

# Accountability Plan Progress Reports for the 2007-08 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**

**2007-08**

**ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

July 2008

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Dr. Miriam Vazquez, school principal, prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Julio Vazquez	President, Finance Committee, Personnel Committee
Gaynell Wethers	Vice President, Personnel Committee
George Romell	Treasurer, Finance Committee (Chair)
Dr. Margaret Quackenbush	Secretary,
Dr. Emeterio Otero	Academic Committee
Raymond Ciccarelli	Finance Committee
Hilda Escher	Academic Committee, Personnel Committee
Fernan Cepero	Personnel Committee (Chair)
Eugenio Marlin	Board Member
Brian Roulin	Finance Committee
Karen C. Smith	Parent Member, Academic Committee, Personnel Committee
Carol Robinson	Parent Member, Academic Committee
Lillian Rosado	Parent Member

## INTRODUCTION

The Eugenio Maria de Hostos Charter School completed its eighth year of operation in 2007-2008 as a kindergarten through sixth grade school, serving 324 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
2007-08	50	50	50	50	42	41	41							324

Characteristic	Percent	Number
American Indian, Alaskan, Asian or Pacific Islander	0%	0
Black	47%	152
White	1%	4
Hispanic	52%	166
Low-Income	90%	290
Special Education	5%	17
Limited English Proficient	5%	18

## 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 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. *Corrective 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 and third as required by Reading First. 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.

This year, our intermediate literacy coach and our sixth grade ELA teacher were out four months each due to maternity leave.

### Goal 1: 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 ELA examination.

#### Method

The school administered the New York State Testing Program English Language Arts assessment to students in third through sixth grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level. 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.

The following table summarizes participation information for this year's test administration. The table indicates total enrollment and the total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2007-08 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	50	0	0	0	50
4	40	0	2	0	42
5	42	0	0	0	42
6	40	0	1	0	41
All	172	0	3	0	175

**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 who the outcome measure addresses. These results indicate that 64% of this group of students performed at or above Level 3 (meeting standards) and that only 1% scored at Level 1 (not meeting standards).

**EMHCS Performance on 2007-08 State English Language Arts 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	2	38	54	6	60	50
	Students in At Least 2 <sup>nd</sup> Year	0	41	51.3	7.7	<b>59</b>	39
4	All Students	5	37.5	55	2.5	57.5	40
	Students in At Least 2 <sup>nd</sup> Year	7.4	33.3	55.6	3.7	<b>59.3</b>	27
5	All Students	0	23.8	76.2	0	76.2	42
	Students in At Least 2 <sup>nd</sup> Year	0	23.7	76.3	0	<b>76.3</b>	38
6	All Students	0	45	52.5	2.5	55	40
	Students in At Least 2 <sup>nd</sup> Year	0	41.7	55.6	2.8	<b>58.3</b>	36
All	All Students	1.7	36	59.3	2.9	62.2	172
	Students in At Least 2 <sup>nd</sup> Year	1.4	35	60	3.6	<b>63.6</b>	140

**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 11 percentage points. However, the fifth graders met the measure and exceeded by 1%.

<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.

**Additional Evidence**

The overall results indicate that students are making progress towards meeting the target of 75%. Students in grade 5 demonstrate the most progress with an increase of 28 percentage points from 2006 to 2008.

**EMHCS English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	41	39	60	30	59.0	39
4	65	37	55	33	59.3	27
5	48	40	71	34	76.3	38
6	50	30	48	40	58.3	36
All	51	146	58	137	63.6	140

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) 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 Index (PI) value that equals or exceeds this year’s English Language Arts AMO, which for 2007-08 is 133. 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 January 2008 ELA is 160.

**Calculation of 2007-08 EMHCS English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level – All Students				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-6	1.7	36.0	59.3	2.9	172

$$\begin{aligned}
 \text{PI} &= 36 + 59 + 3 = 98 \\
 &+ 59 + 3 = 62 \\
 \text{PI} &= 160
 \end{aligned}$$

**Evaluation**

EMHCS aggregate performance index of 160 met the 2007-2008 AMO for elementary schools of 154 on the State’s ELA exam. Additionally, the measure was exceeded by 6 points.

