



Charter Schools Institute  
*The State University of New York*

## Subsequent Renewal Report

# Eugenio Maria de Hostos Charter School

---

**March 9, 2010**

Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207  
518/433-8277  
518/427-6510 (fax)  
[www.newyorkcharters.org](http://www.newyorkcharters.org)

## TABLE OF CONTENTS

<b>REPORT INTRODUCTION .....</b>	<b>2</b>
<b>RECOMMENDATION AND EXECUTIVE SUMMARY.....</b>	<b>2</b>
<b>SCHOOL OVERVIEW .....</b>	<b>10</b>
<b>ACADEMIC ATTAINMENT AND IMPROVEMENT .....</b>	<b>15</b>

---

The final version of Institute renewal reports should be broadly shared by the school with the entire school community. The reports will be posted on the Institute’s website at: [www.newyorkcharters.org/pubsReportsRenewals.htm](http://www.newyorkcharters.org/pubsReportsRenewals.htm).

## **REPORT INTRODUCTION**

This report is the primary means by which the Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (the “SUNY Renewal Practices”).<sup>1</sup>

Information about the SUNY renewal process, including the Institute’s comprehensive Charter Renewal Handbook and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”), are available on the Institute’s website at: [www.newyorkcharters.org/schoolsRenewOverview.htm](http://www.newyorkcharters.org/schoolsRenewOverview.htm).

## **RECOMMENDATION AND EXECUTIVE SUMMARY**

### **Recommendation**

### **Full-Term Renewal**

The Charter Schools Institute recommends that the SUNY Trustees approve the Application for Subsequent Renewal of the Eugenio Maria de Hostos Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 8<sup>th</sup> grade with a maximum enrollment of 400 students, and consistent with the other terms set forth in its Application for Subsequent Renewal.

### **Background and Required Findings**

According to the SUNY Renewal Practices:

*In subsequent renewal reviews, and in contrast to initial renewal reviews, the State University Trustees evaluate the strength and effectiveness of a school’s academic program almost exclusively by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period. This approach is consistent with the greater time that a school has been in operation and a concomitant increase in the quantity and quality of student achievement data that the school has generated. It is also consistent with the Act’s purpose of moving from a rules-based to an outcome-based system of accountability in which schools are held accountable for meeting measurable student achievement results.*

Eugenio Maria de Hostos Charter School (“Eugenio Charter School”) has applied for a Subsequent, Full-Term Renewal of five years. In its tenth year of operation, the SUNY Renewal Practices provide only two possible renewal outcomes for Eugenio Maria de Hostos Charter School: Full-Term Renewal or Non-Renewal. In order to earn a Full-Term Renewal, Eugenio Charter School must demonstrate that it has met the criteria for such a renewal as described in the SUNY Renewal Practices. Specifically, the school must demonstrate that it “has met or come close to meeting its

---

<sup>1</sup> The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (revised September 15, 2009) are available at: <http://www.newyorkcharters.org/documents/renewalPractices.doc>.

academic Accountability Plan goals during the Accountability Period,” or it must face Non-Renewal. Based on the Institute’s review of the evidence that it gathered and that Eugenio Charter School has provided including, but not limited to, the school’s Application for Subsequent Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted during the final year of the charter period, and the school’s record of academic performance as determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met its academic Accountability Plan goals during the Accountability Period.”<sup>2</sup>

Based on all the evidence submitted in the current charter term and as described in, or submitted with, the Application for Renewal, the Institute makes the following findings required by the Act. The Eugenio Charter School as described in the Application for Renewal meets the requirements of the Act and all other applicable laws, rules and regulations. The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period. Finally, given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes set out in Education Law subdivision 2850(2).

Therefore, in accordance with the standard for subsequent renewal found in the SUNY Renewal Practices, the Institute recommends that the SUNY Trustees approve Eugenio Maria de Hostos Charter School’s Application for Charter Renewal and renew the charter for a full-term of five years.

### **Consideration of School District Comments**

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school’s Application for Renewal. As of the date of this report, no comments were received in response.

### **Summary Discussion**

#### *Academic Success*

Eugenio Maria de Hostos Charter School is meeting its key Accountability Plan goals of English language arts and mathematics. With the exception of the 2005-06 school year, when the school was not close to meeting its mathematics goal, Eugenio has met the goal during each year of the current Accountability Period. With regard to its English language arts goal, the school consistently improved its performance through the Accountability Period and met the goal for the first time in the most recent year. Notably, in meeting the goal in both subjects, the school met each of the individual measures that comprise each of the overall goals. In addition, the school has also met its science and social studies goals during the Accountability Period. According to the state’s No Child Left Behind (NCLB) accountability system, the school is deemed to be in good standing.

Throughout its Accountability Period, Eugenio Charter School has improved its performance on the state’s English language arts exam, with substantial improvement occurring in the most recent year<sup>3</sup>.

---

<sup>2</sup> SUNY Renewal Practices, Full-Term Renewal standard (9).

<sup>3</sup> In interpreting a school’s year-to-year changes in the absolute measure, the Institute puts the results in the context of overall state-wide changes. In general, the state-wide proficiency rate on the English language arts exam increased by five percent from 2006-07 to 2007-08 and by nine percent from 2007-08 to 2008-09. From a related perspective, the median school had a proficiency rate of 68.7 percent, 72.8 percent, and 80.9 percent during the three years respectively. These year-to-year changes suggest the importance of the comparative measures included in the goal.

