



New Hope Academy
CHRISTIAN - CLASSICAL
CONNECTED

Discere datum; ius crescere!
(Empowered to learn; empowered to grow!)

K-12

“Study, to show yourself approved unto God”

MISSION STATEMENT

To equip students with the skills to:

- Excel academically
- Succeed vocationally
- Thrive emotionally / relationally
- Flourish spiritually

At New Hope Academy we encourage:

- Creativity
- Decision making
- Self-discipline
- Critical reasoning

Accredited by
The National Association of Private Schools

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GOALS: “Christian & Classical”

Christian: Christ-centered; Biblically based; non-denominational

- *Teaching* all subjects as part of a whole, with Scripture at the center {Timothy 3:16-17}
- *Encouraging* each student to begin, or develop, their relationship with God {Mt. 28:18-20; Mt. 19: 13-17}

Classical: *Trivium* [1st -12th levels]

- *Emphasizing* grammar, logic, and rhetoric in all subjects
- *Encouraging* each student to develop a love for learning
- *Challenging* the student to rise to their personal level of academic potential
- *Providing* an orderly atmosphere conducive to learning

Definition of Classical Intent: to teach...

Grammar: the fundamentals of each subject

Logic: the orderly relationship of the particulars of each subject

Rhetoric: the clear expression of your understanding of what you study

VISION STATEMENT

Our vision is to educate students to think clearly, listen with discernment and understanding, reason well, and articulate their thoughts precisely. They should become capable of evaluating their life experiences in the light of God’s word.

Our prayer is for students to discern the difference between social and cultural influences versus God’s ways, and to be prepared to withstand the temptation towards evil by the former.

Our goal is to enable our students to become prepared for all life situations, providing them with both information and the knowledge of how to use it.

Our desire is that they be socially graceful and spiritually gracious, fully realizing the limitations and foolishness of the wisdom of this world.

PHILOSOPHY and PURPOSE

Education at New Hope is inherently different, in both philosophy and content, than that offered in other educational programs. New Hope Academy operates under the belief that the education of children is primarily the responsibility and right of the parents (as presented in the Bible), rather than the responsibility of the state. We provide Bible-based curriculum, and teach each subject as part of an integrated whole, with Scripture at the center. We also strive to follow a classical form of education, as described in *The Lost Tools of Learning*, by Dorothy Sayers; *Repairing the Ruins*, edited by Douglas Wilson; *The Seven Laws of Teaching*, by John Gregory; *Recovering the Lost Tools of Learning*, by Douglas Wilson; Susan Wise Bauer: *The Well Educated Min: A Guide to Classical Education*.

We believe that the Bible clearly instructs parents, not the church or the state, to “bring children up in the discipline and instruction of the Lord.” Therefore, we seek to teach and discipline in a manner consistent with Biblical truths.

We believe that God’s character is revealed in every facet of creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God Himself.

We believe God wants us to love Him with all of our *mind*, as well as our heart, soul, and strength (Mt. 22:37). Therefore, we challenge every child, individually, to learn “how to learn.”

STATEMENT OF FAITH

We believe:

- The Bible is the word of God, for both faith and practice
- There is one God, existent in three Persons: Father, Son, Holy Spirit
- God is omnipresent, omniscient, and omnipotent
- The deity of Jesus Christ; His virgin birth, His sinless life, His miracles, His vicarious and atoning death, His bodily resurrection, His ascension to the right hand of the Father, and His ultimate return to earth in power and glory
- Salvation is by grace alone, through faith in the Lord Jesus Christ. This salvation is characterized by a changing life, changing behavior, and good works
- Faith without works is a dead faith
- In the present ongoing work of the Holy Spirit
- In the spiritual unity of all who believe in, and receive their salvation through, Jesus Christ.

SECONDARY DOCTRINE POLICY

This refers to doctrinal issues not addressed in our Statement of Faith. Classroom discussions of secondary doctrines will be on an informative, non-partisan level; presentation of all sides is encouraged. At the end, though, any questions from a student, regarding a secondary doctrinal issue, will be referred back to the parents.

GOVERNANCE

New Hope Academy is governed by the word of God, as understood, and applied, by the administrators and staff. The School Board operates under the guidance and directives of the school's vision, goals, philosophy, and policies and procedures.

Executive Director / Superintendent	Rev. William L. Pearl
Secretary Principal	Rev. Colleen N. Pearl
Treasurer / Vice President	Rev. Steve Poudrette
Parent Liaison	(changes year-to-year)

Curriculum is selected by the staff and administrators.

ASSOCIATIONS and ACCREDITATIONS

NHA meets Connecticut's requirements for a private school:

1. Passing an annual health & safety inspection
2. Accredited through *The National Association Of Private Schools*
3. Curriculum meeting, or surpassing, state and federal core standards
4. Identified by the state as a school in the Killingly School District.

The National Association of Private Schools (NAPS) is a consortium of Christian educators and schools, dedicated to recognizing and improving the character and educational quality of private and Christian schools. NAPS holds a high standard for education, based on Biblical values. Accredited status is achieved through a rigorous review of academic, technical, and teacher assessments. Each school is evaluated by an experienced educational peer group; educators who appreciate and understand the uniqueness of each educational program. The council expects each school to be able to demonstrate substantial development in each area. The standards reflect quality rather than quantity, excellence in learning rather than equipment for learning.