**Additional Evidence**

EMHCS has met and exceeded the AMO in each of its tested years. Additionally, the percentage of students scoring at Level 1 has decreased from 11% in 2005-2006 to 2% in 2007-2008.

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

Year	Grades <sup>2</sup>	Number Tested	Percent of Students at Each Performance Level – All Students				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-6	170	11	39	45	5	140	122
2006-07	3-6	164	5	41	50	4	149	122
2007-08	3-6	172	1.7	36.0	59.3	2.9	160	133

**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 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 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 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.

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

**2007-08 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 <sup>nd</sup> Year		All RCSD Students	
	Percent	Number Tested	Percent	Number Tested
3	59.0	39	44.1	2363
4	59.3	27	52.2	2327
5	76.3	38	58.3	2233
6	58.3	36	56.3	2134
All	<b>63.6</b>	140	<b>52.7</b>	9057

**Evaluation**

EMHCS has met the measure in 2008 by having a higher percent overall in comparison to the district. The measure was exceeded by 11 percentage points. EMHCS also met the measure by outperforming the district in the four tested grades. This measure was exceeded as follows: 15 percentage points in grade 3; 7 percentage points in grade 4; 18 percentage points in grade 5; and 2 percentage points in grade 6.

**Additional Evidence**

EMHCS has out performed the Rochester City School District for the past three years.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD
3	41	47	60	43	59.0	44.1
4	65	50	55	47	59.3	52.2
5	48	42	71	45	76.3	58.3
6	50	41	48	42	58.3	56.3
All	51	45	58	44	63.6	52.7

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 22 percentage points. Additionally, EMHCS outperformed each comparison school in each of its tested grades.

**2007-08 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 #36	RCSD – School #45
3	59.0	32.8	33.3	51.9	30.9
4	59.3	48.4	58.4	33.3	30.6
5	76.3	47.1	55.2	49.0	35.8
6	58.3	25.0	41.7	51.2	49.5
All	63.6	38.3	47.2	46.4	36.7

**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 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 2007-08 analyses is not yet available. This report contains 2006-07 results, the most recent ones available.

**Results**

In 2007, the school’s overall comparative performance was about the same as predicted. Grades 3 and Grade 6’s comparative performance was about the same as expected, grade 4 was lower than anticipated to a medium degree and grade 5 was higher than expected to a medium degree.

**2006-07 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		41	58.5	55.6	2.9	0.21
4		42	47.6	56.1	-8.5	-0.59
5		40	65.0	56.0	9.0	0.64
6		41	46.3	48.3	-2.0	-0.12
All	66.2	164	54.3	54.0	0.2	0.03

<b>School's Overall Comparative Performance:</b>
About the same as expected.

**Evaluation**

EMHCS performed about the same as expected; therefore, it did not meet the measure, which requires that schools perform better than expected, at least to a small degree. The report indicated that the Effect Size was (0.03), lower than the measure's target of (0.30).

**Additional Evidence**

Although EMHCS did not meet the target, the school did improve its effect size from -0.08 in 2006 to 0.03 in 2007.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-6	64.4	170	50.6	52.2	-0.08
2006-07	3-6	66.2	164	54.3	54.0	0.03
2007-08	3-6	NA	172	NA	NA	NA

**Goal 1: Growth Measure**

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 English Language Arts exam and 75 percent at or above Level 3 on the current year's state English Language Arts 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**

This measure examines the change in performance of the same group of students from one year to the next, and the progress they are making towards the absolute measure of 75 percent proficient. Each

grade level cohort consists of those students who took the state exam in 2007-2008 and also have a state exam score in 2006-2007. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-2007 and 75 percent proficient in 2007-2008. If a cohort had already achieved 75 percent proficiency in 2006-2007, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

The grade level cohort data indicates that 57% of the fourth graders, 77% of the fifth graders and 58% of the fifth graders met proficiency on the ELA exam. The overall percentage of students meeting proficiency was 65%.

**Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	30	63	69	57	NO
5	39	49	62	77	YES
6	36	67	71	58	NO
All	105	59	67	65	NO

**Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 4-6 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-6	1	3
2007-08	4-6	1	3

**Evaluation**

The grade level cohort data indicates that grade 5 met and exceeded the target of 62. Grades 4, 6 and the overall school cohort did not meet target.

