

I. SCHOOL INFORMATION AND COVER PAGE

Created Friday, August 01, 2014

Updated Monday, August 04, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

261600860811 EUGENIO MARIA DE HOSTOS CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

Rochester

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
938 Clifford Ave Rochester, NY	585-544-6170	585-544-3848	jeff.halsdorfer@emhcharter.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	jeffrey halsdorfer
Title	principal
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

emhcharter.org

6. DATE OF INITIAL CHARTER

2000-09-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2000-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K
• 1
• 2
• 3
• 4
• 5
• 6
• 7
• 8

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1069 Joseph Ave Rochester, NY 14621	585-697-71 15	ROCHESTER CITY SD	k-3	No	Rent/Lease
Site 2	938 Clifford Ave Rochester, NY 14621	585-544-61 70	ROCHESTER CITY SD	4-8	No	Own

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	jeffrey halsdorfer			jeff.halsdorfer@emhcharter.org

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
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14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

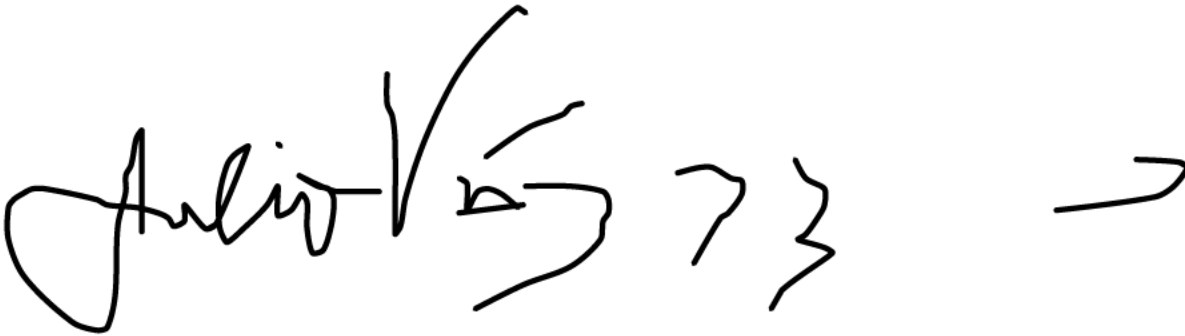
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of a large, stylized 'D' followed by a series of loops and a long horizontal stroke extending to the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink, starting with the word 'Julio' in a cursive script, followed by a large 'V' and a series of loops and strokes.

Thank you.

Appendix A: Link to the New York State School Report Card

Created Friday, August 01, 2014

Page 1

Charter School Name: 261600860811 EUGENIO MARIA DE HOSTOS CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/reportcard.php?instid=800000050603&year=2013&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attenda>

**Eugenio Maria De Hostos
CHARTER SCHOOL**

**Annual Report
2013-2014**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By: Mr. Jeffrey Halsdorfer

938 Clifford Avenue
Rochester, New York 14621

Mr. Jeffrey Halsdorfer, school principal, prepared this 2013-14 Accountability Progress

Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Julio Vazquez	President, Finance Committee, Personnel Committee, High School Committee, Building Committee, Academic Committee
Dr. Margaret Quackenbush	Vice Chair, Finance Committee, Nominating Committee
Brian Roulin	Treasurer, Finance Committee (Chair)
Hilda Escher	Secretary, Academic Committee
GaynelleWethers	Personnel Committee
George M. Romell	Finance Committee
Dr. Miriam Vazquez	Building Committee, High School Committee, Personnel Committee, Academic Committee (Chair)
Raymond Ciccarelli	Finance Committee, Building Committee
FernanCepero	Personnel Committee (Chair)
Eugenio Marlin	Building Committee, Nominating Committee (Chair)
Dr. Nancy Ares	Academic Committee
Marcia DeJesus Rueff	Academic Committee, High School Committee (Chair)
Marisol Reyes	Parent Member, Building Committee
Nija Thomas	Parent Member
Maria S. Dalmau	Parent Member

Mr. Jeffrey Halsdorfer has served as principal since 2009 **INTRODUCTION**

The Eugenio Maria de Hostos Charter School completed its fourteenth year of operation in 2013-2014 as a kindergarten through eighth grade school, serving 397 students. The school opened in September 2000 as a kindergarten through second grade school, adding one grade each year. The faculty and staff work diligently to achieve the school's mission of preparing students to meet and/or exceed the New York State standards in Language Arts, Math, Science and Social Studies. Students in grades kindergarten through second learn Spanish through the Dual Language model, where the language of instruction alternates between English and Spanish. Students in grades third through eighth continue their Spanish studies during the Spanish Language Arts block. The faculty and staff view themselves as self-reflective, continuous learners. Parents are encouraged to be active participants in their children's educational program.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07	43	42	42	42	42	40	39							290
2007-08	50	50	50	50	42	41	41							324
2008-09	50	50	50	48	43	41	42							324
2009-2010	50	50	50	45	43	43	42							323
2010-2011	50	50	50	50	38	41	42	29						350
2011-2012	50	50	50	50	44	41	39	35	26					385
2012-2013	50	54	50	51	41	44	38	35	30					393
2013-2014	52	52	52	50	47	42	42	33	27					397

Characteristic	Percent	Number
American Indian, Alaskan, Asian or Pacific Islander	1%	4
Black	41%	163
White	3 %	12
Hispanic	55 %	218
Low-Income	86%	340
Special Education	7%	26
Limited English Proficient	11%	44

Accountability Plan for the Charter Period 2010-2015

Academic Goals

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Eugenio Maria de Hostos Charter School will become proficient in reading and writing of the English language.

