
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Monday, February 07, 2011
(Last Accepted: Monday, February 07, 2011)

Entity: Eugenio Maria De Hostos CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Eugenio Maria De Hostos CS

Date of Local Chartering School Board/PDE Approval: September-1998; Renewal 2008

Length of Charter: 12 years **Opening Date:** September 1998

Grade Level: k-6th **Hours of Operation:** 7:30 AM to 4:00 PM

Percentage of Certified Staff: 82% **Total Instructional Staff:** 16

Student/Teacher Ratio: 20:1 **Student Waiting List:** 278

Attendance Rate/Percentage: 96%

Summary Data Part II

Enrollment: 250 Per Pupil Subsidy: \$ 8,087.88

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	23
Hispanic:	222
White (Non-Hispanic):	5
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
83%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 34

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	168	168	168	0	504
Instructional Hours	0	0	946.25	946.25	996	0	2888.5

SECTION I. EXECUTIVE SUMMARY

Educational Community

The School and students;

The Hostos Charter School is located at 4322 N 5th 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 2009-2010 school year was 250 students, who are predominately Hispanic and are eligible to attend from any area of the City of Philadelphia. The school design in 2009-10 was grades k-6th. It is projected that at the completion of the design changeover in 2011-12, the enrollment will increase and 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 2008-09 to 2009-10.

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. Eugenio Maria de Hostos Charter School's technology mission can be summarized by three principles.

1. To support and enhance learning through technology in every area of the curriculum.
2. To ensure that all learners become competent and confident users of technology.
3. To improve productivity and communications for all stakeholders which include administrators, teachers, students, and families.

Technology will be an integral part of our school environment which includes a well equipped computer lab, a mobile lab of lap-top computers, an interactive parent website, a 1:1 ratio of lap-top computers for students in middle school, and professional development for teachers.

School Leaders are categorized as Instructional leaders where everything is linked to student learning. All instructional staff model life long learning by attending weekly professional development with a specific focus strategy that will support and develop student achievement. This model is supported by a Professional Development Program based on the National Institute for Excellence in Teaching (NIET) TAP model. The system encompasses performance based compensation, classroom observations, ongoing professional development and coaching and school-based career opportunities for teachers.

Vision

Vision of the School.

The Eugenio Maria de Hostos Community Bilingual Charter School (Hostos Charter School) is a bilingual (English-Spanish) school comprising of students in Kindergarten through 6th 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). Hostos students will successfully graduate 8th grade being fully bilingual; able to read, write, and speak proficiently in Spanish and English.

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.

In order to achieve the Eugenio Maria de Hostos Charter School's vision for technology, a complete technology infrastructure will be developed and maintained. Students as well as staff will be trained in systems; telecommunications, internet, and educational software. Students will develop effective leadership skills, be active participants in the immediate community and be to use technology to enhance learning.

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 and aligned to Pennsylvania content standards. 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.

PSSA results, Benchmark Testing, Curriculum Assessments and Diagnostic test results all provide the school with data that is used to make adjustments to the curriculum, plan professional development activities and individualize instruction.

Strengths and Challenges

Program strengths:

- Adequate Yearly Progress was met for 2009-2010 school year.
- Our PSSA Math scores exceed those set forth by NCLB: we're currently at 73% proficient and advanced.
- Our school had 100% percent participation on PSSA tests.
- Maintained attendance @ 96%
- Strong scores in PSSA Writing.
- Strong scores in PSSA Science.
- Successful implementation of Saturday School.
- Significant improvements gained in Reading in PSSA-roughly 12% gain in Reading scores to 55%
- 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 as well as collaboration with ASPIRA staff to support program objectives and supporting families.
- The bi-cultural approach to instruction and learning about the student's cultural heritage is a positive.
- The staff development program is ongoing, relevant, consistent and thorough.
- Parent and staff surveys provide important feedback to the school leadership.
- The program for at risk students is well organized and provides a great deal of support for this critical group; progress monitoring and CSAP processes are being used.
- Student and staff attendance is above the 90th percentile.
- All Staff and Middle school students were equipped with laptop.
- Safe environment provided for all staff and students.
- Democratic leadership and on-going collaboration with staff.
- On-going professional development to strengthen skills.
- Participation in the TAP program has also strengthened instructional practices for teacher improvement and student growth.
- Weekly professional development provided for staff.
- ***Program weaknesses:***