**Additional Evidence**

The Change in ELA performance levels data indicate that EMHCS has reduced the number of students at Level 1 from 18 in 2006 to 3 in 2008.

**Change in English Language Arts Performance Levels – All Students**

Grades 3 through 6		Number of Students at Each Performance Level				
		Level 1	Level 2	Level 3	Level 4	Total Number
Years	2005-06	18	66	77	9	170
	2006-07	8	67	82	7	164
	2007-08	3	62	102	5	172
	Total Number	29	195	261	21	506

**Summary of the English Language Arts Goal**

The following table summarizes our performance on the outcome measures. Although EMHCS did not meet the absolute measure of 75 percent 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. The school also met the State’s Annual Measurable Objective.

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.	Did Not Achieve
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.	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 school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	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 Achieve Achieved for Grade 5

**Action Plan**

1. EMHCS staff will use the book, *Data-Driven Dialogue*, as a guide to help analyze the ELA data, discuss theories of causation, and develop an action plan. The theories of causation will be based on the following arenas: curriculum, instruction and materials, teacher’s knowledge and skills, student readiness, infrastructure. The structure provided by this book will help the staff examine the data from the five different arenas. The goal is to help the staff determine what is keeping the school from meeting and exceeding the ELA goal.

2. The school will contract with a local college to conduct an ELA instructional audit. The results of this audit will be used to plan professional development.
3. The principal and the coaches will visit schools with similar demographics that have met the ELA goal. The purpose of the visit will be to learn from these schools' best practices that can be replicated at EMHCS.

## 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 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 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: 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 mathematics examination.

#### Method

The school administered the New York State Testing Program mathematics assessment to students in third through sixth grade in March 2008. 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.

The following table summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2007-08 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	50	0	0	0	50
4	41	0	0	0	41
5	40	0	0	0	41*
6	41	0	0	0	41
All	172	0	0	0	175

\*One student entered the school during the assessment period. The student was tested, but the scores were inadvertently included in the former school's results.

**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 who the outcome measure addresses. These results indicate that 92% of this group of students performed at or above Level 3 (meeting standards) and that only 1% scored at Level 1 (not meeting standards).

**EMHCS Performance on 2007-08 State Mathematics 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	0	4	48	48	96	50
	Students in At Least 2 <sup>nd</sup> Year	0	5.1	51.3	43.6	<b>94.9</b>	39
4	All Students	2.4	12.2	65.9	19.5	85.4	41
	Students in At Least 2 <sup>nd</sup> Year	0	7.7	65.4	26.9	<b>92.3</b>	26
5	All Students	0	10	75	15	90	40
	Students in At Least 2 <sup>nd</sup> Year	0	10.8	73	16.2	<b>89.2</b>	37
6	All Students	2.4	7.3	48.8	41.5	90.3	41
	Students in At Least 2 <sup>nd</sup> Year	2.8	5.6	50	41.7	<b>91.7</b>	36
All	All Students	1.2	8.1	58.7	32	90.7	172
	Students in At Least 2 <sup>nd</sup> Year	0.7	7.2	59.4	32.6	<b>92</b>	138

**Evaluation**

The results indicate that over all and at each grade level EMHCS met and exceeded the goal of 75 percent of students meeting standards. Additionally, the goal was exceeded by 17 percentage points.

**Additional Evidence**

The overall cohort results indicate that students demonstrated progress towards meeting and exceeding the target of 75%, from 53% in 2006, 84% in 2007 to 92% in 2008.

<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

**EMHCS Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	73	37	93	28	94.9	39
4	72	36	94	32	92.3	26
5	37	38	64	33	89.2	37
6	22	27	85	39	91.7	36
All	53	138	84	132	92	138

**Goal 2: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) 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, 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 Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2007-08 is 102. 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 March 2008 Math exam is 190.

**Calculation of 2007-08 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level – All Students				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-6	1.2	8.1	58.7	32	172

$$\begin{aligned}
 \text{PI} &= 8 + 59 + 32 = 99 \\
 &+ 59 + 32 = 91 \\
 \text{PI} &= \mathbf{190}
 \end{aligned}$$

**Evaluation**

EMHCS aggregate performance index of 190 met and exceeded the 2007-2008 AMO for elementary schools of 162 on the State’s Math exam. Additionally, the AMO was exceeded by 28 points.

