

Phase II: Prospectus

I. EXECUTIVE SUMMARY

About Our School and Operational Compliance:

The name of our proposed charter school is Hempstead Academy Charter School (HACS). This school is the inspiration of community leaders, parents, educators and all the people who have championed this effort for many years. HACS' design and operations are in accordance with all the requirements of Article 56 of the New York State Charter School Act of 1998, amended in 2007 and by Chapters 101, 102 and 221 of the Laws of 2010, to serve all students, in a safe, supportive environment that promotes self discipline .

Mission Statement:

*The Hempstead Academy Charter School (HACS) supports middle and high school students in an educational setting that assures academic achievement in partnership with family and community through rigorous college-preparatory, and employment programs. All our graduates will be lifelong learners, resilient, resourceful and independent scholars who will acquire **Knowledge, Attitude, Skills and Habits (KASH)** necessary to reach their full potential and to build a better future for themselves, families and community.*

Vision and Beliefs:

We envision an educational program that will create a secondary school that promotes academic achievement and permit students to develop their full potential and excel in all areas of life. With family and community support, along with our rigorous academic curriculum and character education our students will be better prepared to excel in whatever fields they choose as life long careers.. Additionally, support and high expectations are key mechanisms that boost successful academic efforts, in spite of race, culture, language, disability or socioeconomic status. We believe that our students, irrespective of their economic or family circumstances can learn and must be offered an educational system that will give them the greatest opportunity for success. We believe that one's situation in life should not determine one's academic achievements. HACS will create and foster an educational environment that reduces those inhibitors and barriers that prevent our students from achieving.

Goals:

Our goal is to assure that all of our students can read, write, speak, and master math at or above grade levels. In addition, our students will be analytic about varied subjects, critique broad ranges of issues, and apply appropriate grade level knowledge and skills in technology, physical and social sciences. Specifically, we will ensure that:

- All our Middle school students are prepared to enter any public or private High school program in New York State without remediation;*
- There is dramatic improvement in the academic success of all students;*
- Students demonstrate yearly improvement in academics based on a norm referenced assessment data and are thoroughly prepared for rigorous higher education;*
- We will produce audacious graduates who are resourceful, independent scholars and resilient that will overcome challenges with integrity, perseverance, and self respect.*
- Our High school students will graduate with a minimum of 12 college credits, be academically prepared and accepted by top universities and colleges without remediation. Furthermore, our students will possess requisite academic knowledge, positive attitude, job skills and employment habits required by prospective employers.*

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Key Design Elements

The design elements of HACS education program center on a commitment to rigorous middle and high school and college preparatory curriculum combined with additional time on task learning, with close individualized instruction. Core elements include; make more time on task- includes our Saturday and Sunday school; assess early and often to drive instructional program; provide structure and order; emphasis on college preparation; highly qualified outstanding teachers. Our focus will be on literacy; curriculum aligned with State and local standards with concentration on basic skills for those in need of this assistance/and college readiness. HACS's collegiate skills curriculum; internship program; opportunities to nurture talents and a strong character education program will foster independent learner.; small class sizes and uniformed students and a professional compensation package for teachers will contribute positively to student outcomes.

Enrollment Planning:

HACS' admission and enrollment will be open to all students in accordance with Education Law 2854(2). However, it is specifically designed to meet the needs of our target populations. First year projected student enrollment is 240. The first year grade levels to be served are 6 through 9. Our projected student enrollment at full growth is 360. We will serve grades 6 through 12 at full enrollment. The Board in its discretion may allow increase in enrollment not to exceed 400.

Governance:

Our initial Board of Trustees and founders team has substantial experience (over 150 years combined) in education, law, organizational governance /management, fundraising, school finance, social services, community advocacy and parenting. Among them are New York State certified (SAS, SDA, and SBA) education practitioners. In addition, the team has a certified public accountant aboard who will assist in setting our financial systems in accordance with Article 56 of Education Law, generally accepted accounting and auditing principles and New York State Comptroller's rules and regulations. Dr. Sally Thompson, our proposed principal, currently consulting for NYSED on The School Leadership Assessment for Certification as Building and/or District Superintendent, and former Member of the New York State Professional Standards and Practices Board for Teaching-NYSED, has over 35 years experience in teaching and school administration, retiring as Assistant Superintendent for Curriculum. Dr. Schneider, our proposed BOT chairman, a former Board president of HUFSD, and a retired school assistant principal, will be leading the governance team. Our initial BOT and founders have demonstrated a strong capacity to launch, oversee and govern HACS successful, and are willing to do whatever it takes to accomplish the mission of the school. This level of commitment is expected of all staff members. The Board of Trustees will hire the Chief Executive Officer (CEO) to whom the responsibility for management and daily operations of HACS is delegated. The CEO has the ultimate authority to carry out his/her responsibilities in accordance with policies established by the Trustees, applicable law, and in pursuit of the school's mission and achievement of its goals.

Financial Management

HACS has developed a conservative fiscal plan to analyze its financial health and ensure its sustainability from the planning year through the fifth year of operation. We created a balanced school budget utilizing estimates and data provided by the New York State Education Department and in accordance with Education Law 2856. We will raise general operating funds and in-kind services from local/external sources to supplement our revenues. We show positive fund balance for each of the five years.

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II. STUDENT POPULATION

A. Student Enrollment

We provide student enrollment projections for HACS, by year, for the first five years of operations, in the table below.

Anticipated Enrollment Table

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
6	60	60	60	60	60
7	60	60	60	60	60
8	60	60	60	60	60
9	35	40	40	40	40
10		35	40	40	40
11			35	40	40
12				35	35
Ungraded/Special Ed	25	25	25	25	25
Total	240	280	320	360	360

NB: Full enrollment will be capped at 360, however, the Board, in its discretion may allow increase in enrollment not to exceed 400.