- Although we made significant improvements in Reading (PSSA), we still have to focus on improving scores in Reading to be able to meet targets in reading set forth for 2011.
- As a whole, we have to learn ways to infuse technology into instruction in a more effective way.
- Provide more professional development in dual language practices.
- Student information system that will help keep longitudinal data on students.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Hostos Charter School believes that school planning is best served when its constituent communities are involved in the planning process. Parent and teacher stake holders are surveyed several times a year to determine their 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 committee 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

Name	Affiliation	Membership Category	Appointed By
Athena Levan	Teacher	Elementary School Teacher	Diana Garcia, Principal
Christina Adjip	Home & School Liason	Ed Specialist - Home and School Visitor	Diana Garcia, Principal
Denise Castro	Teacher	Elementary School Teacher	Diana Garcia, Principal
Diana Garcia	Director	Administrator	Board of Trustees
Gladys Martinez	Business Owner	Business Representative	Diana Garcia, Principal
Lisette Gonzalez	Board Member	Board Member	Board of Trustees
Mayra Pabon	ASPIRA Inc. of PA	Community Representative	Diana Garcia, Principal
Medina, Marisol	HPTA President/Parent	Parent	Board of Trustees
Murillo, Heather	Special Education Teacher	Special Education Teacher	Diana Garcia, Principal

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: Students will continue to exceed indicators in NCLB for Math. For the 2009-2010

school year-73% of students performed at Proficient in advanced on PSSA Test. For the 2010-2011 school year; 5% increase in the number of students performing at proficient or advanced in the PSSA Math Assessment.

Strategy: Analyze student data

Description: Teachers will have access to relevant student data on an ongoing basis to inform instructional strategies to be implemented.

Activity: Intervention Program

Description: Program to help enrich students math skills as defined via the results of a pre and post test.

Person Responsible Timeline for Implementation Resources

Diana Garcia	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

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. Professional Development is always sought after to keep abreast of best practices in Dual Language.

**** 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.

* ***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 across the grades. Staff will also attend the School District of Philadelphia Content Institute and PATTAN sessions offered in Harrisburg.

Everyday Math was introduced in 2002-03. 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.

Rigorous Instructional Program - Attachments

- Rigorous Instructional Program
- Rigorous Instructional Program
- Teacher Observation Form

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. Students develop proficiency in both languages; unlike traditional public schools that offer learning in another language. Learning in the second language which is English usually takes precedent and the native language (spanish) is usually lost. The goal in such a program is to gain proficiency in English. In our program, the goal is to gain proficiency in both languages.

Enrollment and Identification:

- Based on responses to the home language survey, students are assessed.
- Newly enrolled students without academic records are assessed for their English Language Proficiency.
- Hostos uses the WIDA Access for All Test.
- Teachers use the WIDA descriptors when designing a plan for students.
- All placement of students are grade and age appropriate. Additionally, our ELL population receive equal access to all educational programs, opportunities, and extra curricular activities as do all students.

One of the main goals at Hostos is to prepare all ELL students to meet high academic standards and be well prepared for higher education.

We strive to :

- Provide high quality, rigorous instruction and appropriate service in accordance to the distinctive linguistic and socio-cultural needs of ELL students.
- To provide optimal conditions for acculturation with a new language.
- To ensure that ELL students have equitable access to educational opportunities.
- To address the challenges facing ELL students in all settings by focusing on ensuring academic success.

English Language Learners - Attachment

- ELL Report 2009-2010

Graduation Requirements

In 2009-2010 Hostos offered an education to students in grades kindergarten through 6th grade. Our grade configuration for the next school year (2010-2011) will include an addition of 7th grade.

Special Education

Hostos Charter School offers a full range of services, programs and alternative placements available for placement and implementation of the special education program in our school. Our program provides support in both English and Spanish depending on the individual need of the student.

