

# Accountability Plan Progress Reports for the 2006-07 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**EUGENIO MARIA DE HOSTOS  
CHARTER SCHOOL**

**2006-07  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to:  
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**INTRODUCTION**

The Eugenio Maria de Hostos Charter School completed its seventh year of operation in 2006-2007 as a Kindergarten through sixth grade school, serving 290 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 language of instruction alternates between English and Spanish. Students in grades third through sixth 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
2002-03	40	40	40	40	40									200
2003-04	40	40	40	40	40	40								240
2004-05	40	40	40	40	40	40	40							280
2005-06	42	42	42	42	42	45	35							290
2006-07	43	42	42	42	42	40	39							290

**2006-07 Characteristics of Student Population**

Characteristic	Percent	Number
American Indian, Alaskan, Asian or Pacific Islander	0%	0
Black	52%	150
White	1%	4
Hispanic	47%	136
Low-Income	88%	256
Special Education	4%	11
Limited English Proficient	4%	13

**ENGLISH LANGUAGE ARTS**

**Goal 1: 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 third grade use the Open Court Reading program as the core reading program. The Waterford Computer Program is used as a supplemental program and Read Well is used as an intervention program. Teachers in grades fourth through sixth use the Open Court Reading program for skill’s instruction. They use guided reading books and novels for the reading instruction. Corrected Reading is used as an intervention program. Instruction is delivered in a workshop format, where a lesson is introduced followed by a work period and ends with a closing.

During the work period, students work in centers where they practice the skill or strategy introduced during the opening, and the teacher, paraprofessional and push-in teacher work with small groups.

Students in grades kindergarten through third are assessed and progress monitored with DIBELS and DRA. Students in grades fourth through sixth are assessed and progress monitored with DRA. The Terra Novas are administered to students in grades first, second, third, fifth and sixth. The New York State ELA exams are administered to all students in grades third through sixth.

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. 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, Measure 1: Absolute Proficiency**

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 ELA examination.

**Method**

All students in grades third through fifth were administered the New York ELA exam during the week of January 8, 2007, and all students in grade six during the week of January 16, 2007. Exams were proctored by the teachers and paraprofessionals and scored by a group of teachers from three different charter schools. The scoring sessions were facilitated by Ms. Dorothy Porteus from Accelerating Student Academic Progress (ASAP) consulting service. Five students in grades fourth through six were allowed extended time as directed by their IEP. No students were excluded from taking the test based on neither IEP nor ELL status.

**2006-07 State ELA Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	41	0	0	0	41
4	42	0	0	0	42
5	40	0	0	0	40
6	41	0	0	0	41
All	164	0	0	0	164

**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 ones who the outcome measure addresses. These results indicate that 58% of this group of students performed at or above level 3 (meeting standards) and that only 1% scored at level 1 (not meeting standards).

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<sup>1</sup> 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

**Charter School Performance on 2006-07 State ELA 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	
3	All Students	5%	37%	56%	2%	58%	41
	Students in At Least 2 <sup>nd</sup> Year	0%	40%	57%	3%	<b>60%</b>	30
4	All Students	7%	45%	45%	3%	48%	42
	Students in At Least 2 <sup>nd</sup> Year	3%	42%	52%	3%	<b>55%</b>	33
5	All Students	5%	30%	57.5%	7.5%	65%	40
	Students in At Least 2 <sup>nd</sup> Year	0%	29%	62%	9%	<b>71%</b>	34
6	All Students	2%	51%	42%	5%	47%	41
	Students in At Least 2 <sup>nd</sup> Year	2%	50%	43%	5%	<b>48%</b>	40
All	All Students	5%	41%	50%	4%	54%	164
	Students in At Least 2 <sup>nd</sup> Year	1%	41%	53%	5%	<b>58%</b>	137

**Evaluation**

The results indicate that EMHCS did not meet the absolute proficiency measure of 75% of all students meeting or exceeding standards with a difference of 17 percentage points. The fifth graders outperformed the other three grades with 71% meeting or exceeding standards. They were only 4 percentage points from meeting the measure.

**Additional Evidence**

The overall cohort results indicate that students are making progress towards meeting the target of 75%. Students in grade 4 demonstrate the most progress with an increase of 10.4 percentage points from 2006 to 2007.

**Cohort ELA Performance**

Grade	Percent of cohort at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3 to 4	44.8%	29	55.2%	29		
4 to 5	66.7%	33	69.7%	33		
5 to 6	46.2%	39	46.2%	39		
All	52.6%	101	57%	101		

**Goal 1, Measure 2: Absolute Proficiency**

Each year, the school’s aggregate Performance Index (PI) on the State ELA exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

Under the current Federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the State’s ELA exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State’s ELA performance standard by 2013–14.

The Performance Index is based on the following calculation:

$$PI = (\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})$$

It is based on all students taking the January 2007 ELA examination, not only continuously enrolled students.

**Results**

The EMHCS aggregate performance index for the January 2007 ELA assessment is as follows:

**Calculation of 2006-07 ELA Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-6	5	41	50	4	164

$$PI = 41 + 50 + 4 = 149$$

**Evaluation**

EMHCS aggregate performance index of 149 met the 2006-07 AMO for elementary-middle schools of 122 on the state’s ELA exam. Additionally, the measure was exceeded by 27 points.

**Additional Evidence**

EMHCS has met and exceeded the AMO in each of its tested years.

**ELA Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades	Total N Tested	Percent of Students at Each Performance Level			PI	AMO
			Level 2	Level 3	Level 4		
2005-06	3-6	170	39	45	5	140	122
2006-07	3-6	164	41	50	4	149	122

**Goal 1, Measure 3: Comparative Proficiency**

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 ELA exam will be greater than that of all students in the same tested grades in the Rochester City School District.

**Method**

The EMHCS students who were enrolled in at least their second year are compared to all students in the Rochester City School District. Comparisons are between the result of each grade in which EMHCS had tested students and the result of the respective grades district-wide, as well as between the total result at EMHCS and the total result for the corresponding grades in the 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 four grades tested. 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.