SCHOOL HISTORY

New Hope Academy began, in the summer of 2005, with Camp Opportunity - a summer day camp program for children ages 4-12. As a state-licensed camp, there were stringent health and safety components to meet, but the camp directors determined it must also be a learning environment. Camp Opportunity conducted Learning Centers in Reading, Writing, and Arithmetic, along with Science, through the study of our local habitats. Parents were so satisfied with their child's development, (academically), they requested we developing a year-round program. In September 2005, New Hope Academy (NHA) began with a 4/5 Kindergarten class; we started with five students, and ended with seven.

Again, at parental request, in 2007 we added all grade levels (K-12), and had an enrollment of fifteen students, ranging from Kindergarten through seventh grade. We received accreditation through the National Association of Private Schools in June 2007, and proudly held our first High School graduation in June 2013. We are equally excited that every senior graduating received early acceptance to college.

Our growth continues primarily through word-of-mouth. Parents express appreciation that their children are being taught by a committed staff, dedicated to the premise that every student must be, first and foremost, instructed in "how to learn." We believe in teaching *to retain*, not teaching *to test*. Parents and students enjoy the smaller class size, the individual attention available from teachers, and the ability to move at their own pace - quicker or slower - as needed. Parents also appreciate the academic challenges and biblical encouragement their children receive.

As a classically oriented school, we do not promote based on age-related, artificial, grade levels, but on actual mastery of learning levels. We refer to Elementary grades as the *Apprentice Level*, and secondary grades as the *Journeyman Level*. Perhaps our most profound decision was to embrace the classical form, as discussed in Dorothy Sayers' essay, "The Lost Tools of Learning." She compares "the inability of public schools to teach children how to learn, instead, teaching smatterings of subject matter."

In the fall of 2014, we administered IQ tests to students in the 6/7 levels. These eight students had been in our program for two or more years (except for one student), and all had previously been in public schools (except for one), and had been identified there as having learning limitations or other struggles. We retested each student in April 2014, and were pleasantly stunned to see the results. Each student raised their grade; three fell into the 99th percentile (134 or higher), and of the four students who first tested in the cognitive disability range (70-80 points), three moved out of the range! When one understands that IQ tests measure a person's ability to learn and to reason (critical thinking), then you see why our classical form of teaching works best. To simply "study for a test," measures only your memory; to study "to learn how to learn," measures your ability to progress as a person, and become a responsible adult.

We also enjoy watching the personal growth in our students. Those who enroll from other school programs quite frequently begin a little concerned that they have some

catching up to do, but usually, within a few months, they “get in our learning groove,” and discover they enjoy the challenges; they are learning more than ever, and are finding personal satisfaction in their own growth.

As we look to the future, we are searching for a new campus. Rapidly outgrowing this building, we need to find more space, and especially more cost-efficient space. We are determined to not have a mortgage or large lease cost, so we are prayerfully seeking a donation of land.

We are adding teachers to our staff - those committed to the mission, *and willing to work for mere stipends, at this point*; we are building awareness of our school in our neighboring communities, (more than 50 area businesses are consistently, year after year, making significant financial donations to the furtherance of the school). As the old poem challenges us:

“To each is given a bag of tools,
A shapeless mass, and a book of rules.
Each must make, ‘ere life has flown,
A stumbling-block, or a stepping-stone.” (Author unknown)

That is our vision, that is our mission: to teach each student how to use the tools in their tool bag, to re-work the shapeless mass; to make steppingstones, not stumbling-blocks for themselves, and for those who come after.

PARENT INVOLVEMENT

We want our students’ families to be as involved as they can in NHA: its ongoing development, its daily activities, and its practical and financial maintenance. How can you help?

- Volunteer for some of our fundraisers (they make our sliding scale fees possible)
- Attend parent-teacher conferences, and other school events
- Care for the staff: a note of thanks or a small gift card (coffee, crafts, books, etc.),
- Spread the word about the school -our goal is to grow to the place where we can lower our already extremely low tuition, and yet still pay the bills

We ask every family to participate in the fundraisers; without them we cannot make this work; more than 60% of our students pay reduced tuition, we must make up the difference:

- September - Catalog Sale (kitchen items, candy, wrapping paper, etc.)
- October - Harvest Fair
- November - 1st Dinner-Theater
- December - Christmas Bazaar; Student Dinner-Concert
- January - Don’t Cook Friday Supper
- February - Family Night Pot-Luck
- March - Family Night Pot-Luck
- April - Spring Dinner-Theater
- May - Plant Sale / Bake Sale
- July - The Freedom Fair.

We always need help!

ATTENDANCE POLICY

A student at NHA is exposed to various types of instruction, more than reading a textbook and answering chapter questions; instruction is progressive and sequential, so it is important for the student to be present; class participation and discussions are major components, therefore being present is important.

Planned Absences: appointments of a non-emergency type; vacation, etc.

- Please try to schedule appointments after school, or during vacations.
- More than 7 *planned* absences per semester may result in a grade reduction - (i.e., fewer accomplished assignments, means fewer grade possibilities).
- More than 15 *planned* absences in a semester would require the student to make up the time lost in a summer school program.

Unplanned Absences: illnesses (lasting more than three days require a doctor's note for return), or family emergencies. Please, we all have days where we're not 100%, so, unless your child is running a fever of 100+ *for more than 6 hours*, vomiting or having diarrhea, do not keep them home for sniffles and light colds (especially when they reach 5th level and above). It is almost impossible for students to actually "make-up or catch-up" if they miss more than a handful of days in a semester. Sick is one thing, "under the weather" is another.

