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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Charter Annual Report** Tuesday, October 09, 2007

**Charter School:** Eugenio Maria De Hostos CS  
**Address:** 4322-42 N 5th St  
Philadelphia, PA 19140  
**Phone:** (215) 455-2300  
**Contact Name:** Evelyn Lebron

### **SECTION I. EXECUTIVE SUMMARY**

#### **Organization Description**

*The School and students;*

The Hostos Charter School is located at 4322 N 5<sup>th</sup> Street, close to the Roosevelt Blvd. and bordering on Northeast, Philadelphia. The facility is in good condition, well maintained and of fairly recent construction.

The enrollment in 2006-07 was 204 students, who are predominately Hispanic and are eligible to attend from any area of the City of Philadelphia. The school design in 2006-07 was grades k-3rd and 8th. It is projected that at the completion of the design changeover in 2010-11, the enrollment will increase but we will be a k-8 school.

The school administration is reaching out to the community and parent for support and dialogue to assist with decision-making and to provide the students with a strong program and necessary materials. Parents are encouraged to become involved with the school and also attend meetings. Meetings are usually held during the day and again in the evening, to allow working parents the opportunity to attend. Those who were still unable to attend are sent minutes or notes of what transpired.

The professional staff is young and many are recent college graduates and are pursuing masters degrees in their respective disciplines. They are enthusiastic, dedicated, work long hours and truly believe students can and will learn. The number of uncertified staff has declined year by year and also has become more stable with 98% returning from 2005-06 to 2007-08.

## **Core Purpose**

### **Mission**

“ The Hostos School offers a bilingual, bicultural, academically enrich curriculum that draws from the social, historical experience of the Puerto Rico Puerto Ricans living in the U.S. Our academic program is characterized by on project based learning, a commitment to community building, critical and high academic standards.

### ***The Program Goals are:***

Dual Immersion

Core values

Community as a classroom

### ***Academic Goals are:***

Obtaining high academic achievement, critical thinking and teaching skills

By 2014 all students will perform at or above the 85th percentile as measured by the Terra Nova

By the time students graduate from the eighth grade, they will be able to express themselves orally and in written form in both English and Spanish

By 2014 every student should be proficient as measured by the PSSA

***Core beliefs:***

Bilingual Program using the Dual Immersion Program

Community partners, ASPIRA, Inc.

Bicultural environment

Project based hands on instruction, port folio assessment

Community projects with students in partnerships with CBO's (Community Based Organization)

Leadership opportunities for student growth within the school community

**Vision**

*Vision of the School.*

The Eugenio Maria de Hostos Community Bilingual Charter School (Hostos Charter School) is a bilingual (English-Spanish) school comprising from Kindergarten through 3rd and 8<sup>th</sup> grade. Within the next couple of years we will be enrolling more students until we convert our configuration to a K-8 school.

The Hostos Charter School, with its unique philosophy and organization, enables the

students to achieve high academic standards (based on School District of Philadelphia Standards as well as our proposed bilingual standards).

The Hostos Charter School empowers students to analyze critically controversial society and community issues and discern that learning can be derived from their practical resolutions; to utilize their talents to engage in organized freedom in order to share in decision making; to take advantage of their inquisitive nature to use a wide variety of means — derived from science and technology — to solve problems and propose different solutions; and to utilize their natural disposition to interact in a bilingual-bicultural environment.

The Hostos Charter School empowers teachers and students to engage jointly in critical thinking and face together the process of problem solving as members of their community. The school director and teachers are seen as facilitators of a democratic/cooperative decision-making process.

The Hostos Charter School empowers parents and community members to know their own reality, to take reflective action, and to discern direction for the transformation and future of their community.

## **Shared Values**

The school will provide a rigorous curriculum that will fuse high technology with the arts and project-based instruction. We believe that school should be a place that is characterized by respect, critical thinking, democratic classrooms, and the vigorous challenges that are essential to maximize every student's potential. In addition, at the core of the Hostos Charter School is the unity and empowerment of the community, parents, students, teachers, and staff of the school.

### Shared Values

These values are to govern the life, process, and spirit of the school. They are entities that belong to all individuals and serve as the basis and structure of our innovative school. Their meaning and significance will sustain the school's solid principles.

*Citizenship* — Helping to create a society based on democratic values, i.e., promoting equal opportunity, due process, representative government, checks and balances, rights and responsibilities, democratic decision-making, rule of law, and reasoned argument.

