environmental Science; Biology; Chemistry; Physics

History: (3 credits): World History; U.S. History I; U.S. History II; Pre-AP U.S. History;

Government & Economics; or AP U.S. History

World Languages (2 credits): Spanish I; Spanish II; French or other language

## **Special Education**

A major component of the school design is how the charter school addresses programming for special needs students. Special education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide special education services or contract out to the chartering , the Intermediate Unit, or another outside agency.

New Foundations Charter School uses a variety of procedures to identify special education students. After using various interventions in our Response to Intervention (RtI) procedures, including small group instruction, tutoring, positive behavior modifications, and other strategies, we would then begin the referral process. Our main procedure of referral is using the SAP (Student Assistance Program committee. The first step in this procedure involves a referral to the SAP team. The referral may be made by a student, parent, teacher, counselor or administrator. The person asking for a review would fill out a referral form. The committee would then get as much information as possible including, personal information on the student (ex.: age & grade, reading/math levels, standardized test scores, etc.) behavioral and social issues, and teacher observations. The committee would then implement as many strategies as possible to help the student, before doing an educational psychological evaluation. The committee also keeps the parents/guardians informed. An educational psychological evaluation would be done after all other strategies have been implemented. After the educational psychological and any other subsequent evaluations are done, an IEP conference is then held to determine eligibility for the special education program.

Our instructional strategies for students identified as special education is to place the student in the regular classroom, with itinerant services provided. We try whenever possible to keep the itinerant services to less than 21% of the time, so that the student would be in the least restrictive environment. Our special education teachers work closely with the classroom teachers to help plan and implement an appropriate curriculum

for each student. The special education teachers, not only provide appropriate learning support in pull out services, they also work with the students, on their case load, in the regular education classroom. Support services such as OT, PT, counseling and speech are also delivered in the regular classroom as much as possible, with pull out service time kept to a minimum. For the 2010 - 2011 school year we have also contracted with a social worker to assist us with implementing our programs for both home and school.

New Foundations Charter School attempts to provide a challenging curriculum for all of its students, especially recognizing gifted students. We do not have a specific program for gifted but we do utilize a multidisciplinary approach in every class. The 2010-2011 school year, New Foundations Charter School continued to provide an elective period once a week for all students. We also help our gifted students through a comprehensive music program, including instrumental music instruction. We offer drama, and fine art instruction as well as foreign language and technology clubs for our gifted students.

## **New Foundations Charter School Special Education Policies & Procedures**

Students who require special education services by state guidelines are evaluated by our SAP Team which consists of our special education coordinator, special education teachers, three regular education teachers, math specialist, nurse, counselor, social worker and an administrator. Depending on the needs of the child being evaluated, other personnel may be added to the team, including speech/language teacher, OT and PT instructors, counselor, social worker and a psychologist. This evaluation identifies the students special needs and an Individualized Educational Plan (IEP) is developed in accordance with IDEA. The special education teacher has the responsibility of writing the IEP. For any services that cannot be provided by the school but are needed by the student, the school contracts with outside agencies or individuals to meet those needs. As much as possible special needs students are integrated with their peers in a regular classroom setting. Once a student is being considered for referral, permission to evaluate the student is obtained and the procedural safeguards notice is sent to parents/guardians.

The school uses a variety of procedures including standardized tests, classroom observations, parental input, ed-psych evaluations and other assessments that may be needed to identify special education students.

New Foundations Charter School's Special Education Policies & Procedures is attached, as well as a copy of our Annual Public Notice.

### **Special Education - Attachments**

- NFCS Special Education Policies & Procedures
- 2010-2011 FERPA Annual Notice
- 2010-2011 Annual Public Notice

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Maria Guzak	1.00	Learning Support	New Foundations Charter School	24	None
Jennie Prochorenko-Stadelberger	1.00	Learning Support	New Foundations Charter School	10	None
Diane Szott	1.00	Learning Support	New Foundations Charter School	28	None

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
The Delta School	1	Approved Private School	The Delta School	1	None

## Special Education Program Profile - Chart III

Title	Location	FTE
Wrap-Around	New Foundations Charter School 2	
Secretarial	New Foundations Charter School	.25
Special Education Coordinator	New Foundations Charter School	1.00
School Counselor	New Foundations Charter School	.30