B. Target Populations

Our target populations are; at-risk students, indigent students, students who are behind academically or performing below grade level, migrant students, English language learners, students who are academically ahead or performing on grade level, special education students, gifted/talented students and charter school graduates. We provide below, statistical/language descriptions and justification for need. We begin with the Hempstead community itself.

Hempstead UFSD and Community

Nestled within Nassau County, western Long Island, nineteen miles from New York City and around the corner from affluent Franklin Square and Garden City communities, home to the New York Jets and Hofstra University, with a population of 556,554 according to the 2000 census,¹ and student enrollment of 5,784 in 2008-09, Hempstead UFSD community has one of the most academically underperforming secondary schools on Long Island and in New York State.

Students ahead academically (SAA);

This group of students is performing on or above grade level, including the gifted and talented.

At Risk

In addition to the definition in Section 2854(2) of Charter School Law, we define "at risk" as youth in need of supervision or confined, and under the requirements of a juvenile detention or persons in need of supervision with non-secure admissions between the ages of 10 to 18 years

¹ <http://www.hempsteadvillagenewyork.com/>

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with pending criminal cases in Family, County and District courts.² In addition, these students are high needs youth with significant risk for school failure and delinquency. Furthermore, they present combination of problems emotionally, behaviorally; learning and other disabilities and they may provide daily challenges in and out of the classroom.

Students Behind Academically

The students with low individual scores, and in danger of multiple retention for performing at least one year behind their current grade and are in danger of being a dropout.

Indigent students

Poverty is considered a major at-risk factor that may place a child in jeopardy for academic failure.³ Hempstead has the highest unemployment rate in Nassau and Suffolk counties in 2009 and 2010,⁴ with 17.7 percent of all residents living below poverty level as at 1999.⁵ The number of residents on public assistance is 25 percent more than the entire of Nassau County's public assistance recipients.⁶ Approximately, 71 percent of HUFSD students are eligible for free and reduced-price lunch.⁷ Furthermore, 68.5 percent of all families have children and 35.7 percent of those families are headed by single young parents.⁸ Wracked by unemployment, poverty and violence⁹, Hempstead community has one of Nassau's highest percentages of child welfare cases when compared to the rest of the County.

English Language Learners (ELL) / Limited English Proficiency (LEP)

With foreign born population (not yet citizens),¹⁰ Hempstead has one of the highest numbers of migrants and immigrants in western Long Island and as a result has 27.49 percent of its students identified as LEP/ELL.¹¹ By LEP/ELL we are referring to students whose first language is not English, and encompass both students who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") and those who have already developed considerable proficiency. The ELL students will learn English the same time they are learning the content specified in the curriculum standards. In 2008-09, only 15 percent scored at the proficient level in grades 7-8 reading and writing on the New York State English as a Second language Achievement Test (NYSESLAT), while grades 9-12 scored 7 percent at the proficient level.

Special Education Students

Hempstead UFSD has 10.68 percent of its population enrolled as special education students as of 2009.¹² These are students with unique learning needs that require a number of special

² http://www.nyskwic.org/access_data/ind_profile.cfm. Retrieved on 8/22/2010

³ Leroy and Symes, 2001.

⁴ <http://www.labor.state.ny.us/stats/lon/pressrelease/LAUSLI.shtm>

⁵ <http://www.quickfactscensus.gov/qfd/states/36/36059.html>.

⁶ <http://www.familyandchildrens.org/servicesweoffer.asp>

⁷ The New York State District Report Card, Comprehensive Information Report, 2008-009

⁸ <http://factfinder.census.gov/servlet/ADPTTable>. Hempstead Village, New York- Selected Social Characteristics in the United States: 2006

⁹ <http://www.familyandchildrens.org/servicesweoffer.asp>.

¹⁰ <http://factfinder.census.gov/servlet/ADPTTable>. Hempstead Village, New York- Selected Social Characteristics in the United States: 2006...

¹¹ The New York State District Report Card, Comprehensive Information Report, 2008-009.

¹² The New York State District Report Card, Comprehensive Information Report, 2008-009.

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education and related services based on their disabilities. These disabilities range from mental retardation, which can range from mild to profound, to physical disabilities that require the use of wheelchairs or other assistive devices. Some students' impairments are sensory, such as hearing loss and vision impairments, others have emotional conditions. In addition, chronic health problems and multiple disabilities can complicate learning for some.

Charter School Graduates

Hempstead community and its immediate surroundings have two approved charter schools; Evergreen Charter School and Academy Charter School that operate grades K-5.(12) The lack of secondary charter school(s) where the gains in education made by charter students in Hempstead community can be consolidated and improved towards high school graduation, create a need for a well designed school.

2008-09 Reported AYP Data and Selected Academic Performance

The recently reported academic performance for secondary level indicates the High school did not make AYP in English Language Arts and Mathematics. Secondary level score above level 3 for the 2005 total cohort for English and Mathematics were 57 percent and 63 percent respectively.¹³ In Hempstead UFSD, in 2008, the percentage of students passing the science exam in grade 8 with Level 3 or 4 was 54 percent. The recently reported scores for 2009 science for grade 8 show a reduction of 7 percent since 47 percent of Hempstead UFSD students passed with Level 3 or 4. In both years, the District performed significantly below the State average.¹⁴

Grade Levels and Expected ages of the Students to be Served

HACS will serve students in sixth grade through ninth grade for the 2011 and 2012 school year, and will be expanded by the next grade in the subsequent years. Sixth grade students must be at least 10 years old as of December 1 of the year of instruction they enroll. Each succeeding grade will be on average, one year older.