Background

Teachers in grades Kindergarten through second grade used the *Engage NY skills strand and commoncore.org* as part of the core reading program. Teachers in grades third through eighth used the *Engage NYS ELA modules*. They use guided reading books and novels for the reading instruction. Supplemental material such as *National Geographic* and *Scholastic News* magazines are used to expand students' background knowledge on a wide variety of topics. Instruction is delivered in a workshop 2.0 format.

Students in Kindergarten through eighth grade are assessed and progress monitored with IRLA (Independent Reading Level Assessment). Coach workbooks are used to reinforce skills and become acclimated with the Common Core ELA assessment in grades third through eighth. The New York State Common Core ELA exams are administered to all students in grades third through eighth.

Professional development sessions are held once in a six-day cycle for 1½ hours. Topics are chosen based on observations, student data, school initiatives and staff request. Some of the topics covered were: text complexity, close reading, instructional shifts in the common core. Grade level meetings are also held once in a six-day cycle to address grade specific needs and planning instruction based on student data.

Goal 1: Absolute Measure

In 2013-14, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the New York State English Language Arts examination

Method

The school administered the New York State Test English Language Arts assessment to students in third through eighth grade in April 2014. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) will perform at or above 75% on the New York State English Language Arts Examination.

The following table summarizes participation information for this year's test administration. The table indicates total enrollment and the total number of students

tested. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

2013-14 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	50	0	0	0	50
4	47	0	0	0	47
5	42	0	0	0	42
6	42	0	0	0	42
7	33	0	0	0	33
8	26	0	0	0	27
All	239	0	0	0	240

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English Language Arts Exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The Federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the State sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the State's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds this year's English Language Arts AMO, which for 2013-14 is 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The EMHCS aggregate performance level index for the April 2014 ELA is 86.

Calculation of 2013-14 EMHCS English Language Arts Performance Level Index (PLI)

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Grades	Percent of Students at Each Performance Level – All Students				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	32	50	15	3	240

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 50 & + & 15 & + & 3 & = & 68 \\
 & & & + & 15 & + & 3 & = & 18 \\
 & & & & & & \text{PI} & = & 86
 \end{array}$$

Additional Evidence

EMHCS English Language Arts Performance Level Index (PLI) and Annual Measurable Objective (AMO) by School Year

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level – All Students				PLI	AMO
			Level 1	Level 2	Level 3	Level 4		
2009-10	3-6	171	0	16	80	4	184	155
2010-11	3-7	201	6	36	55	3	151	149
2011-12	3-8	234	7	39	51	3	147	148
2012-13	3-8	238	36	43	18	3	85	89
2013-14	3-8	240	32	50	15	3	86	89

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than that of all students in the same tested grades in the Rochester City School District.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the Rochester City School District. Comparisons are between the results for each grade at EMHCS and the respective grades in the Rochester City School District. An additional comparison represents the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the Rochester City School District.

Results

The percent of EMHCS students scoring at or above Level 3 was greater than that of the Rochester City School District in the six grades tested. The percent of EMHCS

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PLI of all tested students in those grades.

students in all grades combined scoring at or above Level 3 was greater than that of the corresponding grades combined in the Rochester City School District.

**2013-14 State English Language Arts Exam
EMHCS and Rochester City School District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	EMHCS Students In At Least 2 nd Year		All RCSD Students	
	Percent	Number Tested	Percent	Number Tested
3	27	44	5	2186
4	13	45	7	2180
5	16	37	6	2103
6	22	36	4	2057
7	4.5	22	4	1900
8	33	24	6	1960
All	19.7%	208	5.3	12386

Evaluation

EMHCS has met the measure in 2013-14 by having a higher percent meeting proficiency overall in comparison to the district. The measure was exceeded by 14.4 percentage points. EMHCS also met the measure by outperforming the district in the six tested grades. This measure was exceeded as follows: 22 percentage points in grade 3; 6 percentage points in grade 4; 10 percentage points in grade 5; 18 percentage points in grade 6; .5 percentage points in grade 7 and 27 percentage points in grade 8.

Additional Evidence

EMHCS has outperformed the Rochester City School District for the past four years. This measure was exceeded as follows: 31 percentage points in 2010-2011; 33 percentage points in 2011-2012; 17.2 percentage points in 2012-2013 and 14.4 percentage points in 2013-2014.