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Solutions	Speech Therapy	33.75 hours
Therapy Source	Physical Therapy	8 hours
Therapy Source	Occupational Therapy	24 hours
Dr. Hermine Chern	School Psychologist	20 hours
Therapy Source	Audiologist	2 hours
Therapy Source	Social Worker	16 hours

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

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

PASA	No	No	No	Yes	No	No
Terra Nova	Yes	Yes	Yes	No	No	No
Acuity	No	Yes	Yes	No	No	No

## Student Assessment - Secondary

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

## Student Assessment

New Foundations Charter School continues to have excellent achievement in our student assessment for the 2010 - 2011 school year. From the latest PSSA results, 79.7% of all our students scored in the proficient or better range in the reading portion and 90.4% of our students scored in the proficient or better range in the math portion of the assessment. Overall this year we had 191 (51.8%) of our students scoring in the advanced range in the math portion of the PSSA, an increase of 0.6% from 2009-2010; and 123 (33.3%) of our students scoring in the advanced range in the reading portion of the PSSA, a decrease of 2.6% from 2009-2010. We also had only 3 (.8%) of our students scoring in the below basic range in the math portion of the PSSA and only 16 (4.3%) of our students scoring in the below basic range in the reading portion of the PSSA.

New Foundations Charter School remains concerned with our PSSA results, especially as they relate to our IEP students. Our 2009 results do indicate that we made gains with our IEP students. Our analysis however indicates that 62.2% of our IEP students were proficient or advanced in reading which was a 16.3% gain, and 82.2% of our IEP students were proficient or advanced in math which was a 17.3% gain. In 2011 our IEP students have had an increase in both reading (62.2% proficient/advanced in 2011) and math (82.2% proficient/advanced in 2011). Our IEP students did not reach the performance goal of 72% as set by the AYP standards, however we did make AYP using the "confidence interval" method for this sub group.

An analysis of these scores comparing the 2003-2004 school year through to the 2010-2011 school year, shows that New Foundations Charter School is making significant progress in meeting the AYP requirements in all sub-categories. In 2003-2004, our fifth grade math scores reflected 57.4% at or above proficient, while we had 17% at below basic. In 2004-2005, we had 34% at or above proficient while 17% scored below basic. In 2005-2006, we had 58.7% at or above proficient while 15.2% scored below basic. In 2006-2007, we had 60.4% at or above proficient, while reducing the below basic to 6.25%. In 2007-2008 we had 79.6% at or above proficient, while reducing the below basic to 2%. In 2008-2009 we had 85.2% at or above proficient, while reducing the below basic to 1.9%. In 2009-2010 we had 88% at or above proficient and 0% students below basic. In 2010-2011, we continue the trend with 83.5% scoring advanced or proficient and only 1.3% in the below basic group. In the fifth grade reading, in 2003-2004, 42.5% scored at or above proficient, while 10.6% scored below basic. In 2004 — 2005 our 5<sup>th</sup> grade results indicate that 36.2% were at or above proficient, and 21.3% scored below basic. In 2005 — 2006, again there were significant gains with our scores improving to 43.5% at or above proficient. In 2006-2007, we had 55.3% at or above proficient, while reducing the below basic to 17%. In 2007-2008 we had 59.2% at or above proficient, while reducing the below basic to 12.2%. In 2008-2009 we had 61% at or above proficient, while reducing the below basic to 4%. In 2009-2010 we had 57% at or above proficient and 10% at below basic. In 2010-2011 60.3% were at or above proficient and 8.2% were below basic. The eighth grade results are

