

NORTHLAND PREPARATORY ACADEMY
STRATEGIC PLAN
2009
DRAFT 1/21/09

In spring 2008, the Board of Directors for Northland Preparatory Academy (NPA) created a committee to prepare a new strategic plan for the school. This plan outlines ideas for the future development of NPA in order to continue to serve the vision, mission and core values that have made NPA a success.

VISION

Northland Preparatory Academy will continue to be recognized as a premier, academic middle and high school in Arizona and nationally. Students who graduate from NPA will be prepared for a life of learning and success.

MISSION

Northland Preparatory Academy provides an integrated program of study that promotes academic excellence and provides educational opportunities for serious middle and high school students, regardless of gender, ethnic origin, economic status, or academic ability.

CORE VALUES

- Learning is a lifelong process that is essential to a productive and enriched life.
- Critical thinking is encouraged in all disciplines as the link between content and their applications.
- Students are expected to do their best to meet the academic standards established by the school.
- Students will be supported in a healthy, stable and safe learning environment that will help them achieve their goals.
- Faculty and staff are respected and valued as integral elements to students' success.
- The families of NPA students are important partners for achieving academic success.
- A sense of community and diversity are important among our students, staff, and faculty.
- Faculty will be supported and encouraged in their pursuit of intellectual activities that enhance the art of teaching (including critical thinking skills instruction) and advanced knowledge in their field of expertise.

SITUATION ANALYSIS

Northland Preparatory Academy is a nonprofit Charter School founded in 1996 as a college preparatory school providing a rigorous educational experience. From its humble beginnings in a converted bar, NPA has grown both in population and reputation.

The current NPA enrollment is 360 students with waiting lists in grades seven through ten. NPA facilities now include a gym, 23 classrooms, a gymnasium, and a mobile computer library. In 2007 and 2008, NPA was listed in *U. S. News and World Report* magazine as one of the top 100 high schools in the country. Standardized test scores of NPA students are consistently above average. Over 95% of NPA graduates attend college. Graduates of NPA have attended prestigious universities throughout the country, including NAU, ASU, UA, as well as the Massachusetts Institute of Technology, Princeton, Cornell, Harvard, Stanford, and Johns Hopkins. Graduates report anecdotally that they are well prepared relative to their college peers.

Northland Preparatory Academy continues to be distinguished by its academic excellence, small class size, and personal atmosphere. In an extensive parent survey conducted in 2007, these attributes were noted as being the most important reasons families bring their students to NPA. Overall, the parents and families of current NPA students are well pleased with the educational experience being provided to their students. However, parents did express desires to see better science labs, more electives in general and more language choices specifically, and improved communication.

Additionally, the success of NPA, as part of the growing and successful charter movement in Flagstaff, has created an increasing demand for placements, especially for middle school. For the 2008-2009 school year the waiting list for seventh grade spots reached over 100.

Stakeholders in the NPA community include the NPA Governing Board, administration, faculty, students, parents, prospective students, prospective families, alumni, and the Flagstaff community at large.

SURVEY RESULTS

The surveys that provided the basis for developing this strategic plan are summarized briefly below. Primary strengths and weaknesses are identified by survey.

Parent Survey

The complete survey results from the 2007 survey are archived with the NPA administration. The response rate to the survey was over 70%. Results reflected overall satisfaction with NPA.

Strengths	Weaknesses
Quality staff	Expanded extracurricular activities
Small school and classroom size	Science labs
Academic program	Improved communication
Culture	Greater choice of electives

Student Survey

Student surveys were administered in Spring and Fall 2008 with a response rate greater than 70%.

Strengths	Weaknesses
Academic emphasis	Variety in elective offerings
Small class sizes	Variety in core offerings
Quality teachers	Athletic program

Faculty Survey

The faculty survey was administered in November 2008 with a 70 % response rate.

Strengths	Weaknesses
Academic emphasis	Additional instructional resources
Personal attention given to students	Teacher pay
Small class sizes	Physical improvements to facility
Positive atmosphere	Variety in elective course offerings

Community Survey

After exploring various options within the NPA community, a survey was conducted to determine community opinion. This survey was administered to families who expressed an interest in enrolling their children at NPA. It was administered to parents attending a preview session who are applying to NPA for the 2009-2010 school year. This survey questioned parents as to whether they would be willing to enroll their seventh graders even if the seventh graders were in a different facility, provided the same academic program were available. The overwhelming majority answered this in the affirmative.