**2006-07 State ELA Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students in at least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	60%	30	43%	2409
4	55%	33	47%	2345
5	71%	34	45%	2179
6	48%	40	42%	2344
<b>All</b>	<b>58%</b>	137	<b>44%</b>	9277

**Evaluation**

EMHCS has met the measure in 2006 by having a higher percent overall in comparison to the district. The measure was exceeded by 14 percentage points. EMHCS also met the measure by outperforming the district in the four tested grades. This measure was exceeded as follows: 17 percentage points in grade 3, 8 percentage points in grade 4, 26 percentage points in grade 5 and 6 percentage points in grade 6.

**Additional Evidence**

To show that 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 #36 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 schools overall by an average of 26 percentage points. Additionally, EMHCS outperformed each comparison school in each of its tested grades.

**2006-07 ELA Performance of  
Charter School 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				
	Charter School	RCSD – School #8	RCSD – School #22	RCSD – School #36	RCSD – School #45
3	60%	33%	29%	36%	27%
4	55%	23%	43%	23%	28%
5	71%	36%	26%	35%	32%
6	48%	24%	46%	35%	31%
All	58%	29%	36%	32%	29%

**Goal 1, Measure 4: Comparative Proficiency**

Each Year, the school will exceed its predicted level of performance on the State ELA 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 CSI has conducted a Comparative Performance Analysis, which provides a comparative measure of student performance on state tests, using a regression analysis that controls for students eligible for free lunch among all public schools in New York State. EMHCS actual percent of students at or above Level 3 is compared to a predicted level of performance (a specified projection of the percent of students who should score at or above Level 3) based on the test performance and free-lunch statistics of all public schools. The difference between the school’s attained and expected performance, relative to other schools with similar free-lunch statistics, produces an Effect Size.

Results are displayed in a table and on a scatter plot graph. The results of the analysis for all New York State public schools are shown as dots on the graph whose axes are percent of students at or above Level 3 on the ELA exam and percent of free-lunch-eligible students. Given the distribution of schools on the graph, the analysis generates a line which represents the predicted level of performance for all schools given their percent of free-lunch-eligible students. Finally, the report locates the approximate position of the school. The further above the line it is located, the better its results, compared to what is predicted by the regression analysis.

Given the timing of the release of state exam results, the analysis for 2007 is not yet available. The following page contains the results for 2006, provided by the CSI. The 2006 Comparative Performance Analysis is incorporated into this year’s Progress Report, as it is one of the school’s Accountability Plan measures.

**Results**

In 2006 the school’s overall comparative performance was about the same as expected.

**2005-06 ELA 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		39	41.0	57.1	-16.1	-0.83	
4		40	65.0	54.9	4.3	0.53	
5		49	51.0	52.8	-13.7	-0.09	
6		42	45.2	44.2	-17.7	-0.05	
7							
8							
All		64.4	170	50.6	52.2	-1.6	-0.08

<b>School’s Overall Comparative Performance:</b>
<b>About the Same as Expected</b>

**Evaluation**

As EMHCS did about the same as expected, it did not meet the measure, which requires that schools perform better than expected at least to a small degree. The report indicates that the Effect Size was (-0.08), lower than the measure’s target of (0.3).

**Goal 1, Measure 5: Value Added**

Each year, each grade level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State ELA exam and 75 percent at or above Level 3 on the current year’s State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Method**

The target was determined by finding the gap between the percent at or above Level 3 on the 2006 State ELA exam and 75 percent at or above Level 3 on the 2007 State ELA exam. The result was then added to the 2006 percentage.

**Results**

The target for the 2007 State exam was 64 ( $75 - 53 = 22$   $2 = 11 + 53 = 64$ ).

**Cohort Growth on State ELA Exam from 2005-06 to 2006-07**

Grade	Cohort Size	Percent at Levels 3 and 4 in at Least Second Year			Change	Target Achieved
		2005-06	Target	2006-07		
4	33	45	60	55	(5)	NO
5	34	67	71	71	0	YES
6	40	46	61	48	(13)	NO
All	107	53	64	58	(6)	NO

**Evaluation**

The results indicate that the target of 64 was not met. The fifth grade cohort met the target of 71 for its grade level.

**Additional Evidence**

Our school administered the Terra Nova to our students in grades 1, 2, 3, 5 and 6 during the last two weeks in May. The tests were sent to CTB/McGraw Hill for scoring. The cohort data indicates that students in grade 2, 3 and 5 met and exceeded their target. Students in grade 6 did not meet their target of 49 with an MNCE of 47. The school wide target of 52 was met.

**Cohort Growth on Terra Nova from 2005-06 to 2006-07**

Grade	Cohort Size	Average NCE			Change	Target Achieved
		2005-06	Target	2006-07		
2	32	52	53	54	1	YES
3	27	53	54	55	1	YES
5	28	53	54	57	3	YES
6	38	47	49	47	0	NO
All	125	51	52	53	1	YES

**SUMMARY**

The following table summarizes our performance on the outcome measures. Although EMHCS did not meet the absolute measure of 75% of the students being proficient, the school did meet the comparative measure of performance relative to the district. EMHCS also outscored the four schools in the neighborhood with similar demographics. Three out of four grade level cohorts met the value added measure on the Terra Nova. The school also met the State’s Annual Measurable Objective.

Measure	Type	Description	Outcome
1	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.	Did Not Meet
2	Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Met
3	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.	Met
4	Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Meet
5	Value Added	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75 percent at or above Level 3 on the current year’s State exam.	Did Not Meet 5 <sup>th</sup> Grade Cohort Met

## **ACTION PLAN**

EMHCS revised the ELA curriculum maps to improve alignment with the NYS standards. These curriculum maps help teachers to standardize and identify gaps across grade levels. Teachers will continue to revisit the curriculum maps and modify as needed.

