

**Eugenio Maria De Hostos  
CHARTER SCHOOL**

**Annual Report  
2013-2014**

Submitted to the SUNY Charter Schools Institute on:

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By: Mr. Jeffrey Halsdorfer

938 Clifford Avenue  
Rochester, New York 14621

Mr. Jeffrey Halsdorfer, school principal, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Julio Vazquez	President, Finance Committee, Personnel Committee, High School Committee, Building Committee, Academic Committee
Dr. Margaret Quackenbush	Vice Chair, Finance Committee, Nominating Committee
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Marisol Reyes	Parent Member, Building Committee
Nija Thomas	Parent Member
Maria S. Dalmau	Parent Member

Mr. Jeffrey Halsdorfer has served as principal since 2009

## INTRODUCTION

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

### School Enrollment by Grade Level and School Year

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

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

## Accountability Plan for the Charter Period 2010-2015

### Academic Goals

#### ENGLISH LANGUAGE ARTS

##### **Goal 1: English Language Arts**

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

##### **Background**

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

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

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

##### **Goal 1: Absolute Measure**

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

##### **Method**

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

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

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

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

**Goal 1: Absolute Measure**

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

**Method**

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

**Results**

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

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

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

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

<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**

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

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

**Goal 1: Comparative Measure**

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

**Method**

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

**Results**

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

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

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

**Evaluation**

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

**Additional Evidence**

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

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

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

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

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

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

**Goal 1: Comparative Measure**

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

**Method**

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

**Results**

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

**2012-13 English Language Arts Comparative Performance by Grade Level**

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

<b>School's Overall Comparative Performance:</b>
<b>As Expected</b>

**Summary of the English Language Arts Goal**

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

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

### **Action Plan**

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

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

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

Staff will also continue their work with the *Better Answer Formula* and begin introducing the formula in all primary grades. By starting The Better Answer Formula in the primary grades, teachers and students in kindergarten through second grade will begin using the appropriate language and make it an easier transition for students into the testing grades. In second grade, students will then begin the RACE strategy which will help prepare them for the writing portion of the third grade New York State Common Core ELA exam.

## MATHEMATICS

### Goal 2: Mathematics

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

### Background

Teachers in grades kindergarten through eighth grade will begin using the *New York State Common Core Math Module Curriculum*. Instruction includes fluency, concept development, student application, and a debrief. During the fluency portion, students practice with calculations through a variety of different activities in order to increase speed and accuracy. During the concept development, and student application, students will develop conceptual understanding of topics based on the New York State standards. Students learn and practice concepts through a number of perspectives as a class, independently and/or in groups. The debrief portion brings the class together in order to analyze student thinking, and reflect on learning. Teachers will also use this time to help students clear up misconceptions. The mathematics modules include exit tickets that teachers give to students at the end of each lesson. Students answer questions, and teachers use the exit tickets as a quick assessment.

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

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

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

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

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

<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.

**Goal 2: Absolute Measure**

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

**Method**

The Federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the State’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds this year’s Mathematics AMO, which for 2013-14 is 86. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

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

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

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

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

**Evaluation**

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

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

**Goal 2: Comparative Measure**

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

**Method**

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

**Results**

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

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

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

**Evaluation**

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

**Additional Evidence**

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

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

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

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

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

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

**Goal 2: Comparative Measure**

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

**Method**

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

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

**Results**

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

**2012-13 Mathematics Comparative Performance by Grade Level**

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

<b>School’s Overall Comparative Performance:</b>
<b>Higher than expected to a large degree</b>

**Evaluation**

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

**Additional Evidence**

**EMHCS Mathematics Comparative Performance by School Year**

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

**Summary of the Mathematics Goal**

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

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

**Action Plan**

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

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

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

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

**SCIENCE**

**Goal 3: Science**

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

**Background**

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

**Goal 3: Absolute Measure**

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

**Method**

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

**Results**

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

**EMHCS Performance on 2013-14 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

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

**Evaluation**

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

**EMHCS Science Performance  
by School Year**

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

**Goal 3: Comparative Measure**

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

**Method**

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

**Results**

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

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

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

**Additional Evidence**

EMHCS has outperformed the RCSD for the past five years.

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

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

**Summary of the Science Goal**

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

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

**Action Plan**

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

**NCLB**

**Goal 4: NCLB**

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

**Goal 4: Absolute Measure**

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

### **Method**

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

### **Results**

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

### **Evaluation**

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

### **Additional Evidence**

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

**EMHCS - NCLB Status by Year**

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

### **Organizational Goals**

#### **Goal 1: Parent and Student Satisfaction**

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

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

**EMHCS Parent Survey 2014**

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

<b>Categories</b>	<b>Rating</b>	<b>Percentage at Rating</b>
<b>Communication</b>	1, 2	7%
	3	12%
	4,5	70%
	NR	11%
<b>Student Progress</b>	1, 2	2%
	3	17%
	4,5	81%
	NR	0%
<b>School Wide Satisfaction</b>	1, 2	5%
	3	8%
	4,5	87%
	NR	0%