**Additional Evidence**

EMHCS has met and exceeded the AMO in each of its tested years. Additionally, the percentage of students scoring at Level 1 has decreased from 19% in 2005-2006 to 1% in 2007-2008.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-6	162	19	44	8	29	133	86
2006-07	3-6	162	4	15	49	32	177	86
2007-08	3-6	172	1.2	8.1	58.7	32	190	102

**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.

**2007-08 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 <sup>nd</sup> Year		All RCS D Students	
	Percent	Number Tested	Percent	Number Tested
3	94.9	39	70.5	2391
4	92.3	26	62.1	2351
5	89.2	37	59.3	2265
6	91.7	36	56.3	2175
All	<b>92</b>	138	<b>62</b>	9182

**Evaluation**

EMHCS has met the measure in 2008 by having a higher percent overall in comparison to the RCSD. The RCSD had 62% of its students meeting and /or exceeding standard compared to EMHCS’s 92%. EMHCS exceeded the RCSD’s performance by 30 percentage points. Additionally, EMHCS outperformed the district in all four of the tested grades.

**Additional Evidence**

EMHCS has out performed the Rochester City School District for the past three years.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD
3	73	56	93	62	94.9	70.5
4	72	55	94	52	92.3	62.1
5	37	32	64	48	89.2	59.3
6	22	31	85	41	91.7	56.3
All	53	43	84	51	92	62

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 have comparable demographics as EMHCS. EMHCS outperformed all four of its neighborhood schools overall by an average of 44 percentage points. Additionally, EMHCS outperformed each comparison school in each of its tested grades.

**2007-08 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 #36	RCSD – School #45
3	94.9	41.8	57.1	78.9	50.5
4	92.3	36.5	57.8	62	38.5
5	89.2	40.8	37	62.7	44.1
6	91.7	17.2	40	59.1	48.5
All	92	34	48	65.7	45.4

**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 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

**Results**

In 2007 the school’s overall comparative performance was higher than expected to a medium degree. In grades 3, 4 and 6 the comparative performance was higher than expected to a large degree.

**2006-07 Mathematics 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		42	90.5	78.8	11.7	0.84
4		42	90.5	71.5	19.0	1.22
5		39	59.0	66.8	-7.8	-0.43
6		39	84.6	59.8	24.8	1.22
All	66.2	162	81.5	69.4	12.0	0.72

<b>School’s Overall Comparative Performance:</b>
Higher than expected to a medium 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 (0.72), which is higher than the measure’s goal of (0.3).

**Additional Evidence**

EMHCS has demonstrated improvement from 2006 with an effect size of -0.28 (about the same as expected) to 2007 with an effect size of 0.72 (higher than expected to a medium degree).

**EMHCS Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-6	64.4	162	52.5	59.4	-0.28
2006-07	3-6	66.2	162	81.5	69.4	0.72
2007-08	3-6	NA	172	NA	NA	NA

**Goal 2: Growth Measure**

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 mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics 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**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-2008 and also have a state exam score in 2006-2007. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-2007 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

The over all cohort data indicates that EMHCS demonstrated growth from 83% to 91% of the students meeting/exceeding standards.

**EMHCS Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	29	97	97	93	NO
5	38	92	92	90	NO
6	36	61	68	92	YES
All	103	83	85	91	YES

**Cohort Performance on State Mathematics Exam  
Since the Advent of the Grades 4-6 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-6	2	3
2007-08	4-6	1	3

**Evaluation**

The results indicate that the over all target of 85 was met and exceeded by 6 percentage points. The sixth grade cohort met the target of 68 and exceeded by 24 percentage points. Although the fourth and fifth grade cohort did not meet their targets, 93% and 90% meeting and exceeding performance standards is acceptable.

**Additional Evidence**

The Change in Math performance levels data indicate that EMHCS has reduced the number of students at Level 1 from 30 in 2006 to 2 in 2008.