In 2005-06, Eugenio Charter School fell short of its absolute target and, while it outperformed the local school district, the school underperformed demographically similar schools statewide. In 2006-07, the school's absolute performance improved but remained below its target level of performance. The school again outperformed its local district, but failed to outperform demographically similar schools. Moreover, the school had limited success in achieving cohort growth targets. In 2007-08, Eugenio Charter School's absolute performance again improved however for other measures the school's results were similar to those of the previous year. In 2008-09, the school's absolute and relative performance improved substantially: the school exceeded its absolute target and outperformed its local school district and demographically similar schools by a wide margin. In addition, each of the school's cohorts achieved their individual targets and overall performance improved markedly. The school surpassed the performance target set by the state for all public schools under its NCLB accountability system in all years.

During the charter term, Eugenio Charter School has improved its performance on the state mathematics test.<sup>4</sup> In 2005-06, the school did not achieve its absolute target and while the school outperformed its local school district, it performed lower than expected in comparison to demographically similar schools statewide. Since then, Eugenio Charter School has improved its performance such that, with the exception of a few cohorts falling short of their growth targets, the school has achieved each of the individual measures included in its Accountability Plan each year. Notably, in the most recent year virtually 100 percent of students were proficient on the state mathematics test. The school surpassed the performance target set by the state for all public schools under its NCLB accountability system in all years as well.

Eugenio Charter School has been guided by strong leadership over the course of the charter period. The founding principal retired just prior to the last year of the charter period and the board of trustees completed a strategic process to replace her with another strong leader, who at the time of the renewal visit, was effectively managing school operations and day-to-day oversight of the instructional program. The former school leader is formally mentoring the new principal on a paid, part-time basis. At the time of the renewal visit, inspectors noted that an environment of high expectations for student achievement and teacher performance was evident throughout the school, manifest most notably in the quality of classroom instruction described below. Further, instructional leaders provide ongoing and systematic support to the school's teachers in order to maintain a high level of instructional quality. Procedures for monitoring and evaluating the academic program are in place at the school.

The school also has established a sustained professional development program that targets the needs of teachers. It has supported the school's instructional priorities and design elements over the course of the charter period by implementing, for example, a workshop model to deliver customized instruction. In addition, the professional development program is differentiated to meet teachers' subject area assignments, and in some cases their varying levels of expertise. Professional development is strategically developed based on classroom observations, student assessment data, and teacher input. The school's ongoing instructional leadership efforts and professional development program are likely to support the addition of new faculty members in the proposed middle school.

---

<sup>4</sup> In interpreting a school's year-to-year changes in the absolute measure, the Institute puts the results in the context of overall state-wide changes. In general, the statewide proficiency rate on the mathematics exam increased by nearly six percent from 2006-07 to 2007-08 and by eight percent from 2007-08 to 2008-09. From a related perspective, the median school had a proficiency rate of 79.5 percent, 86.2 percent, and 90.8 percent during the three years respectively. These year-to-year changes in absolute results suggest the importance of the comparative measures included in the goal.

As a result of the school's targeted efforts to improve teaching, quality instruction was evident in all classrooms throughout the school at the time of the renewal visit. Teachers plan and implement purposeful and effective lessons that are successful in cognitively engaging their students. Teachers' questioning techniques are strong and consistent, which promotes the development of higher order thinking skills. Instruction is differentiated to meet the needs of all students, accomplished primarily through the implementation of the workshop model and effective use of paraprofessionals. The quality of instruction observed at Eugenio during the renewal visit is consistent with its exceeding all of its academic Accountability Plan performance targets.

The school has in place procedures to gather assessment and evaluation data and uses them to improve instructional effectiveness and student learning. School leaders use student assessment data to improve teacher performance through intensive discussions of student achievement on state and other assessments prior to the start of the school year. Useful assessments are then regularly administered throughout the school year, the results of which are compiled individually by teachers using a limited set of analytical techniques. Teachers use assessment data to regularly inform instructional decisions, such as student groupings; however, these practices have not been consistently implemented throughout the school. Finally, the school regularly communicates each student's academic progress with his or her parent/guardian, as well as sharing overall performance with the broader school community.

At the time of the renewal visit, Eugenio Charter School had established a clearly defined curriculum that is adequate for preparing students to meet state performance standards. Teachers are sufficiently supported in what to teach and when to teach it through guiding curricular documents, such as curriculum maps, scope and sequence, and pacing charts that are developed through a regular process of curricular review and revision.

The school is demonstrably effective in helping students who are struggling academically. Eugenio deploys sufficient resources to provide academic interventions that address the range of students' needs. At the time of the renewal visit, the school had clearly defined screening procedures in place for identifying students with disabilities and those generally at-risk of academic failure. Notwithstanding the school's effective implementation of its dual-language program, adequate procedures for identifying English language learners were not in place at the time of the renewal visit. Furthermore, the school provides sufficient academic interventions and other assistance to support struggling students through the use of differentiated instruction in the aforementioned workshop model. Teachers are provided with sufficient training and support to continue to allow them to meet the needs of these students.

Eugenio Charter School has created and fostered a culture where learning is valued and clearly evident. This has been accomplished in part by the use of differing teaching methodologies and the cultivation of a nurturing learning environment throughout the school. Student discipline issues were nonexistent at the time of the renewal visit, suggesting that the school's documented discipline system has been effectively implemented and consistently applied.

### *Organizational Effectiveness and Viability*

Eugenio Charter School has been faithful to its mission throughout the charter period and has implemented the key design elements contained in its charter in pursuit of its mission. The school's intent to produce "students who meet or exceed the New York Learning Standards in language arts, math, science and social studies" is evident by its having met all four of its Accountability Plan

subject area goals. Its emphasis on a strong academic program, dual language instruction, and self-reflection among staff and students were apparent on the day of the renewal visit. Other design elements, such as an extended-day program, class sizes under 25 students, use of the America's Choice school design, workshop model, support for professional development and consistent student discipline efforts were also clearly in place during the renewal visit. School stakeholders, including parents, students, and teachers are keenly aware of the school's mission and key design elements. The school's vision, "If a child cannot learn the way we teach them, then we must learn to teach the way the child can learn" has been put into practice.