The teachers will continue to use assessment data, including the NYS ELA item analyses, to decide which level of support each student needs in order to be able to reach and maintain benchmark status. This information will be used to review, revise or develop student intervention plans. Benchmark students will continue to alternate language of instruction between English and Spanish. Strategic and intensive students will not alternate languages. During the Spanish time, they will get additional ELA instruction. They will also receive an additional 30 minutes daily of tutoring. Intensive students in grades 3 – 6 will receive instruction in an alternate reading core program (Corrective Reading).

EMHCS will implement the Achieve3000 web based individualized reading program to help accelerate student progress. This program provides differentiated literacy instruction to students in grades four to six. The program is designed to build reading comprehension, vocabulary and writing skills using nonfiction text.

EMHCS will continue providing professional development to teachers. The K – 3 grade teachers will continue to attend the Reading First professional development opportunities offered by the regional center. The 4 – 6 grade teachers will continue to participate in reading instruction training and two book studies. All teachers will also meet once in a six-day cycle for follow-up sessions. The primary literacy coach will facilitate the K -3 follow-up sessions and the intermediate literacy coach will facilitate the 4 – 6 follow-up sessions.

## **Math**

### **Goal 2: Math**

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

### **Background**

Teachers in grades kindergarten through fifth grade use the Investigations math program. The sixth grade teachers use the Connected Math program. The Advantage math program is used as a supplemental program at all the grade levels. Teachers in grades third through sixth use the Navigator math as an intervention program. Instruction is delivered in a workshop format, where a lesson is introduced followed by a work period and ends with a closing. During the work period, students work independently or in groups where they practice the skill or concept introduced during the opening, and the teacher and the paraprofessional work with small focus groups.

Students in grades kindergarten through sixth are assessed and progress monitored with the math programs unit pre and post tests along with teacher observations. The Terra Novas are administered to students in grades first, second, third, fifth and sixth. The New York State Math exams are administered to all students in grades third through sixth.

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.

**Goal 2, Measure 1: Absolute Proficiency**

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 Math examination.

**Method**

All students in grades third through fifth were administered the New York Math exam during the week of March 5, 2007, and all students in grade six during the week of March 12, 2007. Exams were proctored by the teachers and paraprofessionals and scored by a group of teachers from three different charter schools. The scoring sessions were facilitated by Ms. Dorothy Porteus from Accelerating Student Academic Progress (ASAP) consulting service. Five students in grades four through six were allowed extended time as directed by their IEP. No students were excluded from taking the test based on neither IEP nor ELL status.

**2006-07 State Math Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	42	0	0	0	42
4	42	0	0	0	42
5	39	0	0	0	39
6	39	0	0	0	39
All	162	0	0	0	162

**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 ones that the outcome measure addresses. These results indicate that 84% of this group of students performed at or above level 3 (meeting standards) and that only 2% scored at level 1 (not meeting standards).

**Charter School Performance on 2006-07 State Math 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	
3	All Students	7%	2%	67%	24%	91%	42
	Students in At Least 2 <sup>nd</sup> Year	7%	0%	64%	29%	<b>93%</b>	28
4	All Students	2%	7%	57%	33%	90%	42
	Students in At Least 2 <sup>nd</sup> Year	3%	3%	63%	31%	<b>94%</b>	32
5	All Students	3%	38%	31%	28%	59%	39
	Students in At Least 2 <sup>nd</sup> Year	0%	36%	34%	30%	<b>64%</b>	33
6	All Students	0%	15%	41%	44%	85%	39
	Students in At Least 2 <sup>nd</sup> Year	0%	15%	41%	44%	<b>85%</b>	39
All	All Students	3%	15%	49%	32%	81%	162
	Students in At Least 2 <sup>nd</sup> Year	2%	14%	50%	34%	<b>84%</b>	132

<sup>2</sup> 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

**Evaluation**

The results indicate that EMHCS met and exceeded the goal of 75% of students meeting standards. Additionally, the goal was exceeded by 9 percentage points.

**Additional Evidence**

The overall cohort results indicate that students demonstrated progress towards meeting the target of 75% and exceeded the target by 18.7 percentage points. Students in grade 6 demonstrate the most progress with an increase of 39.5 percentage points from 2006 to 2007.

**Cohort Math Performance**

Grade	Percent of Students at Levels 3 and 4 in at Least Their 2 <sup>nd</sup> Year					
	2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3 to 4	73.3%	30	93.3%	30		
4 to 5	68.8%	32	65.6%	32		
5 to 6	44.7%	38	84.2%	38		
All	62.3%	100	81.0%	100		

**Goal 2, Measure 2: Absolute Proficiency**

Each year, the school’s aggregate Performance Index (PI) on the State Math exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

Under the current Federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the State’s Math exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State’s Math performance standard by 2013–14.

The Performance Index is based on the following calculation:

$$PI = \frac{(\text{percent of students at Levels 2+3+4}) + (\text{percent of students at Levels 3+4})}{2}$$

It is based on all students taking the March 2007 Math examination, not only continuously enrolled students.

**Results**

The EMHCS aggregate performance index for the March 2007 Math exam is 177.

**Calculation of 2006-07 Math Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-6	13	15	49	32	162

$$PI = 13 + 15 + 49 + 32 = 177$$

**Evaluation**

EMHCS aggregate performance index of 177 met and exceeded the 2006-07 AMO for elementary-middle schools of 86 on the state’s Math exam. Additionally, the AMO was exceeded by 91 points.

**Additional Evidence**

EMHCS has exceeded the target AMO in each tested year.

**Math Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades	Total N Tested	Percent of Students at Each Performance Level			PI	AMO
			Level 2	Level 3	Level 4		
2005-06	3-6	162	29	44	8	133	86
2006-07	3-6	162	15	49	32	177	86

**Goal 2, Measure 3: Comparative Proficiency**

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 Math exam will be greater than that of all students in the same tested grades in the Rochester City School District.

**Method**

The EMHCS students who were enrolled in at least their second year are compared to all students in the Rochester City School District. Comparisons are between the result of each grade in which EMHCS had tested students and the result of the respective grades district-wide, as well as between the total result at EMHCS and the total result for the corresponding grades in the 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.