**EMHCS Change in Mathematics Performance Levels – All Students**

Grades 3 through 6		Number of Students at Each Performance Level				
		Level 1	Level 2	Level 3	Level 4	Total Number
Years	2005-06	30	47	72	13	162
	2006-07	5	25	80	52	162
	2007-08	2	14	101	55	172
	Total Number	37	86	253	120	496

**Summary of the Mathematics Goal**

The following table summarizes our performance on the outcome measures. EMHCS met and exceeded the absolute measures of 75 percent of the students meeting/exceeding standards and the AMO measure. The school also met the comparative measures of performance relative to the district and the predicted level of performance measure. However, it did not meet the value added measure, with the exception of the grade 6 cohort.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	Achieved
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.	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 Rochester City School District.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	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 Achieve Achieved at Grade 6

**Action Plan**

1. EMHCS teachers continued to revise 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.
2. 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.
3. EMHCS will persist in 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 -6 follow-up sessions.

**SCIENCE**

**Goal 3: Science**

**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 National Geographic Science 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: 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 grade 4 in spring 2008. 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 who the outcome measure addresses. These results indicate that 96.2% of this group of students performed at or above Level 3 (meeting standards) and that 0% scored at Level 1 (not meeting standards).

**EMHCS Performance on 2007-08 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	2.4	4.8	52.4	40.5	92.9	42
	Students in At Least 2 <sup>nd</sup> Year	0	3.8	42.3	53.8	<b>96.2</b>	26

**Evaluation**

The results indicate that EMHCS met the goal of 75 percent of students meeting and/or exceeding standards and that the goal was exceeded by 21 percentage points.

**Additional Evidence**

The percentage of students achieving Levels 3 and 4 has increased from 92% in 2006, to 96% in 2008.

**EMHCS Science Performance  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	91.9	37	100	31	96.2	26

**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**

Not Available at time of report.

**2007-08 State Science 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 <sup>nd</sup> Year		All RCSD Students	
	Percent	Number Tested	Percent	Number Tested
4	96.2	26	NA	NA

**Evaluation**

NA

**Additional Evidence**

EMHCS has outperformed the RCSD for the past two years (2005-06, 2006-07). The data for 2007-08 was not available at time of report.

**Science Performance of EMHCS and RCSD  
by Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD
4	91.9	80	100	74	96.2	NA

**Summary**

EMHCS met the absolute value of the Science goal. The comparative data was not available at time of report.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	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.	NA
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.	NA

**Action Plan**

EMHCS continues to attribute 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: 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 social studies examination.

#### Method

The school administered the New York State Testing Program social studies assessment to students in grade 5 in November 2007. 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 who the outcome measure addresses. These results indicate that 92% of this group of students performed at or above Level 3 (meeting standards) and that 0% scored at Level 1 (not meeting standards).

**EMHCS Performance on 2007-08 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	
5	All Students	2.5	5	65	27.5	92.5	40
	Students in At Least 2 <sup>nd</sup> Year	0	5.4	64.9	29.7	<b>94.6</b>	37

#### Evaluation

The results indicate that EMHCS met the goal of 75 percent of students meeting and/or exceeding standards and that the goal was exceeded by 20 percentage points.

#### Additional Evidence

The percentage of students achieving Levels 3 and 4 has increased from 82% in 2005-2006, to 95% in 2007-2008.

**EMHCS Social Studies Performance  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	82	39	88	34	95	37

**Goal 4: 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 social studies exam will be greater than that of all students in the same tested grades in the Rochester City School District.

**Method**

Fifth Grade tested students who were enrolled in at least their second year are compared to the fifth grade tested students in the Rochester City School District. Comparisons are between the results for the fifth grade in which the school had tested students and the results for the fifth grade 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.

**2007-08 State Social Studies Exam  
EMHCS and Rochester City School District Performance**

Grade	Percent of Students at Levels 3 and 4			
	EMHCS Students In At Least 2 <sup>nd</sup> Year		All RCSD Students	
	Percent	Number Tested	Percent	Number Tested
5	95	37	77	2239

**Evaluation**

EMHCS has met the measure in 2007 by having a higher percent overall in comparison to the RCSD. The RCSD had 77% of its students meeting and /or exceeding standard compared to EMHCS's 95%. EMHCS exceeded the RCSD's performance by 18 percentage points.

**Additional Evidence**

EMHCS has outperformed the RCSD for the past three years.

**Social Studies Performance of EMHCS and RCSD  
by Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4					
	2005-06		2006-07		2007-08	
	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD
5	82	80	88	71	95	77

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 have comparable demographics as EMHCS. EMHCS outperformed all four of its neighborhood schools overall by an average of 30 percentage points.