Parents and students are satisfied with the school. Recent parent satisfaction surveys indicate the vast majority of parents are satisfied with the education their children are receiving. Additionally, the school has maintained a high average-daily-attendance throughout the charter period; its waiting list and year-to-year student retention have remained high. These additional indicators demonstrate continued parental satisfaction with, and interest in, the school.

Eugenio Charter School has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its academic program. Teachers are clear about the roles and responsibilities of the leadership team, providing for distinct lines of accountability and support. The school's two physical buildings, one that comprises kindergarten through 3<sup>rd</sup> grade and the other housing 4<sup>th</sup> through 6<sup>th</sup> grade, meet the school's needs. Day-to-day operations are competently managed including the principal ensuring operational and academic continuity at the two sites. The smooth delivery of the educational program suggests the likelihood that the school will be able to effectively manage the addition of the 7<sup>th</sup> and 8<sup>th</sup> grades.

The school has allocated sufficient resources in support of mission and the achievement of its goals. For example, teachers are supported by full-time paraprofessionals, all of whom were active in classrooms at the time of the renewal visit. Notably, paraprofessionals were consistently observed supporting the school's priority of differentiating instruction. Eugenio Charter School has hired and retained quality personnel, including many experienced teachers. faculty members. In addition, the school has maintained adequate student enrollment throughout the charter term.

The school's board of trustees has worked effectively to achieve the school's mission and provide oversight of the total educational program. The board is comprised of members with adequate skill sets who have established structures and procedures necessary for the provision of effective governance. The school board effectively utilizes a committee structure—including nominating, finance, personnel and academic committees—to carry out its work. Late in the charter term, the board effectively used its committee structure and allocated sufficient time and resources to recruit and hire the new principal.

The school board is focused on the core business of the school, academic achievement, and effectively monitors the school's performance against the goals contained in its Accountability Plan. The board has in place a well-developed process to evaluate the performance of the school leader, and has effectively used this process during the current charter period, which includes measurable performance objectives in areas such as financial accountability, community interaction, academic performance and supervision of staff. Finally, the board, after having earlier sought and been turned down for an expansion of the school earlier in the charter term, has become strategic in its request to expand the instructional program. It is now cognizant of the many challenges that organizational growth presents, and is currently well positioned in its tenth year of operation to expand into a full middle school.

The board has generally implemented and maintained appropriate policies, systems and processes, and has abided by them. With respect to conflicts of interest, the Institute found that the school does not have an impermissible number of board members associated with the Ibero American Action League, and that there is proper recusal with respect to the lease and services provided by Ibero. Similarly, school trustees affiliated with the YMCA and a music school also properly recuse themselves. Thus, the school appeared to be in compliance with its code of ethics. One policy area that was found to be in need of strengthening was the use of the school building by outside groups. Otherwise, the school has adequate policies in place with some support needed in Freedom of Information Law (FOIL) and Family Education Rights and Privacy Act policies. The Institute notes that deficiencies related to FOIL were identified during the school's initial renewal five years ago.

In terms of legal compliance, no major deficiencies were noted by the Institute. Admission and fingerprint issues noted at the time of the Initial Renewal appear to have been resolved. The election of board members appeared to be in accordance with the school's by-laws. Minor policy issues were noted with exceptions in the area of the discipline policy for typical and special education students, in particular with respect to alternative instruction. These areas had been the subject of some parental complaints earlier in the charter term and did not appear to be fully remediated. The Institute will work with the school to review those policies. With the exception of the problem noted above the school's special education program appeared to largely be operating within the Individuals with Disabilities Education Act. Otherwise, the school appeared to be operating within the law and its charter.

### *Fiscal Soundness*

Eugenio has operated pursuant to an effective long-range financial plan and has created realistic budgets over the course of the charter period that are monitored and adjusted appropriately. Annual budgets are developed by the school's bookkeeper with appropriate input from the school's principal, key staff, finance committee and members of the school board. Budget variances are routinely analyzed and material variances are discussed with the principal, finance committee of the school board and the board as a whole.

The school has maintained appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions, and the preparation of financial statements. Transactions have been accurately recorded and appropriately documented in accordance with direction of the school leader and board. The school's bookkeeper, along with the principal and board finance committee work to ensure that the policies and procedures are documented and followed by school staff. The school's fiscal year (FY) 2008-09 audit report of internal controls—related to financial reporting and compliance with laws, regulations and grants—disclosed no material weaknesses, or instances of non-compliance. The lack of other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

The school has complied with financial reporting requirements during the charter period. Budget, quarterly and annual financial statement audit reports were filed in a timely, accurate and complete manner. Each of the school's annual financial statement audit reports followed generally accepted accounting principles as required and received an unqualified opinion, indicating that, in the auditor's judgment, the school's financial statements and notes fairly represent, in all material respects, the

school's financial position, changes in net assets, and cash flows. The school board reviews and approves the annual financial statement audit report.

The school has maintained adequate financial resources to ensure stable operations and has monitored and successfully managed cash flow. The school completed the FY 2009 school year in stable financial condition and continues to have a healthy cash balance. It should be noted that the school has increased cash reserves each year over the last five years and cash reserves at the end of FY 2009 stand at slightly over one million dollars. Eugenio has very little short- or long-term debt. The school has a positive working capital ratio, indicating the school has enough short-term assets to cover immediate liabilities/short term debt. The school has no major investments and all cash is left in savings and money market accounts to ensure the school has sufficient cash available to pay current bills and other shortly due payables. Actual expenses slightly exceeded actual revenue in FY 2009; a trend the school has not experienced in two years.