**English Language Performance of EMHCS and RCSD
by Grade Level and School Year**

Grade	Percent of EMHCS Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2010-2011	2011-2012	2012-2013	2013-2014				
	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD
3	67	24	57	23	29.7	5.6	27	5
4	42	30	57	22	30.3	5.2	13	7
5	69	26	34	22	7.3	4.6	16	6
6	79	30	71	22	18.2	5.5	22	4
7	26	21	56	16	30.4	5.9	4.5	4
8			39	19	20	5.7	33	6
All	57	26	54	21	22.6	5.4	19.7	5.3

To show that at EMHCS ELA instruction enables its students to achieve at a higher level than similar schools, four neighborhood schools were chosen for comparison: School #8, School #22, School #9 and School #45. All four schools are located in the same neighborhood and have comparable demographics as EMHCS. EMHCS outperformed all four of its neighborhood comparison schools overall by an average of 18 percentage points. In addition, EMHCS outperformed each comparison school in each of its tested grades.

2013-14 English Language Arts Performance of EMHCS and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools at Levels 3 and 4				
	EMHCS	RCSD – School #8	RCSD – School #22	RCSD – School #9	RCSD – School #45
3	27	4	0	2	4
4	13	2	3	4	3
5	16	1	2	2	0
6	22	1	4	2	0
7	4.5	0	NA	0	2
8	33	2	NA	0	0
All	19.7	1.6	2.3	1.6	1.5

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small effect size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools statewide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is compared to the predicted performance of public schools with a similar

free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an effect size. An effect size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent ones available.

Results

In 2012-13, the school's overall comparative performance was as expected. In grades 3, 6, 7 and 8 the comparative performance was higher than expected, and for grade 4 and 5 the comparative performance was lower than expected.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	69.2	51	31.4	25.5	5.9	0.44
4	66.7	41	24.4	25.3	- 0.9	-0.07
5	95.6	44	6.8	15.8	- 9.0	-0.67
6	77.3	38	18.4	18.2	0.2	0.01
7	83.7	34	20.6	17.6	3.0	0.21
8	81.6	30	20.0	19.0	1.0	0.07
All	78.6	238	20.6	20.6	0.0	0.00

School's Overall Comparative Performance:

As Expected

Summary of the English Language Arts Goal

EMHCS did achieve the comparative measure of performance relative to the district, and outscored the four schools in the neighborhood with similar demographics. EMHCS did not meet and exceeded the absolute measure of 75 percent of the students being proficient.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English Language Arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

EMHCS teachers used the book *Test Talk: Integrating Test Preparation into Reading Workshop* as a guide to help analyze the ELA data, create continuity amongst grade-levels, and develop action plans for embedding test preparation into their daily instruction. The structure provided by this book helped the staff examine successful practices and next steps for the ELA staff.

The data analysis indicated that students are having difficulty with questions that required analysis, synthesis and evaluation. Therefore, the teachers focused their work on developing higher-level questioning using Bloom's taxonomy. They collaborated on creating thematic units and developing lessons that provided differentiation for students. The EMHCS Literacy Coaches led the teacher sessions and facilitated their work. This work will continue for the 2013-2014 school year.

EMHCS staff was given the opportunity to read the book *6+1 Traits of Writing*. Literacy Coaches as well as consultants have started providing staff with training on implementation. The model will provide staff with a framework for looking at student writing and ensuring that students write for a variety of purposes and audiences.

Staff will also continue their work with the *Better Answer Formula* and begin introducing the formula in all primary grades. By starting The Better Answer Formula in the primary grades, teachers and students in kindergarten through second grade will begin using the appropriate language and make it an easier transition for students into the testing

grades. In second grade, students will then begin the RACE strategy which will help prepare them for the writing portion of the third grade New York State Common Core ELA exam.

MATHEMATICS

Goal 2: Mathematics

All students at the Eugenio Maria de Hostos Charter School will demonstrate mastery of mathematical concepts.

Background

Teachers in grades kindergarten through eighth grade will begin using the *New York State Common Core Math Module Curriculum*. Instruction includes fluency, concept development, student application, and a debrief. During the fluency portion, students practice with calculations through a variety of different activities in order to increase speed and accuracy. During the concept development, and student application, students will develop conceptual understanding of topics based on the New York State standards. Students learn and practice concepts through a number of perspectives as a class, independently and/or in groups. The debrief portion brings the class together in order to analyze student thinking, and reflect on learning. Teachers will also use this

time to help students clear up misconceptions. The mathematics modules include exit tickets that teachers give to students at the end of each lesson. Students answer questions, and teachers use the exit tickets as a quick assessment.

Students in kindergarten through eighth grade are assessed and progress monitored with the math curriculum's exit tickets, mid-module and end-of-module assessments, and teacher observations. Students in third through eighth grade also use test prep books to provide students with additional questions, and practice assessments. The New York State Math exams are administered to all students in third through eighth grade.

Students in third through eighth grade use a web based program called IXL, which allows students to practice different types of problems aligned with the common core learning standards.

Professional development sessions are held once in a six-day cycle for one hour. Topics are chosen based on observations, student data, school initiatives and staff request. Some of the topics covered in the past were: math rubrics, math vocabulary, differentiation, using games to practice math concepts and skills, curriculum alignment, and analyzing assessment data.

2013-14 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	50	0	0	0	50
4	46	0	0	1	47
5	42	0	0	0	42
6	42	0	0	0	42
7	30	0	0	3	33
8	25	0	0	2	27
All	235	0	0	0	241

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State Mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the State's NCLB accountability system.