**2007-08 Social Studies Exam  
Charter School and Comparison Schools Performance**

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 #36	RCSD – School #45
5	95	71	60	83	46

**Summary**

EMHCS met the Social Studies accountability 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.	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 Rochester City 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**

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.

**NCLB**

**Goal 5: NCLB**

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

**Goal 5: 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 Eugenio Maria de Hostos Charter School 2006-07 School Accountability Report: English Language Arts, Mathematics, Science, and Graduation Rate issued in September 2007, our 2007-08 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
2005-06	Good Standing
2006-07	Good Standing
2007-08	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.**

**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.

**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 324 students. Out of 324 surveys distributed, 218 were returned. The surveys were tallied and responses were grouped by section: communications, program design, student progress and school wide satisfaction.

**Results**

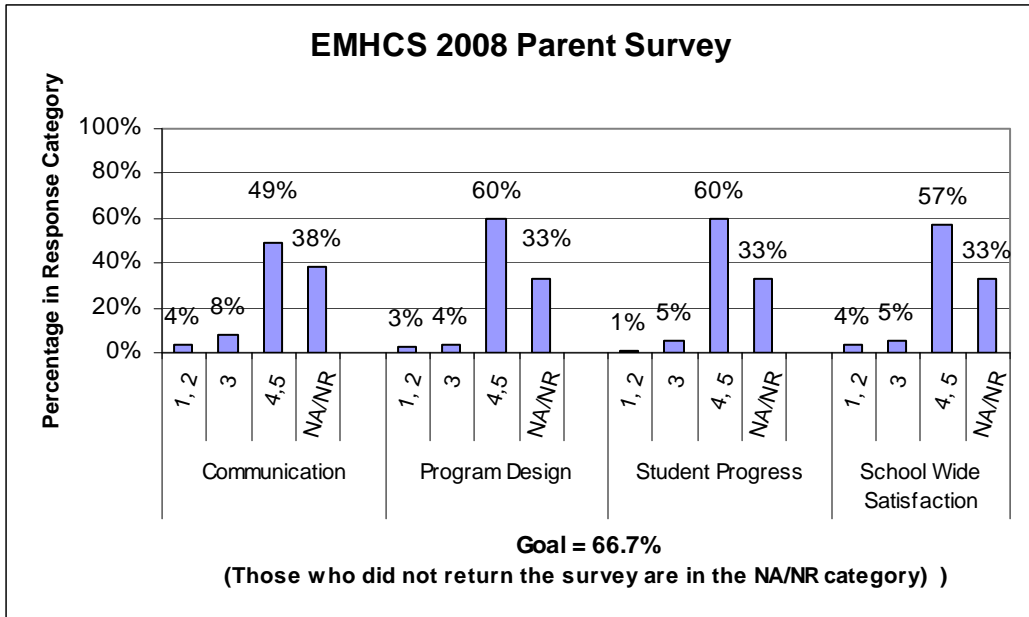
Results indicate that:

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

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

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

57 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**

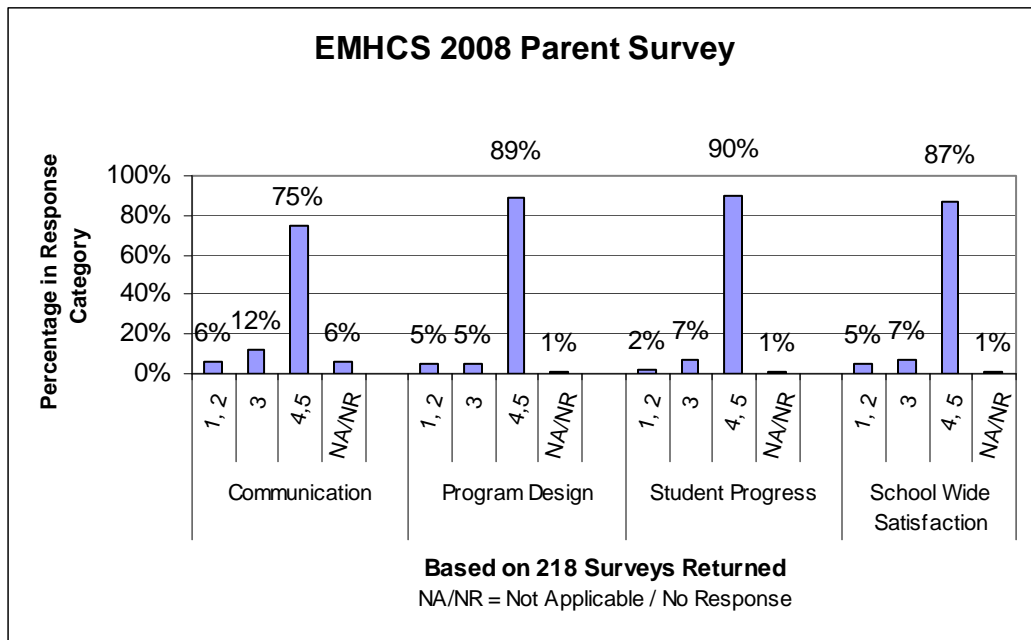
Of the 218 surveys that were returned, the goal of 66.7% was met and exceeded for all areas of the survey:

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

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

90 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.



**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 2007 to September 2007, 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**

242 enrolled in September from previous year  
 254 enrolled at anytime in the previous year and did not graduate  
 95.3% persistence rate

**Evaluation**

Results indicate that 95.3 percent of the students enrolled during the course of the 2006-2007 school year returned in September of 2007. The result indicates that EMHCS met the goal of 90 percent.

**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 percent.

**2007-08 EMHCS Monthly Attendance Rate**

Month	Average Daily Attendance Rate
September	98%
October	97%
November	95%
December	96%
January	94%
February	92%
March	94%
April	96%
May	95%
June	91%
Overall	95%

**Evaluation**

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

**Additional Evidence**

**EMHCS Yearly Attendance Rate**

Year	Average Daily Attendance Rate
2005-06	95%
2006-07	95%
2007-08	95%

The EMHCS yearly attendance data indicates that the school met the attendance goal for the past three years.

**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**

Communication continues to be the area with the lowest rating on our parent survey. EMHCS will continue to seek suggestions from parents as to how we can improve this area.

The parent survey return rate was only 67%. EMHCS will continue to seek strategies to increase the return 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 3:** 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**

2007-2008

Original Budget Amount	<u>\$3,633,945.73</u>
Final Revised Budget Amount	<u>NA</u>
Date Revised	<u>NA</u>
Actual Revenue	<u>4,624,684</u>
Actual Expenses	<u>4,298,915</u>
Difference	<u>325,769</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

2004-05	2005-06	2006-2007
\$374,150	\$456,843	
10%	10%	

	2005-2006 Budget	2006-2007 Budget	2007-2008 Budget
Revenues	\$3,635,143	\$3,633,947	\$4,624,684
Expenses	\$3,635,143	\$3,633,946	\$4,298,915

**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 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-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**

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

**EMHCS Second Language Acquisition Stages 2007-2008**

	Number of Students Moving One Stage	Number of Students Moving More than One Stage	Percentage Moving One or More Stages
Kindergarten N = 41	20	16	88%
Grade 1 N = 18	2	14	89%
Grade 2 N = 25	8	13	84%
Grade 3 N = 28	11	11	79%
Grade 4 N = 22	9	11	91%
Grade 5 N = 22	3	0	14%
Grade 6 N = 20	5	1	30%
Total N = 176	58	66	70%

**Evaluation**

The goal of 75 percent of the students moving at least one stage on the second language acquisition continuum was not met. However the K – 4 grade cohorts met and exceeded the goal.