- A student must complete all work and exams, before a semester grade will be given. The teacher may give an extension - no longer than three days.
- Extended illness (more than 5 days absent) -teachers may waive up to 50% of the assignment - if it is not "new instruction, and the student is maintaining a B grade-average.
- We cannot promote a student who has missed more than 26 days of the school year, except for hospitalization (and recovery at home), unless the student "makes-up" the time lost through extra work and or a summer schoolwork program.

Tardiness:

School begins at 8:30am, with morning assembly (this is as important as any other class!).

- 7 tardy arrivals in a 9 week period, or 15 in a semester = 1 unexcused absence.

SPECIAL NEEDS POLICY

Special / separate classrooms or special equipment, or special staffing is not available. Our physical plant is not handicapped accessible and we don't have the funding for special staff.

We are able to work with students with mild to moderate learning issues, on a case-by-case basis, but our core belief is "that which is best for the student." If a student is accepted for enrollment, it is with the expectation that they will be able to conform to the general learning environment of the school.

ZERO TOLERANCE POLICY

NO BULLYING Will BE TOLERATED AT NHA:

- Students will be warned once, and then suspended if it continues.

TOBACCO - DRUGS - ALCOHOL

There is no tolerance for any of these at New Hope Academy.

Students will receive one warning, and their parents contacted upon any suspicion of the use of any of these products. A second time will result in expulsion. If illegal substances are discovered the State Police will be contacted.

MANDATED REPORTING

The teachers at NHA are considered “mandated reporters” if there are any signs or suspicions, or if a child reports, about issues of abuse or neglect. We will also speak to a parent if red flags appear. We are not interested in judging any family, but must care for the children. If, at any time, any parent needs to talk with someone, please make an appointment with Pastor Bill, Pastor Colleen, or Mr. Thompson. We want to help, not judge.

TUITION and FEES

We expect students to enroll with the intent of staying until graduation. Short-term enrollment rarely works, because our learning system is so very different from public school systems. Please do not enroll your student if you plan on transferring them, before graduation from High school.

While we have an open enrollment policy, we do not encourage enrollment after 10th level, unless the student and parents understand they may need more than two more years to graduate.

Tuition is \$3,600 per student, siblings are &750/each (unless you can afford to pay more), plus registration and books. Please understand, NHA is a “mission,” therefore every family pays what they can afford (expecting some level of sacrifice)!

We also expect every family, no matter their payment schedule, to participate in our fundraisers. This is how we afford flexible tuition fees. We ask you to sign a financial contract stating the agreed upon rate, payable annually, semi-annually, quarterly, or monthly. If you withdraw your child prior to finishing the school year, you’ll be expected to pay the balance of the tuition, as follows:

If you withdraw in the first semester (Sept.-Dec.) you pay the remainder of the months in that semester and 10% of the tuition for the next semester.

If you withdraw in the second semester (Jan.-June) you pay the balance of the year.

All tuition payments are paid in advance, annually, quarterly, or monthly; if you have not paid the tuition for any month by the 10th of the month, it will be understood that your child has been withdrawn. If financial problems arise, please speak with us to develop a plan. *All tuition and fees are non-refundable.* Diplomas, report cards, and student files will not be released until all fees are paid.

FEES:

Registration	\$150 / new students - \$100/returning students
Tuition	\$3,600
Books (announced annually)	\$ (due by July 1 st)
To enroll:	Registration Fee + September’s tuition

LOST TOOLS OF LEARNING CHART

GRAMMAR <i>“Parrot Stage”</i> Levels K-6	DIALECTIC <i>“Logic” - “Pert” Stage</i> Levels 7-9	RHETORIC <i>“Poetic” Stage</i> Levels 10-12
Memorization Mimicking Mastering Facts Language Mastery	Pert Reason Logic How Why	Communicative Poetic Articulate Thought Well Of
Student Characteristics	Student Characteristics	Student Characteristics
<ul style="list-style-type: none"> • Excited about new, interesting facts • Likes to explain, figure out and talk • Wants to relate own experiences to topic, or just tell a story • Likes collections and organizing items • Memorizes fairly easy, especially with rhythm • Can assimilate other languages well 	<ul style="list-style-type: none"> • Still excitable, but needs challenges • Judges, critiques, debates, and is critical • Likes to organizes items and others • Shows off knowledge • Wants to know :behind the scene: facts • Curious about “why?” • Thinks and acts as though more knowledgeable than adults 	<ul style="list-style-type: none"> • Concerned with current events, especially their own events • Interested in “justice and fairness” • Moving towards special interests and topics • Can take on responsibility and independent work • Can do synthesis • Desires to express feelings and own ideas • Generally idealistic
Teaching Methods	Teaching Methods	Teaching Methods
<ul style="list-style-type: none"> • Hands on & projects • Field trips & drama • Make collections & displays • Categorize & Classify • Memorize & Recite • Drills & Games • Simple Oral & Written Presentations 	<ul style="list-style-type: none"> • Time lines, Charts & Maps • Simple Debates & Persuasive Reports • Drama • Rubrics • Formal Logic • Research 	<ul style="list-style-type: none"> • Dram & Oral Presentations • Guided research, with a goal • Papers, speeches,& debates • Responsibilities • World-view Discussions

ADMISSION

Procedures

- Upon return of a completed application, if an interview has not already been held, one will be scheduled with the Principal, who makes the admission decision.
- A “Financial Contract” will be signed, and the registration fee and first month’s tuition paid.
- All students will be placed in the “presumed” grade level, based on their previous school grade and their age, but an academic assessment will be made during the first month, and any level adjustments made by the end of the first month.