Grades	Expected Ages	Description of Program
6	10,11 and 12	Middle
7	11, 12 and 13	Middle
8	12, 13 and 14	Middle
9	13, 14 and 15	High
10	14, 15 and 16	High
11	15 , 16 and 17	High
12	16, 17 and 18	High

Need

The educational needs of our target populations are clear and present. We present two overarching reasons for establishing a secondary-level charter school in Hempstead. One, the need is demonstrated by the dismal performance of students on statewide assessments and college entrance examinations. There is a great need to provide a secondary-level charter school

¹³ The New York State District Report Card, Comprehensive Information Report, 2008-009.

¹⁴ The New York State District Report Card, Comprehensive Information Report, 2008-009.

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to students completing elementary-level charter school program so they can continue with their intermediate and commencement education in a charter school system.

Attracting, serving, and retaining target students

The sections below while not all encompassing explain how the factors listed will assist us in attracting, serving and retaining our students.

Admissions Criteria:

In accordance with Sections 2854(2a) and (2b) of the Laws of 2010, HACS will be open to all New York State students on a space available basis. Admission will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, special need, proficiency in the English language or in a foreign language, or prior academic achievement. HACS may not set admissions criteria that will be intended to discriminate based upon any of the above mentioned characteristics.

HACS will be interested in making sure that all prospective students and their families understand the mission and focus of the school and are willing to demonstrate interest in being a part of the school community. HACS will require: Candidates for admission to apply for the grade immediately following their successful completion of their current grade. Students must be residents of New York at the time that they submit an application and at the time that they are offered admission; that primary preference for admission will be given to siblings of students who will be attending the school in accordance with New York State Department of Education regulations; secondary preference for admission will be given to students who are residents of Hempstead Public Schools District; that third preference for admission will be given to students who are "at risk of academic failure" as defined in Section 2854(2) of Charter School Law.

Expansion Plan:

HACS will open in the academic year 2011-2012 and accept only 6, 7, 8 and 9th grade students in that academic year. Each subsequent academic year, the school will add a grade until it reaches the 12th grade. In these subsequent academic years, new students will be accepted to the extent permitted by space. However, HACS may accept students in upper grades when the Board of Trustees deems this is necessary for the growth of the school.

Outreach:

HACS will provide information about the school to those who are interested throughout the year. The school will provide applications at its information sessions, which will be held October-March of each year for interested applicants on monthly and as needed basis. The school will also provide marketing brochures materials will be provided in the dominant languages of the community. If a family is unable to attend an information session, HACS will mail all necessary information, including enrollment form to them. We will use translators in our meetings and ask our bilingual staff to assist parents and guardians who cannot understand English.

The recruitment and enrollment process will be an extensive, to include advertisement at churches, local libraries, community centers, social service agencies, community journals/newspapers and schools. Attendance of Information Sessions will be strongly

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encouraged for students and their families. HACS will strive to make accommodations for families with individual hardships.

Friendlier Enrollment Process:

In August of a given school year HACS will publicize information sessions. Families who are unable to attend any of these sessions, for whatever reason, will be sent an application by mail. HACS will accept Applications until April 1st of the year in which the lottery will take place. HACS will conduct a lottery prior to April 15th, publicizing the date, time and location with reasonable notice of at least one week before the lottery date. Education Law 2854(2)(a). HACS will set a final date for students to accept offers of enrollment (June 1). Any forms submitted after April 1 will enter a second lottery on August 1. If there is a wait list these students will go to the bottom of the wait list and entered into the lottery for enrollment consideration if space is available.

Waiting List

HACS will maintain waiting lists for "Siblings", "Residents", At Risk and "Non-Residents." These lists will be maintained in the following manner. Grades 6, 7, 8 and 9: The waiting list will be active for the school year, although the Board reserves the right to close admission for new students on September 30. This list will be void for the ongoing school year.

Enrollment Confirmation

HACS will notify all families of the lottery and by mail of their admission status (accepted or placement on waiting list). If a student declines an offer of admission, the school will immediately contact the family of the student on the top of the wait list. All families will receive an enrollment packet with all of the forms necessary to enroll in HACS. If a student is accepted in the lottery, that family must confirm that the student will attend the school by May 1st. The family must fill out and submit all required documents by June 1st. The school will hold an Orientation Session in August (before the start of school year) to prepare new families and students for the transition to HACS and to assist families with any remaining paperwork

Programmatic Strategies to Attract, Serve and Retain

Our strategy is predicated on the mantra "failure is not an option." HACS will provide; one to one assistance to students identified for academic deficits, longer school days and school year for students and teachers to have more time devoted to teaching and learning. Coaching on test-taking strategies and, homework assistance will be offered on Saturday and Sunday for students who religious observer will not allow them to attend classes on Saturday. Academic field trips to places outside the Hempstead community enriching students learning experiences, supplies, materials, calculators, laptops to students whose parents cannot afford it.

Transportation and Home Visit Strategies to Attract, Serve and Retain Students

HACS will provide transportation to students who are ineligible to receive transportation services pursuant to Education Laws 2853(4)(b) and 3635. HACS will contact the parent/guardian of student, the morning of the day of absence. We will ensure that the student/parent gets his/her assignment at the end of instructional day. Homeroom teacher will visit home of student on the second day of consecutive absence.

Celebration of Achievements and Milestones

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We will celebrate; birthdays, positive achievements, academic award winning and performance achievement on national, state and local assessments.

Description of how these (target) students will be identified, how the school will develop plans for their education, and how their progress will be monitored.

Identification of Students:

Our target students will be identified through the following; pre-referral, diagnostic screening, referral, assurances per rules and regulations Making parents/Students aware of their Rights, Home Language Survey, LAB-R and use of translators and translated materials.

Pre-Referral

The purpose of the pre-referral activities is to resolve issues within the regular education environment by providing proactive strategies and interventions that will assist the child in being successful at school. Pre-referral activities, through documentation, will provide supporting evidence if a child is referred to the CSE.

