
Pennsylvania Department of Education



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

Charter Annual Report **Monday, November 10, 2008**

Charter School: Boys Latin of Philadelphia CS
Address: 2230 Island Ave.
Philadelphia, PA 19142
Phone: (215) 387-5149
Contact Name: David Hardy

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Boys Latin of Philadelphia CS

Date of Local Chartering School Board/PDE Approval: 06/28/2006

Length of Charter: 5 years **Opening Date:** 09/05/2007

Grade Level: 09 **Hours of Operation:** 8:00 am - 5:00 pm

Percentage of Certified Staff: 80 **Total Instructional Staff:** 10

Student/ Teacher Ratio: 14/1 **Student Waiting List:** 122

Attendance Rate/Percentage: 94.37

Enrollment: 144 **Per Pupil Subsidy:** 2007-2008

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 142
Hispanic: 0
White (Non-Hispanic): 0
Multicultural: 2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 79%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 13

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	182	182
Instructional Hours	0	0	0	0	0	1152	1152

SECTION I. EXECUTIVE SUMMARY

Organization Description

Boys' Latin of Philadelphia Charter School, a senior high school, offers a classical/contemporary college preparatory education in which all students are required to take four years of Latin. The curriculum includes rigorous course work that starts with basic skills and evolves into more independent, project based classes. Our goal is to create hardworking students and independent learners. Boys' Latin opened for ninth graders in August of 2007 with 144 boys.

Core Purpose

Mission

Boys' Latin of Philadelphia Charter School, a college preparatory high school, serves qualified boys of diverse backgrounds who live in the City of Philadelphia. Boys' Latin offers its students a rigorous contemporary/classical education that prepares them for college matriculation and sets high standards for achievement, character development, and age appropriate conduct. |

Boys' Latin has created a self-selected group of young men who value academic success, hard work, and the development of their intellectual, moral, social, creative, and athletic potential. Boys' Latin is a school where young men prepare to become leaders through challenging coursework within a supportive environment. Our curriculum blends liberal arts, classical studies, and state-of-the-art technology as we cultivate world citizens for the twenty-first century.

Boys' Latin of Philadelphia Charter School welcomes all who share our mission for children and hold paramount brotherhood and cooperation. We do not discriminate based on external or perceived differences, but will empower our young men with a beneficially rewarding and diverse school program.

Vision

While the Philadelphia School District can boast a number of effective schools, progressive and novel social programs, and greater opportunities for parental choice through the charter school movement, there are a significant number of young people who are under-served and/or ignored in the city's public education system. This is especially true for high school-aged boys living in the City's most challenging neighborhoods.

Boys' Latin of Philadelphia Charter School aims to be a reputable institution with high academic standards where young men in such neighborhoods receive life-long, fundamental, and practical skills that prepare them for success in college, citizenship and the competitive world beyond.

The design of Boys' Latin springs from a body of literature supporting the academic benefits of single-gender education, and in particular the "remarkable effect"^[1] such schools can have boosting boys' performances in academic studies, the arts and foreign languages.

Literature suggests that the benefits of single-sex schools for African American and Hispanic boys living in low socio-economic homes are particularly profound. "The performance of African-American and Hispanic students in single-gender schools is stronger on all tests, on average scoring almost a year higher than similar students in co-educational settings."^[2] Boys' Latin of Philadelphia Charter School will be an educational institution that will offer first-class academic instruction, bolstered by necessary social services and interventions to proactively address the particular challenges urban boys face.

[1] Brighter Choice Charter Schools, Single-Sex Classes; retrieved July, 2008;
<http://www.brighterchoice.org/>

[2] Brighter Choice Charter Schools, Single-Sex Classes; retrieved July, 2008;
<http://www.brighterchoice.org/>

Shared Values

Boys' Latin of Philadelphia Charter School students follow a strictly enforced code of behavior and dress (including a sports jacket and tie). Students must respect themselves, their fellow students, teachers, staff, guests and all others they encounter during the course of their school day. Students and parents are required to sign an agreement that will signify their understanding of and commitment to the school code.

Academic Standards

Latin equips a student with the strongest single foundation for mastering Romance languages, modern inflected ones such as Russian and German, and even non-related tongues like Arabic, Chinese, and Japanese. Working with Latin broadens a person's notion of structures possible in English and other languages. In addition, 80% of the vocabulary of the Romance languages--French, Italian, Portuguese, Romanian, and Spanish--is based on Latin.