**2006-07 State Math Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students in at least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	93%	28	62%	2437
4	94%	32	52%	2396
5	64%	33	48%	2221
6	85%	39	41%	2381
<b>All</b>	<b>84%</b>	132	<b>51%</b>	9435

**Evaluation**

EMHCS has met the measure in 2007 by having a higher percent overall in comparison to the RCSD. The RCSD had 51% of its students meeting and /or exceeding standard compared to EMHCS's 84%. EMHCS exceeded the RCSD's performance by 33 percentage points. Additionally, EMHCS outperformed the district in all four of the tested grades.

**Additional Evidence**

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 #36 and School #45. All four are located in the same neighborhood and comparable demographics as EMHCS. EMHCS outperformed all four of its neighborhood schools overall by an average of 49.2 percentage points. Additionally, EMHCS outperformed each comparison school in each of its tested grades.

**2006-07 Math Performance of  
Charter School 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				
	Charter School	RCSD – School #8	RCSD – School #22	RCSD – School #36	RCSD – School #45
3	93%	33%	33%	57%	43%
4	94%	15%	57%	21%	29%
5	64%	25%	33%	44%	44%
6	85%	28%	29%	42%	24%
<b>All</b>	<b>84%</b>	<b>25%</b>	<b>38%</b>	<b>41%</b>	<b>35%</b>

**Goal 2, Measure 4: Comparative Proficiency**

Each year, the school will exceed its predicted level of performance on the State Math 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 CSI has conducted a Comparative Performance Analysis, which provides a comparative measure of student performance on state tests, using a regression analysis that controls for students eligible for

free lunch among all public schools in New York State. EMHCS’s actual percent of students at or above Level 3 is compared to a predicted level of performance (a specified projection of the percent of students who should score at or above Level 3) based on the test performance and free-lunch statistics of all public schools. The difference between the school’s attained and expected performance, relative to other schools with similar free-lunch statistics produces an Effect Size.

Results are displayed in a table and on a scatter plot graph. The results of the analysis for all New York State public schools are shown as dots on the graph whose axes are percent of students at or above Level 3 on the Math exam and percent of free-lunch-eligible students. Given the distribution of schools on the graph, the analysis generates a line which represents the predicted level of performance for all schools given their percent of free-lunch-eligible students. Finally, the report locates the approximate position of the school. The further above the line it is located, the better its results compared to what is predicted by the regression analysis.

Given the timing of the release of state exam results, the analysis for 2007 is not yet available. The following page contains the results for 2006, provided by the CSI. The 2006 Comparative Performance Analysis is incorporated into this year’s Progress Report, as it is one of the school’s Accountability Plan measures.

**Results**

In 2006 the school’s overall comparative performance was about the same as expected.

**2005-06 Math 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		39	71.8	71.0	0.8	0.04	
4		38	71.1	66.7	4.3	0.22	
5		46	41.3	55.0	-13.7	-0.58	
6		39	28.2	45.9	-17.7	-0.75	
7							
8							
All		64.4	162	52.5	59.4	-6.9	-0.28

<b>School’s Overall Comparative Performance:</b>
<b>About the Same as Expected</b>

**Evaluation**

As EMHCS did about the same as expected, it did not meet the measure, which requires that schools perform better than expected at least to a small degree. The report indicates that the Effect Size was (-0.28), lower than the measure’s goal of (0.3).

**Goal 2, Measure 5: Value Added**

Each year, each grade level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State Math exam and 75 percent at or above Level 3 on the current year’s State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Method**

The value added target was determined by finding the gap between the percent at or above Level 3 on the 2006 State Math exam and 75 percent at or above Level 3 on the 2007 State Math exam. The result was then added to the 2006 percentage.

**Results**

The target for the 2007 State exam was 69 ( $75 - 62 = 13 \quad 2 = 6.5 + 62 = 68.5$ ).

**Cohort Growth on State Math Exam from 2005-06 to 2006-07**

Grade	Cohort Size	Percent at Levels 3 and 4			Change	Target Achieved
		2005-06	Target	2006-07		
3 <sup>rd</sup> to 4 <sup>th</sup>	30	73%	74%	93%	19	YES
4 <sup>th</sup> to 5 <sup>th</sup>	32	69%	72%	66%	(6)	NO
5 <sup>th</sup> to 6 <sup>th</sup>	38	45%	60%	84%	24	YES
All	100	62%	69%	81%	12	YES

**Evaluation**

The results indicate that the target of 69 was met and exceeded by 12 points. The six grade cohort demonstrated the most progress with a gain of 24 points.

**Additional Evidence**

The school administered the Terra Nova to students in grades 1, 2, 3, 5 and 6 during the last two weeks in May. The tests were sent to CTB/McGraw Hill for scoring. The cohort data indicates that students in grade 3 and 6 met and exceeded their target. Students in grade 2 did not meet their target of 58 with an MNCE of 55. Students in grade 5 did not meet their target of 61 with an MNCE of 57. The school wide target of 55 was met with an MNCE of 56.

**Cohort Growth on Terra Nova from 2005-06 to 2006-07**

Grade	Cohort Size	Average NCE			Change	Target Achieved
		2005-06	Target	2006-07		
1 <sup>st</sup> to 2 <sup>nd</sup>	32	57	58	55	(3)	No
2 <sup>nd</sup> to 3 <sup>rd</sup>	28	43	48	53	5	Yes
3 <sup>rd</sup> to 5 <sup>th</sup>	28	60	61	57	(4)	No
5 <sup>th</sup> to 6 <sup>th</sup>	37	50	51	58	7	Yes
All	125	53	55	56	3	Yes

**SUMMARY**

The following table summarizes our performance on the outcome measures. EMHCS met and exceeded the absolute measures of 75% of the students meeting/exceeding standards and the AMO. The school met the comparative measures of performance relative to the district. However, it did not meet the predicted level performance for the 2005-2006 school year. The value added measure was met for 3 of the 4 cohort groups.