HACS will continue to use the Student Support Team process to address academic, behavioral, and other areas of concerns before a child reaches a crisis point in his/her education. The Student Support Team will develop individual plans to support each child's educational development, engage classroom teachers in creating individual and school-wide plans. The Student Support Team process is a solution-oriented strategy for collaboratively indentifying the support of and intervention services necessary to allow individual students to be successful.

Diagnostic Screening of Students and New Entrants

HACS students would have completed grades K-5 education before they are enrolled, our students will undergo the following screening the Principal and Special Education Coordinator will review the students ' records Diagnostic Screening of Students, shall be followed, and HACS will provide diagnostic screening in accordance 8 NYCRR Part 117.

Referral

Anyone can refer a child to the chairperson of the CSE including parents, school staff, and other professionals if one suspects that a child has a disability. HACS will follow these procedures If referral is generated from staff within HACS, the classroom teacher shall notify the parent. The classroom teacher and Special Education Coordinator will discuss with the parents the reason for the referral. An overview of the special education process and procedure will also be provided. The Special Education Coordinator of HACS will submit the referral to the chair person of the CSE along with any educational records such as screening information. The Special Education Coordinator and regular education teacher shall attend the referral summary CSE meeting. If for some reason, one or both teachers are unable to attend, they shall participate in the meeting by the conference call.

Child Study Teams

- *Review students' needs and make recommendations for program modification, and the creation of special classes to provide primary instruction, i.e., self-contained classes, per*

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IEP requirements or non-mandated services, documentation of such efforts for each student with a disability will be maintained by HACS.

Student Participation

Students with disability will have equal opportunity to participate and receive credit for educational, nonacademic, extracurricular and ancillary programs, services and activities with students in the regular education program to the maximum extent appropriate. Any student who has a disability will receive the same notices concerning school sponsored activities and/or services as other students.

Parent and Student Rights

The Special Education Coordinator and the chairperson of the district CSE will work collaboratively to safeguard parents and students rights. The Special Education Coordinator will have available for parents to review the Procedural Safeguards in the school's education office. The Special Education Coordination will be available to explain the referral procedure to parents.

Monitoring Progress

In serving students with limited English proficiency, the school will comply with all federal rules and regulations, while practicing inclusion to the extent possible. In keeping with all applicable requirements, HACS' LEP/ELL program will include these components, students entering the school will be given a language survey of parents along with teacher observation, Students identified as non-native speakers will be tested with the Language Assessment Battery-Revised (LAB-R). The LAB-R will be administered only once to each incoming student. A student who scores below the designated proficient level is Limited English Proficient (LEP/ELL). Students scoring as LEP/ELL on the test will enter the school's special language program. LEP/ELL program will include supplementary ESL instruction during the thematic enrichment period, in addition to instruction normally occurring during 2.5 hour literacy and Language Arts block. HACS will use immersion in all other subject areas to help LEP/ELL students quickly gain familiarity with English.

HACS will provide trained staff and materials required for supplementary ESL classes. Classroom space will be made available for ESL classes during the thematic enrichment period. Student progress will be assessed regularly, with students taking the New York State English as a Second Language Achievement Test (NYSESLAT) annually to evaluate the English proficiency for accountability purposes. The Principal will review student achievement and monitor the program to make modifications where needed. Finally, in accordance with law, HACS will not exclude LEP/ELL students from curricular and extracurricular activities in school.

Parent Notification of LAB-R Assessment Results

ESL teachers will be responsible for the LAB-R and second language testing of ELLs. Once a student is identified as needing services, based on the results of the assessments, the parents are informed of the need. Parents must also be informed of the program goals, their rights to visit the program, and their right to serve on the advisory committee. The results of the assessment can also be used to plan the students' educational program

Home Language Survey

*When any child is enrolled in the school for the first time, parents will complete **a home language survey**. All students with home language surveys indicating a language other than*

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English will be assessed using LAB-R. The home language surveys will provide the school with information regarding the communication needs of the parents. If the parent has indicated the need for notices to be translated it is the responsibility of the school to provide this service

LAB-R

All students with home language survey indicating a primary language other than English will be assessed for English Language Proficiency. English proficiency assessment includes listening, speaking, reading and writing. English testing and program placement must occur within the No Child Left Behind guidelines (within 30 calendar days for students enrolled on day 1 of school and within 15 days for students enrolled after first day of school.)

Program Model

In light of HACS determination to serve ELL and the fact that increasing number of students and their parents are non-native English speakers or are from homes where English is not the first language, it is anticipated that about 40 % of the school population will require LEP/ELL services. Moreover, HACS anticipates that at the commencement of instruction and years after that it will continue to serve students who speak languages other than Haitian Creole, Spanish and West Indian patois at home. As a result the ESL Structured Immersion Model will be the best approach in meeting the needs LEP/ELL students. This model will place students in regular classrooms for general on-grade level curriculum, with teachers who would have experience and training in the use of ESL methodology. ELL teacher will also work with all ELL students on a pull-out basis for the amount of daily minutes required by New York State guidelines.

Also, the responsibilities of the ELL teacher will include providing training in ESL strategies to classroom teachers during professional development block or during school wide staff development. The ELL teacher(s) may also team-teach with regular classroom and subject matter teachers during instruction periods. LEP/ELL students will receive the same academic content and meet the high academic content standards that are set for all students. The cognitive level or grade appropriateness of academic content will never be altered. Daily time commitments as denoted on the bell schedule for each subject matter/content area will be the same for English speaking students.

HACS plans on using Open Court program as its reading program of instruction for English Language Learners. The Open Court program does provide ESL support for students whose first language is not English. In alignment with the transitional bilingual model framework, all content academic programs will be available in Spanish. The TESOL portion of the Open Court program has the same content as the regular Open Court program. The difference is in the instructional approach to the curricular materials and the time allotted to teach the program.