similar in math, however in reading they have improved greatly over time. The math scores in 2003-2004, 29.5% scored at or above proficient, while 34.1% scored below basic, our lowest percent in that category in four years. In 2004 — 2005 the 8<sup>th</sup> grade scored 54.5% at or above proficient, while in 2005 — 2006 the scores dropped to 36.4% at or above proficient. In 2006-2007, we had 64% at or above proficient, while reducing the below basic to 16%. In 2007-2008 we had 68% at or above proficient, while not reducing the below basic to 20%. In 2008-2009 we had 79% at or above proficient, while reducing the below basic to 4%. In 2009-2010 we had 88% at or above proficient and 0% student below basic. The 2010-2011 scores show that 83.7% scored at or above proficient and 2% were below basic. In reading, in 2003-2004, 43.2% scored at or above proficient, and 31.8% scored below basic. In 2004 — 2005 the 8<sup>th</sup> grade scored 63.6% at or above proficient, while in 2005 — 2006 they were 61.3% at or above proficient. In 2006-2007, we had 84% at or above proficient, while reducing the below basic to 10%. In 2007-2008 we had 82% at or above proficient, while the below basic group remained at 10%. In 2008-2009 we had 87% at or above proficient, while reducing the below basic to 4%. In 2009-2010 we had 91% of the students at or above proficient and 4% below basic. In 2010-2011 89.8% were at or above proficient and 2% were below basic. These results would indicate that the curriculum and teaching methods and practices are effective, but that each class has different needs. In particular the 2003-2004 eighth grade had seven students with reading disabilities as identified by their IEP's, of the total forty-four students, scoring at the below basic level. This high number of special education students, in comparison to the class size, brings the percent of below basic to a high number. Similarly, the 2005 — 2006 8<sup>th</sup> grade had 7 students receiving special education services for math and reading disabilities. The third grade results for the 2005 — 2006 PSSA's indicate a high level of proficiency, with 79% of our 3<sup>rd</sup> graders scoring at or above proficient in Reading, while 96.0% of the 3<sup>rd</sup> graders scored at or above proficient in Math. Finally, when comparing our scores with the past three school years, 2009, 2010, and 2011 we find that we are obtaining similar results, but still making gains.

In reflecting upon our 2010-2011 scores we will again have to focus on increasing the number of IEP students scoring in the advanced and proficient categories, in particular in reading, while reducing the students in the basic and below basic categories, in both math and reading. Our previous results do indicate that our efforts have been successful with increasing targeted groups for math in grades four, five, six and eight, while decreasing the below basic group in math in all grades. In reading, there were mixed results. We increased the advanced group in only grades four, however we did decrease the below basic group in grades three, four, five, six, seven, and eight.

The attached charts indicate our Terra Nova results from the 2003-2004 school year through the 2010-2011 school year. However since the 2006-2007 school year we assessed only the Kindergarten through second grades. The results indicate that New Foundations consistently scores above the national percentile in every grade, in every subject area, in every year, with few exceptions. This year's results have indicated that we once again scored higher than the national average in most subject areas. We currently are using these results to help identify students that might need remediation in the indicated subject area. This further allows us to enhance their education, providing them with the skills and tools necessary to be successful. The Terra Nova's also help us to provide extra tutoring for students that we find may be in danger of falling into the basic and below basic groups in the PSSA assessments for the third grade. We use the most recent results of the PSSA's to help us target those students that need extra tutoring and academic help.

All of these results have indicated that New Foundations Charter School had made improvements in the AYP on the PSSA in both reading and math in grades 3 - 8 for the 2010-2011 school year to meet the qualifying scores of 72% at or above proficient for reading and 67% at or above proficient for math. Our third grade results also indicate that we have established a strong foundation in our lower grades. We will continue to explore ways to foster that progress into the upper grades. We still want to improve our results, so that we will be able to meet the ever

increasing demands of the No Child Left Behind Act. To that end New Foundations will continue to expand it's after school tutoring program, to include more at risk students. We will also hire more classroom aides to help with assisting the teacher in providing small group instruction. We also will provide more accommodations for special education students. During the 2006-2007 school year we also incorporated "Study Island", a computed assisted instructional program for all students in grades three through eight. This program is used by the regular education teacher on a weekly basis, with student encouraged to use it at home. Often the teacher will assign homework from this program. We also use this program in our tutoring program for the at-risk students.

As important as these standardized tests are, they are by no means the final way of evaluating students and programs. We continue to use testing materials that are provided with our program materials. These assessments, as well as teacher made assessments, provide our first indication for a student at risk. Based on these results we provide extra help after school and Saturday instruction, as well as small group instruction during the day, for those students.