Eugenio Maria de Hostos Charter School Accountability Plan Progress Report

Measure	Type	Description	Outcome
1	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.	Met
2	Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Met
3	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.	Met
4	Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Not Met for 2006
5	Value Added	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Met /Not Met for Grade 5

**ACTION PLAN**

EMHCS revised the Math curriculum maps to improve alignment with the NYS standards. These curriculum maps help teachers to standardize and identify gaps across grade levels. Teachers will continue to revisit the curriculum maps and modify as needed.

The teachers 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. The Math Navigator will be used as an intervention program.

EMHCS will continue providing professional development to teachers. The K – 6 grade math teachers will continue to attend the math professional development opportunities provided by a math consultant. All teachers will also meet once in a six-day cycle for follow-up sessions. The math lead teacher will facilitate the K -3 follow-up sessions and the intermediate literacy coach will facilitate the 4 – 6 follow-up sessions.

**Science**

**Goal 2: Math**

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

**Background**

Teachers in grades kindergarten through fifth grade use the BSCS Science TRACS program. The sixth grade teachers use the BSCS Science & Technology program. Both of these programs actively develop concepts, inquiry skills and problem-solving skills by “doing science and technology” through a sequence of developmentally-appropriate activities.

**Goal 3, Measure 1: Absolute Proficiency**

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**

All students in fourth grade were administered the New York Science exam during the week of May 1, 2007. The exam was proctored by the teachers and paraprofessionals. No students were excluded from taking the test based on IEP status.

**2006-07 State Science Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
4	41	0	0	0	41

**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 ones that the outcome measure addresses. These results indicate that 100% of this group of students performed at or above level 3 (meeting standards) and that 0% scored at level 1 (not meeting standards).

**Charter School Performance on 2006-07 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%	2%	32%	66%	98%	41
	Students in At Least 2 <sup>nd</sup> Year	0%	0%	23%	77%	100%	31

**Evaluation**

The results indicate that EMHCS met the goal of 75% of students meeting and/or exceeding standards and that the goal was exceeded by 25 percentage points.

**Additional Evidence**

The percentage of students achieving Levels 3 and 4 has increased from 92% in 2006, to 100% in 2007, and the students with two or more years enrolled in the school increased by 2 percentage points.

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<sup>3</sup> 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

**Science Performance  
By School Year<sup>4</sup>**

Grade	Percent of Students at Levels 3 and 4 in at Least Their 2 <sup>nd</sup> Year					
	2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	92%	34	100%	31		

**2006-07 Science Performance  
By Number of Years Enrolled**

Grade	Percent of Students at Levels 3 and 4					
	1+ Years		2+ Years		3+ Years	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	98%	41	100%	31	100%	28

**Goal 3, Measure 2: Comparative Proficiency**

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**

The EMHCS fourth grade students who were enrolled in at least their second year are compared to all fourth grade students in the Rochester City School District.

**Results**

District data unavailable at time of report.

**2006-07 State Science Exam  
Charter School and District Performance**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students in at least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	31	%	

<sup>4</sup> Note: caution should be used in comparing year to year results because each grade is a different group of students each year and overall results may include different grade levels from year to year.

**Evaluation**

District data not available at time of report.

**Additional Evidence**

District data not available at time of report.

**Science Performance of Charter School and Local District  
By School Year**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year Compared to All District Students in the Same Tested Grades							
	2003-04		2004-05		2005-06		2006-07	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	82%		82%		92%	80%	100%	

**2006-07 Science Performance of  
Charter School and Comparison Schools**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools at Levels 3 and 4				
	Charter School	RCSD – School #8	RCSD – School #22	RCSD – School #36	RCSD – School #45
4	100%	%	%	%	%

**SUMMARY**

Unable to complete due to District data not available at time of report.

Measure	Type	Description	Outcome
1	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.	Met
2	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.	
3	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.	

**ACTION PLAN**

EMHCS attributes its 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.

**Social Studies**

**Goal 4: Social Studies**

**All Students at the Eugenio Maria de Hostos Charter School will demonstrate mastery of Social Studies concepts.**

**Background**

Teachers in grades kindergarten through sixth grade use the Scott Foresman Social Studies textbook along with several websites and trade books as resources to implement the New York Social Studies core curriculum.

**Goal 4, Measure 1: Absolute Proficiency**

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 Social Studies examination.

**Method**

All students in fifth grade were administered the New York Social Studies exam during the week of November 14, 2006. The exam was proctored by the teachers and paraprofessionals. No students were excluded from taking the test based on IEP status.

**2006-07 State Social Studies Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>5</sup>			Total Enrolled
		IEP	ELL	Absent	
5	40	0	0	0	40

**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 ones that the outcome measure addresses. These results indicate that 88% of this group of students performed at or above level 3 (meeting standards) and that only 9% scored at level 1 (not meeting standards).

**Charter School Performance on 2006-07 State Social Studies 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	5%	7.5%	47.5%	32.5%	80%	40
	Students in At Least 2 <sup>nd</sup> Year	9%	3%	59%	38%	<b>88%</b>	34

<sup>5</sup> 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

**Evaluation**

The results indicate that EMHCS met the goal of 75% of students meeting and/or exceeding standards and that the goal was exceeded by 13 percentage points.

**Additional Evidence**

The percentage of students achieving Levels 3 and 4 has increased from 82% in 2005-2006, to 88% in 2006-2007 and the students with two or more years enrolled in the school increased by 7 percentage points.

**Social Studies Performance  
By School Year<sup>6</sup>**

Grade	Percent of Students at Levels 3 and 4 in at Least Their 2 <sup>nd</sup> Year					
	2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	82%	39	88%	34		

**2006-07 Social Studies Performance  
By Number of Years Enrolled**

Grade	Percent of Students at Levels 3 and 4					
	1+ Years		2+ Years		3+ Years	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	80%	40	88%	34	87%	31

**Goal 4, Measure 2: Comparative Proficiency**

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 Social Studies exam will be greater than that of all students in the same tested grades in the Rochester City School District.