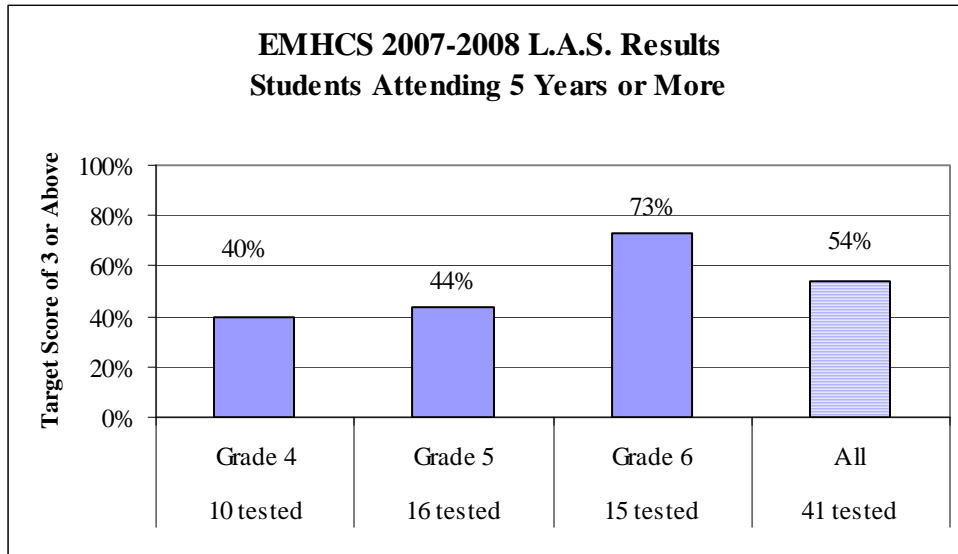
**Goal 1, Measure 2:** After five years of Spanish instruction, 75 percent of our students will score a three or above on the Language Assessment Survey (LAS).

**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 Language 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.

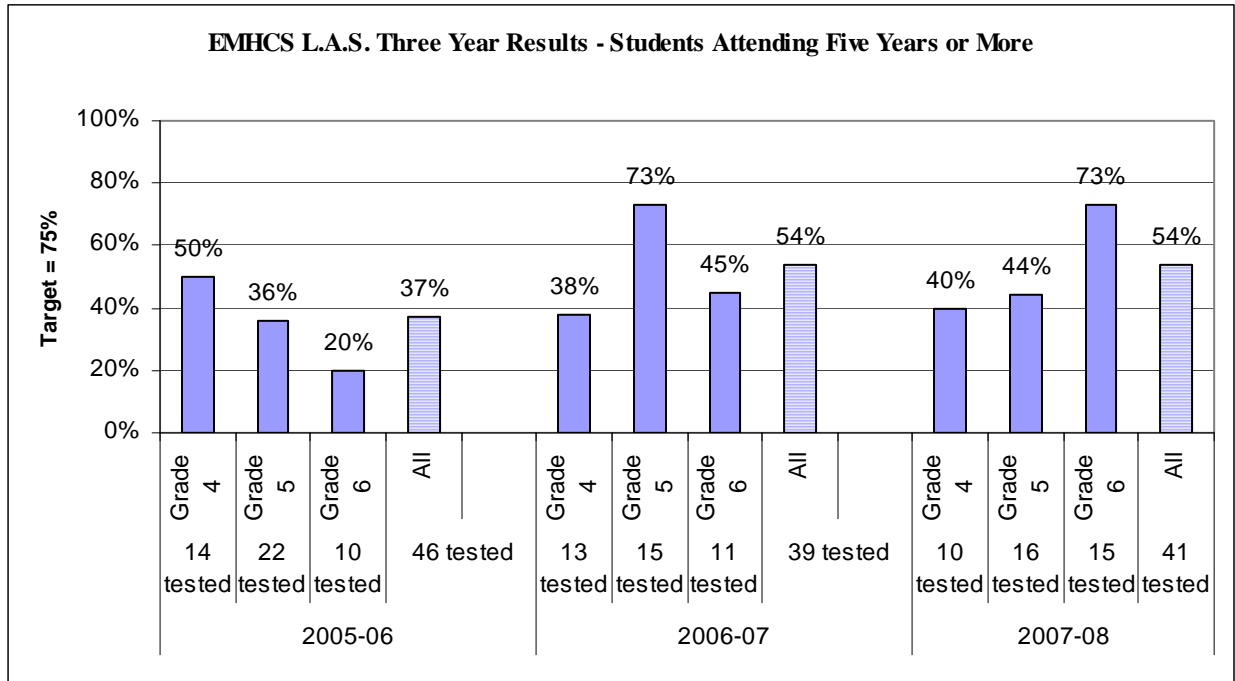


**Evaluation**

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

**Additional Evidence**

The overall percentage increased from 37 in 2006 to 54 in 2007. It remains at 54 for 2008.



**Summary**

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

**Action Plan**

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

EMHCS has identified a computer program that focuses on developing Spanish language fluency. The program is scheduled to be implemented in the Fall of 2008.