*Cooperation* — Working together toward a common goal, and problem solving toward human survival in an increasingly interdependent world.

*Fairness* — Treating people impartially, not playing favorites, being open minded and maintaining an objective attitude toward those whose actions and ideas are different from our own.

*Honesty* — Dealing truthfully with other people, being sincere, not deceiving or stealing from other people, not cheating, not lying.

*Integrity* — Standing up for your beliefs about what is right and what is wrong, and resisting social pressure to do wrong.

*Kindness* — Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

*Pursuit of Excellence* — Doing the best with the talents we have; striving toward a goal and not giving up.

*Respect* — Showing regard for the worth and dignity of someone or something; being courteous and polite; judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people and respect for all forms of life and the environment.

*Responsibility* — Thinking before acting and being accountable for our actions; paying attention to others and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

### **Academic Standards**

Academic standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, teachers, and the community to know what students should be learning and be clear on what is expected from students as well as teachers. The curriculum at Hostos is standards driven. All curricular programs purchased are approved and researched as standards-based programs. Professional development is given on how to implement the standards into the curriculum, and how to maximize student learning based on standards-driven instruction, activities, projects, etc. Each week as teachers devise lesson plans, it is expected that they refer to academic standards in their lesson as well as activities. Academic standards are even reflected throughout the decor of the school as teachers make note of standards reflected in the activities that are on display.

### **Strengths and Challenges**

#### ***Program strengths:***

- Adequate Yearly Progress was met for 2005-2006 school year.
- School governance, the role of the board of trustees, their relationship with the Administration, are all functioning smoothly.

- The relationship with ASPIRA, Inc is very positive in several areas, especially with the use of computers being available to students and parents after hours.
- The bi-cultural approach to instruction and learning about the student's cultural heritage is a positive.
- The staff development program is ongoing, relevant and thorough.
- Parent and staff surveys provide important feed back to the school leadership
- The program for at risk students is well organized and provides a great deal of support for this critical group.
- Student and staff attendance is above the 90th percentile.
- 
- Full time Science teacher was hired and a science curriculum was implemented with collaboration from

***Program weaknesses:***

- Ονε οφ τηε στρυγγλεσ ωε αρε ηαπινγ ισ ηιρινγ α παρ τιμε χερτιφιεδ βι λινγυαλ χουνσελορ. Τηε ποσιτιον ισ φιλλεδ εαχη ψεαρ, ησωεπερ, ιτ η ασ βεεν εξτρεμελψ διφφιχυλτ το φινδ ανδ μαινταιν αν ινδιπιδυαλ ωιτη τηε χρεδενητιαλσ νεεδεδ.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

Hostos Charter School believes that school planning is best served when its constituents communities are involved in the planning process. Parent and teacher stake holders are surveyed late each winter to determine thier level of satisfaction with the operation and program of the school. Once this is done, the results of the surveys are shared with staff, who functions as a committe of the whole. Issues are discussed and consensus is determined. The CAO shares the results of the staff discussions and with the Board of Trustees. As the governance body, the Board of Trustees deliberates the issues and takes into account the CAO's advice and makes the final decision as to the direction that the school will proceed for the coming year.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Denise Castro	Teacher	Elementary School Teacher	School Director
Diana Garcia	Program Support	Administrator	School Director
Daphane Davis	Speech & Language Specialist	Ed Specialist - School Counselor	Specialist
Evelyn Lebron	School Director	Administrator	Board of

			Trustees
Joyce Crosscombe	Parent/HPTA President	Parent	Board of Trustees
Mayra Pabon	ASPIRA Inc. of PA	Community Representative	Board of Trustees
Mildred Plaza	Teacher	Elementary School Teacher	School Director
Sarah Morrell	Special Education Teacher	Special Education Representative	School Director
Christina Adjip	Home & School Liason	Ed Specialist - Home and School Visitor	Specialist

## Goals, Strategies and Activities

### SECTION III. QUALITY OF SCHOOL DESIGN

#### Rigorous Instructional Program

*\*Dual Immersion:*

Planning for Dual Immersion begins in kindergarten. Research has shown that to increase the effectiveness of the program, students should begin as early as possible. With 50% of the school population being Spanish dominant and 50% being English dominant, there is a need to promote cross-cultural understanding for all students with language learning taking place through content instruction. Academic instruction will take place in both the Spanish and English languages.