New Foundations recognizes the individuality of each student and that student's learning style, therefore teacher evaluation is a multi-pronged approach. Teachers use the testing materials provided by the publisher, as well as teacher made assessments. The teachers provide students with rubrics, when appropriate, for assignments so that every student knows what the requirements and expectations are. The teachers will use portfolios to help them chart the progress of each student.

Because we were able to analyze the results of the scores of the testing, we were able to provide extra help to those students identified as performing below the median national percentile. The help given involved small group instruction, before and after school tutoring, assigning classroom aides to particular students identified as at risk.

Attached are four documents that show New Foundations PSSA and Terra Nova results.

## **Student Assessment - Attachments**

- PSSA Results 2010-2011
- 2011 AYP School Status Report
- 2011 Terra Nova Results
- PSSA 2010-2011 Results by Years Comparisons

## **Teacher Evaluation**

A standards based teacher evaluation system will be implemented on an ongoing basis during the school year. The system of evaluation will be focused on a common vision of teaching elaborated across broad domains of practice, comprehensive standards, rubrics, and multiple-sources of evidence. The evaluation tool was developed by CEO Paul Stadelberger and Deputy CEO Robbin Smart to assess and promote teacher development across career stages, school levels, subject matters and performance levels. The evaluation framework is organized into five domains: planning and preparation, the classroom environment, instruction, implementation of DSC model, and professional responsibilities. The assessment tool was developed to foster teachers development by specifying techniques for assessing each aspect of practice, evaluate training including formative as well as summative evaluation. The teacher evaluation system includes many of the standards and suggested sources of evidence included in the framework for teaching (Danielson, 1996). Observations will be considered by the CEO, the Deputy CEO, and

Principal with collaboration to assure mutual agreement on staff evaluations conducted and written by the Deputy CEO and Principal.

Multiple sources of evidence are called to assess performances relate to the standards. Evidence may include a teacher self assessment, a pre-observation data sheet (lesson plan), classroom observations, pre-and post-observation conferences, other observations of teaching practice (e.g. parent-teacher meeting or collegial discussions), samples of teaching work, instructional artifacts, reflection sheets, and logs of professional activities.

Teachers are evaluated annually and specific procedures exist based on where teachers are in three evaluation stages: probationary teacher, novice teacher, seasoned teacher (complete at least 3 years of teaching at New Foundations Charter School). Probationary teachers are those who are new to teaching. Probationary teachers are observed informally twice a month in September, October, November, and December and once a month in January, February, March, April, May and June. Probationary teachers are observed at least 13 times over three marking periods and are provided a written evaluation at the end of each period.

Novice teachers are evaluated in a major evaluation based on two of five performance domains, one selected by the teacher, and the other by the evaluator. Formal observations occur 2 times over the course of the year and a written evaluation is provided toward the end of the year.

Seasoned teachers are evaluated on one of the five domains and receive one formal observation, resulting in one written evaluation at the end of the year.

The written evaluation includes a cover sheet with the teacher's name and basic demographic information, including whether the teacher is on the Probationary, Novice or Seasoned teacher cycle, and when the evaluation and observation occurred. Pursuivant to State regulation, the form also indicates whether the complete evaluation was satisfactory or unsatisfactory. The form ends with evaluator and teacher signatures.

Mr. Paul Stadelberger — CEO

Dr. Robbin Smart — Deputy CEO/ Principal

Mr. William Schilling — Principal

Mr. Stadelberger has been doing teacher evaluations for eighteen years; however he has also reviewed several other charter schools, and public schools evaluation procedures. Dr. Smart has been doing evaluations for 10 years. Both Mr. Stadelberger and Dr. Smart have investigated and utilized the evaluation procedures from the Pennsylvania Department of Education. Dr. Smart has earned a Doctorate Degree in Education and Organizational Leadership from the University of Pennsylvania and has completed an Educational Leadership Program with Pennsylvania Principal Certification that also help develop evaluations for all areas of the school. Dr. Smart is participating in the Pennsylvania Department of Education's Inspired Leadership Program and received a plaque for participation in the program in 2008-2009. Mr. Schilling has been an administrator at MAST Charter School and also Principal at Westville Elementary School in NJ. He has been Vice Principal and New Foundations for 5 years and just completed his first year as Principal at New Foundations. With Mr. Schillings varied experience, he has added to the instructional techniques of the faculty as well as adding to the understanding of the special education program.