### *Plans for the Next Charter Period*

The school has provided all of the key structural elements for a renewal charter and they are deemed to be reasonable, feasible and achievable. The school would maintain its current mission statement:

*It is the mission of the Eugenio Maria de Hostos Charter School to produce students who meet or exceed the New York Standards in Language Arts, Math, Science and Social Studies. Our students will be able to communicate in both English and Spanish. Staff and students will view themselves as self reflective, continuous learners. Parents will view themselves as partners in their child's education.*

The school plans for a school year consisting of 190 instructional days and a school day that would run from 8:30 a.m. - 5:00 p.m.

Citing strong parental demand and a need for quality middle school options in the area, Eugenio Charter School proposes to add 7<sup>th</sup> grade in the first year of the next charter period, and then add 8<sup>th</sup> grade the following year, in order to provide a full elementary and middle school program. As a result of the proposed grade expansion, the school proposes increasing enrollment to a maximum of 400 students. The school would plan and implement the middle school curriculum based on expeditions with guidance from Expeditionary Learning Schools Outward Bound professional developers. The school has provided the proposed curriculum for the expanded grades in its Application for Renewal. This curriculum is aligned to New York State learning standards in the core academic subject areas and generally meets the Institute's requirements for the submission of curriculum. Minor adjustments would occur through the Request for Amendments process prior to finalizing the renewal charter.

Most of the key design elements during the school's first ten years of operation would remain during the course of the next charter period. Key design elements proposes for the next charter period include the following: dual-language model for students in Kindergarten through second grade for all cores subjects; dual-language instruction for students in third through eighth grades or language courses only; longer school year and day; class size ranging from 20-25 students; shared responsibility for intervention plans; professional development for staff; expanded use of assessment data to inform instruction; extensive use of community resources; America's Choice instructional design; daily independent reading; school-wide discipline programs; strong parental involvement;

school uniforms; and expeditionary learning and social emotional support for the middle school grades.

Members of the Eugenio Maria de Hostos Charter School board of trustees expressed their intent to continue their service to the school and have not proposed significant changes to the governance structure for the next charter term. A 15-member board will continue to govern the school, with three seats reserved for parent representatives. The school board would continue to operate using the following committees: executive, nominating, by-laws, finance, academic, and personnel. The board chairperson would provide to all new board members a board manual, an orientation session on the school's vision, mission, by-laws and code of ethics. The school would maintain its organizational relationship with the Ibero American Action League. Board members have the requisite skill sets and an understanding of their roles and responsibilities in order to adequately govern the school during the term of the next charter.

The school would remain in two locations. The kindergarten through third grade program would continue to be located at the Joseph Avenue site, while the expanded seventh and eighth grades would join the fourth through sixth grade program at the Clifford Avenue facility. The Clifford Avenue site currently has five additional classrooms that would accommodate the needs of the expanded grades.

The school has presented a reasonable and appropriate fiscal plan for the next charter period that it is likely to achieve, including an adequate budget. The plan projects a small increase in cash reserves over the five-year charter period. The school has assumed a three-percent increase in per pupil funding each year of the new charter term. Due to the state deficit problems and the uncertainty of per pupil funding, the school acknowledges that the per-pupil percentage increase they have projected is not assured. Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. The school will be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment. The board and school leadership believe the current facilities can accommodate the proposed program expansion without adding any significant facility-related expenses.

To the extent that Eugenio Charter School has achieved its key academic goals, continues to implement an educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, the Institute deems its plans to continue to implement, as well as expand the educational program, as proposed during the next charter period as reasonable, feasible and achievable.

## SCHOOL OVERVIEW

### Opening Information

Date Initial Charter Approved by SUNY Trustees	January 25, 2000
Date Initial Charter Approved by Board of Regents	April 4, 2000
School Opening Date	September, 2000

### Location

School Year(s)	Location(s)	Grades	District
2000-02 through 2007-08	938 Clifford Avenue Rochester, NY	All	Rochester City School District
2008-09 through present	938 Clifford Avenue Rochester, NY 1069 Joseph Ave Rochester, NY	4-6 K-13	Rochester City School District

### Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current Partner	Ibero American Action League	Non-profit Community Based Organization	2000-present

### Renewal

Type of Renewal	Date
Date Initial Full-Term Renewal Approved by SUNY Board of Trustees	March 1, 2005
Date Initial Full-Term Renewal became Effective by Operation of Law	June 24, 2005

### Current Mission Statement

<p>It is the mission of the Eugenio Maria De Hostos Charter School to produce students who meet or exceed the New York Learning Standards in Language Arts, math, science and social studies. Our students will be able to communicate in both English and Spanish. Staff and students will view themselves as self reflective, continuous learners. Parents will view themselves as partners in their child's education.</p>
---

## Current Key Design Elements

• dual language program;
• extended day program;
• 20 to 25 students per classroom;
• use of the America’s Choice School design, focusing instruction on a workshop model;
• student intervention plans that distribute responsibility between the student, parent, and school;
• use of assessment data to drive a school improvement plan, grade and student level plans;
• support for professional development;
• consistent student discipline efforts; and
• strong parental involvement.