The non-English word structure and sentence patterns found in Latin help develop observant, analytical, and logical students. Their minds develop in demanding and practical ways. For these reasons, students of Latin are appreciated and sought after by Human Resources departments.

Strengths and Challenges

Boys' Latin's greatest strength is in the people who are a part of our school community. We have an impressive and diverse group of students who value academic success, hard work, and the development of their intellectual, moral, social, creative, and athletic potential. Our students recognize that attending Boys' Latin is a privilege, and they are proud to be a part of the first class of students.

Boys' Latin has assembled a first-rate, highly qualified staff that believes in the success of the school. Our teachers work harder and longer than most teachers in local urban schools, and they readily do it for the benefit of their students. Our staff works collaboratively to ensure consistency throughout the curriculum.

The Boys' Latin Board of Directors consists of community members from diverse backgrounds who actively participate in all aspects of the school's governance. Board Members also raise

funds for the school and promote the school in the greater Philadelphia community. They are committed to maximizing the effect Boys' Latin has on the students it serves.

The study of the Latin language and the single-gender structure are strengths that make Boys' Latin unique among area charter schools. Every Boys' Latin student takes four years of Latin, taught by a certified Latin teacher. Latin equips students with a strong foundation and the non-English word structure and sentence patterns founding Latin help develop observant, analytic, and logical students. This school year, two Boys' Latin students received national and local recognition for their performance on the National Latin Exam, and twenty additional students just missed this achievement by a few points.

Does Latin help SAT scores? YES!

The mean Verbal SAT scores for 2002 were:

All students-508

Students who study:

LATIN-674

Spanish-581

French-637

German-622

Boys' Latin is designed as a single-gender school to most effectively address the unique social and academic issues experienced by urban boys. Boys are far more likely to have problematic academic experiences and are 30% more likely to drop out of school. Teachers in an all-boys school can teach in ways that reach boys and appeal to their learning style. Extensive research has shown that boys tend to soften their competitive edge and become more collaborative in a single gender setting. They can be themselves and not worry about the social stresses inherent in a co-educational environment. Boys' Latin students cite the all-boys environment as one of the best things about the school.

The challenges Boys' Latin faces are similar to those of any charter school. Being competitive for highly qualified teachers is challenging for Philadelphia charter schools, since charters receive less funding than do district schools and often cannot pay equivalent salaries. However, Boys' Latin was able to recruit and maintain a high percentage of highly qualified teachers for the first school year.

Boys' Latin also faced the challenge of creating a school facility that would support the type of educational environment necessary to engage students in a high school setting. This meant a sacrifice in the first school year. While the facility (a former Catholic school building) was undergoing renovations, students and staff operated out of a series of trailers. This sacrifice proved to be worthwhile, as the new building was complete by the end of the school year.

One challenge that Boys' Latin will continue to face in upcoming years is to prepare students for college. Since Boys' Latin is designed as a college preparatory school, college must be emphasized from the moment students enter the school. However, many students enter Boys' Latin with inadequate reading proficiency. In 2008, 43% of entering freshmen at Boys' Latin will start the school year reading at a level of 5th grade or lower. In the Philadelphia School District, only 36.3% of African-American students score at a level of Advanced or Proficient in reading on the PSSA. This means that 63.7% of Philadelphia's African-American students do not read at a satisfactory level, as defined by the Pennsylvania Department of Education. Philadelphia has one of the lowest graduation rates among the nation's largest districts, graduating only 55.5% of its students. Boys' Latin has created programs to address these deficiencies so that our school's statistics can be much higher. Our Summer Reading Program, After School Program (which includes one hour of supervised homework time), and Saturday School program all work to get students reading on grade level so that they can excel in high school and matriculate to college. Student participation in these programs has been excellent, and is expected to increase in the second year of operation.

-
-

ANNUAL MEASURABLE GOALS 2007-2008

Annual Measurable Goal	Strategies / Interventions	Performance Indicators	Results / Progress
45% proficient or above in math on PSSA (AYP goal)			
54% proficient or above in reading on PSSA (AYP goal)			
95% participation rate in PSSA assessment (AYP goal)			
	Daily monitoring, parental contact, attendance policy,	School attendance records	Attendance for the 2007-08 school year was 95%
Improvement in attendance in grades 9 th — 12 th up to 95% (AYP goal)	Board action for those who exceed attendance policy limits		
70% of students will score at or above grade level on the Internal Reading Assessment			
On a parent survey, 90% of parents will rate BLCS as meeting or exceeding expectations	Day-to-day efforts of staff, quick response to concerns, involve parents in the life of the school, scheduling of events that draw parents into the school	Tabulation of survey results	
BLCS will receive a "3" rating (1-5 scale) in each of the 20 evaluated ELOB categories			

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Boys' Latin recognizes the importance of creating a strategic plan to guide our school through its first few years. The school's leadership also recognizes that a long-term strategic plan requires a great deal of research, discussion, and revision before it can truly serve as a guiding document for the school. Since 2007 was the school's first year of operation, Boys' Latin only took small steps toward beginning the planning process.