The community survey identified the primary basis for interest in NPA. Those noted were recommendation by friend/neighbor/relative, test scores, and student safety.

BRIEF SUMMARY

The strategic plan is divided into four basic areas of focus as identified by the results of the surveys. While each of these areas necessarily overlaps and interacts with the other, breaking the plan into these areas provides a workable format for developing this strategic plan.

The plan allows NPA to continue to simultaneously improve the quality of the NPA educational experience and better meet the demands for middle school and high school placements. This plan is not presented as a final and immutable document, but rather as a proposed “next step” on NPA’s continuing road of providing students with the best academic experience possible.

GOALS	
Academic/Extracurricular Activities/Sports	
Goal 1)	To continue to develop core and elective opportunities that are appropriate and stimulating.
Goal 2)	To continue to create opportunities for new extra-curricular activities.
Goal 3)	To have the administration develop long term solutions for students present on campus after school.
Plant/Facilities	
Goal 1)	Provide all full-time teachers with a consistent classroom.
Goal 2)	Provide four fully functional science labs.
Goal 3)	Coordinate as necessary to provide facilities to meet goals in other areas.
Communication	
Goal 1)	Continue to build a more informed and connected school community.
Enrollment Optimization/Finance	
Goal 1)	In any scenario involving change, maintain quality standards in program, academics, school environment, and school culture.
Goal 2)	Determine the optimal structure and enrollment level for the school, specifically: <ul style="list-style-type: none">• the most appropriate school structure and facility arrangements to meet the determined levels of enrollment in bullets below.• the optimal size for the student population mix relative to program goals;
Goal 3)	Structure enrollment patterns such that 90% or more of each ninth grade cohort attended NPA for middle school.
Goal 4)	Charge the Fundraising Committee with organizing an annual giving campaign to significantly supplement the school’s annual budget and increase the reserve fund to prepare for future capital needs.

ACADEMIC/ EXTRACURRICULAR/SPORTS

Background

According to survey results, parents were satisfied with the academic program overall. When asked what improvements were desired, parents and students wanted more options in core and elective classes and in after school activities and clubs. Many parents voiced a desire for variety in foreign language offerings, although the numbers indicating interest would not at this point be sufficient to support addition of language options beyond the ones currently offered.

Decisions regarding future enrollment plans will affect the extent to which core and elective classes can be expanded.

Regarding after school programs, two primary concerns were considered: (1) providing more optional after school activities for students and (2) developing suggestions for the problem of parents leaving their children at school for anywhere from 45 minute to several hours after the school day as a *de facto* free daycare. Both problems are related. Parents of middle and high school aged students need availability of supervised day care just as much as they did when their children were in elementary school.

Parents who do not pick up their children immediately after school or school sponsored activities leave NPA in a difficult position. Students who participate in a sport or club are supervised on the days when the groups meet. Students who simply hang out somewhere on the school property are not supervised. The challenge is to provide an after school program that attracts secondary school students and to pay for the requisite staff for such a program. Addressing the full scope of this problem will require further action by the administration.

Attracting students to clubs after school is one part of the solution

Goals and Action Strategies

- Goal 1) To have the administration develop safe long term solutions for students present on campus after school.
- Goal 2) To continue to develop core and elective opportunities.
- Goal 3) To continue to create opportunities for new extra-curricular activities.

PLANT/FACILITIES

Background

In the 2007 Parent survey, Parents were questioned about how the NPA physical facility met the needs of the students. The two primary areas identified as needing attention were a library and the science facilities. Through discussions with the administration, it has also become apparent that there is general shortage of classroom space beyond that identified by the parents.

To address the desire for a library, NPA has chosen to employ a technique better suited to new technologies and limited space than a “traditional” library. The school has purchased a mobile computer lab and subscribed to several EBSCO Host databases. This will provide students and teachers access to the vast amount and variety of information that is available via this advanced technology. Students will continue to be encouraged to utilize the library at NAU and the Flagstaff Public Library. Further development in this area will depend on the success NPA experiences with this system.

In order to teach science at NPA, the science department believes that four fully functional science labs are necessary. There are currently three labs that meet the basic needs. One of the current science classrooms is too small to adequately teach and conduct labs with the number and variety of students in the class.

There are currently two full time teachers who do not have regular classrooms and must rotate rooms throughout the day. In light of the fact that NPA has no current plans to expand to a new facility, these needs should be met on the current campus.