*\* Teaching strategies for language and content include:*

Cooperative learning, thematic units, hands on materials and visual and graphic displays will be used to teach content area skills. Classrooms will be language rich and teachers will use strategies such as repetition and rephrasing. In addition to language modeling, students will be afforded the opportunities to read, write and speak in both languages.

*\* Separation of languages by teachers and students:*

For a specified period of time teachers will teach in a designated language and encourage students, both English and Spanish dominate, to communicate in the language of instruction. As part of the daily routines, morning and afternoon announcements are done in Spanish only.

\* ***Duration of program:***

Immersion Instruction should be for four to six years. Hostos Charter School will change its grade level organization from grades four to eight to grades kindergarten to eight. This change will take effect in September 2003 with the addition of another grade each of the next three years.

\* ***Integration of students:***

Students from both language groups will learn together for the entire day. Our ELL and Special Education students are also in a regular education classroom.

\* ***Family and community involvement:***

Hostos Charter School will continue to seek the support of the community for the decision making process. It is necessary for the community to be an active participant in the Dual Immersion Program.

\* **History of Puerto Rico and the Americas**

As stated in the signed charter agreement, Hostos Charter School will continue to engage students in the curriculum that embodies critical thinking and critical teaching of chronologically accurate world history, related to Puerto Rico, the Americas and the Caribbean. The program will be literacy based, and hands on. Students will be exposed to graphic organizers, portfolio assessment and on line research.

\* ***Technology:***

Professional development will be provided for teachers to keep them current on best teaching practices for using the Internet, oral presentations and power point. Each class will be scheduled in the computer lab two times per week and also have access to the internet on the two computer in each classroom, Aspira's Community Technology Center also provides the students and their families access to technology during school hours, after school and on weekends.

\* ***Leadership:***

Student projects will have a public speaking component where the students must present their work in a creative and organized manner. A student council will be organized and annual elections held. The council will be a forum where students can voice their opinions on school issues and also develop leadership skills through decision making.

\* ***Curricular Additions***

Hostos Charter School recognizes the importance of literacy in the curriculum, which will be a major area of focus for the coming school year. Literacy will be incorporated into all content areas. The two weeks prior to school opening will be spent on staff development with a focus on Balanced Literacy for the middle grades. Rigby Publishers will provide both the materials and the staff development. Staff will also attend the School District of Philadelphia Content Institute and PATTAN sessions offered in Harrisburg.

Everyday Math was introduced in 2002-03 for grades 4-6 and Connective Math for grades 7 and 8. Staff will review the results of the cumulative test from last year and identify strengths and weaknesses. Staff development will focus on these areas and strategies to improve test scores will be developed. Problem solving will be a primary concern.

The science program needs to be reflective of the PDE standards and also expose the students to the scientific method. A “hands on” approach will be the main focus. Instruction will be integrated into literacy as much as possible. Students will receive a laboratory experience at least once a week. Participation in a Science Fair will be a course requirement.

Teachers receive ongoing training on the use of the Pennsylvania Content Standards. They are required to plan lessons based on standard based instruction. Teachers also state the standards that are being addressed in their lesson plans. The CAO collects lesson plans on a weekly basis and provides feedback.

Teachers have a preparation time during the school day and again another for 1 hour after students are dismissed. Teachers are required to meet with grade partners to develop

standards based lessons using the standards based curriculum guides for Reading, Math and Science.

Teachers are also encouraged to visit other teachers in order to keep abreast with the latest best practices

### **English Language Learners**

***English Language Learners:*** Hostos Charter School is unique in its approach to instructing English Language Learners, in that the missions statement calls for offering a “bilingual, bi-cultural curriculum”, which draws from “the social historical experience of Puerto Rico”. To achieve this a Dual Immersion Program is in place and both Spanish and English are taught and used instructionally. Additionally, a certified ESOL Teacher works individually or in a smaller group setting with English Language Learners.