During the 2007-2008 school year, Boys' Latin took three steps toward creating a strategic plan. First, it hired a Development Coordinator who would be responsible for organizing a committee to plan and implement a strategic plan. Second, it created a committee of five people who will take on unique roles during the planning process. Third, it identified the following focal points to be addressed through the strategic plan: Academic Assessment and Achievement, Staff Recruitment and Retention, Facility, Curriculum, Technology, College Preparation, Supplemental Programs, Community Relations, Resource Development, and Evaluation. All of these focal points are critical to the long-term health of the school, and will be addressed through the goals, objectives, and activities of the three year plan.

The next step for the committee is to identify priorities within each focal point. Various members of the Boys' Latin student body, staff, board, and neighborhood will be consulted to be sure all community members are represented in the plan. The findings will be presented to the Board of Directors at the December, 2008 meeting. Based on the result of this meeting, a minimum of three overall goals that encompass the priorities set by the Boys' Latin leadership and community will be drafted by the committee. Strategies and activities will also be determined through this process. The goal is to complete the strategic plan and gain buy-in from all essential parties by April, 2009.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Crystal Lanham	Employee, Director of Student Support and Assessment	Administrator	CEO
David Hardy	CEO	Administrator	Board
Janine Yass	Board Vice-Chair	Board Member	CEO
Keisha Jordan	Consultant	Other	CEO
R. Richard Williams	Board Chair	Board Member	CEO

Goals, Strategies and Activities

Goal: Goals

Description: The Strategic Plan Committee is in the process of identifying goals for Boys' Latin, as well as strategies and activities for achieving the goals. This process is expected to be complete by April, 2009.

Strategy: Strategy

Description: The Strategic Plan Committee is in the process of identifying goals for Boys' Latin, as well as strategies and activities for achieving the goals. This process is expected to be complete by April, 2009.

Activities:

Activity	Description
Activity	The Strategic Plan Committee is in the process of identifying goals for Boys' Latin, as well as strategies and activities for achieving the goals. This process is

	expected to be complete by April, 2009.	
Person Responsible	Timeline for Implementation	Resources
Ruth Gonzalez	Ongoing	\$0.00

Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Boys’ Latin of Philadelphia Charter School is based on the premise that inner-city at-risk boys will succeed within a gender-based, highly structured environment that includes proper support systems, a strong and diversified curriculum, and a host of enrichment activities to stimulate and broaden students’ horizons.

Boys’ Latin will promote a comprehensive, standards-based educational experience that will build on students’ basic skills and knowledge and cultural awareness.

Students will receive their initial orientation to the school’s curriculum through an Outward Bound course. Specifically, students will embark on a three-day expedition across a nearby wilderness area. Some of the challenges students will encounter include rock climbing, rappelling, a ropes course, canoeing and rafting, leadership initiatives and workshops.

How is the curriculum organized to meet the developmental and academic needs of students?

The college preparatory course of study at Boys’ Latin of Philadelphia Charter School offers an original and unique experience for young men looking for an intellectual challenge in the context of a nurturing environment. The four-year curriculum is an intellectual journey that provides a firm grounding in critical reading combined with learning multiple modes of written expression — knitting together three related yet distinct strands of information into an integrated body of knowledge that students will carry on to university life.

Students begin by plunging into a wide array of cultures and vantage —points through world history and literature, emerging only to find themselves immersed in a historical dialogue with the visual, literary, political, scientific and mathematical achievements of the Western Enlightenment. From there students ultimately learn how to swim in the school’s own distinct cultural current,

intermingling of coursework in African-American studies, an experiential learning component and behind it all-the Latin requirement.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students who enroll performing significantly below standards in literacy and mathematics skills?