Requirements for the Student

- **Kindergarten Admission:** student must be five years old by December 31st of that year. [Connecticut State Law]
- **1st Level:** the student must be able to read and print
- **Next Levels:** able to accomplish our curriculum
- **New Hope Academy does not discriminate on the basis of race, gender, color, ethnic origin, religious affiliation, or financial status in the administration of its policies, admissions, scholarships, or any school directed programs.**

Requirements for Parents

- Though not required to be active church members, the parents of students at New Hope Academy should have a clear understanding of the Biblical philosophy and purpose of NHA.
- Parents must be willing to cooperate with the policies and procedures of the school. This is especially important in the areas of discipline and school work-standards, as well as attendance and communication with the teachers and administration.
- Parents must pay all tuition and other fees in the agreed amount and on time. If there is a financial emergency, please speak to the Principal, as soon as possible to make a plan.
- Parents are expected to allow their student to complete, and pay for, the school year as contracted, unless there are unexpected emergencies. This does not include the decision that “this is not what I expected.” If a student is withdrawn, we expect parents to pay the full amount agreed upon for the entire school year. Please remember, we hire staff and make purchases based upon enrollment, not attendance.
- If an issue of concern arises, the parents will agree to follow the “Grievance Policy” they have signed upon enrollment.
- Parents are responsible to fill out all student forms, and update any changes, as they occur.
- Parents are expected to follow the policy concerning “Unexcused Absences”; remember, for an “Excused Absence” a doctor’s note is required for a student to return to school, if they have been absent due to illness, for more than three days. Parents, hopefully, will appreciate the need for their student to be in school regularly; the more days they miss, the further behind they will fall.

CURRICULUM GOALS

“Goals” are the basic principles we seek to achieve

“Memory”- an abbreviated list of lessons / materials - the “grammar” or “tools” for learning.

BIBLE

Goals

- Read entire text, not simply memorize a verse or two
- Students can understand the verses *in context*
- Teach Creation & Salvation, according to the Biblical pattern of Law before Grace; Faith vs. Works
- Encourage each student to grow in the knowledge and love of God

Memory

- The books of the Bible, in order & The Ten Commandments
- The major attributes of the character of God: Love, Just, Omniscient, Omnipresent, Omnipotent, Creator, etc.
- The significance of: Adam, Abraham, Moses, David, Paul, Peter, Mary & Joseph
- The major acts and themes of the Gospels: Jesus’ birth, miracles, parables, crucifixion, death, resurrection

ENGLISH

Goals

- Equip each student with the skills necessary for good writing, including correct spelling & grammar usage, pleasing writing style, clarity & focus, proof-reading and self-correction
- Introduce the students to many styles of writing, using quality literature

Memory

- The names and functions of the parts of speech
- Basic spelling rules
- Correct punctuation and capitalization
- The parts of an essay
- Footnotes and bibliography rules

READING

Goals

- Teach Phonics (the “grammar,” or tools of reading)
- Introduce students to classical children’s literature, not simply current fads
- Carefully monitor reading skills to ensure he / she is reading at a reasonable level, comprehends what they are reading, and is reading fluently, both silently and aloud.

Memory

- Sounds of the alphabet & 72 phonograms
- Definitions, and the correct usage of words
- Definitions of plot, character, style, voice; fiction, non-fiction, biography & autobiography, etc.
- Oral reading skills: enunciation, pronouncing, dialect, volume, emotion, etc.

LATIN

Goals

- Fundamentals of vocabulary & grammar, to better understand English grammar
- The beginnings of Western Civilization through its writings
- Cultivate the concepts of study, and logical thinking, which are inherent in the study of Latin

Memory

- Vocabulary, and its roots
- The five declensions of nouns
- The four basic conjugations for active verbs
- Subject-noun agreement - Noun-adjective agreement

MATHEMATICS

Goals

- A thorough mastery of basic mathematical functions and tables
- A conceptual & a practical understanding of math, through the use of word problems

Memory

- Addition, Subtraction, Multiplication, Division; their uses
- Time telling, reading thermometers, money, and identifying dates
- All cardinal directions and basic geometric shapes

HISTORY / GEOGRAPHY

Goals

- Teach that God is in control of history, and He will determine its ultimate outcome
- Illustrating the effects God's people have had on history
- Make history & geography "come alive" by using many forms of information and research, including biographies, field trips, speakers, music, art, food, architecture, etc.

Memory

- US State names & capitols; each major country; continents, and their countries
- Key figures in history; military, government, religious, educational, political, art, music
- Key dates and their significance
- Preambles to the US Constitution and the Declaration of Independence; Gettysburg Address, etc.

SCIENCE

Goals

- Teach the basic elements and thought processes of both creation and evolution theories; explain the difference between a scientific theory, and a scientific fact; teach what is meant by the *preponderance of evidence* as the only sensible foundation upon which one must choose between two "theories."
- Explain how the universe has an inherent order (God creates with order, not chaos or chance), which is what makes hypothesis and experiments (the scientific method) work; as well as the ability to identify, classify, and categorize elements of creation
- Treat the study of Science as part of the study of History; show the natural integration between the various advances, individuals, and application of science with the historical events which lead to the development of cultures and civilizations

Memory

- The days of creation
- Local flora and fauna, to be studied in each grade, along with the specific habitats
- Basic anatomy of the human body; how exercise and nutrition keep the body healthy
- Major classifications and fields of science
- The Scientific Method

ART

Goals

- Teach the basic fundamentals of drawing; require adequate renderings
- Encourage the appreciation, and imitation of the beauty of creation
- Introduce the Masters of Art in Western Civilization
- Teach the variety of art media

Memory

- Primary & secondary colors
- Perspective (vanishing point) used in drawing
- Shading
- At least four major artists: their life and major works

MUSIC

Goals

- Train students to sing knowledgeably, joyfully, and skillfully
- Teach the scale and musical keys for singing
- Teach the major instruments, and their sounds: string, percussion, wind, etc.
- Enrich the teaching of scripture through the teaching of classical, meaningful hymns and spiritual songs

Memory

- Whole, half, and quarter notes in the reading of music
- Difference between bass and treble clefs
- The components of a band (various types of bands) and an orchestra
- The various vocal ranges: bass, baritone, tenor, alto, soprano, etc.