## **Teacher Evaluation - Attachment**

- NFCS Teacher Evaluation Plan

## **SECTION V. GOVERNANCE REQUIREMENTS**

## Leadership Changes

There were minor changes to the school administration during the 2010-2011 school year. Mr. Paul Stadelberger continues serving as the CEO, and Dr. Robbin Smart continues as Deputy CEO. However, due to the growth of the school, Dr. Smart is serving as the Principal for the Kindergarten - 5th grades (she had served as principal for the whole school). Mr. Bill Schilling is now serving as the principal for the 6th - 9th grades, and as Dean of Students for the school. Ms. Shira Woolf-Cohen is serving as the Dean of School and Community Programs. The Board of Trustees had one change during the year. Mr. Robert File resigned and Ms. Madelyn Quinones was elected to fill his term. At the June 20, 2011 meeting Mr. Stan Cohen, President, and Ms. Mindy Lange, Vice-President, both resigned. The board elected Mr. Tom Shirley and Mr. John Kane to replace Mr. Cohen and Ms. Lange. Mr. David Lambie was elected President and Ms. Karen Bowman was elected Vice-President. All other members of the Board of Trustees were elected to their current leadership positions and terms. As the school continues to grow the administration of the school will continue to grow and evolve. In the 2011 - 2012 school year Mr. Stadelberger will continue to serve as the CEO, Dr. Smart as the Deputy CEO and Elementary Principal, Mr. Schilling as the middle & high school principal and dean of students, Mr. Laurence as the coordinator of special education services; however Ms. Woolf-Cohen will become the Vice-Principal for the whole school assisting both Dr. Smart and Mr. Schilling as well as continuing her role as Dean of School and Community Programs.

## Board of Trustees

Name of Trustee	Office (if any)
Mr. Stan Cohen	President
Mr. Mark Orstein	Treasurer
Ms. Karen Bowman	At-Large Member
Mr. John Ginley	At-Large Member
Mr. Walter Johns	At-Large Member
Ms. Mindy Lange	Vice-President
Kisha Thompson	At-Large-Member
Mr. Paul Stadelberger	Advisory/Secretary/CEO
Ms. Robbin Smart	Advisory/Deputy CEO
Mr. Michael Thomson	Advisory/Controller
Mr. David Lambie	At-Large Member
Mr. Robert File	At-Large Member
Ms. Deirdre Brett	Faculty Representative
Ms. Madelyn Quinones	At-Large Member

## Professional Development (Governance)

A comprehensive training program was provided by Foundations, Inc. during our first year of operation. Three of our current members participated in that training. However, training for all new members is provided to them when they are installed. During the 2007-2008 school year New Foundations Charter School held a Board retreat to conduct governance training, leadership & compliance training. The training was provided by Latsha, Davis, Yohe & McKenna, PC, attorneys; Santilli & Thomson, LLC, comptrollers; and LeadershipEnergies, LLC,. During the 2008 - 2009 school year the board had ongoing professional development by LeadershipEnergies, LLC. During the 2009 - 2010 year the board anticipated conducting a

professional development retreat to review all aspects of board membership, however we were not able to fit in to the board schedule. The Board of Trustees did have two legal review sessions conducted by Latsha, Davis, Yohe & McKenna, PC, the schools solicitor, during the 2009-2010 school year. During the 2010-2011 year Latsha, Davis, Yohe and McKenna, PC, attorneys presented the board with training at each meeting. The training involved various aspects of Board responsibilities as well as the duties and roles (legal, financial, educational, and parent & student rights, and other topics) the school and Board had as a public institution. New Foundations Charter School follows all applicable laws in regard to Sunshine Law and the Public Officials Act. All of the Board of Trustees meeting dates are published in the local newspaper annually, as well as reminder notices posted on the entrance to the building one week prior to each meeting, as well as a monthly calendar sent to every school family with the date and time of the meeting. We also publish the date and time of the Board meeting in the Parent Student Handbook and also one week prior to meetings in our weekly newsletter, the CCU (Caring Community Update). The Board meeting dates, time & location is also listed on our website ([www.nfcsonline.org](http://www.nfcsonline.org)).