## School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment <sup>5</sup>	Original Chartered Grades	Actual Grades	Days of Instruction
2000-01	120	120	120	K-2	K-2	190
2001-02	160	160	160	K-3	K-3	190
2002-03	200	200	195	K-4	K-4	190
2003-04	240	240	240	K-5	K-5	190
2004-05	280	280	280	K-6	K-6	190
2005-06	280	N/A	291	K-6	K-6	190
2006-07	280	N/A	290	K-6	K-6	190
2007-08	280	320	320	K-6	K-6	190
2008-09	280	320	320	K-6	K-6	190
2009-10	280	320	324	K-6	K-6	190

<sup>5</sup> Source: SUNY Charter School Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

## Student Demographics

	2006-07 <sup>6</sup>		2007-08 <sup>7</sup>		2008-09	
	Percent of School Enrollment	Percent of Rochester CSD Enrollment	Percent of School Enrollment	Percent of Rochester CSD Enrollment	Percent of School Enrollment <sup>8</sup>	Percent of Rochester CSD Enrollment <sup>9</sup>
<b>Race/Ethnicity</b>						
American Indian or Alaska Native	0%	0%	0%	0%	0%	N/A
Black or African American	52%	65%	48%	65%	47%	N/A
Hispanic	47%	21%	50%	21%	52%	N/A
Asian, Native Hawaiian, or Pacific Islander	0%	2%	0%	2%	0%	N/A
White	1%	12%	1%	112%	1%	N/A
Multiracial	0%	0%	0%	0%	0%	N/A
<b>Special Populations</b>						
Students with Disabilities <sup>10</sup>	4%	16%	5%	16%	5%	N/A
Limited English Proficient	0%	7%	3%	9%	5%	N/A
<b>Free/Reduced Lunch</b>						
Eligible for Free Lunch	66%	71%	56%	73%	N/A	N/A
Eligible for Reduced-Price Lunch	14%	8%	18%	8%	N/A	N/A

<sup>6</sup> Source: 2006-07 School Report Cards, New York State Education Department.

<sup>7</sup> Source: 2007-08 School Report Cards, New York State Education Department.

<sup>8</sup> Source: 2008-09 Demographics and Limited English Proficient Percentages calculated from BEDS reports submitted at the beginning of the school year. This information is unverified by the schools. It also does not include Free/Reduced Lunch status, but rather categorizes students as “economically disadvantaged.” Eugenio has 89% of students that fall into this category.

<sup>9</sup> Aggregated district data not yet available for 2008-09.

<sup>10</sup> New York State Education Department does not report special education data. School data is school-reported from charter renewal applications. District data from NYSED Special Education School District Data Profile.

## Current Board of Trustees<sup>11</sup>

<b>Board Member Name</b>	<b>Term Expires</b>	<b>Position/Committees</b>
Julio Vazquez	Fall 2009	President
Gaynelle Wethers	Fall 2009	Vice-President
George Romell	Fall 2009	Treasurer
Margaret Quackenbush	Fall 2011	Secretary
Emeterio Otero	Fall 2009	Trustee
Raymond Ciccarelli	Fall 2011	Trustee
Hilda Escher	Fall 2009	Trustee
Fernan Cepero	Fall 2009	Trustee
Eugenio Marlin	Fall 2010	Trustee
Brian Roulin	May 2011	Trustee
Marcia DeJesús-Rueff	July 2011	Trustee
Nancy Ares	July 2011	Trustee
Chris Smith	Fall 2010	Parent Board Member
Carol Robinson	Fall 2010	Parent Board Member
Athena Manor	Fall 2010	Parent Board Member

## School Leader(s)

<b>School Year</b>	<b>School Leader(s) Name and Title</b>
2000-01 - 2008-09	Miriam Vazquez, Principal
2009-10 - Present	Jeff Halsdorfer, Principal

<sup>11</sup> Source: Application for Renewal.

## School Visit History

<b>School Year</b>	<b>Visit Type</b>	<b>Evaluator (Institute/External)</b>	<b>Date</b>
2000-01	First-Year Visit	Institute	May 31, 2001
2001-02	Second-Year Visit	Institute	May 21, 2002
2002-03	Third-Year Visit	External (SchoolWorks)	February 26-27, 2003
2003-04	None	N/A	N/A
2004-05	Initial Renewal Visit	Institute	November 29- December 1, 2004
2005-06	None	N/A	N/A
2006-07	Seventh-Year Evaluation Visit	Institute	May 9, 2007
2007-08	None	N/A	N/A
2008-09	None	N/A	N/A
2009-10	Subsequent Renewal Visit	External and Institute	November 12, 2009

## ACADEMIC ATTAINMENT AND IMPROVEMENT

### Background

At the beginning of the charter period the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts and mathematics, as well as science and social studies. The plan also included an NCLB goal. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. Furthermore, the Institute has established a set of required outcome measures that include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan.

<b>Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans</b>					
<b>GOAL</b>	<b>Required Outcome Measures</b>				
	<b>Absolute</b>		<b>Comparative</b>		<b>Growth</b>
	75 percent proficient on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year’s percent proficient and 75 percent
<b>English Language Arts</b>	✦	✦	✦	✦	✦
<b>Mathematics</b>	✦	✦	✦	✦	✦
<b>Science</b>	✦		✦		
<b>Social Studies</b>	✦		✦		
<b>NCLB</b>	School is deemed in “Good Standing” under state’s NCLB accountability system				

The most important criterion for renewal is academic success, which is demonstrated in large part by meeting or coming close to meeting the goals in a school’s Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school’s goals, as well as an analysis of the respective measures for each goal during the Accountability Period.<sup>12</sup> Italicized text indicates goals or measures as written in the school’s Accountability Plan; bold numbers appearing in the tables are the critical values for determining if a measure was achieved in a given year. Aside from

<sup>12</sup> Because the renewal decision is made in the last year of a Charter Period, the Accountability Period ends in the next to last year of the Charter Period. For initial renewals, the Accountability Period is the first four years of the Charter Period. For subsequent renewals, the Accountability Period includes the last year of the previous Charter Period through the next to last year of the current Charter Period.