**Method**

The EMHCS fifth grade students who were enrolled in at least their second year are compared to all fifth grade students 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.

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<sup>6</sup> Note: caution should be used in comparing year to year results because each grade is a different group of students each year and overall results may include different grade levels from year to year.

**2006-07 State Social Studies Exam  
Charter School and District Performance**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students in at least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	88%	34	71%	2184

**Evaluation**

EMHCS has met the measure in 2007 by having a higher percent overall in comparison to the RCSD. The RCSD had 71% of its students meeting and /or exceeding standard compared to EMHCS’s 88%. EMHCS exceeded the RCSD’s performance by 17 percentage points.

**Additional Evidence**

To demonstrate that EMHCS Social Studies 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 #36 and School #45. All four are located in the same neighborhood and comparable demographics as EMHCS. EMHCS outperformed all four of its neighborhood schools overall by an average of 32.7 percentage points.

**2006-07 Social Studies Performance of  
Charter School and Comparison Schools**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools at Levels 3 and 4				
	Charter School	RCSD – School #8	RCSD – School #22	RCSD – School #36	RCSD – School #45
4	88%	63%	45%	64%	49%

**SUMMARY**

The following table summarizes our performance on the outcome measures. EMHCS met and exceeded the absolute measure of 75% of the students being proficient. The comparative measure of performance relative to the district and the four schools in the neighborhood with similar demographics was also met.

Measure	Type	Description	Outcome
1	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.	Met
2	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.	Met
3	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 neighborhood schools.	Met

## **ACTION PLAN**

Teachers will continue to use the book, *Better Answers*, written by Ardith Davis Cole. This book helps teachers instruct their students in how to plan and write their written responses. Teachers will also use the DBQ materials provided by the Scott Foresman Social Studies program to help prepare students for the NYS Social Studies exam.

### **Goal V. Additional Required Academic Measure**

#### **Method**

Under the state's NCLB accountability system, schools are evaluated to determine if they have made Adequate Yearly Progress (AYP) based on the percent of students tested and on whether it's School Performance Index both in the aggregate and for specific sub-populations meet the effective Annual Measurable Objective (AMO). The system also includes mitigating factors that may enable a school to make AYP even if it has not made its AMO, including a safe harbor provision, the calculation of an effective AMO, and an analysis only of results for students who have been continuously enrolled. Performance on the state's science exam is also factored into the AYP analysis.

A school is deemed to be in "Good Standing" for the school year in question if it has not failed to make AYP in either ELA or math for the previous two consecutive years. The determination was presented in a report released in spring 2007 at the same time as the school's state report card.

#### **Results**

According to the state's Eugenio Maria de Hostos Charter School 2006-07 School Accountability Report: English Language Arts, Mathematics, Science, and Graduation Rate issued in Spring 2007, our 2006-07 Accountability Status is: *Charter School in Good Standing*.

#### **Evaluation**

The report indicates that in 2005-06, EMHCS Performance Index in ELA was 140, exceeding its effective AMO, which had been set at 122. EMHCS Performance Index in math was 133, exceeding its effective AMO, which had been set at 86. Given these results, EMHCS made Adequate Yearly Progress and is in good standing.

### **Organizational Goals**

**Goal I: Parent and Student Satisfaction - Parents will demonstrate satisfaction with Eugenio Maria de Hostos Charter School as their school of choice.**

**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<sup>7</sup> provide a positive response to each of the survey items.**

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<sup>7</sup> All parents include those who do not respond to the survey.

**Method**

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 290 students. Out of 290 surveys distributed, 199 were returned. The surveys were tallied and responses were grouped by section: communications, program design, student progress and school wide satisfaction.

**Results**

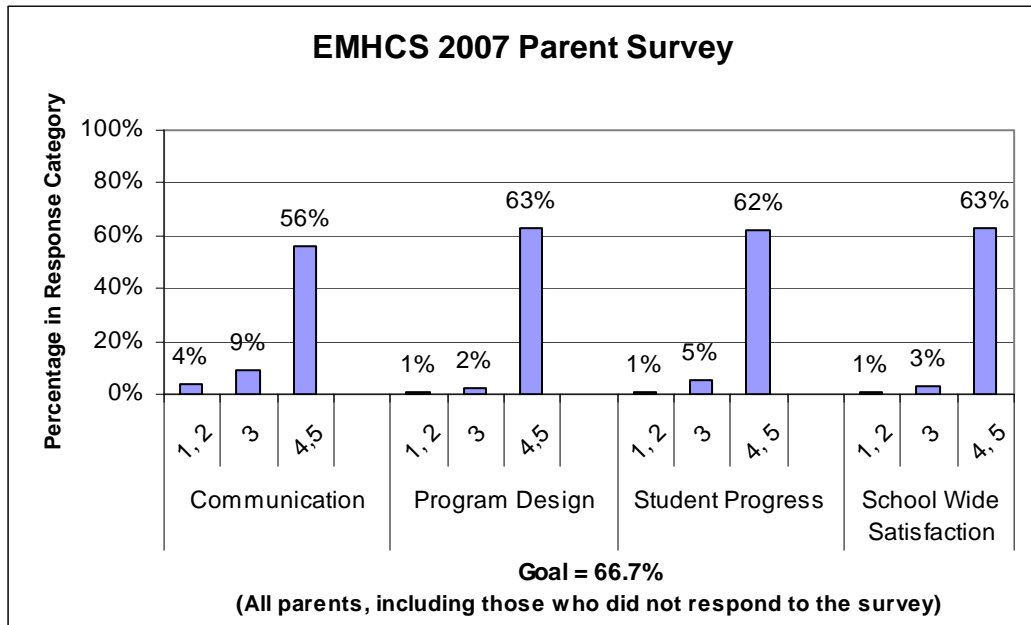
Results indicate that:

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

63 percent of the parents are satisfied with the school’s program.