PHYSICAL EDUCATION

Goals

- Work with students to teach them basic exercises and games (including the rules of the games): throwing, catching, bouncing/dribbling, kicking, etc.
- Enhance biblical behavior through activities requiring cooperation, team work, and good sportsmanship

Memory

- Learn the basic muscular and skeletal structure of the body and how to keep the muscles and bones/joints strong

SUBJECTS - BY GRADE LEVEL

KINDERGARTEN

- *Language Arts*: phonics - early reading - long & short vowels sounds - hard & soft consonant sound - printing - name & basic words/word families - nursery rhymes
- *Math* : numeral identification - counting by 1's, 2's, 5's - patterns - shapes - simple addition & subtraction - graphing
- *Science*:- Pond habitat and its inhabitants
- *Social Studies (History)*: what is a community - what is our community - community helpers - families - "I live in a house (apartment), on a street (Road, Lane, Boulevard, Drive), in a town (city, village, borough), in a county (parish), in a state, in a country, on a continent, on a planet {Earth}, in a universe."
- *Bible*: stories & major characters - Creation sequence - beginning catechism
- *Art*: colors - shapes - drawing - painting - clay
- *Music*: rhythm - singing: rounds and simple songs
- *PE*: games and exercises

FIRST

- *Language Arts*: continue phonics - spelling rules - Shurley Grammar Chants - penmanship - reading fluency - vocabulary development - write short, but complete, sentences (subject - verb)
- *Math*: continue addition & subtraction - money - time - word problems - counting by 10's
- *Science* - continued habitat study - seasonal studies / weather - trees
- *Social Studies / History* - places / people - where we live review (street - town - city - state - country - continent - globe) [introduce maps]
- *Bible* - stories - characteristics of God - birth of Jesus - special days - verse memorization - life application
- *Art - Music - PE*: continue to expand

SECOND

- *Language Arts*: guided independent reading - Beginning Grammar - Spelling rules - Penmanship - Sentence development & 3 sentence paragraphs
- *Math*: Addition & Subtraction skills development
- *Science*: introduce scientific tools: microscope - measuring instruments, etc., - habitat studies: birds & bugs
- *History*: Ancient History
- *Bible - Art - Music - P.E.*: continued work

THIRD

- *Language Arts*: chapter books - Grammar - Poetry - Spelling
- *Math*: multiplication tables & simple division
- *Science*: the universe & the solar system - pets - weather
- *History*: Medieval History
- *Bible*: text memorization - Abraham, Moses, David, & Deborah
- *Art - Music - PE*: continue

FOURTH

- *Language Arts*: monitored independent reading with detailed comprehension - integrate History, Science, Bible - Shurley Grammar - increased writing to 3 paragraph compositions (descriptive)
- *Math*: Increased Division - word problems - introduction to Fractions
- *Science*: Farm & Forest habitat - our Environment & Ecology
- *History*: Renaissance & Reformation
- *Bible - Art - Music - PE*: continued

FIFTH

- *Language Arts*: reading comprehension development - Grammar & punctuation - 5 paragraph compositions, with research
- *Math*: Continue skill development
- *Science: Biological Classification* (“King Phillip Cried Out, “For Goodness Sake!”): Kingdom, Phylum, Class, Order, Family, Genus, Species; the 5 Kingdoms
- *History*: Early Modern History: An American Perspective
- *Bible*: NT Gospels & Epistles
- *Art*: skill development in specific mediums - Art History
- *Music*: choral work - beginning dramatic recitations
- *PE*: croquet - badminton - horseshoes

SIXTH

- *Language Arts*: short story writing - biographical writing - poetry writing
- *Math*: metric system - fractions & decimals
- *Science*: Ocean habitat - Human Anatomy
- *History*: Industrial Revolution & Forward
- *Bible*: study of the disciples
- *Art - Music*: skill development - study of the great artists & musicians
- *PE*: continued skill development - rules of the game

HOMEWORK PHILOSOPHY & GUIDELINES

At NHA we firmly believe “children” need to be allowed, and encouraged, to grow at their own pace, including allowing them time to be *children*, not simply little adults. To that end, we strive to accomplish all lessons in school - little or no homework - for children in the K-6 levels. Our school day runs from 8:30am-3pm. The first 30 minutes are spent in Opening Assembly & Chapel. This is as important a time-period as any other class, so please make every effort to have your child here by 8:25 each morning! Generally, students have sufficient time in each day to accomplish their work. If they need extra help or have not accomplished their daily assignments, then they must take it home to finish.

1. A student may need extra help / time to master a particular concept or skill.
2. Students are working on a special project, and may need to go to the library, or work on it at home.

We hope parents will teach their children that this is unacceptable, and should “cost” their child some “loss” of privileges, until the attitude is changed.