## **Coordination of the Governance and Management of the School**

The Board of Trustees coordinates governance and management of the school through monthly meetings, visits, and observations. The Board of Trustees and the school faculty/staff have coordinated and revised all of the committees to facilitate the communication and operation between the Board of Trustees and the school. Both the Board of Trustees and the faculty/staff have formulated almost the same committees (Curriculum, Discipline/Safety, Policy & Procedures). Some of the Board of Trustees committees do not equitably correspond to the faculty/staff committees (ie, audit). There are also some faculty/staff committees that fall under the larger umbrella of the Board of Trustees committees (ie the faculty/staff committee of "Diversity" falls under the domain of the Personnel committee of the Board of Trustees.) By establishing these committees both the Board of Trustees and the faculty and staff have established a line of communication vital to the success of the school. The faculty/staff committees meet monthly two weeks prior to the Board of Trustees meetings. The Board of Trustees committees meets one week prior to the Board meeting and receives input from the faculty/staff committee meeting. The Board President also meets/discusses with the schools CEO biweekly all school issues. Board members, as well as the CEO, have attended several School District of Philadelphia Board Meetings. The CEO or the Deputy CEO has attended all required meetings with the School District of Philadelphia, as well as all meetings that were scheduled by the School District of Philadelphia Charter School Office.

## **Coordination of the Governance and Management of the School - Attachment**

- Board of Trustees 2011-2012 Meeting Schedule

## **Community and Parent Engagement**

Our Board of Trustees is quite active in the promotion of opportunities for parent and community engagement with school activities. They are visible at school activities, which are held frequently and well-attended by parents and the community-at-large. Specific messages to the community are published and distributed, they sponsor events and fund raising projects. Board members are often present at the school, mingling with students, staff and parents. The Board also supports our family nights and our parent education workshops. Board meetings include representation from the Home & School Association, and the Board sends representatives to Home & School Association general assembly meetings and functions. Additionally, our Board sends representatives to local community activities and civic association meetings.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

The Home and School Association and the school conducted fundraising throughout the school year and expect to continue the practice during the upcoming school year. The Home and School Association conducts many small fundraisers throughout the year including flea market, script sales, hoagie sales, candy sales, movie nights, etc. The Schools major fundraiser is an annual golf outing.

### **Fiscal Solvency Policies**

The Board of Trustees has adopted financial policies and procedures which include the topics - budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The Controller meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

### **Accounting System**

The accounting system is QuickBooks and is loaded with the State Chart of Accounts. Transactions are posted by the Controller's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Statement of Revenues, Expenditures & Fund Balances

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

The school's auditing firm is Zelenkofske Axelrod, LLC. The last audit is dated January 14, 2011 for fiscal year 2009-2010 and has a clean unqualified opinion with no findings. It is impossible to submit an audit for 2010-2011 by August 1, 2011.

For fiscal year 2010 - 2011 we expect the audited financial statements by December 1, 2011.

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

- 2010 Audit Report

## **Citations and follow-up actions for any State Audit Report**

The school has completed its eleventh year of operation and has not been audited by the State Comptrollers Office.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

New Foundations Charter School leases a facility at 8001 Torresdale Avenue. All furniture and equipment was purchased after obtaining quotations from various vendors.

### **Future Facility Plans and Other Capital Needs**

The current facility provides adequate space for the 2010 — 2011 school year. The latest addition (built in 2008) will provide for future expansion of the K - 8th grade (elementary school), enabling the K - 8th grade school to reach its enrollment of 639 students. The lease currently in place is within the limits of the school's future projected budgets to accommodate the K - 8th grade program. In June 2010, New Foundations was approved to add a ninth grade as part of our proposal to add a high school. In order to be able to accommodate the 9th grade and the future high school, we will need to find appropriate space. Currently, there are several buildings available for lease or purchase in the area. The facility that New Foundations Charter School would acquire would have to meet many requirements, including fire and safety, license & inspection requirements as well as health department regulations. In addition, the facility would have approximately 30 classrooms, 4 computer labs, 6 science labs, including biology, chemistry, physics and medical/dental/health care labs, 2 technology centers, a library, an auditorium, a cafeteria, and a gym. We would also include classroom space designed for special education students and design 4 rooms to accommodate life skills and training to meet their goals of transition services. There also would be multiple offices, including administration, counselors, nursing, health, special education, and department offices. New Foundations Charter School is in the process of acquiring a building for our high school, however the agreement of sale has not been finalized. As such for the 2011-2012 school year New Foundations Charter School plans on leasing space in a nearby facility for the 9th and 10th

grades. The space is large enough for the students enrolled and meets all fire, safety, health and building code requirements.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