required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

**English Language Arts**

**Accountability Plan Goal:** Students will become proficient readers and writers of the English Language.

**Outcome:** Eugenio Maria de Hostos Charter School has met its English language arts goal.

**Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> For the 2005-06 through 2009-10 school years, 75 percent of 3 - 6 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Grade</b>	<b>2005-06<sup>13</sup></b> (Tested: 146)	<b>2006-07</b> (Tested: 123)	<b>2007-08</b> (Tested: 140)	<b>2008-09</b> (Tested: 147)
<b>3</b>	42.0	60.0	59.0	94.1
<b>4</b>	65.0	55.2	59.3	73.2
<b>5</b>	48.0	70.0	76.3	72.2
<b>6</b>	50.0	46.2	58.3	86.1
<b>7</b>	-	-	-	-
<b>8</b>	-	-	-	-
<b>All</b>	<b>50.7</b>	<b>56.9</b>	<b>63.6</b>	<b>81.0</b>

Eugenio has improved its performance on the state’s English language arts exam during the charter period. In 2006-07, 57 percent of students were proficient and the school fell short of its target. In 2007-08, 64 percent were proficient and the school approached its target. In the most recent year, 81 percent of students were proficient and the school first exceeded its absolute target.

<b>Absolute Measure:</b> Each year, the school’s aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Index</b>	<b>2005-06<sup>14</sup></b> (Tested: 170)	<b>2006-07</b> (Tested: 164)	<b>2007-08</b> (Tested: 172)	<b>2008-09</b> (Tested: 174)
<b>PI</b>	<b>140</b>	<b>150</b>	<b>160</b>	<b>179</b>
<b>AMO</b>	<b>122</b>	<b>122</b>	<b>133</b>	<b>144</b>

Eugenio has surpassed the English language arts Annual Measurable Objective established by the state’s NCLB accountability system during each year of its Accountability Period. The school’s Index has increased nearly 40 points from 2005-06 through 2008-09.

<sup>13</sup> In 2005-06 New York State implemented English language arts and mathematics exams in grades 3-8. Prior to that, the exams in these subjects were administered only in grades 4 and 8.

<sup>14</sup> In 2005-06 English language arts and mathematics testing began in grades 3-8, and the Performance Index was henceforth calculated based on the aggregate of all tested students.

<b>Comparative Measure:</b> <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the Rochester City School District.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b> (Grades 3-6)	<b>2006-07</b> (Grades 3-6)	<b>2007-08</b> (Grades 3-6)	<b>2008-09</b> (Grades 3-6)
<b>School</b>	<b>50.7</b>	<b>56.9</b>	<b>63.6</b>	<b>81.0</b>
<b>District</b>	<b>44.9</b>	<b>44.4</b>	<b>52.6</b>	<b>59.7</b>

Eugenio has consistently outperformed its local school district on the state’s English language arts exam and has widened the performance gap in recent years. In the most recent year, the school outperformed the local community school district by over 20 percentage points.

<b>Comparative Measure:</b> <i>Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Index</b>	<b>2005-06</b> (Grades 3-6) (Tested: 170)	<b>2006-07</b> (Grades 3-6) (Tested: 164)	<b>2007-08</b> (Grades 3-6) (Tested: 172)	<b>2008-09</b> (Grades 3-6) (Tested: 174)
<b>Predicted</b>	52.2	54.0	64.7	68.1
<b>Actual</b>	50.6	54.3	62.2	79.3
<b>Effect Size</b>	<b>-0.08</b>	<b>0.03</b>	<b>-0.17</b>	<b>0.78</b>

In comparison to demographically similar schools statewide, Eugenio has improved its relative performance and is currently exceeding its Effect Size target. From 2005-06 through 2007-08, the school performed about the same as expected and failed to meet its target. In the most recent year, performance improved markedly, and the school performed better than expected to a medium degree.

<b>Growth Measure:</b> <i>For the 2004-05 and 2005-06 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Terra Nova, a nationally-normed reading test, and an NCE of 50 (i.e., grade-level) in the current spring.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Mean NCE</b>	<b>2005-06</b> (Grades 2,3,6) (N=117)	<b>2006-07</b> (Grades 2,3,5,6) (N=125)	<b>2007-08</b>	<b>2008-09</b>
Baseline	48.7	51.0	-	-
Target	49.4	51.1	-	-
Actual	50.0	53.0	-	-
Cohorts Made Target	<b>(2 of 3)</b>	<b>(3 of 4)</b>	-	-

With respect to cohort growth on the nationally norm-referenced Terra Nova reading assessment, in 2005-06 and 2006-07, while not all of the school’s cohorts achieved their targets, Eugenio demonstrated overall growth in both years. Additionally, on average, students performed at or above the national norm each year.

<b>Growth Measure:</b> For the 2006-07 through 2009-2010 school years, grade-level cohorts of students 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.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Percent Level 3 &amp; 4</b>	<b>2005-06</b>	<b>2006-07<sup>15</sup></b> (Grades 4-6) (N=102)	<b>2007-08</b> (Grades 4-6) (N=110)	<b>2008-09</b> (Grades 4-6) (N=116)
Baseline	-	53.9	56.4	63.8
Target	-	64.5	65.7	69.4
Actual	-	56.9	63.6	78.4
Cohorts Made Target	-	<b>(0 of 3)</b>	<b>(1 of 3)</b>	<b>(3 of 3)</b>

Two years of state test data first became available for analysis in 2006-07. In that year, none of Eugenio's cohorts achieved their targets, and overall performance improved somewhat. In 2007-08, one of three cohorts achieved its target and overall performance again improved. In the most recent year, all three of the school's cohorts achieved their targets and overall performance improved.