We do, however, believe in regular “home study.” This is not “assigned,” except that teachers may give an “assignment” such as: study the spelling list for Friday’s test. We encourage parents to spend a few minutes each day reviewing spelling, vocabulary,

math drills; reading a Science or History chapter to better understand, or simply read for a few minutes each evening. You might ask them to read to you, and ask them a few simple questions about what was just read, to assess their comprehension. Parents should not limit the reading to story books, but use magazines or history or science books, as well.

AWARDS - ELEMENTARY

All A's in a semester	High Honors - Blue Ribbon
A's, no more than 2 B's	Honors - Red Ribbon
All B's	Academic Recognition - Yellow Ribbon
Both semester High Honors	Gold Scholastic Achievement Medal
Both semester Honor Roll	Silver Scholastic Achievement Medal
Significant Academic improvement	Overall Academic Improvement Medal
	Specific Subject Improvement Medal
Excellent Behavior	Trophy
Personal Development	Courage Pin
Perfect Attendance	Pin

PROMOTION

We promote based on mastery of concepts and skills, not on chronological age.

ELEMENTARY (K-6th)

Promotion to the next level requires mastery of the previous level. This may include projects, tests, reports, and oral presentations. Each teacher determines the best way for each student to demonstrate their mastery.

In general, the following criteria are used:

- Completion, in each quarter, in each subject, with a minimum 75% (C) /grade.
- Mastery of basic learning skills, at an ever increasing level of difficulty.

Specifically:

- **K>1st:**
 - Behavioral Maturity: following simple directions; not disrupting the class; accomplishing work
 - Reading Readiness: identify letters (lower and upper case); recognize first "sight words"; understands the idea of "sounding out" new words (using phonics); reads short sentences
 - Penmanship: legible lower and upper case printing, proper spacing.
- **1st >2nd:**
 - Reading: able to read silently and orally with adequate speed and comprehension
 - Writing: able to write complete sentences (Subject noun & verb); legible penmanship;
 - Arithmetic: able to add and subtract single-digit problems, with accuracy; understand quantity, time, and money.

- **2nd > 3rd:**
 - **Reading:** able to read fluently and independently, using at least 2nd level books;
 - **Writing:** neat, properly-sized & spaced; correctly identify basic parts of a sentence and a paragraph; able to spell consistently with 80% proficiency;
 - **Arithmetic:** able to add and subtract multiple-digit problems with 80% accuracy.
- **3rd > 7th:**
 - **Cumulative mastery of the above, plus satisfactory completion of curriculum objectives for each level.**

Elementary students must meet the following criteria for promotion.

- **All levels: Pass Grammar and Math, with a “C” or better grade in each subject.**
- **3rd & 4th levels: pass both semesters of History & Science with at least a “C” grade.**
 - **Pass Bible, Art, Music, & PE with at least a 79% (C) for the year.**

Jr. High SUBJECTS	7 th LEVEL	8 th LEVEL	9 th LEVEL
Bible	1 credit	1 credit	1 credit
English Composition Writing	1 credit	1 credit	1 credit
Literature	1 credit	1 credit	1 credit
Math	Mat Review - 1 credit	Pre-Algebra 1 credit	Algebra I - 1 credit
Science	1 credit	1 credit	1 credit
History	Ancient Hist. - 1 credit	Medieval Hist. - 1 credit	Renaissance & Reformation - 1 credit
Logic	Intro. - 1 credit	Intermediate - 1 credit	Rhetoric - 1 credit
Latin	Intro. to Latin - 1 credit	Latin I -1 credit	Latin II - 2 credits (E)
Foreign Language	n/a	Introduction - 1 credit	Spanish / French I - 1 credit
Music / Drama	.5 credit	.5 credit	.5 credit
Art	.5 credit)	.5 credit	.5 credit
Elective	n/a	n/a	1
PE	.5 credit	.5 credit	.5 credit

Sr. High SUBJECTS	10 TH LEVEL	11 TH LEVEL	12 TH LEVEL
Bible	Christian History (1)	Christine Doctrine (1)	Apologetics (2)
Literature	1 credit	1 credit	1 credit
Math	Geometry or Algebra II (1)	Algebra II or Business / Personal Math (1)	Elec.: Trigonometry / Pre-Calculus (2)
History	Early Modern: US Perspective(1)	Modern World History: American Perspective (1)	Modern World Civics (1)
Science	<i>Botany - Zoology</i> (1)	Chemistry (1)	Human Anatomy (1)
Foreign Languages	Spanish/French II(1)	Elective (1)	Elective (1)
Rhetoric / Writing	1 credit	1 credit	(1) Debating
Music / Drama	(.5) / max. (2)	(.5) / max. (2)	(.5) / max. (2)
Art	(.5) / max. (2)	(.5) or max. (2)	(.5) or max. (2)
Jr. Thesis	X	(4 credits)	X
Senior Project	X	X	(6 credits)
PE	n/a	n/a	n/a
Ind. Study	(2 credits)	(2 credits)	(2 credits)
Internship	(2)	(3)	(4)

Senior High Levels

“Red letter” courses are required for College-prep diplomas

Ind. Study & Internships are the students’ choice; they must include a way for assessment.

ADMISSION & ENROLLMENT REQUIREMENTS

1. NHA admits full-time students to all rights, privileges, programs, and activities, *when they meet grade requirements.*
2. We do not discriminate on the basis of race, gender, color, religion, or national origin in the administrations of its policies & procedures, admissions, or other school programs.
3. All Junior or Senior High / School students must take a minimum of 6 primary credits each semester.