Goals/Action Strategies

- Goal 1) Provide all full-time teachers with a consistent classroom.
- Goal 2) Provide four fully functional science labs.
 - Action 2a) Work with science department to determine specific needs for new lab.
- Goal 3) Coordinate as necessary to provide facilities to meet goals in other areas.
 - Action 3a) Survey current plot of land to determine possible placement of additional classroom space.
 - Action 3b) Determine what modifications to the current property, if any, are required by the City of Flagstaff.
 - Action 3c) Determine cost of all options- including actual cost of structure and added infrastructure, groundwork, and changes to existing flow at NPA.
 - Action 3d) Work with fundraising and finance committee to cover cost of project.

COMMUNICATION

Background

As noted above, stakeholders in the NPA community include the NPA Governing Board, administration, faculty, students, parents, alumni, prospective students, prospective families, and the Flagstaff community at large.

Every interaction between stakeholders is an opportunity to reinforce a positive relationship, to promote success, and a sense of pride. Effective communication allows stakeholders to make informed decisions and be more productive.

Current Conditions

Since the January 2005 Strategic Plan was approved, numerous enhancements to communication have been employed. Among those are enhancements to the school web site, on-line calendar, email contact with all families, Board minutes posted electronically, Board handbook available electronically, and addition of a Academic Dean position, among others.

Over time the school has instituted a number of communication tools, always seeking new techniques to connect stakeholders. A table listing techniques currently employed and target stakeholders is noted in Appendix I: Stakeholders/Communication Techniques.

Survey Results

The Fall and Winter 2007 parent survey results pertaining to communication highlight some areas of strength and weakness.

A majority of the comments offered were positive and expressed satisfaction. Suggestions for improvement included:

- Desire for more communication (communication closer to event) to parents when a student's grades are dropping during the quarter
- HomeworkNow kept up-to-date by all teachers
- Website information kept up-to-date
- More communication from the Governing Board and board meeting minutes kept up-to-date
- Need for some outline of who to speak to with concerns
- More communication to the whole school community regarding bullying behavior

Goal/Action Strategies

Goal 1) Continue to build a more informed and connected school community.

Action 1a) Continue to employ a variety of techniques to reach stakeholders.

Action 1b) Streamline the methods of communication always seeking to meet the needs of the community as a whole.

Action 1c) Survey stakeholders on a regular basis to assess effectiveness of communication techniques, measuring success over time.

Action 1d) Facilitate satisfaction with communication techniques of all stakeholders.

- Action 1e) Continue to encourage human interactions as a primary means of communication.
- Action 1f) Establish a means by which suggestions from all stakeholders can be collected and considered.
- Action 1g) Continue to explore new technologies.

ENROLLMENT OPTIMIZATION/FINANCE

Background

Current Conditions- Enrollment

In recent years, NPA's reputation as a provider of excellent educational opportunity has resulted in a consistent increase in community interest and applications. Meanwhile, the school has reached its current capacity of 360 students. Given the growth in the high school population and reduced numbers of open spaces in the middle school grades, the ratio of applicants to available spaces has increased dramatically. While siblings of current NPA students are guaranteed enrollment at NPA in the future by Arizona statute, non-sibling applicants have seen their chances of enrollment in the 7th grade fall to less than 25% through the lottery.

Enrollment projections show that the school is nearly at a point where each of the six grade levels would have approximately 60 students. Should this be the steady state, and should the recent 8th to 9th grade retention rate remain at 60-65%, NPA will see the percentage of its ninth graders that were educated at NPA for middle school fall from about 75-80% currently to 60-65% in SY 2010-11 (for the current 7th grade cohort). High school students who attended NPA for middle school earn an average GPA of 3.32 in 9th grade compared to a 3.07 average for those who did not attend NPA for middle school. These "home-grown" students also have a higher track record of staying at NPA beyond 10th grade toward graduation – 77% compared against 66%. Given these differences in high school achievement between NPA and non-NPA middle school students, the decrease in the percentage of 9th grade cohorts made up of former NPA middle school students that would result from allowing a 6x60 enrollment pattern to develop could represent a threat to the ability of the high school academic program to maintain rigorous expectations of its incoming students. Maintaining the 80% level of recent years *without* altering the overall school enrollment of 360 would essentially require reverting to an enrollment pattern akin to those of 2006-07 and 2007-08, with 80 students in each of grades 7 and 8, and smaller high school numbers – averaging 50 per high school grade.