### Mathematics

**Accountability Plan Goal:** Students will demonstrate mastery of mathematical concepts.

**Outcome:** Eugenio Maria de Hostos Charter School has met its mathematics goal.

#### **Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> For the 2005-06 through 2009-2010 school years, 75 percent of 3 - 6 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Grade</b>	<b>2005-06<sup>16</sup></b> (Tested: 138)	<b>2006-07</b> (Tested: 119)	<b>2007-08</b> (Tested: 138)	<b>2008-09</b> (Tested: 147)
<b>3</b>	73.0	95.7	94.9	100.0
<b>4</b>	72.0	93.1	92.3	100.0
<b>5</b>	37.0	62.1	89.2	97.2
<b>6</b>	22.0	84.2	91.7	100.0
<b>7</b>	-	-	-	-
<b>8</b>	-	-	-	-
<b>All</b>	<b>52.9</b>	<b>83.2</b>	<b>92.0</b>	<b>99.3</b>

Eugenio has greatly improved its performance on the state mathematics exam during the Accountability Period. In 2005-06, 53 percent of students were proficient and the school was far from its target. In 2006-07, performance improved substantially and with 83 percent of students' proficient, the school first exceeded its absolute target. In 2007-08, performance improved and 92

<sup>15</sup> New York State began administering English language arts and mathematics exams in grades 3-8 in 2005-06, thus year-to-year growth could not be evaluated until 2006-07 when two years' of results were first available.

<sup>16</sup> In 2005-06 New York State implemented English language arts and mathematics exams in grades 3-8. Prior to that, the exams in these subjects were administered only in grades 4 and 8.

percent of students were proficient. Notably, in the most recent year, virtually all tested students scored at proficient.

<b>Absolute Measure:</b> <i>Each year, the school's aggregate Performance Index on the State mathematics exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Index</b>	<b>2005-06<sup>17</sup></b> (Tested: 162)	<b>2006-07</b> (Tested: 162)	<b>2007-08</b> (Tested: 172)	<b>2008-09</b> (Tested: 175)
<b>PI</b>	<b>134</b>	<b>178</b>	<b>190</b>	<b>199</b>
<b>AMO</b>	<b>86</b>	<b>86</b>	<b>102</b>	<b>119</b>

Eugenio has surpassed the mathematics Annual Measurable Objective established by the state's NCLB accountability system during each year of its Accountability Period. The school's Index has increased nearly 40 points from 2005-06 through 2008-09.

<b>Comparative Measure:</b> <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of Rochester City School District.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b> (Grades 3-6)	<b>2006-07</b> (Grades 3-6)	<b>2007-08</b> (Grades 3-6)	<b>2008-09</b> (Grades 3-6)
<b>School</b>	<b>52.9</b>	<b>83.2</b>	<b>92.0</b>	<b>99.3</b>
<b>District</b>	<b>42.6</b>	<b>50.7</b>	<b>62.2</b>	<b>69.5</b>

Eugenio has consistently outperformed its local school district on the state mathematics exam and has widened the gap in performance substantially in recent years. In the most recent year, Eugenio's proficiency rate exceeded that of the district by nearly 30 percentage points.

<b>Comparative Measure:</b> <i>Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State Math exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Index</b>	<b>2005-06</b> (Grades 3-6) (Tested: 162)	<b>2006-07</b> (Grades 3-6) (Tested: 162)	<b>2007-08</b> (Grades 3-6) (Tested: 172)	<b>2008-09</b> (Grades 3-6) (Tested: 175)
<b>Predicted</b>	52.5	69.4	80.0	81.6
<b>Actual</b>	59.4	81.5	90.7	98.9
<b>Effect Size</b>	<b>-0.28</b>	<b>0.72</b>	<b>0.82</b>	<b>1.35</b>

In comparison to demographically similar schools, with the exception of the 2005-06 school year, when the school performed lower than expected, Eugenio has performed better than predicted on the state math examination each year. In the most recent year, the school performed better than expected to a large degree with an Effect Size of 1.35, greatly exceeding its target of 0.3.

<sup>17</sup> In 2005-06 English language arts and mathematics testing began in grades 3-8, and the Performance Index was henceforth calculated based on the aggregate of all tested students.

<b>Growth Measure:</b> For the 2004-05 and 2005-06 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Terra Nova, a nationally-normed math test, and an NCE of 50 (i.e., grade-level) in the current spring.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Mean NCE</b>	<b>2005-06</b> (Grades 2,3,6) (N=117)	<b>2006-07</b> (Grades 2,3,5,6) (N=125)	<b>2007-08</b>	<b>2008-09</b>
Baseline	49.8	53.0	-	-
Target	49.9	53.1	-	-
Actual	53.6	56.0	-	-
Cohorts Made Target	<b>(2 of 3)</b>	<b>(2 of 4)</b>	-	-

With respect to growth on the nationally norm-referenced Terra Nova mathematics assessment, while not all cohorts achieved their targets, overall performance improved in 2005-06 and 2006-07 and, on average, students performed above the national norm.

<b>Growth Measure:</b> For the 2006-07 through 2009-2010 school years, grade-level cohorts of students 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.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Percent Level 3 &amp; 4</b>	<b>2005-06</b>	<b>2006-07<sup>18</sup></b> (Grades 4-6) (N=100)	<b>2007-08</b> (Grades 4-6) (N=109)	<b>2008-09</b> (Grades 4-6) (N=116)
Baseline	-	61.0	80.7	91.4
Target	-	68.0	80.8	91.5
Actual	-	81.0	90.8	99.1
Cohorts Made Target	-	<b>(2 of 3)</b>	<b>(1 of 3)</b>	<b>(3 of 3)</b>

New York State mathematics assessment growth data first became available for analysis in 2006-07. In that year two of three cohorts achieved their targets and overall performance improved substantially. In 2007-08, one of three cohorts achieved its target and overall performance again improved. In the most recent year, each of the school's cohorts achieved their targets and overall performance improved.