New Foundations has complied with all health and safety requirements. The city of Philadelphia's Department of Licenses and Inspections has issued a Certificate of Occupancy for our buildings. The City of Philadelphia Department of Public Health has done an inspection and did not find any material violations with the school, the facilities or it's equipment. The City of Philadelphia Commercial & Industrial Fire Unit of Licenses and Inspections has also done an inspection and found no material violations. New Foundations also complies with all fire drill requirements conducting ten fire drills throughout the school year. We also have conducted two "Shelter-in-Place" drills, as well as three "Intruder Alert" drills. Our school nurse maintains all up to date health and immunization records. Attached is a copy of the immunization records form as required by the State of Pennsylvania. Attached is a copy of the cover page of the Request for Reimbursement and Report of School Health Services for the 2009— 2010 year as an attachment.

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

- Wellness Policy
- Request for Reimbursement & School Health Report 2010-2011

### **Current School Insurance Coverage Policies and Programs**

Personal Choice; Keystone Health Plan; Worker's Compensation; General Liability; Corporate Officers Errors and Omissions and contents insurance, wage continuation, life insurance.

### **Current School Insurance Coverage Policies and Programs - Attachment**

- Accord Insurance Certificate 2011-2012

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

Education is the compilation and product of many varied resources. Among these, teachers stand out as a key to realizing the high standards that are increasingly emphasized in schools and school systems across the country. Teacher quality is one of the most important school related factors influencing student achievement.

New Foundations Charter School had 51 full time professional staff for the 2010-2011 school year. Due to the growth of our school we added an additional fifth grade teacher for the additional fifth grade class beginning in the 2010-2011 school year. In 2010-2011, New Foundations opened a High School by adding a ninth grade that will move on to become a 10th grade in 2011-2012. Since our inception New Foundations created 3 new middle school positions, added 2 new special education teachers, 4 specialty area teachers, 1 service learning position, 1 after school program coordinator and 6 new classroom teachers, 1 reading specialist position, 1 math specialist position, 2 counselor positions and a special education coordinator.

## Quality of Teaching and Other Staff - Attachments

- HQT Course Instructors & Course Enrollment ACS
- PDE 414 2010-2011

## Student Enrollment

New Foundations Charter School is a Kindergarten through ninth grade school. Our enrollment policy for Kindergarten and first grade is that the student must be 5 (for Kindergarten) or 6 (for first grade) before September 1<sup>st</sup>.

We annually hold our public lottery on the fourth Thursday in April. This year we conducted our lottery on April 28, 2011. The lottery is conducted at New Foundations Charter School at 3:15 P.M.. We use Micro-soft Excel spread sheet to enter all students with applications (@ 3,250) by grade, assigned each student a number at random, then do a random sort. This then gives us an order for placement for each grade.

### ***Student Enrollment***

1. Enrollment history for the past year 2010- 2011: We began the year with 698 students and due to parent withdrawals due to moves outside of the City of Philadelphia, and other various reasons, the enrollment was 685 at the end of the year. We added 8 students during the school year. The table below shows our enrollment snapshot in January. The racial breakdown below is from our March snapshot.

2. By grade level:

Kindergarten	-	65 students	39 boys	26 girls
1 <sup>st</sup> Grade	-	77 students	31 boys	46 girls
2 <sup>nd</sup> Grade	-	76 students	35 boys	41 girls
3 <sup>rd</sup> Grade	-	74 students	35 boys	39 girls
4 <sup>th</sup> Grade	-	76 students	41 boys	35 girls
5 <sup>th</sup> Grade	-	74 students	31 boys	43 girls
6 <sup>th</sup> Grade	-	53 students	27 boys	26 girls
7 <sup>th</sup> Grade	-	53 students	28 boys	25 girls
8 <sup>th</sup> Grade	-	50 students	25 boys	25 girls

**504 White    94 Black    71 Hispanic    6 Am Indian    22 Asian    1 Multicultural**

3. The number of students initially enrolled as of September 2010 was 698.
4. The number of students that dropped/ transferred out was 19.
5. The number of students added during the school year was 8.