The high school enrollment growth in recent years (from less than 160 in 2005-06 to the current level of 220) has allowed for several additions and enhancements in program offerings. These include core class offerings such as regular offerings of accelerated and AP classes in science, AP World History, Psychology, and the reduction in scheduling conflicts as more sections of core classes are available during more periods of the school day. Elective offerings have also benefited from the enlarged enrollment, with classes such as Dance, Digital Photography, Drama, Guitar, Jazz Ensemble, Jazz Choir, and Mock Trial being added to the course offerings just in the last two years.

Continued growth in high school enrollment can make further program enhancements possible, including more variety in core classes as well as some additional elective offerings, and could allow the school to respond to wishes expressed by parents and students for more program variety. However, in order for high school enrollment to continue successfully, NPA's middle school enrollment would need to grow to be able to feed an appropriate well-prepared middle school students into the high school.

Thus, the school appears to face a situation where maintaining the quality of the students in the high school program requires either increasing the number of middle school students feeding into the high school, or reducing the high school enrollment. The first option requires restructuring the school to go

beyond a total enrollment of 360, and necessitates either expanding the current facility or adding a second site. The second option would result in reverting to a contracted high school program and the need to cut some variety from the program.

Additionally, the scheduling efficiency of middle school classes in terms of the staffing necessary for each multiple of 20 students is higher than for high school classes where class sections are often of necessity smaller than 20. Thus, the overall school budget and the high school program can benefit from middle school enrollment while the middle school students themselves benefit from the education available at NPA.

There is not support for a never-ending spiral of growth that would cause the school to lose the small-school intimacy that is seen widely as a key to its success. The question at hand is what enrollment levels are optimal for the school as it attempts to carry out its mission and satisfy the range of needs of its stakeholders.

Analyzing Options

Various scenarios were discussed, evaluated and surveyed. These included variations on the themes of developing a separate middle school facility, developing an NPA clone, and developing a separate seventh grade facility.

In terms of a separate middle school, the committee felt that the benefits of eighth graders being in the same facility as high school students were significant. Eighth graders are often placed in mixed middle school/high school classes, and gain exposure to school culture and academic expectations. This would not be possible with an entirely separate middle school, and such a separation could put the current 60-65% middle school to high school retention rate at risk.

As for developing an NPA clone, the demand for high school placements at this time does not lend itself to development of a full NPA clone. Such a clone would likely suffer through the same struggles that the original NPA faced in its early years in terms of facility and growth, require a separate administrative structure, and undermine the program benefits of a slightly larger economy of scale, especially in the first years of its existence. Two entities would compete for the same niche that the current NPA already occupies. The clone option may make sense for NPA in the long-term, if overall enrollment demand increased even more than the current levels.

The idea of a separate seventh grade facility was also explored and seems to present the best option. Many large high schools nationwide are implementing ninth grade academies that serve their freshmen separately from their upperclassmen. The separate environment and attention has been associated with increased academic achievement, increased student attendance, attitudes and behavior, and other benefits. This concept might be applied to NPA's seventh grade. The current seventh grade curriculum is already largely self-contained, with less of the overlap with high school classes seen in the eighth grade. The lesser amount of overlap would also be easier to implement in terms of staffing than would a completely separate middle school. Developing a separate seventh grade facility would allow for the increase in middle school enrollment necessary to produce an appropriate number of "home-grown" high school students.

Survey Results- Enrollment

The question of expanding enrollment has been raised in a few different audiences and in a few different wordings as the focus of possible options has evolved.

Parents of current NPA students are generally neither enthusiastic nor strongly opposed to growth, with a plurality generally favoring the status quo but open to some form of growth. A majority were amenable to a scenario where middle school and high school would be split to accommodate growth, with fewer than 25% expressing opposition to such an idea. Among those supporting increased enrollment, the target was more the high school; this sentiment can be seen as coinciding with the desire for more variety in course offerings at the high school level.