Hostos has adopted the "child find" system to locate, identify and evaluate children who are thought to be a child with a disability and in need of specially designed instruction residing within the school's jurisdiction. "Child Find" data includes entry assessments as well as speech and language screening in grades Kindergarten, first and second. In addition, parent meetings are held to assist parents in receiving the appropriate supports. Our "child find" processes and procedures are evaluated for their effectiveness. Hostos implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

Hostos 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, an Individualized Education Plan is developed for the child. The parent is closely involved in the process and the school is required to obtain the parent's 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 - Attachment

- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jaime Konrad	1.0	Special Education Teacher/ESL Teacher	Hostos Charter School	14	none
Heather Murrillo	1.0	Special Education Teacher	Hostos Charter School	20	none
Jill Dunchick	.6	Special Education Teacher	Hostos Charter School	14	none

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
ASPS	.20	Bilingual Speech and Language	Hostos	12	N/A
Learning Linkage, Inc	.20	Speech and Language	Hostos	15	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Counselor	Hostos Charter School	.60
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	Yes	Yes

ACquity	No	Yes	Yes	No	No	No
ACCESS for ALL	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	No	No	No	No	No	No
ACCESS for ALL (WIDA)	Yes	No	No	No	No	No	No

Student Assessment

We are now a Kindergarten through 6th grade school. Hostos has made AYP for six consecutive years.

PSSA: In the 2009-2010 school year, students performed at 73% proficient and advanced in Math and 55% proficient and advanced in Reading. This was an estimated increase of about 11% in each area. We met all targets in participation, attendance and performance.

We have seen significant progress this year! There is still a need to show improvement in Reading.

The data demonstrates a need for improvement in Reading and maintenance in Math. We will use pre/post testing to measure progress and identify strengths and weaknesses in students in an effort to help students needing improvement to progress. We will use intervention strategies in small groups, institute a Saturday School Program that will focus on areas of need in a particular subject area, Test-Taking Strategies, Hands on Experiences, etc.

Students who are identified as at-risk of failure or those not making reasonable progress will be brought up through the Comprehensive Student Assistance Program. Our first course of action is to analyze student performance to identify strengths and weaknesses. We identify students that need specialized instruction, tutoring, enrichment, and maintenance. We survey best practices that can be used with the intent to increase student learning. Assessments are done periodically to track progress and adjust as we go along. Materials are ordered that we feel would enhance instruction. Collaboration is key to the success of all students, for that reason, there is constant collaboration between the teachers, administration, classroom aids, parents, counselor, and special education teachers. Tutoring is available during and after school hours. Teachers are provided with ongoing professional development. Staff is monitored and observed frequently to ensure quality instruction is being delivered. Parents are welcome and have frequent communication with the teaching staff in an effort to monitor student progress, get clarification on assignments, and discuss progress with teachers.

Student Assessment - Attachment

- PSSA Results 2009-2010

Teacher Evaluation

We believe that the number one indicator of student success is the teacher that is delivering instruction. To that end, Hostos adopted the Teacher Advancement Program (TAP) where teachers are observed a minimal of four times per year (announced

observations and unannounced observation) using a rubric which has been presented to teachers and extensive professional development has been conducted on all areas of the rubric in an effort to increase students achievement through the strengthening of teacher performance.

Currently the school has moved to a more clinical supervisory approach. Each teacher being observed has a pre-conference with the observer and the lesson objective is discussed. After the classroom visit, a post- conference is held to discuss an area of reinforcement where it is encouraged to continue this practice, and an area of refinement, an area of needed growth. The feedback in the post conference is geared toward reflection and professional growth.

The CAO/School principal as well as Master and mentor teachers conduct observations for the TAP Program and became certified TAP evaluators in the 2009-2010 school year after receiving intensive professional development on teacher quality, best practices on instructional strategies and techniques.

Teacher Evaluation - Attachment

- Teacher Observation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Board of Trustees has remained stable with no changes. The school was managed by 1 CAO/Principal

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Arcely Rosales	Chairperson
Olabisi Laniya	Treasurer
Tamara Newton	Secretary
Marlene Walsh	Member
Lisette Gonzalez	Member
Marisol Medina	HPTA President
Orlando Quevedo	Member

Professional Development (Governance)

The Board of Trustees has received governance training. Some of the trainings include Sunshine Law, Public Official Act, Charter School Law, Board responsibilities, and Fiscal Responsibilities. The Board of Trustees aslo received training on the mission and vision of the school.