### **Science**

**Accountability Plan Goal:** Students will demonstrate mastery of science concepts.

**Outcome:** The school met its science goal.

<sup>18</sup> New York State began administering English language arts and mathematics exams in grades 3-8 in 2005-06, thus year-to-year growth could not be evaluated until 2006-07 when two years' of results were first available.

**Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> <i>In each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Grade</b>	<b>2005-06</b> (Tested: 37)	<b>2006-07</b> (Tested: 31)	<b>2007-08</b> (Tested: 26)	<b>2008-09</b> (Tested: 41)
4	92.0	100.0	96.0	98.0
8	-	-	-	-

Eugenio has maintained a high level of performance on the state science assessment. In the most recent year, virtually all tested students scored proficient and the school far exceeded its 75 percent target.

<b>Comparative Measure:</b> <i>Each year, the percent of 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 the Rochester City School District.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b> (Grade 4)	<b>2006-07</b> (Grade 4)	<b>2007-08</b> (Grade 4)	<b>2008-09</b> (Grade 4)
<b>School</b>	92.0	100.0	96.0	98.0
<b>District</b>	80.0	74.0	75.0	76.0

Eugenio has consistently outperformed its local school district on the state science exam. In the most recent year, the school’s proficiency rate exceeded that of the district by over 20 percentage points.

**Social Studies**

**Accountability Plan Goal:** Students will demonstrate mastery of social studies concepts.

**Outcome:** The school met its social studies goal.

**Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> <i>In each year, 75 percent of fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Grade</b>	<b>2005-06</b> (Tested: 39)	<b>2006-07</b> (Tested: 34)	<b>2007-08</b> (Tested: 37)	<b>2008-09</b> (Tested: 36)
5	82.0	88.0	92.0	97.0
8	-	-	-	-

Eugenio has maintained a high level of performance on the state social studies assessment. In the most recent year, virtually all tested students scored proficient and the school far exceeded its 75 percent target.

<b>Comparative Measure:</b> <i>Each year, the percent of 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 the Rochester City School District.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b> (Grade 5)	<b>2006-07</b> (Grade 5)	<b>2007-08</b> (Grade 5)	<b>2008-09</b> (Grade 5)
<b>School</b>	<b>82.0</b>	<b>88.0</b>	<b>92.0</b>	<b>97.0</b>
<b>District</b>	<b>80.0</b>	<b>71.0</b>	<b>77.0</b>	<b>76.0</b>

Eugenio has consistently outperformed its local community school district on the state social studies exam. In the most recent year, the school’s proficiency rate exceeded that of the district by over 20 percentage points.

**NCLB**

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to made adequate yearly progress towards enabling all students to score at the proficient level on the state English language arts and mathematics exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school’s status each year.

**Accountability Plan Goal:** Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

**Outcome:** The school met the goal. Eugenio Maria de Hostos Charter School was deemed to be in good standing in each of the four years of the Accountability Period.

<b>Absolute Measure:</b> <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i>				
<b>Results</b>				
	<b>School Year</b>			
<b>Status</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Good Standing</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>

**Unique/Optional Goals**

**Accountability Plan Goal:** Students will become proficient speakers of the Spanish language.

**Outcome:** Eugenio Maria de Hostos Charter School has shown improvement in its optional goal.

With regard to the school’s optional Spanish language acquisition goal, the school’s performance has varied and the school has generally shown improvement over the course of the Accountability Period, and is approaching the targets in two measures.

**Analysis of optional Accountability Plan Measures:**

<b>Absolute Measure:</b> <i>Each year, 75 percent of our students, in grades K-6, that 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).</i>				
<b>Results (in percents)</b>				
<b>Grade</b>	<b>School Year</b>			
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>K</b>	38.0	0.0	88.0	88.0
<b>1</b>	18.0	14.0	89.0	100.0
<b>2</b>	46.0	0.0	84.0	27.0
<b>3</b>	46.0	40.0	79.0	61.0
<b>4</b>	93.0	0.0	91.0	88.0
<b>5</b>	8.0	14.0	14.0	10.0
<b>6</b>	0.0	72.0	30.0	43.0
<b>All</b>	<b>31.0</b>	<b>16.0</b>	<b>70.0</b>	<b>62.0</b>

In 2005-06, 31 percent of students moved at least one stage on the Second Language Acquisition Stages Continuum and the school was far from its target. In 2006-07, 16 percent of the students demonstrated requisite growth and the school remained far from its target. In 2007-08, 70 percent of students improved by at least one stage, and the school neared its target. In 2008-09, 62 percent achieved the target and the school declined slightly.

<b>Absolute Measure:</b> <i>After five years of Spanish instruction, 75 percent of our students will score a three or above on the Language Assessment Survey (LAS).</i>				
<b>Results (in percents)</b>				
<b>Grade</b>	<b>School Year</b>			
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>4</b>	50.0	38.0	40.0	59.0
<b>5</b>	36.0	73.0	44.0	64.0
<b>6</b>	20.0	45.0	73.0	69.0
<b>All</b>	<b>37.0</b>	<b>54.0</b>	<b>54.0</b>	<b>64.0</b>

With respect to the school’s optional Spanish language acquisition goal, the school’s performance has steadily improved throughout the charter term but the school did not yet achieved its target. In 2005-06, 37 percent of students scored a Level 3 or above on the Language Assessment survey. In 2006-07, performance improved and 54 percent of students achieved the target. In 2007-08, performance remained level. In the most recent year, 64 percent of students achieved the desired performance level and the school fell short of its overall target.