Current NPA students also have a mixed and at times self-contradictory opinion on the subject. In Spring 2008, with a response rate over 80%, twice as many students favored some form of growth as their top choice as favored the status quo, indicating a strong willingness to allow for growth. However, half of those who listed a growth option as a first choice also included the status quo as a second or third choice. In Fall 2008, a solid majority of students, 57%, agreed that NPA should seek to serve more of the students who do not gain admission due to lack of space, compared with only 22% who disagreed. Students advocated adding to high school enrollment but opposed adding to middle school enrollment. In a separate question, 44% endorsed the status quo enrollment compared with 35% who advocated change. 44% agreed that NPA could still carry out its mission if it placed a larger 7th grade cohort in a second site and allowed the 8th-12th grades to grow at the current facility, while 33% said it could not.

NPA Faculty members were surveyed in Fall 2008, with a 70% response rate, and were generally quite favorable regarding the possibility of expanded enrollment. Faculty agreed with several statements calling for expanded enrollment, more at the high school level than at the middle school level. 60% felt that NPA could successfully carry out its mission if a separate campus were set up for a larger 7th grade to allow for growth at 8th-12th grades, while only 14% felt that it could not. When asked about the status quo enrollment, 19% felt that NPA should remain the same as it is now, while 52% disagreed and 29% had no opinion either way.

Not surprisingly, the parents of prospective applicants are strongly in favor of NPA accommodating additional students. Parents of non-sibling applicants for SY 2009-10 were asked about their willingness to enroll their children in a separate 7th grade facility, even if the facility were in a different location than the current campus and had fewer amenities. 80% responded that they would still enroll their children, 20% responded they would need to see the exact facility and location to decide, and nobody stated that they would not enroll their child in such a situation.

Current Conditions - Finance

Financially, the school continues to receive a level of support from state funds that makes it difficult to carry out its mission and offer variety and depth in its program. Teachers work in a less than ideal facility with a less than ideal set of materials. Administrators work carefully to monitor budget expenditures and devise creative solutions in programming to maximize efficiency. There is a relatively small capital reserve fund that is designated for large capital and maintenance expenses that the school may face. The Governing Board has a Finance Committee to provide financial oversight and budgetary guidance and a Fundraising Committee to seek donations from parents. The tenuous nature of state funding means that the school is constantly operating at a narrow margin of balance in its budget.

Survey Results – Finance

In the Fall 2007 survey, parents were asked to evaluate various means of raising funds. Parents felt strongly that the Fundraising Committee should continue its efforts, continue to host one big fundraising event each year, and seek out donations from local businesses and alumni/alumni families. Parents were mixed in their opinion on implementing increases to requested fees and hiring a development person to raise funds, but most indicated willingness to support most fundraising efforts.

Goals/Action Strategies

- Goal 1) In any scenario involving change, maintain quality standards in program, academics, school environment, and school culture for high school and middle school students.
- Goal 2) Determine the optimal structure and enrollment level for the school, specifically:
- the optimal size for the high school population relative to program goals;
 - the optimal size for the middle school population both in terms of making the middle school program available to more families and as a source of well-prepared middle school students for the high school program; and
 - the most appropriate school structure and facility arrangements to meet the determined levels of enrollment in bullets above.
- Action 2a) Conduct necessary Board meetings to decide enrollment strategies.
- Action 2b) Proceed upon Board decisions, to search for, locate and either lease or purchase physical space as necessary to accommodate enrollment goals.
- Action 2c) Per enrollment decisions, move forward as required with requests to the State Board for Charter Schools to approve physical space as necessary to accommodate enrollment goals and adjust enrollment cap in the charter contract.
- Goal 3) Reverse the projected decline in the percentage of ninth grade students who attended NPA for middle school and raise it to at least 90 percent.
- Goal 4) Charge the Fundraising Committee with organizing an annual giving campaign to significantly supplement the school's annual budget and increase the reserve fund to prepare for future capital needs.
- Action 4a) Solicit assistance from the families of potential future students in bringing future facilities online.

IMPLEMENTATION and PLAN REVIEW

The committee recommends that the Board review progress and priorities on an annual basis. Appendix II offers a general time frame for implementation of plan action strategies. Oversight of implementation should be coordinated by school Administration.