Method

The Federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result,

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the State's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds this year's Mathematics AMO, which for 2013-14 is 86. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The EMHCS aggregate performance index for the 2014 Math exam is 126.

Calculation of 2013-14 Mathematics Performance Level Index (PLI)

Grades	Percent of Students at Each Performance Level – All Students				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	17	40	26	17	235

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 40 & + & 26 & + & 17 & = & 83 \\
 & & & + & 26 & + & 17 & = & 43 \\
 & & & & & & \text{PLI} & = & 126
 \end{array}$$

Evaluation

Mathematics Performance Level Index (PLI) and Annual Measurable Objective (AMO) by School Year

Year	Grade s	Number Tested	Percent of Students at Each Performance Level				PLI	AMO
			Level 1	Level 2	Level 3	Level 4		
2008-09	3-6	175	0	1	54	45	199	119
2009-10	3-6	171	0	1	60	39	199	135
2010-11	3-7	201	1	19	50	30	179	129
2011-12	3-8	234	0	22	43	35	178	158
2012-13	3-8	235	25	43	23	9	107	TBD
2013-14	3-8	235	17	40	26	17	126	86

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State's mathematics exam will be greater than that of all students in the same tested grades in the Rochester City School District.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the Rochester City School District. Comparisons are between the

results for each grade in which the school had tested students and the results for the respective grades in the Rochester City School District, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the Rochester City School District.

Results

The percent of EMHCS students scoring at or above Level 3 was greater than that of the Rochester City School District in all of the tested grades. Additionally, the percent of EMHCS students in all grades combined scoring at or above Level 3 was greater than that of the corresponding grades combined in the Rochester City School District

2013-14 State Mathematics Exam EMHCS and Rochester City School District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	EMHCS Students In At Least 2 nd Year		All RCSD Students	
	Percent	Number Tested	Percent	Number Tested
3	54.5	44	11	2186
4	52	44	12	2180
5	43	37	8	2103
6	64	36	6	2057
7	26	19	5	1900
8	17	23	1	1960
All	49	203	7	12386

Evaluation

EMHCS has met the measure in 2014 by having a higher percent overall in comparison to the RCSD. The RCSD had 7% of its students meeting and/or exceeding standards compared to EMHCS's 49%. EMHCS exceeded the RCSD's performance by 42 percentage points. Additionally, EMHCS outperformed the district in all tested grades.

Additional Evidence

EMHCS has outperformed the Rochester City School District for the past four years.

Mathematics Performance of EMHCS and RCSD by Grade Level and School Year

Grade	Percent of EMHCS Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2010-2011		2011-2012		2012-2013		2013-2014	
	EMHCS	RCS D	EMHCS	RCS D	EMHCS	RCSD	EMHCS	RCSD
3	82	29	90	27	66	5.7	54.5	11
4	68	32	86	30	54.5	5.6	52	12
5	78	33	54	32	4.8	5.5	43	8
6	100	34	91	30	21.2	5.1	64	6
7	79	30	91	23	34.8	4	26	5
8			57	20	12	3.5	17	1
All	81	32	80	27	32.2	4.9	49	7

2013-14 Mathematics Performance of EMHCS and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools at Levels 3 and 4				
	EMHCS	RCSD – School #8	RCSD – School #22	RCSD – School #9	RCSD – School #45
3	54.5	6	6	5	2
4	52	2	1	6	2
5	43	1	2	7	6
6	64	0	2	3	2
7	26	0	NA	0	0
8	17	0	NA	5	0
All	49	1.5	2.8	4	2

To demonstrate that EMHCS Math instruction enables its students to achieve at a higher level than similar schools, we have chosen four schools for comparison: School #8, School #22, School #9 and School #45. All four are located in the same neighborhood and have comparable demographics as EMHCS. EMHCS outperformed all four of its neighborhood comparison schools overall by an average of 46 percentage points.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the State's mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools statewide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent ones available.

Results

In 2013, the school's overall comparative performance was higher than expected to a large degree.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	69.2	51	62.8	28.7	34.1	1.94
4	66.7	41	46.3	31.1	15.2	0.89
5	95.6	44	6.8	16.3	- 9.5	-0.60
6	77.3	38	21.1	20.5	0.6	0.03
7	83.7	32	25.0	14.8	10.2	0.57
8	81.6	29	10.3	16.1	- 5.8	-0.31
All	78.5	235	31.1	22.0	9.0	0.51

School's Overall Comparative Performance:	
Higher than expected to a large degree	

Evaluation

EMHCS met the comparative performance measure, which requires that schools perform better than expected at least to a small degree. The report indicates that the Effect Size was 0.51, which is higher than expected to a large degree than the measure's goal of 0.3.