HACS' plan that ensures that the appropriate staff, curricular materials, and facilities are in place and utilized properly;

HACS will ensure that there are sufficient numbers of well prepared and competent administrators, teachers and staff with experience and knowledge in working diverse LEP/ELL/ populations. To the extent appropriate, given the school's anticipated LEP/ELL population, the school will also make reasonable efforts to attract bilingual/ESL staff knowledgeable of the language, culture, and heritage of the target populations. However, due to the shortage of

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ESL/bilingual certified teachers, consideration may be made to allow teachers seeking certification to staff these positions, provided that the school is under the limit of allowable non-certified staff as prescribed by NYS Charter Law section 2854 (3)(a-1). In order to qualify for these positions, teachers will need to provide documentation of their plan developed at a university outlining the number of courses necessary to be certified. Progress must be made towards fulfilling the certification requirements and regular updates would be submitted to the school. The teacher shall also document activities related to certification in his/her professional portfolio.

Given the shortage of ESL/bilingual teachers, the school will implement a recruitment strategy that will attract these teachers to work at HACS. This will include job fairs and Open Houses, on-line application, referral bonus program, internet postings at bilingual specialized sites, advertising in traditional media and even modest signing bonuses.

Appropriate evaluative standards for measuring the linguistic and academic progress of LEP/ELL students, including program exit criteria

To monitor language proficiency levels of LEP/ELL Students, the school will administer the NYSESLAT assessment annually. To measure subject matter content area progress, all students attending HACS will be given, benchmark assessments. New York will no longer use the NYSESLAT for Title I accountability purposes, except for students newly arrived in the United States. The school will administer the New York State Testing Program ELA assessment to LEP/ELL students who, as of January 3, 2007 have been enrolled in any school in the United States (excluding Puerto Rico) for one year or more.

Students who meet the exit criteria will be exited from the program and placed on the monitoring list for two years, in accordance with the requirements of No Child Left Behind. Any changes will be documented in the student's file. The committee must inform parents of this change in status in writing; the letter must be signed by a parent, returned to HACS, and filed in the student's folder.

Parents with limited English Language will receive notices and other information for HACS in their primary language by either printed means or direct oral translation.

Explain how the school's curriculum and approach to instruction will be designed or adapted to serve those students

Our curriculum and approach to instruction will be dictated by several federal and state rules and regulations. We will provide special education and related services under 34 CFR 300.7. Students with disabilities will be educated in the least restrictive environment allowable under their IEP. Special classes, separate schooling or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved.

We will comply with 34 CFR 300.23 to ensure that the special education teacher(s) and/or other special education providers and at least one regular education teacher of a student with a disability will participate in CSE meetings.

We will establish processes to be followed by HACS to ensure compliance with the Child Find requirements of IDEA under 34 CFR 300.111, which require schools to have in place a process for indentifying, locating and evaluating students with disabilities. Students enrolling for the first

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time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or intensive education program, or referral to the student's home district CSE..

We will establish processes that we will follow to ensure compliance with the data reporting requirements of IDEA 34 CFR 300.642. We will obtain additional guidance on this from the VESID website at <http://www.vesid.nysed.gov/sedcar/>. In compliance with 34 CFR 300.642 and 34 CFR 300.750, the HACS will submit an annual report to the State Education Department detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. HACS will also comply with 8 NYCRR 119.3, which details requirements for the "Charter School Report Card". HACS will submit annually the following reports by the dates indicated:

- PD -1C/4C Count of Students with Disabilities provided Special Education on December 2; and Settings in which students with Disabilities are provided services on December 13.
- PD-5C students Exiting Special Education – mid July
- PD-6 Special Education Personnel on February 1
- PD -8 Students with Disabilities Suspended for Disciplinary Reason – mid July
- SEDCAR -1 ASEP Request for IDEA sub allocation – March 1

The school will provide any additional information that is requested by the district of residence for IDEA reporting. In addition we will develop processes to be followed that will ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and IDEA regarding confidential student records (e.g., notice to parents of rights, record access log, training of personnel, maintenance of student records, designated records official) in accordance with 34 CFR 300.610 – 627; 34 CFR Part 99.. The Principal shall provide the staff, including volunteers, copies of FERPA, and the IDEA Sections 300.500-300.517 Procedural Safeguards Due Process Procedures for Parents and Children. The Principal and special education coordinator will explain FERPA and the IDEA Sections listed above during a facility meeting.

. All appropriate staff will be trained in such requirements, and the HACS Special Education Coordinator will be responsible for ensuring the confidentiality of personal identifiable information associated with student records.

Alignment of Educational Scope, Sequence and Content with New York State Learning Standards:

We will provide a minimum of six hours of daily academic instruction for our students, in excess of the requirements of Section 175.5-Length of School Day. Additionally, this school's diploma requirement is inconformity with Part 100 regulations, specifically, Part 100.5-Diploma Requirements. We propose to use a curriculum maps that uses terminology and nomenclature as defined in Part 100.1-Definitions. Our proposed curriculum for grades 6-12 is approved by New York State Education Department and is currently being used by Charter School of Advanced Technology (CSAT) in Buffalo, New York. The Department has already verified and validated the educational alignment of the CSAT curriculum with the New York State learning standards.

HACS curriculum is organized into eight areas; English language arts; Mathematics, science and technology; Social studies; Language Other Than English (LOTE); The Arts; Health, physical

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education and family and consumer sciences; and Career development, occupational studies and character education. To meet State assessment requirements and measure achievement of the State learning standards, we have organized each of the seven curriculum areas into three levels, namely: Intermediate, Commencement and Alternative Performance Level.

Intermediate Level: Our proposed curriculum ensures that State learning standards and State assessments reflect the knowledge, skills and understandings our students are expected to know and be able to do by the end of grade eight (8).

Commencement Level: Our proposed curriculum ensures that State learning standards and State assessments reflect the knowledge, skills and understandings our students are expected to know and be able to do upon receiving a high school diploma.