Appendix I: Stakeholders/Communication Techniques

Existing Tool/Technique	Stakeholders Targeted								
	Governing Board	Admin	Faculty	Students	Parents	Alumni	Prospective students	Prospective Families	Flagstaff Community
NPA web site	X	X	X	X	X	X	X	X	X
Homework Now			X	X	X				
Daily bulletin – read to students at the beginning of second period		X	X	X					
Daily bulletin posted at the reception desk and at the school entry		X	X	X	X				
Monday daily bulletin posted online					X				
Progress reports available for students to pick up				X	X				
Grade reports mailed home				X	X				
Specific event information mailed home with grade reports				X	X				
Outdoor white board with upcoming events, deadlines				X	X				
Monthly newsletter online (also available in hardcopy upon request)		X	X	X	X	X	X	X	
Dean of Students Position		X	X	X	X				
“Who to see when” on-line charts			X	X	X	X	X	X	
Email blasts		X	X	X	X	X	X	X	
Email contact links for all NPA Staff, Governing Bd avail.	X	X	X	X	X	X	X	X	X
Preview sessions						X	X	X	
Orientation sessions				X	X				
Student “Shadow” sessions				X			X		
Topic specific assemblies				X					
Back-to-School night			X		X				
Parent-Teacher conf 2/year			X		X				
Governing Board minutes available hard copy and on-line	X	X	X	X	X			X	X
All committee minutes available hard copy	X	X	X	X	X				

	Governing Board	Admin	Faculty	Students	Parents	Alumni	Prospective students	Prospective Families	Flagstaff Community
Admin providing student info during class (SAT, ACT, graduation)				X					
Updated information provided during various NPA activities – college visits, financial aid nights, award presentations				X	X				
One-on-one phone/email face to face communication between faculty/admin and student/parent		X	X	X	X				
Fundraising requests from community/families					X				X

Appendix II: Implementation

GOAL	Action Strategy	Within 1 yr	Within 5yrs	Within 10 yrs	Est. Cost	Party(ies) Responsible (in coord with school Admin.)
ACADEMIC/EXTRACURRICULAR/SPORTS						
Goal 1)	To have the administration develop safe long term solutions for students present on campus after school.					
Goal 2)	To continue to develop core and elective opportunities.					
Goal 3)	To continue to create opportunities for new extra-curricular activities.					
PLANT/FACILITIES						
Goal 1)	Provide all full-time teachers with a consistent classroom.					
Goal 2)	Provide four fully functional science labs.					
Goal 3)	Coordinate as necessary to provide facilities to meet goals in other areas.					
	3a) Survey current plot of land to determine possible placement of additional classroom space.	X				
	3b) Determine what modifications to the current property, if any, are required by the City of Flagstaff.	X				
	3c) Determine cost of all options- including actual cost of structure and added infrastructure, groundwork, and changes to existing flow at NPA.	X				
	3d) Work with fundraising and finance committee to cover cost of project.	X				
COMMUNICATION						
Goal 1)	Continue to build a more informed and connected school community.					
	1a) Continue to employ a variety of techniques to reach stakeholders.	X	X	X		
	1b) Streamline the methods of communication always seeking to meet the needs of the community as a whole.	X	X	X		
	1c) survey stakeholders on a regular basis to assess effectiveness of communication techniques, measuring success over time.	X	X	X		
	1d) Facilitate satisfaction with communication techniques of all stakeholders.	X	X	X		
	1e) Continue to encourage human interactions as a primary means of communication.	X	X	X		
	1f) Establish a means by which suggestions from all stakeholders can be collected and considered.	X	X	X		
	1g) Continue to explore new technologies.	X	X	X		
ENROLLMENT OPTIMIZATION/FINANCE						
Goal 1)	In any scenario involving change, maintain quality standards in program, academics, school environment, and school culture for high school and middle school students.					
Goal 2)	Determine the optimal structure and enrollment level for the school, specifically: <ul style="list-style-type: none"> the most appropriate school structure and facility arrangements to meet the determined levels of enrollment in bullets below. the optimal size for student population mix relative to program goals; 					
	2a) Conduct Board discussions to decide enrollment strategies.	X				
	2b) Proceed upon Board decisions, to search for, locate and either lease or purchase physical space as necessary to accommodate enrollment goals.	X				
	2c) Move forward as required with request to the State Board for Charter Schools to approve physical space as necessary to accommodate enrollment goals and adjust enrollment cap in the charter contract.	X				

Goal 3)	Structure enrollment patterns such that 90% or more of each ninth grade cohort attended NPA for middle school.				
Goal 4)	Charge the Fundraising Committee with organizing an annual giving campaign to significantly supplement the school's annual budget and increase the reserve fund to prepare for future capital needs				
	4a) Solicit assistance from the families of potential future students in bringing future facilities online.	X	X	X	