Additional Evidence

EMHCS Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for	Number Tested	Actual	Predicted	Effect Size
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		Free Lunch				
2008-09	3-6	73.7	175	98.9	81.6	1.35
2009-10	3-6	73.8	171	79.5	48.3	1.63
2010-11	3-7	79	201	79.6	47.8	1.60
2011-12	3-8	65.1	234	77.4	55.5	1.15
2012-13	3-8	78.5	235	31.1	22.0	0.51

Summary of the Mathematics Goal

The following table summarizes our performance on the outcome measures. EMHCS met the goal for the comparative measures of performance relative to the district and the predicted level of performance measure. EMHCS did not exceed the absolute measures of 75 percent of the students meeting/exceeding standards

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

EMHCS teachers will continue to revisit the curriculum maps and modify as needed. These curriculum maps help teachers to standardize expectations and identify gaps across grade levels. They will continue to use assessment data, including the NYS Math item analyses, to plan instruction. The data will also be used to determine which students need additional instruction.

Teachers will also continue using different web based programs to reinforce skills. Students will continue using *IXL* in third through eighth grade.

In grades K-8, teachers will use Number Worlds, a math intervention program. Students will be assessed, and if needed, will begin in the level they tested into. Students will be progress monitored through weekly assessments.

EMHCS will persist in providing professional development to teachers. The kindergarten through eighth grade math teachers will continue to attend the math professional development opportunities provided by the math coach.

SCIENCE

Goal 3: Science

All students at the Eugenio Maria de Hostos Charter School will demonstrate mastery of Science concepts.

Background

Teachers in kindergarten through fifth grade use the BSCS Science T.R.A.C.S. program, and supplementing the program with teacher made materials. The sixth through eighth grade teachers use the National Geographic Science program. Both of these programs actively develop concepts, inquiry skills and problem-solving skills through a sequence of developmentally-appropriate activities. Teachers in grades K-8 work with the ELA teachers to create thematic units in science.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in grades 4 and 8 in the spring 2014. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The following table presents the results for all students and for those who have been enrolled at EMHCS for at least two years. Students who have been enrolled at EMHCS for two years are the students whom the outcome measure addresses. These results indicate that at fourth grade 100% of this group of students performed at or above Level 3 (meeting standards) and that 0% scored at Level 1 or Level 2(not meeting standards). These results indicate that for eighth grade 72% of this group of students performed at or above Level 3 (meeting standards) and 28% scored at Level 1 or Level 2 (not meeting standards).

EMHCS Performance on 2013-14 State Science Exam

By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0	0	67	33	100	46
	Students in At Least 2 nd Year	0	0	28	72	100	44
8	All Students	7	30	56	7	63	27
	Students in At Least 2 nd Year	8	24	60	8	68	25

Evaluation

The results indicate that EMHCS met the goal of 75 percent of students meeting and/or exceeding standards in grade 4 and that the goal was exceeded by 25 percentage points. In grade 8 the results indicate that EMHCS did not meet 75 percent of students meeting and exceeding and that the goal was missed by 7%.

**EMHCS Science Performance
by School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2009-10	2010-11	2011-12	2012-13	2013-2014					
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	10	90	31	100	41	100	41	100	44
8					64	22	72	35	68	25

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the Rochester City School District.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the Rochester City School District. Comparisons are between the results for the EMHCS fourth grade students and the results for the fourth grade students in the Rochester City School District.

Results

The percent of EMHCS students scoring at or above Level 3 in comparison to the Rochester City School District was greater in fourth grade by 38 percent and in eighth grade by 48 percent.

**2013-14 State Science Exam
EMHCS and Rochester City School District Performance**

Grade	Percent of Students at Levels 3 and 4			
	EMHCS Students In At Least 2 nd Year		All RCSD Students	
	Percent	Number Tested	Percent	Number Tested
4	100	44	62	2238
8	68	25	20	1786

Additional Evidence

EMHCS has outperformed the RCSD for the past five years.

Science Performance of EMHCS and RCSD by School Year

Grade	Percent of EMHCS Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2009-10		2010-11		2011-12		2012-13		2013-14	
	EMHCS	RCS D	EMHCS	RCS D	EMHCS	RCS D	EMHCS	RCS D	EMHCS	RCS D
4	100	73	90	76	100	NA	100	70	100	62
8							64	55	68	20

Summary of the Science Goal

EMHCS met the absolute value and comparative measures of the Science goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Not Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local neighborhood schools.	Achieved

Action Plan

EMHCS continues to attribute its fourth grade success to the science program, BSCS Science T.R.A.C.S. published by Kendall Hunt. This program allows students to learn basic science concepts through engaging experiences that involve them both physically and mentally in the processes of scientific inquiry and technological design. Due to the success EMHCS has had with this program, the school will continue with its implementation. As for eighth grade, the Content teachers in grades fifth through eighth completed curriculum maps that better align with New York State expectations for the intermediate and middle school grades. This will help ensure that all the necessary standards are addressed at each grade-level leading up the eighth grade.

NCLB

Goal 4: NCLB

The EMHCS will remain a school in good standing according to the state's NCLB accountability system.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method

Since *all* students are expected to meet the state's learning standards, the Federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards, which indicate each school's status under the State's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

According to the New York State's <http://www.p12.nysed.gov/accountability/ESEADesignations.html> issued in August 2014, our 2013-14 Accountability Status is: *Charter School in Good Standing*.

Evaluation

The report indicates that the school met the goal of remaining a school in good standing.

Additional Evidence

EMHCS has been and continues to be designated as a school in good standing.