Coordination of the Governance and Management of the School

The Board of Trustees meets every other month. The Board of Trustees serves as the governance of the charter school. Policy is discussed, formulated and implemented. The CAO/Principal is responsible to seeing that the school management is in compliance with the decisions set forth by the Board. The CAO/Principal consistently interacts with the Board and keeps them informed on how the school is functioning.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Schedule for 2010-2011

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. Parent workshops were held 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. A focus on more non-food or healthy food choices will be added to include a bigger variety of fund raising events.

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. Accounting books are kept according to the Pennsylvania Department of Education (PDE) chart of accounts.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenue-Expenditure Fund Balances

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

The Hostos Charter School's audit firm is Withum, Smith and Brown. The audit for the year ended June 30, 2010 is in progress. 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.

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

- Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit
- Eugenio Maria de Hostos Charter School Financial Statement
- 2010 Financial Audit Report

Citations and follow-up actions for any State Audit Report

The audit for the 2009-2010 is in progress now. Once the audit report is made available, we will forward.

SECTION VII. FACILITY RESPONSIBILITIES

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

The school updated its computers; purchasing lap tops for teachers and students in middle school.

Future Facility Plans and Other Capital Needs

We are still in the process of negotiating to purchase a building and renovate for improvements of our facility to accommodate a grade expansion and addition of students. 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.

All students are required to be fully immunized in accordance with the requirements of the Commonwealth of PA and the city of Philadelphia in order to be admitted to the Eugenio Maria de Hostos Charter School.

A certified nurse is on staff 3 days a week and is responsible for conducting screenings of vision, height, weight and hearing and making necessary referrals to parents when problems are found. The nurse is responsible for maintaining medical records for all students.

Physical and dental records are kept in accordance to the state of PA. Eugenio Maria de Hostos complies with all regulations concerning the dispensation of medication and requires the same of parents. Students may not possess any prescription or non-prescription medication. Appropriate paperwork must accompany any and all medication to be dispensed. The school nurse houses all medication.

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

- Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students
- Division Of School Health Report 2008-2009

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

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Accord

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. All of these positions have been offered to fully certified staff members for the upcoming year.

Quality of Teaching and Other Staff - Attachment

- 2009-2010 Staff PDE 414

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 1st 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 7 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 2010, we had over 300 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 applied to renew our charter in 2008, we hope to increase our student enrollment from 200 students to 500 students in a K-8th grade configuration.

Student Enrollment - Attachment

- Enrollment Policy

Transportation

Transportation (Bus) services will be provided for eligible students. In order to be 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 1 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. Nutritious and well-balanced meals are prepared on the premises. 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. We participate in the Free and Reduced Lunch program through the National School Lunch Program (NSLP)

Breakfast is served from 7:30 to 8:15 am each day.

Student Conduct

We have adopted a school-wide Discipline plan that was developed by teachers, students, and approved by the Board of Trustees.

The philosophy of the behavior management plan is a positive reinforcement program with expectations, rewards and consequences. Rules are discussed with parents and students during parent orientations, Back to School Night, and at report card conferences. 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.

We believe that school should be a safe and orderly place where everyone is responsible for their own conduct at all times. Our student Code of Conduct applies to the educational program, school activities and functions, as well as any extra-curricular programs, travel to and from school and at any event where the school participates and is represented as well as misconduct which occurs off school premises.

All disciplinary actions of misconduct shall include a conference between teacher and principal or designee, student, and parents via phone call, in person, or by written communication. Students whose acts of willful misconduct most seriously endanger or disrupt the educational process may be subject to being presented before the Board of Trustees to face an expulsion process.

Each student must re-enroll every Spring. All students must qualify for re-enrollment each year. Students who have 3 or more suspensions, must attend an expulsion hearing with the Board of Trustees to determine re-enrollment status.

Student Conduct - Attachment

- Student Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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.

Board President

Date

Chief Executive Officer
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Eugenio Maria De Hostos CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at:
<http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Diana M. Garcia **Title:** CAO/Principal
Phone: 215-455-2300 **Fax:** 215-455-6312
E-mail: dgarcia@hostos.aspirapa.org

Signature of the Chief Executive Officer and Date

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

Name: Aracely Rosales **Title:** Chairperon of Board of Trustees
Phone: 215-455-2300 **Fax:** 215-455-6312
E-mail: aracely@rosalesc.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Heather Murillo **Title:** Special Ed Teacher
Phone: 215-455-2300 **Fax:** 215-455-6312
E-mail: hmurillo@hostos.aspirapa.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page