62 percent of the parents are satisfied with their child’s progress.

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



**Evaluation**

The school did not meet the goal of two thirds (66.7%) of all parents providing a positive response.

**Further Evidence**

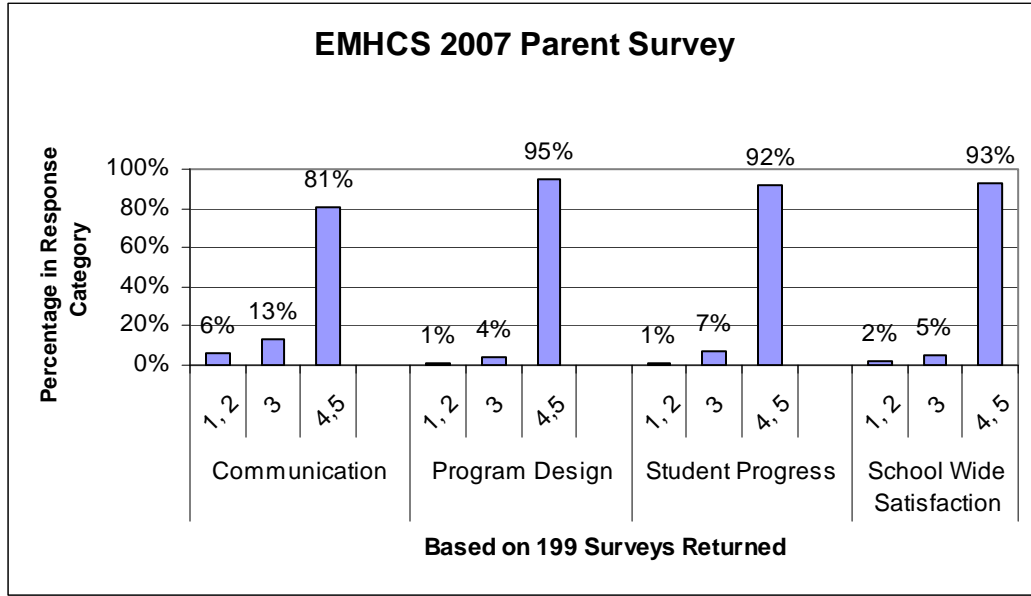
Of the 199 surveys that were returned, the goal of 66.7% was met and exceeded for all areas of the survey:

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

95 percent of the parents are satisfied with the school’s program.

92 percent of the parents are satisfied with their child’s progress.

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



**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, indicating continual student enrollment from June 2006 to September 2006, was calculated as the number of students enrolled in September who were enrolled at anytime the previous year divided by the number of students who were enrolled at anytime the previous year who did not graduate from the school in the terminal year.

**Results**

229 enrolled in September from previous year  
 253 enrolled at anytime in the previous year and did not graduate  
 90.5 % persistence rate

**Evaluation**

Results indicate that 90.5 percent of the students enrolled during the course of the 2005-2006 school year returned in September of 2006. The result indicates that EMHCS met the goal of 90 percent.

**Further Evidence**

Through a review of the reasons why parents withdrew their children from the school, we were able to determine that 10 left because they moved out of the state and 5 moved out of the area (within NYS). If we subtract these students from the total number of withdrawals, we get a persistence rate of:

229 enrolled in September from previous year  
 238 enrolled at anytime in the previous year and did not graduate  
 96.2% persistence rate

This rate indicates that EMHCS exceeded the goal of 90 percent by 6.2 percentage points. This rate is a fair evaluation of this goal since it is impossible for parents to keep their students in the school when they move out of state or out of the Rochester area.

### **Summary**

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

### **Action Plan**

Although teachers send a parent communication form to each child at least twice a month, hold parent/teacher conferences four times a year and make numerous phone calls, communication continues to be the area with the lowest rating. EMHCS will continue to seek suggestions from parents as to how we can improve this area.

This year the parent surveys were sent in May. The parent coordinator and the secretary followed up with phone calls. Surveys were also made available to parents at the school family picnic in June. However, the return rate was only 68.6%. Next year EMHCS will seek strategies from schools that consistently obtain a higher return rate.

**Goal 2. Students will demonstrate satisfaction with Eugenio Maria de Hostos as their school of choice.**

**Goal 2, Measure 1: Each year, the school will have a daily student attendance rate of at least 95 percent.**

### **Method**

Using the attendance records 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.

### **Results**

The average daily attendance rate is 95.1 percent.

**EMHCS Average Daily Attendance 2006-2007**

Month	Average Daily Attendance % Present
September	97.8%
October	96.1%
November	94.1%
December	94.7%
January	94.7%
February	93.5%
March	95.7%
April	95.4%
May	95.8%
June	92.7%
Overall	95.1%

**Evaluation**

The results indicate that the school met the goal of 95 percent daily student attendance rate.

**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 2:** Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and make recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

**Results**

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

**Goal 4. Fiscal Soundness - The school will demonstrate responsible financial management.**

**Goal 4, Measure 1:** Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

**Results**

2006-2007

Original Budget Amount	<u>\$3,633,946.68</u>
Final Revised Budget Amount	<u>NA</u>
Date Revised	<u>NA</u>
Actual Revenue	<u>3,864,419.00</u>
Actual Expenses	<u>3,625,931.00</u>
Difference	<u>238,488.00</u>

Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

Net Assets

2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
\$103,448	\$150,977	\$372,267	\$340,142	\$374,150	\$456,843
	46%	147%	-9%	10%	10%

	2005-2006 Budget	2006-2007 Budget
Revenues	\$3,635,143	\$3,633,947
Expenses	\$3,635,143	\$3,633,946

**Goal 5: Internal Controls and Compliance**

**Goal 5, 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 I. 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-6, 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. Students who are not meeting ELA standards were not included because they receive additional help with ELA during the Spanish Language Arts block.

**Results**

Sixteen percent of the students moved one or more stages on the second language acquisition stages continuum.