According to a 2004 report by Learning Resources Network (LERN), boys are neurologically geared toward solving problems and meeting challenges. Once they master a particular task (solve the problem and meet the challenge), it becomes boring, and boys have a hard time focusing on the assignment at hand. Boys' Latin of Philadelphia Charter School's curriculum will reflect this reality. Courses will integrate book learning with engaging hands-on learning experiences. The teachers will work to improve students' skills by incorporating several learning modalities (audio, visual, kinesthetic, etc) and numerous teaching methodologies (differentiated instruction, cooperative learning groups, etc). Boys' Latin's curriculum will also incorporate lesson modifications in each of the core subjects for students who need extra support or enrichment in order to stay engaged.

Gifted Education/Academically Advanced

In many respects, Boys' Latin of Philadelphia Charter School is an environment that is well suited to the gifted student as it will promote excellence, open cultural outlets, adopt differentiated instruction and encourage academic independence. Gifted students will begin advanced studies beginning in the 9th grade. According to the curriculum, Project-based Learning and Service Learning are components that will drive the junior and senior educational years. Gifted students will be placed on this fast track after the second semester of their ninth grade year. Upon identification as gifted/advanced, a student will be assessed and evaluated by the school's counselor and/or department chairperson to determine the appropriate course of challenging study.

Special Education-Special Needs

Just as the Boys' Latin of Philadelphia Charter School expects it will receive students with great potential whose present academic achievement lags far behind where it should be for their grade level, we expect — and welcome — students with special needs, including English Language Learners. The design of the curriculum — including the particular focus on features such as Project-based Learning, Service Learning Centers, and differentiated instruction — will allow students with special needs to benefit from the Boys' Latin experience and “fit in” while their specific learning needs are also being addressed.

Boys' Latin of Philadelphia Charter School will form an IEP team to review, prior to the start of the school year, the Individual Education Plans (IEPs) of any student who has them. Appropriate accommodations and an instructional program will be designed accordingly. This same IEP team

will consider teacher referrals for students who might need to be put on an IEP in order to receive targeted special services. The combined resources of the instructional staff will be engaged to design an educational program that meets the needs of our students on IEPs and does so in the least restrictive environment.

Micro Managed Educational Class — Therapeutic Intervention

Boys' Latin of Philadelphia Charter School has adopted the Micro Managed Educational Class (MMEC) model as a school within a school in order to handle extreme behavioral problems requiring an integrated academic and therapeutic program.

Students on an IEP can receive the services of MMEC. It is an innovative program that creates an environment that is challenging, academic and therapeutic. The program is an opportunity for students to:

Understand and address their individual needs.

Establish effective techniques to deal with individual problems.

Develop a routine in the classroom that brings consistency to their lives.

Develop age-appropriate social skills with peers and adults.

Recognize the need for and respect of adult authority figures.

Begin to communicate ideas and feelings by utilizing techniques with specific tasks where dialogue is required.

Classroom teachers, counselors and other qualified on-site staff help to identify potential students for participation in the MMEC. Students placed in the MMEC setting have an IEP and may have demonstrated behaviors such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance (OD), Anxiety, Attached Disorder, Depression, Low Self Esteem, experienced Sexual Abuse, Academic Underachievement, etc.

Therapeutic intervention is the redirection of behaviors and attitudes that are not only socially inappropriate but impede student's academic achievement. Behavior modification, age appropriate communication with peers and adults, and a positive attitude toward education are key components in this program. Some examples of therapeutic interventions employed by MMEC include:

Breaks between instructional periods and complex activities with less stressful activities to sustain student's interest and attention e.g., classical music, art, poetry, reading stories to the class, etc.

Teaching students more effective concentration skills: clearing away distractions, study in a quiet place and take breaks when needed.

Identifying a variety of positive rewards to maintain students' interest and/or motivation.

Teaching self control strategies — stop-look-listen-think, count to ten.

Utilizing a "listening buddy" who sits next to the student in the classroom to quietly repeat instructions as needed.

Teaching students more effective test-taking strategies: reviewing material on a regular basis, reading directions more than once, proofreading work, etc.

Teaching students more effective problem solving skills: identify problem, brainstorm solutions.

Encouraging students to use self-monitoring checklists to improve attention, academic performance and social skills.

Employing art therapy (drawing, painting, etc): instruct students to create/draw pictures reflecting how he/she feels about friends, parents, etc.

Recognizing and verbalizing hurt and/or angry feelings about friends, parents, etc.

Identifying targets and causes for angry feelings.

Assisting students in becoming capable of identifying and verbalizing his/her emotional needs.

Given its focus on combating aggression, inappropriate language and inattentiveness by utilizing hands-on activities, verbal praise and diversified learning modes to raise each student's level of awareness and compliance, MMEC strategies will be integrated into the general education program as well.