6. The number students who transferred out as indicated by the list below:

7 moved out of the Philadelphia School District CODE=W4A

12 transferred back to the School District of Philadelphia CODE=W3B

7. Number of students who completed the 2010-2011 year who are currently enrolled to return in September is 661.

8. There were no students who left at the requirement of the school. All the students (19) left voluntarily.

Once again, New Foundations Charter School finds that one of the main reason students transfer out during the year or don't return for the following year is due to moving out of the city. The other reason is that the parents are not satisfied with the charter school experience, believing that the charter school is a "private school". We do try to stay over-enrolled to allow us to meet our financial obligations should a student transfer during the school year. Adding a student in mid-term, we have found, is very difficult for the student transferring in as well as the students already enrolled.

## **Student Enrollment - Attachments**

- NFCS Admissions Policy
- Enrollment Policy

## **Transportation**

New Foundations Charter School is provided transportation by the School District of Philadelphia's Transportation Department. This transportation includes all Special Education students. There were no special education students that required assistive transportation services. Free transportation is provided for every student in grades 1 — 8. Our Kindergarten students are not transported by the school. At this time there are no plans to provide transportation for the Kindergarten students.

## **Food Service Program**

New Foundations Charter School contracted with Dowling Food Services for our Food Service Program for the 2010-2011 school year. The Food Service Program provided breakfast everyday utilizing the free & reduced federal program (as well as full pay). Free and Reduced Lunch (FRL) Program was utilized by the school with approximately 65% of the students qualifying. Dowling Food Services provided a full hot breakfast and lunch everyday for all students, meeting the qualifications for healthy and nutritious meals. They also provided an after school snack for any student enrolled in our tutoring program. Dowling Food Services provided a better quality meal for our students with more choices. New Foundations Charter School will continue to use Dowling Food Services for the 2011-2012 school year.

## **Student Conduct**

New Foundations Charter School has developed a Code of Conduct that is centered on the concepts of partnership and shared responsibility. We all work toward the common goal of instilling in our students a respect for the rights of others and self-discipline. The goal of these efforts is to ensure a safe environment in which children can learn and develop the academic,

social and emotional skills for successful living. This strategy of preventive discipline improves student self-esteem, problem solving abilities, and overall functioning as a community. This furthers our school mission by maintaining an atmosphere of kindness, warmth and caring. The discipline policy is listed in the parent/student handbook that is given to every family and student. As outlined in the discipline policy, we have several preventive steps to help correct any discipline problem that may arise. New Foundations Charter School follows these procedures, and if necessary would conduct a hearing involving all concerned parties prior to expelling a student. We follow all due process procedures as directed in Chapters 12 & 13 of the Public School Code.

During the 2010 — 2011 school year there were 15 students that were suspended and involved in 15 suspensions. There were no expulsions.

Attached is the Code of Conduct for New Foundation Charter School.

## **Student Conduct - Attachments**

- 2010-2011 Code of Conduct
- PDE Safe Schools Report

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2011

The New Foundations 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  
2010 - 2011 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 Foundations 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:** Paul Stadelberger **Title:** Mr.  
**Phone:** 215-624-8100 **Fax:** 215-624-0600  
**E-mail:** pstadelberger@nfcs.k12.pa.us

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*Signature of the Chief Executive Officer and Date*

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

**Name:** David Lambie **Title:** Mr.  
**Phone:** 215-624-8100 **Fax:** 215-624-0600  
**E-mail:** david@lambiefuneralhome.com

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name:** Paul Stadelberger **Title:** Mr.  
**Phone:** 215-624-8100 **Fax:** 215-624-0600  
**E-mail:** pstadelberger@nfcs.k12.pa.us

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Assurances Signature Page 2010-2011