EMHCS - NCLB Status by Year

Year	Status
2009-10	Good Standing
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

Organizational Goals

Goal 1: Parent and Student Satisfaction

Parents will demonstrate satisfaction with Eugenio Maria de Hostos Charter School as their school of choice

Method

Goal 1, Measure 1:

Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey, in which at least two-thirds of all parents provide a positive response to each of the survey items.

In the beginning of May, surveys were sent home to each family with students enrolled at the Eugenio Maria de Hostos Charter School. Parents were asked to rate the items on the survey using a 1 (never) – 5 (always) scale. Incentives were offered to students who returned the completed surveys.

The school serves 397 students. Out of 397 surveys distributed, 142 were returned. The surveys were tallied and responses were grouped by section: communication, student progress and school wide satisfaction.

EMHCS Parent Survey 2014

Based on 142 Surveys Returned – Does Not Include Non-Responders

Categories	Rating	Percentage at Rating
Communication	1, 2	7%
	3	12%

Student Progress	4,5	70%
	NR	11%
	1, 2	2%
	3	17%
	4,5	81%
School Wide Satisfaction	NR	0%
	1, 2	5%
	3	8%
	4,5	87%
	NR	0%

NR-denotes no response

Further Evidence

Of the 142 surveys that were returned, the goal of 66.7% was met and exceeded for all areas. program:

Results

70 percent of the parents are satisfied with communications from the school.

81 percent of the parents are satisfied with their child's progress.

87 percent of the parents are satisfied with Eugenio Maria de Hostos Charter School as the school of their choice.

Additional Evidence

The data for the yearly parent surveys indicate that an average for the surveys that were returned indicated that 87% are satisfied with the school.

EMHCS Parent Surveys 2009 through 2014 School Wide Satisfaction

Year	Percentage Including Non-Responders	Percentage Including Returned Surveys Only
2009	61%	89%
2010	74%	90%
2011	56%	89%
2012	59%	92%
2013	59%	94%

2014	31%	87%
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Goal 1, Measure 2:

Each year, 90 percent of all students enrolled during the course of the year return the following September

Method

The persistence rate was calculated as follows: by the number of students enrolled in September of the previous year and the number of students returning in September of the current year, who did not graduate.

Results

388 enrolled in September from previous year (September 2013)

292 returning in September of the current year (September 2014), excluding those who graduated

80% persistence rate

2014-2015 Student Retention Rate

2013-2014 Enrollment	Number of Students Who Graduated in 2013-2014	Number of Students Who Returned 2014-2015	Retention Rate 2014-2015 Re-enrollment ÷ (2013-2014 Enrollment – Graduates)
388	25	292	80%

Evaluation

Results indicate that 80 percent of the students enrolled in September of the 2013-2014 school year returned in September of 2014-2015 school year. The results indicate that EMHCS did not meet the goal of 90 percent.

Additional Evidence

Results indicate that 83 percent of students enrolled in September of the 2013-2014 school year returned in September of 2014-2015 when extenuating circumstances (moving out of the district or transportation issues) are excluded.

2013-2014 Enrollment	Number of Students Who Graduated in 2013-2014	Number of Students With Extenuating Circumstances	Number of Students Who Returned 2014-2015	Retention Rate 2014-2015 Re-enrollment ÷ (2013-2014 Enrollment – Graduates-Extenuating
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				Circumstances)
388	25	12	292	83%

Year
Persistence Rate Including All Reasons for Leaving

Persistence Rate Excluding Students Leaving for Geographic Reasons

2006-07

90%

96%

2007-08

95%

98%

2008-09

87%

92%

2009-10

94%

97%

2010-11

91%

98%

2011-12

82%

92%

2012-13

90%

94%

2013-14

80%

83%

Method

Using the student information system, a monthly report is prepared. The total number of days students are reported absent is subtracted from the total number of possible attendance days for all students for that month. The resulting number (total days attended) is divided by the total number of possible school days for all students for the month. This result is the daily attendance percentage. The overall percentage is calculated by the total number of days attended for all students for the year divided by the number of possible attendance days for all students for that year.

Goal 2, Measure 1:

Each year, the school will have a daily student attendance rate of at least 95

Results

The average daily attendance rate is 94 percent.

2013-14 EMHCS Monthly Attendance Rate

Month	Average Daily Attendance Rate
September	96%
October	96%
November	93%
December	94%
January	91%
February	94%
March	94%
April	95%
May	94%
June	90%
Overall	94%

Evaluation

The results indicate that the school did not meet the goal of 95 percent daily student attendance rate.

Summary of Parent and Student Satisfaction Goal

The analyses of the parent survey and the school's persistence rate indicate that, in general, parents are satisfied with the school.

Action Plan

The school will continue to work at getting a better survey return rate by offering parents four ways of completing the survey: hard copy, the school's web page, by phone or by home visit.

Communication was the area with the lowest rating. Parent comments indicated that they were satisfied with the program but needed to be regularly updated on ways to better support their child. Further discussions with parents indicated that many children alternate weekends with each parent. Therefore, information might not get to one of the parents. The school will ask parents to indicate the child's living arrangements on the annual emergency contact form so that the school will make sure that both parents receive all school information. For the second year, EMHCS will be facilitating a parent academy. Parents will receive training on ways to better support their child at school and home. This program will be facilitated by administration, Parent Coordinators and parents. Parents who graduated from the academy last year will be invited to help train new parents.