What types of teaching strategies are used to actively engage students in the learning process?

Rather than rely on "different and innovative" teaching methods, the strategies and models discussed below have come to be associated with effective teaching practices and are backed by sound research. Their inclusion in the instructional design at the school reflects the commitment

to do what it takes to reach high levels of academic achievement and energize students around the learning experience.

Differentiated Instruction

Teaching students the same amount, in the same way, at the same rate defies research, experience and common sense. Individuals grow at different rates-intellectually, physically and emotionally-with unpredictable starts and surges along the way, just as students learn at different paces and in different manners.

With differentiated instruction, students will move in and out of performance groupings as they master the material. Students who are ready for faster-paced instruction will advance and if students are unable to handle the new demands, teachers will drop back to the point they understood, regroup and provide additional instruction. At Boys' Latin, teachers will move all students along at a steady pace, monitoring success for all at each step, providing compensatory instruction needed, and giving challenging extra work to talented and eager students. Teachers will offer students learning tasks that are appropriate to their needs, rather than just to the grade and subject being taught.

Project Based Learning

Project-based Learning is a model for classroom activity that will be employed. It supports classroom practices and lessons that are shorter and more isolated by providing activities that are longer-term, interdisciplinary, and integrated with real world issues and practices. One immediate benefit will be to make learning more relevant and useful to students by establishing connections from what they are learning in core subjects to life outside the classroom. Such a strategy capitalizes on research highlighting the elements of effective instruction, specifically the connection of lessons to issues of personal relevance to students and/or real problems or issues that exist in the world and instruction that emphasizes interactive discourse with small group work that is characterized by clear goals and individual accountability.

Service Learning Component

Boys' Latin of Philadelphia Charter School is drawn to service-learning because it is firmly in line with Boys' Latin's mission to build character and leadership, and will produce important educational results as well. Based on experiences around the nation, learning through service causes students to become more concerned about their community and community issues, to discover ways they can lend their talents to those issues, and to apply what they are learning in specific content areas such as Social Studies, English, Science or Mathematics, or to more specific topic areas such as the environment or the elderly, thus making their studies more relevant.

English Language Learners

N/A

Graduation Requirements

- Students are responsible for reporting to their Senior Advisors when assigned in May/June of their 11th grade and throughout their 12th grade year.
- Seniors **Must** pass the basic level of PSSA Testing.
- Seniors **Must** pass the written component and the oral component of their Senior Project.
- Seniors **Must** have completed a minimum of 26.5 I.U. credits with a minimum of 4 mathematics credits, 6 English credits, 4 social science credits, 4 Latin credits, 4 science credits and 1 credit for the written senior project.
- Underclassmen are required to have 1 credit per year for Community Service.

Special Education

Special Education Policies & Procedures - Attached

Special Education - Attachment

- Special Education Policies & Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Paula Sahn	1.00	Learning Support	Boys' Latin	13	none
Crystal Lanham	1.00	Learning Support	Boys' Latin	13	none

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
Director of Student Support and Assessment	Boys' Latin	1.00
Social Worker	Boys' Latin	1.00
Resource Teacher	Boys' Latin	.50

Special Education Program Profile - Chart IV

IU, Public Agency, Organization,	Title/Service	Amount of Time
----------------------------------	---------------	----------------

or Individual		Per Week
Therapy Source, Jennifer Leventhal	Psychologist	.25
Therapy Source, Nicole Tomassini	School Psychologist	.25

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
N/A	No						

Student Assessment

N/A - 2007-2008 Enrolled 9th grade only

Student Assessment - Attachment

- Student Assessment

Teacher Evaluation

a. The School Leadership Team (SLT) conducts both formal and informal classroom observations. Each formal observation is followed by a conference during which the lesson is discussed, feedback is provided, and suggestions for improvement, where appropriate, are made. (First year teachers are observed more frequently than experienced teachers.) A written observation report, including commendations and recommendations, is provided after each formal observation. Feedback from informal observations is usually provided through a formal meeting with the SLT and the teacher. Teachers are formally observed and evaluated at least two times a year.

b. School Leadership Team

David Hardy, CEO

Marva Sumlin, Director of Curriculum and Instruction

Crystal Lanham, Director of Student Support and Assessment

c. The hallmark of Boys' Latin of Philadelphia Charter School's Professional Development Training Program will be the "All Staff Retreat". The purpose of the retreat will be to foster connection and communication between and among staff, orient the staff to the mission and the vision of the school, provide training in key areas of instructional planning and delivery, and give staff time to design and polish lessons in cooperative sessions.