### **Graduation Requirements**

- Students must pass all major subjects in order to be promoted
- Students will demonstrate their ability to express orally and in writing in Spanish and English
- Students must provide evidence of progress by submitting a portfolio of samples of their work from all subject areas, including Service Learning Project

\* Due to changes in grade configurations, we will not be having an 8th grade graduation for the next four years. (Our next graduation will not be held until our incoming 4th graders finish the 8th grade)

### **Special Education**

There are a full range of services, programs and alternative placements available for placement and implementation of the special education program in our school. Hostos has adopted the "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child Find" data is collected maintained and used in decision making. Child Find processes and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular activities and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Plan. Hostos follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

Teachers refer students to the CSP Team for evaluation after the teacher has tried a series of interventions. Contact with the child's parent is maintained throughout this time period. Parents may also make referrals to the CSP, if there is slow academic progress. The school psychologist

administers a battery of assessments to ascertain if the child is a candidate for special education and classification. If so, and Individualized Education Plan is developed for the child. The parent is closely involved in the process and the school is required to obtain the parents permission and a signature at each step of the process. Annually, the IEP is reviewed and adjusted as needed with parental input.

Additional services are provided to students with special needs. That includes the at risk population, special education students and English Language Learners. These children are placed in instructional grade level groups and are provided inclusion services. The small class sizes at the school provide the opportunity for teachers to work with individual students. The special needs students are provided additional support by classroom aides, the special education teacher, speech therapist and the counselor. Additional tutoring is provided if necessary during or after school.

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Elizabeth Samworth	1.0	Bilingual Special Education Teacher/ESL Teacher	Hostos Charter School	13	Worked with Bilingual At risk/Special education studnets
Stacey Clayton	.5	Special Education Coordinator/Teacher	Hostos Charter School	12	Worke with special education students

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	N/A	N/A	N/A	0	N/A

### Special Education Program Profile - Chart III

Title	Location	FTE
Counselor	Hostos Charter School	.20
Speech/Language Specialist	Hostos Charter School	.20
School Psychologist	Hostos Charter School	As needed for evaluations

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
N/A	N/A	

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

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

Terra Nova/Supera	No	Yes	Yes	No	No	No
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### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	Yes	No	No	No	No
Terra Nova/Supera	No	No	Yes	No	No	No	No

### Student Assessment

a) In the 2005-2006 data, it was evident that our eighth graders were performing at 53.3% proficient and advanced in Math and 66.7% proficient and advanced in Reading. The 7th grade testing population was performed at 50% proficient and advanced in Math and Reading. As soon as the data is available for review, the first course of action is to analyze each students performance and look at strengths and weaknesses. We are looking to see which students need specialized instruction, tutoring, enrichment or maintenance. A battery of pre-assessments are completed to further gain understanding into the deficiencies, small group instruction, tutoring, Saturday School are all options for the students who need the extra help in a particular subject area. In collaboration with the teachers, materials that we feel would benefit the students are looked at, and in many cases ordered to be used in instruction. We also survey best practices that can be used as a whole. As the students progress through the chosen course of study, periodic assessments are conducted to ensure that progress is being gained.

Terra Nova/SUPERA (Local Test Data) test scores revealed that our lower grade (1st and 2nd) students performed at the "nearing proficiency" level. This was a big surprise for us as our school-leveled data states that most of our students are reading and learning mathematical standards at or above grade level. We believe that we need to focus some time to teaching our 1st & 2nd grade students some test taking strategies so that they can better display their knowledge on the Terra Nova. We spend a lot of time in grades 3 and above teaching students test taking strategies but very little time teaching these strategies in the lower grades.

b) At risk, special education, English Language Learners and regular education students that are in danger of failing are placed in small groups by grade level performance. These students are taught based on an inclusion model. The special education teacher, the speech/language specialist, classroom aides and the counselor provide additional help. The ESL teacher works with the ELL students and with the regular education students that are struggling in reading and math. Tutoring is available during and after school. Saturday School is also available and highly recommended for all students. Teachers are engaged in extensive staff development on a weekly basis. Materials and texts are reviewed and replaced to better meet the needs of the school population. The teaching staff is closely monitored with frequent class visitations and regular review of lesson plans and grade books. Hostos is committed to monitoring that all students complete homework assignments each night. Our parents are an integral part of the instructional growth of their children.

### Teacher Evaluation

a) All teachers are observed at least two times per year and more if there are difficulties. Informal visits occur at least once per week. Currently the school has moved to a more clinical supervisory approach. The school director holds a pre-conference with the teacher and the lesson objective is discussed. After the classroom visit, a post-conference is held to discuss the strengths and weaknesses of the lesson. Feedback is given and included in the comments section of the observation form. An action plan is developed. The second observation is an unannounced visit to the classroom. At the end of the year

a summative evaluation is presented to the teacher. This looks at the teacher in terms of their total performance in all areas of their job description.

b) The Chief Administrative Officer is responsible for teacher and Staff Evaluation.

c) Evelyn Lebron, CAO, is a certified Principal in the State of Pennsylvania and just finished her course of study of a Letter of Superintendence which focused extensively on training in educational evaluation. Additionally, The CAO has received special education training.