Goal 3: Legal Compliance:
The school will demonstrate legal compliance.

Goal 3, Measure 1:
Each year, the school has generally and substantially complied with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter

Results

At this time, the school has adhered to each of the requirements.

Goal 3, Measure 2:
Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Results

At this time, the school has adhered to each of the requirements.

Goal 3, Measure 3:
Each year the school will maintain a relationship with independent legal

Goal 4: Internal Controls and Compliance

board of trustees, if any

Goal 4, Measure 1:
Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute

Results

The school has not been asked to take corrective action.

Unique Non-Academic Goals

Goal 1. Unique Non-Academic Goals:
Students will become proficient speakers of the Spanish language.

Goal 1, Measure 1:
Each year, 75 percent of our students, in grades K-8, who have had a full year of Spanish language instruction, will move at least one stage on the Second Language Acquisition stages continuum (Spring to Spring).

Method

The Second Language Acquisition stages were developed by teachers based on the stages that people go through when they are learning a second language. Teachers use their student observations along with the student's daily work to determine the stage that best describes where the student is performing in the second language. The number of students attending Spanish class has increased in grades one through four in an effort to provide Spanish instruction to the majority of students enrolled in the school. Students who are not meeting ELA standards were not included because they receive additional instruction and assistance remaining in the ELA classroom during the Spanish Language block.

Results

51% of the students moved one or more stages on the second language acquisition stages continuum.

Grade/ Number of Students	Number of Students Moving One Stage	Number of Students Moving More than One Stage	Percentage Moving One or More Stages
Grade 1 N = 52	31	2	63%
Grade 2 N = 52	34	6	77%
Grade 3 N = 50	13	4	34%
Grade 4 N = 47	13	3	34%
Grade 5 N = 21	12	1	65%
Grade 6 N = 15	3	2	33%

Total 106 18 51%
N = 237

Evaluation:

The goal of 76 percent of the students moving at least one stage on the second language acquisition continuum was not met.

EMHCS Second Language Acquisition Stages
Percentage of Students Moving One or More Stages

Grade	2009 – 2010	2010-2011	2011-2012	2012-2013	2013-2014
Kindergarten	N/A	N/A	N/A	N/A	N/A
First	100%	N/A	N/A	71%	63%
Second	50%	40%	60%	56%	77%
Third	67%	38%	63%	62%	34%
Fourth	100%	57%	67%	43%	34%
Fifth	69%	83%	75%	92%	65%
Sixth	60%	55%	67%	100%	33%
All	74%	45%	59%	76%	51%

Goal 1, Measure 2:

After five years of Spanish instruction, 75 percent of our students will score a three or above on the Language Assessment Survey (LAS).

Method

Students in grades 4 – 8, who have been enrolled in our school for five years and have received Spanish instruction for five years were administered the Spanish Language Assessment Survey. This instrument is administered one-on-one by a teacher, paraprofessional, or **SLA coach** and it is scored by the SLA coach.

Results

54 percent of the students scored a three or above on the Language Assessment Survey.

EMHCS 2013-2014 L.A.S Results – Meeting Target
Students Attending 5 Years or More

Grade	Number of Students Tested	Percentage Scoring 3 or Above
Fourth	14	71%
Fifth	14	43%
Sixth	13	54%
Seventh	12	50%
Eighth	17	53%

All**70****54%****Evaluation**

The goal of 75 percent of the students scoring a 3 or above on the Language Assessment Survey was not met.

Goal 1, Measure 3

Students who are enrolled in Spanish class for a full academic year will show 75 percent or more of a year's growth in reading Spanish.

Method

Due to the initiation of the Common Core at EMHCS the Spanish team worked together to learn and administer a new reading program provided by the American Reading Company known as Estructura para la evaluación del nivel independiente de lectura (ENIL). The ENIL is the Spanish version of the Independent Reading Level Assessment Framework (IRLA) used in the ELA classrooms and is aligned with the New York State Common Core Standards. Spanish classroom libraries were re-leveled and students were re-evaluated to determine their reading level aligned with the changes in the Common Core. During the academic year, teachers taught students reading strategies according to students' reading level. Growth in reading levels was recorded and managed by School Pace, a computer program specifically used in conjunction with the ENIL. Student's reading growth was determined by calculating the growth of each student in Spanish class and recorded in the table below.

ENIL

Students who met or exceed 75% of one year's growth in reading

Grade	Number of students who showed 75% -99% growth	Number of students who showed one year's growth	Number of students who exceeded one year's growth	Percent of Students improving 75% or more growth in reading
Kindergarten N = 37	20	6	1	73%
First N = 52	10	4	4	39%
Second N = 52	3	1	1	39%
Third N = 50	23	1	8	64%
Fourth N = 49	26	1	6	67%
Fifth N = 23	3	1	13	74%
Sixth N = 16	2	0	4	38%
Seventh	0	0	0	0%

N = 34				
Eighth				
N = 28	0	0	0	0%
All	87	14	37	44%
N=341				

Summary of the School's Unique Goal

The following table summarizes the school's performance on the outcome measures. The results for the second language acquisition stages, the Language Assessment Survey, and the ENIL indicate that the target of 75 percent was not met.