EMHCS Second Language Acquisition Stages 2006-2007

Grade / (N) Number of Students Tested	Number of Students Moving One Stage	Number of Students Moving More than One Stage	Percentage Moving One or More Stages
Kindergarten N = 42	0	0	0%
Grade 1 N = 14	2	0	14%
Grade 2 N = 29	0	0	0%
Grade 3 N = 15	4	2	40%
Grade 4 N = 14	0	0	0%
Grade 5 N = 14	1	1	14%
Grade 6 N = 18	11	2	72%
Total N = 146	18	5	16%

**Evaluation**

The goal of 75 percent of the students moving at least one stage on the second language acquisition continuum was not met. The sixth grade cohort demonstrated the most progress with 72% moving at least one stage.

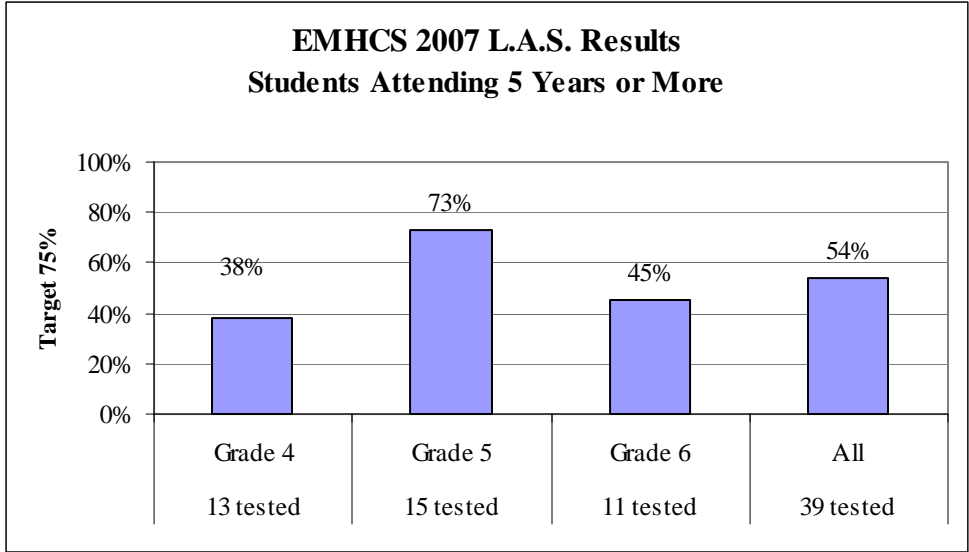
**Goal 1, Measure 2: After five years of Spanish instruction, 75 percent of our students will score a three or above on the Language Assessment Survey (LAS).**

**Method**

Students in grades 4 – 6, who have been enrolled in our school for five years and have received Spanish instruction for five years, were administered the Spanish Assessment Survey. This instrument is administered one-on-one by a teacher or a paraprofessional, and it is scored by the education coordinator.

**Results**

Fifty-four percent of the students scored a three or above on the Language Assessment Survey.

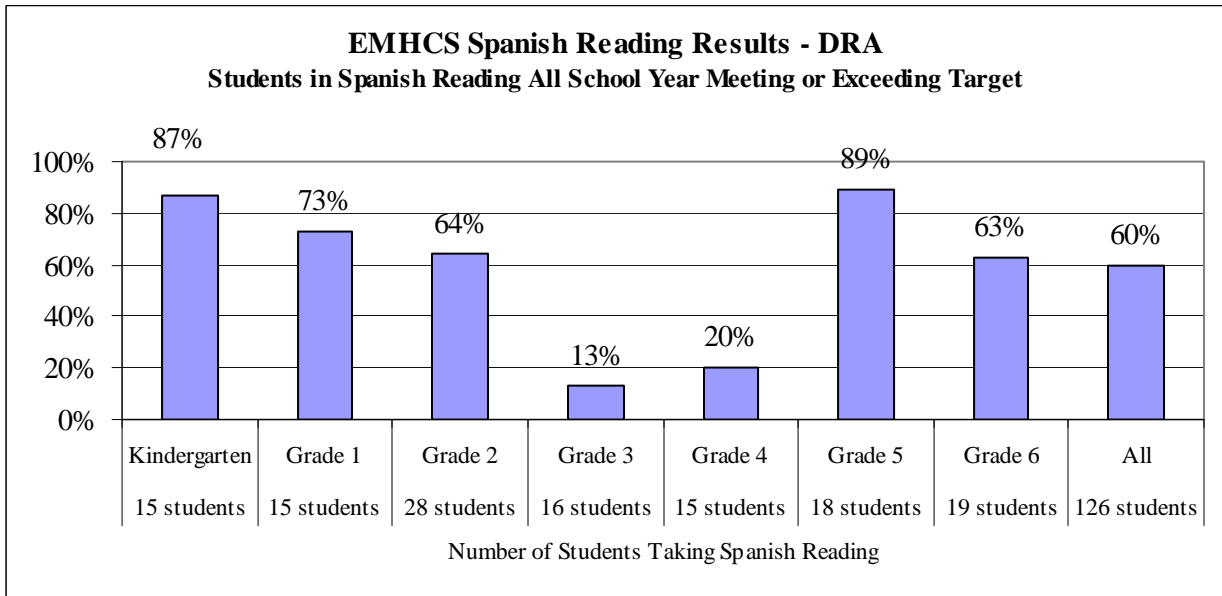


**Evaluation**

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

**Additional Evidence**

The Spanish DRA results indicate that 60% of students that received Spanish instruction all year long met and/or exceeded the grade level DRA benchmark.



**Summary**

The results for the second language acquisition stages, the Language Assessment Survey and the DRA indicate that the target of 75 percent was not met.

**Action Plan**

The EMHCS Spanish teaches will meet to discuss the Spanish Language Arts results. Curriculum alignment with the LAS will begin this coming year. Professional development for Spanish Teachers, focusing on second language stages will be implemented.

EMHCS will also research computer programs that focus on Spanish language development for possible implementation.