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

No leadership changes have occurred with school administration.

There have been some changes on the Board of Trustees:

Due to expired terms, the chair of the board has been replaced and two new board members were voted in.

Current Chair of Board of Trustees: Emanuel Ortiz

Two new appointed members: Joyce Crosscombe, Miguel Torres

### **Board of Trustees**

<b>Name of Trustee</b>	<b>Office (if any)</b>
Emanuel Ortiz	Chairperson
Carmen Colon	Member
Hilda DeLaRosa	Secretary
Olabisi Laniya	Treasurer
Alfredo Calderon	Member
Louis Bonilla	Member
Tamara Newton	Member
Juvencio Gonzalez	Member
Angel Rosa	Member
Joyce Crosscombe	Member
Miguel Torres	Member
Evelyn Lebron	(CAO) Non-voting member

### **Professional Development (Governance)**

The Board of Trustees underwent professional development in August '06 in the form of a retreat that focused on board development. It is planned to have a board retreat on an annual basis.

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

The coordination of governance is done through the CAO.

### **Community and Parent Engagement**

Parent involvement is very important to Hostos Charter School. Because the school is very small there are many opportunities for parents to volunteer and provide input to the decision making process. To accommodate working parents many meetings are held twice — during the day and in the evenings. In addition notes are taken during the meetings and then sent to the parents. Plans are being made to hold parent workshops in the evenings and on weekends. Parent surveys are taken seriously. The President of the Parent Teacher Association (HPTA) also serves as a voting member of the Hostos Board of Trustees.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

Hostos Charter School has a variety of fund raising activities that usually focus on a specific program. They include Book Fairs, Picture Days, Cheese Cake Sales, Dances, and Bake Sales.

### **Fiscal Solvency Policies**

Financial Statements are prepared for periodic board meetings from which the board can monitor fiscal solvency. Expenditures are controlled by the annual budget, which was approved by the board annually, and amended generally after six months of the fiscal year. Extraordinary expenditures not budgeted are approved by the the board prior to their expenditures.

### **Accounting System**

The school's general ledger is maintained with "QuickBooks" brand software.

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

The Hostos Charter School's audit firm is Larson Allen Weishair & Company, LLP. The date of our last audit was August 14-16, 2006. A copy of this audit will be attached. The audit for 2006-2007 is scheduled to take place on August 13-15, 2007. Once this report is submitted from the auditors, we will forward a copy to the School District of Philadelphia and the Pennsylvania Department of Education.

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

The audit for the 2006-2007 will take place on August 13-15, 2007. As soon as we receive the report, we will forward it.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

No new equipment was acquired during the last fiscal year.

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

We are still in the process of negotiating to purchase the building and renovate for improvements of our facility. Renovations include, but are not limited to, having a science lab, art studio, combined state-of-the-art library and computer facility, improvement of the office/lobby/waiting area, new teacher's lounges, additional staff bathrooms, added space to lunchroom, expansion of the administrative office suite and additional classrooms.

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

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

Hostos Charter School is in compliance with all code (BOCA, UCC, Health, and Fire) and license requirements. All inspections have taken place and certifications are displayed. Fire Drill records and "Shelter In Place" documentation is available for inspection. The Emergency Management Plan is in place and has been reviewed with staff. Each teacher has a copy and an emergency kit is located in a conspicuous place in the school.

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

Workmen's Comp- First Non Profit Insurance Company #WCC373684

Directors & Officers/ employment practices liability coverage- Great American Insurance Company AUN9425762A

Umbrella Liability Policy- First Non Profit Insurance Company UXL3706683

Fire and Liability package excess Umbrella Policies- First Non Profit Insurance Company TMP3716355

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

Our teacher retention is very high. Our small school attracts quality teachers that wish to return the following school year to our school. This school year we are foreseeing some changes. Our Special Education Teachers have sought higher positions in other organizations however, we are fortunate to have another staff member who is Special Ed. certified and will fill the vacancy. Additionally, although once again our teaching staff was a phenomenal one, we decided to not renew 2 teachers, the counselor and nurse's contracts for failing to meet certification requirements. All of these positions have been offered to fully certified staff members for the upcoming year.