Alternative Performance Level: Our proposed curriculum ensures that State learning standards and State assessments for students with disabilities reflect the knowledge, skills and understandings our students expected to know and be able to do as indicated in their individualized education programs. Students with severe disabilities means students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education, social, psychological and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment.

Innovative Teaching Methods

Teachers employed to teach at HACS will be trained in using multiple teaching and technology infused methodologies such as differentiated instruction, project-based learning, individualized instruction, cooperative learning, whole group, one-to-one instruction and small group instruction. The application of specified teaching methods depends on the subject matter and individualized learning styles.

Other teaching methods include cooperative learning involving an entire class or even entire school to tackle larger problems in areas of interest. These instructional opportunities may take the form of a science fair or social science focus which will allow student teams or groups to take brief respite from daily schoolwork, usually three to five days twice a year to pursue topics that are often selected by them. Concentrated opportunities will be additional hallmark of the HACS instructional program, such as drama and music incorporated into ELA and Social Studies along with an increased second language program this will be known as the HACS Link.

In précis, the trademark of HACS instruction program will be:

- 1. A trough of proven instructional practices and research-based programs*
- 2. A uniquely supportive and affirming school culture*
- 3. Extensive and deep connections to the immediate surrounding communities*
- 4. Focused instructional leadership*
- 5. Targeted pedagogy and a focus on quality of instruction*
- 6. Data-driven decision-making to guide instructions*
- 7. A heightened sense of urgency with regard to learning and a focus on results*
- 8. PBS team consisting of licensed psychologist, social worker, resource-room teacher and licensed special education teacher*
- 9. Professional learning communities to keep current on new and innovative curriculum design and academic practices*

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While many existing schools show one or more of these traits, only a small number combine all eight. The founders and founding staff believe that a combination of all of these will make HACS fundamentally different and innovative.

Description of Plan for Recruitment and Enrollment

Our recruitment, enrollment and admission plan is in accordance with Education Laws 2854(2) and 3202(1)(a). We will enroll any eligible child who submits a timely application by the first day of April each year. HACS will not use mental, physical disability, special need, intellectual ability as metric for admissions. The HACS will be opened to all children who are residents of New York State, on a space available basis within each grade. HACS will not discriminate against students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion or ancestry. In accordance with State law, the school will give preference to Hempstead residents.

As stated previously the school will hold a lottery at the school on April 1, 20XX or the next business day. Parents will be invited to attend and observe the process to guarantee its validity. The lottery will be open to all and will be easily understood and followed by all observers. As the random selections are made, school officials or Trustees will announce each student's name in the order selected, and the results of the lottery will be posted at the school. Parents of accepted and waitlisted students will be notified of the results of the lottery. Waitlisted students will be called in order as vacancies occur.

HACS staff will answer parent queries regarding the application, and will provide guidance on how to answer specific questions posed in the application should the parent request that assistance or if it is determined to be necessary (for example, if it is evident that a parent has misunderstood a particular question on the form). The school will attempt to assist any non-English speaking parents understand the process and requirements.

In the event that a parent is unable to read or write, and hence cannot complete the application, HACS staff will fill out the application for the parent in the parent's presence with an interpreter, and will ask that the parent make a mark, if possible, in lieu of a signature, noting next to the mark that this is in place of a signature. We will welcome applications from all parents, regardless of their availability to attend open houses, meet with staff, or tour our facility and that such participation will not be a factor in the acceptance of an application.

Students will be allowed to withdraw from the school at any time, upon written request of the child's parent(s) or guardian(s) and upon evidence of admitting school. If and when such spaces become available during the year, students on the waiting list will fill them. Student records will be transferred to the next admitting school promptly upon request.

HACS will actively seek to recruit a diverse pool of applicants from the school district through the use of extensive outreach programs. The school will take proactive measures to identify, attract, enroll and retain interested families through contacts with community based agencies/ organizations, and local and regional media. Also, HACS will make an effort to attract students with special needs by working with Early Childhood Centers, Head start and Committees on

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Special Education of the public school districts, charter schools such as Evergreen, Academy, and Roosevelt Children within the immediate vicinity of HACS.

Furthermore, HACS recognizes that the school will exist in an increasingly international community. As such, the school will provide marketing materials in Spanish and will continually evaluate the needs of the community and consider providing marketing materials in other languages.

Admissions Criteria:

In conformity with Sections 2854(2)(a) and 2854(2)(b) of Education Law, HACS will be open to all New York State students on a space available basis. HACS will be interested in making sure that all prospective students and their families understand the mission and focus of the school and are willing to demonstrate interest in being a part of the school community. Admission requirements were also stated in detail previously in this document.

Expansion Plan:

HACS will open in the academic year 2011-2012 and accept only 6, 7, 8 and 9th grade students in that academic year. Each subsequent academic year, the school will add a grade until it reaches the 12th grade. In these subsequent academic years, new students will be accepted to the extent permitted by space. However, HACS may accept students in upper grades when the Board of Trustees deems this is necessary for the growth of the school.

Outreach:

The HACS plan for outreach was also discussed previously in this document. The recruitment and enrollment process will be an extensive, countywide outreach effort that includes advertisement at local libraries, community centers, social service agencies, community journals/newspapers and schools.

Friendlier Enrollment Process:

The HACS enrollment process was also previously discussed. We believe that this process is easy to understand and all questions will be answered at the orientation and community outreach sessions. The lottery system ensures fairness in all aspects of enrollment and will make certain that no student classified will be overlooked or excluded.