Type	Measure	Outcome
Absolute	Each year, 75 percent of second through eighth grade students, who have had a full year of Spanish instruction, will move at least one stage on the Second Language Acquisition Stages continuum	Did not achieve
Absolute	After five years of Spanish instruction, 75% of our students will score a three or above on the Language Assessment Survey (LAS).	Did not achieve
	Students who are enrolled in Spanish class for a full academic year will show 75 percent or more of a year's growth in reading Spanish.	Did not achieve

Action Plan

EMHCS has implemented Rosetta Stone, a computer program that focuses on developing Spanish language fluency. This is a web-based program; therefore, students have access to this program during the school day, before or after school, and on weekends. It is a good resource for students who do not have Spanish language models at home.

The EMHCS Spanish teachers will meet during the full staff orientation week in August to analyze the data presented in this document and create an action plan to implement and monitor throughout the academic school year to keep current of student and classroom data.

The EMHCS Spanish teachers will continue to use School Pace along with the ENIL to manage data that records mastery of reading strategies at different grade levels as well as record student reading growth. Data acquired from the School Pace program will be monitored on a regular basis throughout the school year by the Spanish teachers and SLA coach. Teachers will make any necessary changes to instruction or data entry based on data recorded in School Pace.

The EMHCS Spanish teachers will continue to collaborate with their grade level ELA teachers in supporting the Common Core modules. Curriculum maps and lessons will continue to be adjusted to meet the increased learning demands of the modules and improve upon best teaching practices in the Spanish classroom.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Friday, August 01, 2014

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Charter School Name: 261600860811 EUGENIO MARIA DE HOSTOS CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	5813427
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	400
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	1453400

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	4251465
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	1561961
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	5813427
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	400
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	14534

Thank you.

Appendix F: BOT Membership Table

Created Friday, August 01, 2014

Updated Monday, August 04, 2014

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261600860811 EUGENIO MARIA DE HOSTOS CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Julio Vazquez	Chair/President	Yes	Finance and Building	Expiration 2015	Finance Committee
2	Gaynelle Wethers	Member	Yes	Personnel	Expiration Fall 2015	Personnel Committee
3	George Romell	Member	Yes	Finance and Building	Expiration Fall 2015	Finance Committee
4	Dr. Margaret Quackenbush	Vice Chair/Vice President	Yes		Expiration Fall 2014	Nominating Committee
5	Raymond Ciccarelli	Member	Yes	Finance	Expiration Fall 2014	Finance Committee
6	Hilda Escher	Secretary	Yes		Expiration Fall 2015	Academic Committee
7	Fernan Cepero	Member	Yes	Human Resources	Expiration Fall 2014	Personnel Committee Chair
8	Eugenio Marlin	Member	Yes	Community Development	Expiration Fall 2016	Nominating Committee Chair
9	Brian Roulin	Treasurer	Yes	Finance	Expiration Spring 2017	Finance Committee Chair
10	Marcia DeJesus-Rueff	Member	Yes	Academics	Expiration July 2014	Academic Committee
11	Dr. Nancy Ares	Member	Yes	Academics	Expiration July 2014	Academic Committee
12	Dr. Miriam Vazquez	Member	Yes	Academics	Expiration Fall 2014	Academic Committee Chair and Personal Committee
13	Marisol Reyes	Parent Rep	Yes		Expiration Fall 2014	
14	Maria Dalmau	Parent Rep	Yes		Expiration 2014	
15	Nija Thomas	Parent Rep	Yes			

2. Total Number of Members Joining Board during the 2013-14 school year

3. Total Number of Members Departing the Board during the 2013-14 school year

3

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2013-14 school year?

6

6. How many times will the Board meet during the 2014-15 school year?

6

Thank you.

Enrollment and Retention Efforts

In an attempt to recruit and retain students with disabilities as well as ELL's, the following steps were taken:

1. Created a more detailed website outlining in detail the schools expectations and instructional program.
2. School website is available in both English and Spanish
3. EMHCS staff attended Charter School EXPO on March 22, 2014, to educate families about the schools program and ability to support ELL's and students with disabilities.
4. Presented at GradNation Community Summit on October 30, 2013.
5. On February 4, 2014 presented at Presidential Symposium on "Revitalizing K-12 Education in Rochester". Addressed school structures to support students with disabilities as well as ELL students.
6. Utilized a universal application for 2014-15 lottery.
7. Participated in 2013 Puerto Rican Parade located in downtown Rochester.
8. Provide prospective students and their parents with an orientation of EMHCS and its program.
9. Provided application to daycare centers and local organizations located with the 14621 zip code.

Appendix I: Teacher and Administrator Attrition

Created Friday, August 01, 2014

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Charter School Name: 261600860811 EUGENIO MARIA DE HOSTOS CS

Instructions for completing the Teacher and Administrator Attrition Tables
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
26.5	4	4

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
3	0	0

Thank you