RE-ENROLLMENT GUIDELINES

The Principal may choose to accept a particular student for re-enrollment, if a student has withdrawn or been dismissed in a previous year. The parents and student may petition for re-admission, and a meeting will be scheduled. The Principal may choose not to re-enroll if he / she believes there would be conflict within the school, or if the student does not give sufficient evidence of personal change in their attitude towards their responsibilities as a student: to the school, the teachers, and the other students.

GRADE REPORTING

- Report cards are published in January and at the end of the school year. Progress reports are published at the end of the first and third quarters.
- Teachers may also send home more frequent progress reports, if necessary.
- The policy at NHA is to notify the parents if their child is in danger of failing, or if there are specific issues that have arisen since the previous report.
- We will be scheduling two parent - teacher nights; you may make an appointment to meet with the teacher, but you may also ask for a scheduled visit at any time. We ask only that you schedule the visit, not simply “drop-in.”
- All grading at NHA is based on an objective standard for each learning level, but each student is only graded against themselves, not in comparison to other students. See the following chart.
- Grade Point Averages (GPA) are computed based on primary course work, not independent studies or internships.

STANDARDS-BASED GRADING

Percentage	Grade/Mark	Meaning	Grade Point
92-100	5/A	Mastered - Exceeds Standards	4.0
82-92	4/B	Mastered	3.0
72-82	3/C	Proficient	2.0
65-72	2/D	Partially Proficient - still failing <i>Academic probation</i>	1.0
0-65	1/F	Failed	0.0

Grades may be adjusted for a (-) grade or a (+) grade. Teachers may add (i.e., .25) for a plus grade, and subtract (.25) for a minus grade. In general, there are no A+ grades without a student choosing to do some significant extra work.

With the adoption of standards-based education, more states have created examinations in which students are compared to a standard of what educators, businesspeople, parents, and other stakeholders have determined to be that which every student should know and be able to master. Students are graded as exceeding, meeting, or falling below the standard. The advantage is that students are not compared to each other, and all have the opportunity to pass the standard.

At NHA we have chosen to also use a standard from which to assess mastery; the difference is that in our public school system today, that standard has been significantly lowered over the past 40+ years. We at New Hope Academy have set our standards closer to that of an earlier time - that is classical learning.

Grades can be enhanced by extra credits, awarded where students undertake optional work, in addition to their compulsory work.

ACADEMIC PROBATION POLICY

This policy is intended to provide additional motivation to students whose academic achievements are below mastery (75% - C). This is determined by the Principal and teachers, based on the expectation of a changed attitude, by the student, towards their work. It may be offered only if there is a plan allowing for the student to lift their grade, within a proscribed time period, (i.e., summer-time schoolwork).

Secondary students are expected to maintain at least a 2.5 GPA during any two consecutive semesters. An exception *may* be made, if the student has a lower GPA, but has not failed any course during the semester in question.

- If the GPA is at or below 2.0, that student should be placed on Academic Probation for the following semester. A parent / student conference will be scheduled, and a plan of action will be set forth.**
- If, at the end of the following semester, the student has not raised their GPA to at least a 2.3, the Principal may choose to dismiss the student from NHA.**
- If the GPA is below a 2.0 at the end of the school year, a probable remedy would be a summer school program. If the family cannot support that option, then the student would be expected to accomplish a specified amount of academic work over the summer, and have it graded within the first week of school, the following fall. If the work raises the GPA to 2.0, or better, the student will be removed from Academic Probation, if not they may be dismissed.**
- A student will be dismissed if they earn Academic Probation more than two times during the three years of Senior High School.**
- Students on Academic Probation may not participate in after-school activities, and should not have a part-time job. It is hoped that parents will respect the importance of improving grades over sport / social activities or even employment.**

HONORS & AWARDS

HONOR ROLLS

1. GPA 3.75 - 4.0 = Summa Cum Laude
2. GPA 3.50 -3.75 = Magna Cum Laude
3. GPA 3.00 -3.50 - Cum Laude

AWARDS

Faculty Commendation

1. Exemplary Conduct
2. Academic Achievement
3. A positive attitude toward school

Faculty Service Award

1. Exemplary Conduct
2. Academic Achievement
3. A positive attitude towards school
4. A demonstrated willingness to serve others

Scholar's Prize (particular subject, or all core subjects)

1. Grade of 3.75-4.0

Steadfast Worker Award

1. A positive attitude toward learning & working at one's highest effort
2. Consistently accomplished work on time
3. 2.5 or better in all subjects

Significant Academic Progress

1. A demonstrated improvement in over-all grades
2. A positive attitude towards school

Principal's Award

Given, at the discretion of the Principal, to a senior who, in some notable way, exemplified the vision of NHA, to their peers, and younger students.

Superintendent's Award

Given, at the discretion of the Superintendent, to a senior who has consistently, throughout their years at NHA, presented themselves as an example of a Christian young woman or young man. This student will have maintained an attitude of serving God and serving others before serving self, and will have demonstrated a strong work ethic, graduating with a 3.0 or better GPA.