### **Student Enrollment**

- a) The Hostos Charter School follows the requirements of the School District of Philadelphia for enrollment. Kindergarten students must be five years of age by September first and meet all immunization regulations
  
- b) There are two trends in enrollment that are significant. The Hostos Charter School is changing its school design and grade level configuration. We began with adding kindergarten in 2003; an additional grade will be added each year for the next three years. This will change the grade school design to a K to 8th design. The other trend is that the waiting list has continued to grow, as of the summer 2007, we had 314 students on a waiting list. This will ensure that the enrollment projections will be fulfilled. We know the community has accepted Hostos and many families want to enroll their children in our school. Upon purchasing and expanding our current facility, as we apply to renew

our charter, we hope to increase our student enrollment from 200 students to 400 students in a K-8th grade school.

## **Transportation**

Free tokens are distributed on Mondays before dismissal for all eligible students. The School District of Philadelphia will transfer eligible students to and from school based on PA State mandates and its Board of Education policy. All eligible students must:

1. Be a resident of the City of Philadelphia
2. Be designated by the Division of Special Education as a participant in a Special Education class, and requires transportation to get to school.
3. Lives more than a mile from his/her school and participates in the voluntary school desegregation program of the School District of Philadelphia.
4. Be in grades 4 through 6, and live one mile and a half, or further from the assigned school.
5. Be in grades 7 and 8, whose route to school is determined to be hazardous by the Pennsylvania Department of Transportation.
6. If due to some exceptionality or severity of handicap(s)

## **Food Service Program**

The Hostos Charter School is unique in that the food service program helps the school to meet one of the goals of the charter agreement. The meals served reflect the cultural heritage of Puerto Rico. Entrees are prepared similar to those served in Puerto Rico or the homes of many of the school's students. Frequently the food service staff receives requests for the recipe of favorite entrees. We participate in the Free and Reduced Lunch Program and comply with all the claims and reports that need to be submitted.

## **Student Conduct**

a) The philosophy of the behavior management plan is a positive reinforcement program with expectations, rewards and consequences. Rules are discussed with parents and students. Expectations are few in numbers and expressed in positive terms. The discipline code is in compliance with Chapter 12 and 13 of the Public School Code. Due process procedures are in policy and presented to parents and students in writing. Both the behavior management plan and the due process procedures are in the student handbook.

b) There were 16 students involved in 19 suspension incidents.

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Eugenio Maria De Hostos CS

**Date of Local Chartering School Board/PDE Approval:** September-1998; Renewal 2003

**Length of Charter:** 9 years **Opening Date:** September 1998

**Grade Level:** k-3 and 8th **Hours of Operation:** 7:30 AM to 4:00 PM

**Percentage of Certified Staff:** 77% **Total Instructional Staff:** 17

**Student/ Teacher Ratio:** 20:1 **Student Waiting List:** 341

**Attendance Rate/Percentage:** 94%

**Enrollment:** 204 **Per Pupil Subsidy:** \$ 7,101.00

### Student Profile

**American Indian/Alaskan Native:** 0  
**Asian/Pacific Islander:** 0  
**Black (Non-Hispanic):** 7  
**Hispanic:** 171  
**White (Non-Hispanic):** 2  
**Multicultural:** 24

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 89%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 23

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	181.5	181.5	181.5	0	181.5
Instructional Hours	0	0	1112.37	1112.37	1112.37	0	1112.37

## **ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2007**

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

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

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

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**Board President**

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**Date**

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**Chief Executive Officer**

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**Date**

**2007 - 2008 Annual Report for Pennsylvania Charter Schools**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**SIGNATURE PAGE**

*Identify the charter school's Chief Executive Officer.*

**Name** Evelyn Lebron1

**Title** CAO/School Director

**Phone** 215-455-2300

**Fax** 215-455-6312

**E-mail** elebron@hostoscharterschool.org

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*Signature of the Chief Executive Officer and Date*

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

**Name** Emanuel Ortiz

**Title** Chairman-Board of Trustees

**Phone** 215-455-2300

**Fax** 215-455-6312

**E-mail** eortiz@nueva.org

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

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

**Name** Sara Morrell

**Title** Special Education Teacher

**Phone** 215-455-2300

**Fax** 215-455-6312

**E-mail** smorrell@hostoscharterschool.org

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*Signature of the Special Education Contact Person and Date*