*The **Lottery and Waiting List** was also discussed previously in this document. However, HACS must always accept "Resident" students before accepting "Non-Resident" students unless the "Non-Resident" student is also a "Sibling". There is one exception: if a space became available and the enrollment of a student from the waiting list would cause his or her sending district to exceed the net school spending cap, the charter school should skip over that student but keep them on the waiting list. If a student on the waiting list is a sibling of a student currently enrolled at the charter school, the school may enroll that student and the New York State Education Department will pay the tuition to the charter school, subject to state appropriations.*

Enrollment Confirmation:

Confirmation of enrollment will be sent to each student by certified mail with the directions for completion of the packet clearly written. Parents needing additional help will be given it on an as

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needed basis. Enrollment packets not returned, home visits will be made to determine why packets were not returned.

Explain how the school will be publicized and marketed throughout the community to a broad cross section of families and prospective students.

We recognize that HACS will exist in an increasingly international community. The school will provide marketing materials in Spanish (the dominant language of parents who cannot speak or understand English) and will continually evaluate the needs of the community.

For publicity, we will do the following; create flyers in English and Spanish for distribution, contact community based organizations and leave them with information the school and also conduct meetings, we will do mass mailing to all known residential addresses in Hempstead, advertise in Spanish and English community newspapers, send communication to school districts about our programs. If we have the means we will advertise on local television such channel 12..

As a directive of state law, the school will not establish admission requirements except that the students meet the age or grade level requirements specified in its charter. HACS will neither discriminate against nor actively recruit students who are advanced learners or those with special needs. All applications will be given equal consideration at the time of final student selection

With honesty of intention, efforts will be made to attract and retain students with disabilities at a level equal to or greater than the percentage of such students in the Hempstead Public Schools district and surrounding school districts from which HACS will draw students. Such good faith effort will include, but not limited to, ensuring all recruitment literature clearly states interest in this population, and will be distributed to organizations in the area that will serve such students.

What strategies will you use to reach families that are traditionally less informed about educational choice options?

Strategies utilized for this purpose will be information sessions at local churches and community centers. Information will be posted at local stores, supermarkets and recreation parks and centers. Parents will be educated as to the additional offerings that will be given by HACS that the local public schools are not implementing such as;

- *Longer school days along with Saturday and Sunday academic and cultural programs*
- *Having more time on task in instruction*
- *Expanding learning opportunities for students by offering a thirty minute “Daily Briefing” In the morning prior to beginning instructional activities.*
- *Teaching world languages such as Latin, Chinese-Mandarin, Japanese, Spanish ,French*

III. SCHOOL DESIGN

Our school design model draws on amalgam of three successful charter school designs namely: Riverhead CS, Charter School of Advanced Technology and Boston Collegiate. The core elements include; make more time on task; assess early and often to drive instruction; provide structure

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and order; emphasis on college preparation; highly qualified teachers, focus of literacy; curriculum aligned with New York State and local standards with concentration of basic skills for those in need of this assistance. HACCS will also include an employment/internship program; opportunities to nurture talents and a strong character education program; small class sizes (18 to 1) and uniformed students and a professional compensation package for staff which will contribute positively to student outcomes.

The school will be led by a CEO with delegated authority to administer---- supported by a principal with full responsibility for teaching and learning.. Our school calendar which assure a minimum of 180 schools of instruction in accordance Education Law 2851(2)(n) and 8NYCRR 175.5 and school design meet the requirements for the granting of diploma per Education Law 2851 (n).

a..Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics

We believe that the following, when implemented together, and judiciously with each other, will result in increase in student achievement and decrease student achievement gaps. We resolve to implement, more time – refers to additional time on task that will be available for instruction because of longer school days, and longer school year, a curriculum that is fully alignment with New York State Learning Standards, and college-level rigor courses. Assessments early and often to drive instruction – we will diagnose student needs, measure instructional impact and build a culture of continuous success. Three times each year students in grades 9-11 will participate in HACCS college prep days during which students will take practice SAT exams and discuss challenging questions in small study groups. Provide Structure and Order creating a safe and orderly environment to be productive, finally outstanding and highly qualified teachers giving them professional compensation that rivals private industry and government.

b. Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop-out and those below grade level)

Utilizing the school design we believe this will increase graduation rates significantly.

c. Focus on academic achievement of middle school student populations and preparation for transition to high school

Our school design assures that grades 6-8 performance goals on the state assessments in ELA and mathematics will be met annually pursuant to Part 100.2 (p)(8)(ii) of the Commissioners Regulations. We are cognizant of the fact that if HACCS is unable to meet these criteria we will be subject to education Law 2855. All 8th grade students will demonstrate achievement of ELA standards on the elementary- ELA examination of 90 percent at levels 3 and 4 within the third year of instruction. We expect an annual academic growth of 10 percent on State assessments and nationally-norm achievement tests from one year to the next for each student cohort.

d. Utilize a variety of high quality assessments to measure understanding and critical application of concepts

HACCS will utilize student proficiency rates – capture how students perform at a single point in time of a standardized assessment. Academic growth will capture the student-level data and

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measure how students have improved over time on specific assessments. Post-secondary readiness will be utilized to evaluate student's preparedness for post-secondary education, apprenticeship, employment or military service. Value-added modeling- measures the percentage of students achieving or exceeding targeted gains in a given year of cohort or years. Anonymous, student and parent surveys indicating their reactions.

e. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision making, and effectiveness

The HACS will collect data in a way that is efficient and provides useful information for multiple audiences, including those concerned with results on standardized assessments. HACS will determine baselines for incoming students: Get all students' past scores from their previous schools, administer a pre-test, or use the first six months' performance as a baseline. Evaluate student achievement for the year: Administer any of the assessments for which we have baselines, in addition to any state-required standardized assessments and others that may be required. Develop evaluative comparisons to interpret and use the data and disaggregate scores: Identify achievement for subgroups of students Also disaggregate scores for specific aspects of achievement so that data can be analyzed to identify particular strengths and weaknesses in curriculum and instruction, set priorities for professional development, or reallocate resources.