Key areas of training will include:

- Using differential instruction and grouping and regrouping practices within the class to respond to individual student needs.

- Reviewing achievement data and learning how that information can be used to determine classroom objectives and activities, and a set of measurable learning goals for individual and class room performance.
- Using a range of questioning strategies to support different levels of complexity in the standards/objectives to be taught.
- Creating cooperative workgroups and peer tutoring.
- Instituting Project Based Learning.
- Developing learning centers.
- Monitoring student learning and utilizing a variety of testing techniques.
- Employing time management strategies
- Using conflict resolution and effective classroom management techniques.
- Director of Student Support and Assessment attends professional development opportunities at PATTAN. (These trainings span from special education law to curricular ladder usage in a classroom and throughout the school)

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

N/A

Board of Trustees

Name of Trustee	Office (if any)
Ann Baruch	Board Member
Dawn Chavous	Secretary
I. Michael Coslov	Treasurer
James Doughan	Board Member
R. Richard Williams	Chairman
Janine Yass	Vice Chair
Joseph Conwell	Board Member
Philip Siegel	Board Member

Professional Development (Governance)

Boys' Latin of Philadelphia has selected its board members with an emphasis on prior board experience in charter schools, private schools, or both. Our attorney, Michael Frattone, works with our board to ensure that our board adheres to the laws pertaining to governance - the Sunshine Act, Act 22, and due process.

Coordination of the Governance and Management of the School

The bylaws make provisions for at least a seven-member Board of Trustees. The Board includes educators, business persons, social service providers, and philanthropists. The CEO serves as a full member of the Board.

The Board sets policy for the school and works with the CEO, who is responsible for the day-to-day operation of the school, to develop and use analytical tools that help to regularly measure the academic and non-academic performance of the school. At each Board meeting the CEO presents a statistical snapshot of the school, reporting on student progress, school programs and school financial data.

The Board meets at least six times each year (see schedule below) to address both long-term and short-term issues affecting the school.

The CEO and the Board Chairperson meet regularly to discuss matters of importance regarding the operation of the school.

The CEO and/or assigned school representatives attend all called meetings of the School District of Philadelphia (SDP) for charter schools. We have been in contact with various offices of the SDP to assist us in providing answers and suggestions in addressing various issues that arise during the course of the year. All required reports have been submitted.

• Board of Trustees Meeting Schedule

Beginning October 11, 2007 the Board of Trustees meet the second Thursday every two months.

Coordination of the Governance and Management of the School - Attachment

- Board Meetings 2007-2008

Community and Parent Engagement

Boys' Latin of Philadelphia Charter School quickly solicited several key supporters of the community. The CEO has developed relationships with local legislatures, Senator Anthony Hardy Williams and State Representative Ron Waters.

Boys' Latin of Philadelphia Charter School has developed a substantial relationship with the neighboring community, parent body and the staff. With the development of the Extended Family Network, Boys' Latin has sponsored events such as:

- A Day at the Sixers (with over 250 participants)
- A bowling party
- A Mother/Son Luncheon

Parent participation in all events has been overwhelming. The ability to develop community within the school has allowed the school to avoid most of the problems that are all too common with schools in the Southwestern section of Philadelphia.

Boys' Latin has instituted a "Safe Corridors" program that has eliminated the attacks on students by local thugs. The demerit system has reduced class disruptions and other conduct violations. The student-focused interventions have enabled us to concentrate on individual students' specific needs.

Boys' Latin of Philadelphia Charter School has developed a parent organization known as the **Extended Family Network**. The extended Family Network's model confronts and tries to correct a systemic social problem, which is the breakdown of the family structure.

The Extended Family Network strengthens the family by developing a structure of "core" family members that provide support, values, and nurturing of the student. The "core" family members can be mothers, fathers, aunts, uncles, cousins or friends. The "core" family members will be positive role models and mentors and will be accountable to the school and students.

The Extended Family Network goals:

- To bring families into a close trusting relationship where they can share in the care, nurture and support of their children's (short and long-term) academic, emotional, physical, social and spiritual growth
- To provide opportunities for learning inside a functioning family model
- To introduce and teach children, youth and families consistent values
- Instill and rekindle a strong sense of value and purpose within the family as an integrated unit within communities
- Teach mutual support and interdependency within/between the family unit(s)
- Empower parents to influence the academic environment and key settings of the child's life
- Create supportive communities

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Boys' Latin of Philadelphia Charter School solicits donations from government entities, businesses, foundations, and individual donors to support its academic and extra-curricular programs. The school also held one fundraiser this year, a shopping event at the Theory store in Ardmore, Pennsylvania.