Valedictorian & Salutatorian

The Principal and teachers select these students. The students selected will be those who can best articulate the goals and vision of NHA, both in practical application and orally to others. They must have attended NHA for more than two years (High School years), and have a GPA of 2.5 or higher. They will be evaluated on the following criteria:

- Spiritual Testimony
- Academic Achievement
- Extra-Curricular Activities - particularly Community Service
- Demonstrated support of School Spirit

BASIC SCHOOL RULES - all ages

1. Students are expected to cooperate with basic standards of Christian conversation and behavior with all staff and other students.
 - a. No back-talk; prompt obedience; requests from a teacher should not have to be repeated.
2. Students should not bring personal electronics (unless approved by the teacher), or toys, to school; loss and breakage is bound to occur, and the school cannot be responsible.
 - a. Some devices will be allowed for school work only - these will be specified by the teachers.
 - b. If a parent insists their child have a cell phone, it must be turned off and left in their backpack during school hours, or it will be confiscated and returned only to a parent.
3. Students will treat school facilities and equipment with respect and care; parents will be charged for replacement for loss or damage.
4. It is expected that any student accessing the school's internet capabilities will not go to any unacceptable websites. Such a wrong choice could result in loss of electronic privileges, or expulsion.
5. Students will keep their space (desks, cubicles, lockers, etc.) clean at all times. Only school approved décor is allowed.
6. Students will eat and drink in approved locations, and clean up after themselves.
7. No students, even those of driving age (with a license), may leave the school grounds without written parent approval.
8. Public displays of affection between students are not permitted.
9. When a student consistently does not complete assigned work, or repeatedly does not have their texts or work in class ("I forgot it at home"), the teacher may assign them a certain number of detention hours.
 - a. *Detention is meant as discipline, not an extra study hall. Therefore, all detention time is spent in assigned chores (cleaning, maintenance, etc.)*

DISCIPLINE POLICIES

Typically, the type and amount of discipline a student may warrant will be determined by the teacher. If necessary the Principal may be asked to step in, with the final authority falling on the Superintendent. All discipline will be based on Biblical principles (i.e., proven wrongdoing, swift discipline fitting the act (as severe / serious as is necessary to make certain the student clearly understands this will not be tolerated), the guilty party will apologize and seek forgiveness, and the injured party will forgive.

The majority of discipline problems will be dealt with in the classroom, largely through wise prevention and warnings. It is vital for students and parents to realize the need for maintaining an orderly atmosphere of learning, which includes acceptable behaviors (which may differ from at home behaviors) and language.

I. Office Visits - a student *may* be sent to the Principal for repeated offenses. There are some instances where an office visit may happen immediately:

- Physical violence or threatening violence
- Bullying
- Theft

The Principal may require detention, restitution, and a meeting with parents.

If a student is sent to the Principal for the same issues more than twice, the parents will be notified. A fourth visit may result in a two-day suspension; a fifth visit - for the same offense - could be grounds for expulsion.

II. Detention

At NHA, detention is earned for work not accomplished. It is the right of a teacher to assign detention to a student. The time served will happen during the noontime break. Normally, students in K-6 are given one hour for lunchtime (eating & recess time). If any student in these levels receives detention, they will be given 15 minutes to eat their lunch then spend the remaining time doing janitorial work. Students in levels 7-12 are generally allotted 30 minutes for lunch time - no recess; if necessary, they will have a reduced lunch time and serve 15 minutes of detention following eating and then lose a study hall period to complete the detention. Detention is not the time given to “do the work you didn’t do prior to detention.” That work will still need to be accomplished, on the student’s own time; this may result in consecutive detentions, if the student does not promptly finish the work following the first detention.

STUDENT DRIVERS

Driving to school is a privilege, revocable if necessary. Students are to park at the far end of the parking lot and may not congregate at the car during school hours.

GENERAL DRESS CODE & HYGIENE POLICIES - All Levels

Clothes are to be neat, clean, and if necessary properly mended; they are also to be properly fitted. We do not allow fads, they may be suitable for at home wear, but not for school dress, where we are teaching students the life-lesson of “there is a time and place.” We do have school shirts for sale, and these are a wise alternative to purchasing shirts and / or blouses; although not required, we strongly encourage them as daily wear.

1. All pants fit, and boys wear a belt or suspenders.
2. Skirts no shorter than 2 inches above the knee.
3. No jeans or sweats or leggings (except under a skirt or dress); pants should be khaki material or other dress style pants.
4. Tops: solid color, pin stripes or plaid button-up dress shirts, solid color polo shirts and turtlenecks; girl’s blouses or knit shirts. Shirts must be long enough to be tucked in, and must be tucked in if not hemmed. We do not wish to see anyone’s midriff when they raise their hands. Undershirts should be white.
5. For indoors sweaters or pull over sweatshirts (solid colors, no slogans or other writing). No hoodies or coats inside.
6. Shoes or sneakers, with socks or stocking for young ladies. No flip-flops or slippers.
7. Hair, clean and combed (and kept combed all day); out of eyes for both girls and boys, not longer than top of ears and collar for boys.
8. Minimal jewelry and natural colors for nail polish or make-up (only for girls 7th-12th levels).
9. Proper hygiene is expected (reminders will be sent home if need be): hair clean and combed / brushes (and that means well kept all day). If old enough to have body odor, deodorant should be used regularly.
10. Fingernails clean; if girls want to use nail polish natural and pale pink is allowed.
11. No hair in the eyes for either gender; boys’ hair no longer than top of ears and top of shirt collar. Hair must be a color that could grow naturally from one’s head.
12. Good hygiene and modesty are far more important to one’s character than fads and are far less distracting to others.

For 10th-12th levels

NHA is your “workplace,” and it is a business level workplace; we ask for what is commonly called” business-casual attire. Simply put, your days of “throwing something on” in the morning are now over. ☺ We require our senior high school student to begin presenting themselves as they will need to do as adults seeking employment and actually being employed. Overall: neat, modest, appropriate apparel.