HACS will use the information attained to inform instructional program planning, teaching and learning, and determine such professional development needed for teachers and staff.

f. Partner with low-performing, local public schools to share best practices

We believe that HACS will draw its student from population similar in demographic characteristics as Hempstead High School and ABGS Middle School. We will partner with these schools in these areas if agreed to for Joint professional development for our teachers, sharing of instructional information about best practices, disaggregating data of students' assessments in local and New York State Testing Programs. Inter school competition in academics and debates will also be encouraged.

g. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques

We have already invested our personal financial resources and time. We have incurred and/or paid for training with the New York Charter School Organization out of pocket. We have attended several meetings about the founding of Hempstead Academy Charter School, last of which occurred on August 1, 2010. One of our members has been in contact with the Office of Public School Choice-NYSED since 2009 asking for advice and seeking clarification, and sometimes answers on issue that have risen out of meetings.

Expected Challenges

The struggle for all of our graduates to meet college success or employment will be two of our biggest and most pressing challenge. Using data to inform a programmatic path, and actively encouraging and supporting teachers to inform change is our approach to this challenge

Teacher Recruitment, Retention and Sustainability

One of our primary challenges is keeping our most valuable asset, our teachers. Looking for dedicated teachers who will support the idea that the school day does not end when the bell rings is a larger challenge. Staff members that will acknowledge that the heavy workload is

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required to meet high expectations for ourselves and our students.. Our proposed typical day for a teacher commences at 7:00 a.m. and goes until after 6:00 p.m. Our proposed school year is over two hundred days for teachers, our policies require much energy to enforce consistently, and the stakes for all that we do are high. Our solution is to roll out a five-year financial stability plan with proposed compensation for teachers that will increase on par with other urban and suburban public schools. In addition, we will establish a teacher retention committee and instigate other efforts to streamline teachers' responsibilities are steps towards addressing the challenge of keeping teachers for the long-term. We will continue exploring ways to create a professional environment that simultaneously allows a sustainable work-life balance for teachers and maintains a school built around strong relationships and very high expectations.

Facility Needs

We are cognizant that during the first year, the absence of a suitable facility is important because it obstructs a strong culture and identity in the school, especially at the high school level. We will not have a gymnasium or a large space in which we can gather all of our students for culture-building assemblies, family and evening events, or school-wide celebrations. Our solution is to borrow spaces for major events from nearby district(s) and HUFSD. Our staff will be creative in planning small events in classrooms and in hallways. But, our school will suffer for lack of a space year-round during the first year without advance planning. The high cost of facility financing makes this need difficult to address. However, we plan in the near future to build our own facilities with assembly and gymnasium facilities. Meanwhile, our interim plan is to identify and lease appropriate facility that can consistently meet our immediate instructional needs.

h. Demonstrate the Support of the school district and the intent to establish and on-going relationship with such district

We are waiting for response to a requested in meeting with HUFSD Superintendent. We have mailed a letter dated August 13, 2010 communicating our intension of opening a charter school in the district asking for the districts support. We have sent similar letters to Roosevelt, Baldwin, Garden City, and West Hempstead. Our proposed Board Chairman will speak to each of the Board presidents of the mentioned school district between now and August 30, 2010.

We plan on partnering with HUFSD and mentioned school districts in educational programs; teacher mentoring; teacher professional development. We will propose intramural sports programs for our students and also academic prized challenges that will motivate students, e.g. debates. We will cooperate with the districts in data sharing and reporting within the agreed-to time line.

i. Provide access to viable education alternatives to students in regions where there a lack of alternatives

Parents and guardians will choose to enroll their children in this proposed performance-based institution because the school will provide education alternatives, expanded choices in the types of educational opportunities available within the public school through innovative and rigorous programs predicated on:

- *The integration of technology, teacher delivered instruction and project based learning.*
- *Standards-based education based upon New York State Learning Standards.*

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- *Values such as respect, responsibility, wisdom, compassion, confidence, optimism, honesty and justices.*
- *Longer school day for students, ten hours for grades 6 and up, and the school year will be approximately 186 school days for students and about 203 days for staff.*
- *Technology and related tools will be used extensively by staff and student to enhance planning, instruction, projects, assessments and reporting, e.g. the use of technology may involve a computer lab or classroom computers with limited connectivity. In HACS, students will be given numerous opportunities in the classroom and during computer lab to learn technology by working on projects, researching information through the internet, creating power point presentations, analyzing data using spreadsheets and other data base software, and being exposed to advanced technology skills such as graphic arts, etc. In addition, and when appropriate, classroom assignments incorporate the use of technology and assessments, such as the benchmark assessments. Furthermore, students and parents with access to home computers will have expanded opportunities to correspond with teachers and fellow students by email.*
- *HACS will encourage active parental involvement in their children's education program and charter school governance. There will be at least one seat on the Board of Trustees for parents of enrolled students.*

Moreover, HACS' educational program will continue to expand learning opportunities for all students by:

- 1. Having more time on task in instruction through a longer school day and longer school year;*
- 2. Offering a thirty-minute period of "Daily Briefing" briefing in the morning and allowing students to catch their breath before the days instructional activities begin;*
- 3. Regrouping and assisting students in areas where they have deficits as a key to developmental lifelong learning and not being left behind in grade work;*
- 4. Encouraging increased levels of parent involvement in order to permit parents to participate more fully in their children's education.*

HACS believes that for students to have confidence in themselves and in their abilities to achieve at high levels, learning opportunities must be plentiful, and challenging. In HACS, children will be exposed to a curriculum that is rooted in research and robust enough to meet the needs of every child.

Lastly, another example of expanded choice is the exposure to a world of virtual learning in all subject areas indicated in the New York State learning standards, e.g. in world languages such as Latin, Chinese-Mandarin, Spanish and French. The traditional school district may not offer these compliment of languages. It is anticipated that HACS students will have a solid grounding in at least two foreign languages by the end of 12th grade, when the traditional public school student may get by with one second language.

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