NR-denotes no response

**Further Evidence**

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

**Results**

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

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

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

**Additional Evidence**

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

**EMHCS Parent Surveys 2009 through 2014  
School Wide Satisfaction**

<b>Year</b>	<b>Percentage Including Non-Responders</b>	<b>Percentage Including Returned Surveys Only</b>
<b>2009</b>	61%	89%
<b>2010</b>	74%	90%
<b>2011</b>	56%	89%
<b>2012</b>	59%	92%
<b>2013</b>	59%	94%
<b>2014</b>	31%	87%

**Goal 1, Measure 2:**

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

**Method**

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

**Results**

388 enrolled in September from previous year (September 2013)  
292 returning in September of the current year (September 2014), excluding those who graduated  
80% persistence rate

**2014-2015 Student Retention Rate**

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

**Evaluation**

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

Year	Persistence Rate Including All Reasons for Leaving	Persistence Rate Excluding Students Leaving for Geographic Reasons
2006-07	90%	96%
2007-08	95%	98%
2008-09	87%	92%
2009-10	94%	97%
2010-11	91%	98%
2011-12	82%	92%
2012-13	90%	94%
2013-14	80%	83%

**Additional Evidence**

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

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

**Method**

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

**Goal 2, Measure 1:**

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

**Results**

The average daily attendance rate is 94 percent.

**2013-14 EMHCS Monthly Attendance Rate**

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

**Evaluation**

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

**Summary of Parent and Student Satisfaction Goal**

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

**Action Plan**

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

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

**Goal 3, 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.

**Goal 3: Legal Compliance:**

The school will demonstrate legal compliance.

**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.

**Goal 4: Internal Controls and Compliance**

**Goal 4, Measure 1:**

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

**Results**

The school has not been asked to take corrective action.

**Unique Non-Academic Goals**

**Goal 1. Unique Non-Academic Goals:**

Students will become proficient speakers of the Spanish language.

**Goal 1, Measure 1:**

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

**Method**

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

**Results**

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

Grade/ Number of Students	Number of Students Moving One Stage	Number of Students Moving More than One Stage	Percentage Moving One or More Stages
Grade 1 N = 52	31	2	63%
Grade 2 N = 52	34	6	77%
Grade 3 N = 50	13	4	34%
Grade 4 N = 47	13	3	34%
Grade 5 N = 21	12	1	65%
Grade 6 N = 15	3	2	33%
Total N = 237	106	18	51%

**Evaluation:**

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

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

Grade	2009 – 2010	2010-2011	2011-2012	2012-2013	2013-2014
Kindergarten	N/A	N/A	N/A	N/A	N/A
First	100%	N/A	N/A	71%	63%
Second	50%	40%	60%	56%	77%
Third	67%	38%	63%	62%	34%
Fourth	100%	57%	67%	43%	34%

Fifth	69%	83%	75%	92%	65%
Sixth	60%	55%	67%	100%	33%
<b>All</b>	<b>74%</b>	<b>45%</b>	<b>59%</b>	<b>76%</b>	<b>51%</b>

**Goal 1, Measure 2:**

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

**Method**

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

**Results**

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

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

<b>Grade</b>	<b>Number of Students Tested</b>	<b>Percentage Scoring 3 or Above</b>
Fourth	14	71%
Fifth	14	43%
Sixth	13	54%
Seventh	12	50%
Eighth	17	53%
<b>All</b>	<b>70</b>	<b>54%</b>

**Evaluation**

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

**Goal 1, Measure 3**

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

**Method**

Due to the initiation of the Common Core at EMHCS the Spanish team worked together to learn and administer a new reading program provided by the American Reading Company known as Estructura para la evaluación del nivel independiente de lectura (ENIL). The ENIL is the Spanish version of the Independent Reading Level Assessment Framework (IRLA) used in the ELA classrooms and is aligned with the New York State Common Core Standards. Spanish

classroom libraries were re-leveled and students were re-evaluated to determine their reading level aligned with the changes in the Common Core. During the academic year, teachers taught students reading strategies according to students' reading level. Growth in reading levels was recorded and managed by School Pace, a computer program specifically used in conjunction with the ENIL. Student's reading growth was determined by calculating the growth of each student in Spanish class and recorded in the table below.

**ENIL**

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

Grade	Number of students who showed 75% -99% growth	Number of students who showed one year's growth	Number of students who exceeded one year's growth	Percent of Students improving 75% or more growth in reading
Kindergarten N = 37	20	6	1	73%
First N = 52	10	4	4	39%
Second N = 52	3	1	1	39%
Third N = 50	23	1	8	64%
Fourth N = 49	26	1	6	67%
Fifth N = 23	3	1	13	74%
Sixth N = 16	2	0	4	38%
Seventh N = 34	0	0	0	0%
Eighth N = 28	0	0	0	0%
<b>All N=341</b>	<b>87</b>	<b>14</b>	<b>37</b>	<b>44%</b>

**Summary of the School's Unique Goal**

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

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

**Action Plan**

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

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

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

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