The following is a summary of the contributions received this year:

Source	Amount	Date	Purpose
The Susquehanna Foundation	\$166,773	2/13/2008	Purchase of laptop computers
Jeff and Janine Yass	\$680,000	07-07-3/08	General Operations

Boys Latin of Philadelphia CS - Charter Annual Report

Federal Government/ Foundations, Inc.	\$21,666	Ongoing	Afterschool Programs
Walter Buckley	\$25,000	10/11/2007	Unrestricted
Eric Brooks	\$125,000	9/5/2007	Unrestricted
BAEO/Gates Foundation	\$50,000	10/8/2007	Project Based Learning
R. Richard Williams	\$1,500	12/30/2007	Extracurricular Activities
Ann Baruch	\$5,000	12/30/2007	Unrestricted
Phil Siegel	\$4,750	12/30/2007	Student meals and uniforms
HBE Foundation	\$1,000	2/8/2008	Unrestricted
Laura M. Besecker	\$300	3/24/2008	Unrestricted
Theory Shopping Fundraiser	\$2,347	5/7/2008	Academic Program
Total	\$1,083,336		

Fiscal Solvency Policies

The Board of Trustees has adopted financial policies and procedures which include; budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc. The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year.

The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

Boys' Latin of Philadelphia Charter School employs the services of Charter School Choice (CSC). CSC provides accounting services and interim financial reporting for the Board of Directors and CEO on a monthly basis. The CSC accountant meets with the CEO regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

Accounting System

The school currently uses QuickBooks accounting software which utilizes the PDE chart of accounts.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues, Expenditures & Fund Balances

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

The 2007-2008 school year was our first year in operation. Our audit has been conducted but our results have not been received. The audit was conducted by Siegal and Drossner, PC.

Citations and follow-up actions for any State Audit Report

N/A

SECTION VII. FACILITY RESPONSIBILITIES

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

With the help of the school's founders, Boys' Latin of Philadelphia Charter School purchased four buildings housed on a three acre property formerly belonging to the Archdiocese of Philadelphia at 55th and Cedar Avenues in Southwest Philadelphia in 2007. This site, which used to be home to Transfiguration Catholic Church and parochial school, is rich in history.

The construction of the new school building is moving along at a steady pace. Floors have been replaced, the elevator shaft is being framed and the walls are beginning to be framed. The halls of this former school building will, once again, be filled with eager minds. Students and faculty will benefit immensely from the design of the new building. The classrooms that have been vacant for some time will swell with incoming new students looking to learn and develop into educated young men.

While the construction of the new building is taking place the faculty and students who have endured life in the fabricated modules that currently make up the school facilities.

Construction is expected to be complete by the end of the 2008 school year. Students will enter the new building in September of 2008 and have access to spacious, well-equipped classrooms with lots of natural light, a state-of-the-art library and media center, large group meeting and presentation space, modern science laboratories, a music room, a modern computer laboratory, and a large dining hall/auditorium. This building promises to be one of the best high school facilities in the city.

Future Facility Plans and Other Capital Needs

In 2007, Boys' Latin purchased four buildings housed on a three acre property formerly belonging to the Archdiocese of Philadelphia at 55th and Cedar Avenues in Southwest Philadelphia. Renovation on the former Catholic school building was complete in July of 2008, and is now home to Boys' Latin of Philadelphia Charter school students. The facility features spacious, well-equipped classrooms with natural light, a state-of-the-art library and media center, large group meeting and presentation space, modern science laboratories, a music room, a modern computer laboratory, and a large dining hall.

Plans for the additional buildings and open space on the property include a full-sized gymnasium, parking space, and a middle school building. Boys' Latin's leadership will begin the process of requesting an extension of its charter to include grades 6 through 8 during the 2008-2009 school year.

Financial resources are needed to make the transformation of this former abandoned city block into a learning center complete. The school's Board and development staff will take on a leadership role to make this vision a reality.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Boys' Latin of Philadelphia Charter School has complied with all health and safety requirements. The City of Philadelphia Department of Licenses and Inspection has issued a Certificate of Occupancy for the school building. Fire drills and other safety drills are conducted throughout the year. Staff training regarding how to respond to emergency situations is a part of the school's comprehensive Emergency Management Plan which addresses various types of emergencies including inclement weather, community emergencies (e.g., gas leak, chemical spill, etc.), national/state emergency (e.g., September 11th), bomb threat, fire/explosion, and an intruder in the building. This plan was developed to familiarize staff and students with different situations that may occur and to provide guidelines for responding to a crisis situation. Such preparation and practice can minimize problems arising during a crisis. The major objectives of the plan are to save lives, give aid to victims, and protect property. As part of the Emergency Management Plan, building evacuation routes were identified and modified, resulting in a quicker and more effective evacuation of the school during fire drills.

All exterior doors are kept locked during the school day and visitors are received through the front door only. A buzzer system for the front door enables the receptionist, who has a clear and unobstructed view of the entrance-way, to easily control entry to the building. Two way handheld receivers are used for communication purposes as necessary. In the future, a full time security officer was hired to patrol the building and offer increased surveillance. Our school also has a number of video cameras that record images from various locations within and outside of the building.

Boys' Latin of Philadelphia Charter School has a full-time school nurse. Student health records are reviewed and every effort is made to keep them up-to-date. Written guidelines for administering medication to students are published in the Student/Parent Handbook. Emergency contact information is maintained for all students.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachment

- Report of School Health Services

Current School Insurance Coverage Policies and Programs

Health Insurance Coverage provided by the school includes the following:

Keystone Health Plan East Select

Keystone Health Plan East Point of Service

Personal Choice

Delta Dental

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Policies

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

For the 2007-2008 school year, the school's first year open, there were a total of 14 professional employees (as defined by the Pennsylvania Department of Education). Of that number, 11 employees were in certified positions and 2 in non-certified positions. All thirteen professional employees were new staff members.

Staff retention has been high. During the 2007-08 school year; two teacher contracts were not renewed and the social worker's contract was not renewed.

Quality of Teaching and Other Staff - Attachment

- PDE-414

Student Enrollment

A total of 130 students completed the 2007-08 school year and 127 are currently enrolled to return August of 2008. Our retention rate for this school year is 88%. Some students left Boys' Latin because their families decided that the school was not a good fit for their child, others left because of the travel time to school. There were 3 students who moved after the school year was over.

Enrollment: 144 Students

Student/Faculty Ratio: 13:1

ENROLLMENT HISTORY 2007-08

Grade	Number of Students Initially Enrolled	Number of Students Dropped	Number of Students Added	Number of Students Who Completed 2006-07 Who Are Enrolled to Return in September
9	144		14	0
10				130
11				
12				

Admissions Policies and Procedures

The Boys' Latin of Philadelphia Charter School's Admissions Policy states:

The Parents/Guardian of a prospective student must attend a Parent Information Session prior to the school year the student will enter his freshmen year. These sessions are held weekly during October through January and bi-weekly during February through April. After attending a Parent Information Session, all interested parents may complete a Notification of Interest form. An admissions representative will contact the parent to schedule an appointment for an enrollment interview. The prospective student will be interviewed and given an enrollment packet. The Parent/Guardian must complete the enrollment packet and submit with a copy of the following:

- Proof of age (i.e. birth certificate, baptismal certificate or passport)

- Social Security card
- Proof of residency (i.e. utility bill, vehicle registration, rental lease or mortgage statement)

Transportation

At this time, we do not have a transportation program. Students arrive by public transportation, with their parents, or are dropped off by carpool. Also, like all other charter schools in Philadelphia, students either buy subsidized bus tokens or the Philadelphia School District provides Septa Trans-passes to students who live more than 1.5 miles from the school.

Food Service Program

The Boys Latin of Philadelphia Charter School has a contract with CC Caterers to provide affordable hot and cold nutritional lunches to the students. CC Caterers has met the requirements of the Food Establishment Personnel Food Safety Certificate (certificate on file).

Student Conduct

25 Students we involved in 42 suspension incidents and 0 expulsions.

Student Conduct - Attachment

- Code of Conduct - Student Handbook

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

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

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

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

Board President

Date

Chief Executive Officer
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name David P. Hardy

Title Chief Executive Officer

Phone 215-387-5149

Fax 215-387-5159

E-mail dhardy@boyslatin.org

Signature of the Chief Executive Officer and Date

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

Name R. Richard Williams

Title Board Chairman

Phone 610-574-0600

Fax 610-854-1010

E-mail rwilliams@carrowdoyle.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Crystal Lanham

Title Director of Student Support & Assessment

Phone 215-387-5149

Fax 215-387-5159

E-mail clanham@boyslatin.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page