

**Eugenio Maria De Hostos
CHARTER SCHOOL**

**Annual Report
2015-2016**

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 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Julio Vazquez	President, Finance Committee, Personnel Committee, High School Committee, Building Committee, Academic Committee
Dr. Margaret Quackenbush	Vice Chair, Finance Committee, Nominating Committee
Brian Roulin	Treasurer, Finance Committee (Chair)
Hilda Escher	Secretary, Academic Committee
Gaynelle Wethers	Personnel Committee
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Dr. Miriam Vazquez	Building Committee, High School Committee, Personnel Committee, Academic Committee (Chair)
Raymond Ciccarelli	Finance Committee, Building Committee
Fernan Cepero	Personnel Committee (Chair)
Eugenio Marlin	Building Committee, Nominating Committee (Chair)
Dr. Nancy Ares	Academic Committee
Marcia DeJesus Rueff	Academic Committee, High School Committee (Chair)
Monica Graham	Parent Member
Ashley Ruíz	Parent Member

Mr. Jeffrey Halsdorfer has served as principal since 2009

INTRODUCTION

The Eugenio Maria de Hostos Charter School completed its seventeenth year of operation in 2015-2016 as a kindergarten through eighth grade school, serving 409 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
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
2014-2015	52	48	52	53	43	42	42	50	25					407
2015-2016	51	52	52	51	44	40	41	38	40					409

Characteristic	Percent	Number
American Indian, Alaskan, Asian or Pacific Islander	1%	1
Black	29%	117
White	4%	16
Hispanic	66 %	275
Low-Income	75%	305
Special Education	7%	29
Limited English Proficient	10%	39

Accountability Plan for the Charter Period 2015-2020

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 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: vocabulary development, student motivation and inferencing. 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 2015-16, 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 English Language Arts assessment to students in third through eighth grade in April 2016. 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 assessment.

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.

**2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	50	0	0	0	51
4	43	0	0	0	44
5	39	0	0	0	40
6	41	0	0	0	41
7	36	0	0	0	38
8	39	0	0	0	40
All	248	0	0	0	254

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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency 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 the 2015-16 English Language Arts AMO of 104. 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 PLI is 200.²

Results

The EMHCS aggregate performance level index for the April 2016 ELA is 109, exceeding the AMO by 5 points.

Calculation of 2015-16 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	21	49	21	9	248

$$\begin{aligned}
 \text{PI} &= 49 + 21 + 9 = 79 \\
 &+ 21 + 9 = 30 \\
 \text{PI} &= 109
 \end{aligned}$$

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

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Additional Evidence

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

Year	Grades ³	Number Tested	Percent of Students at Each Performance Level – All Students				PLI	AMO
			Level 1	Level 2	Level 3	Level 4		
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
2014-15	3-8	236	32	38	23	7	98	97
2015-16	3-8	248	21	49	21	9	109	104

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.

³ 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.

**2015-16 State English Language Arts Exam
EMHCS and Rochester City School District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	EMHCS Students In At Least 2 nd Year		All RCSD Students	
	Percent	Number Tested	Percent	Number Tested
3	63	46	8	2154
4	34	41	8	2041
5	6	35	5	1648
6	28	36	6	1625
7	27	33	5	1423
8	18	39	6	1443
All	31%	230	7%	10334

Evaluation

EMHCS has met the measure in 2015-16 by having a higher percent meeting proficiency overall in comparison to the district. The measure was exceeded by 24 percentage points. EMHCS also met the measure by outperforming the district in the six tested grades. This measure was exceeded as follows: 55 percentage points in grade 3; 26 percentage points in grade 4; 1 percentage point in grade 5; 22 percentage points in grade 6; 22 percentage points in grade 7 and 12 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: 17.2 percentage points in 2012-2013; 14.4 percentage points in 2013-2014; 14.4 percentage points in 2014-2015; 27 percentage points in 2014-2015 and 24 percentage points in 2015-2016.

**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							
	2012-2013		2013-2014		2014-2015		2015-2016	
	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD
3	29.7	5.6	27	5	61	7	63	8
4	30.3	5.2	13	7	21	5	34	8
5	7.3	4.6	16	6	20	4	6	5
6	18.2	5.5	22	4	45	5	28	6
7	30.4	5.9	4.5	4	9	3	27	5
8	20	5.7	33	6	29	4	18	6
All	22.6%	5.4%	19.7%	5.3%	32%	5%	31%	7%

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 27 percentage points. In addition, EMHCS outperformed each comparison school in each of its tested grades.

**2015-16 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	63	7	3	3	5
4	34	12	1	6	14
5	6	2	2	5	3
6	28	6	6	3	6
7	27	4	NA	NA	4
8	18	0	NA	NA	2
All	31%	5%	3%	4%	4%

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent ones available.

Results

In 2014-15, the school’s overall comparative performance was “Higher than expected to a meaningful degree.” In grades 3 and 6 the comparative performance was “Higher than expected to a large degree.”

2014-15 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	88.7	50	60	19.1	40.9	3.8
4	86	43	21	19.2	1.8	0.13
5	78.6	39	18	19.7	-1.7	-0.13
6	81.0	39	41	19.2	21.8	1.52
7	72.5	44	7	20.7	-13.7	-0.93
8	76.0	21	29	24.5	4.5	0.26
All	81.1	236	30.2	20	10.2	0.76

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

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.	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 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.)	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 will continue their work around the books *Engaging Students with Poverty in Mind*, *Teaching with Poverty in Mind* and at the secondary level, *Leaders of Their Own Learning and Management in the Active Classroom*. This will allow teachers to develop action plans for embedding brain based learning for test preparation into their daily instruction. The structure provided by these books will continue to help staff examine successful practices.

The data analysis indicated that students are having difficulty with questions that required analysis, synthesis and evaluation. Therefore, the teachers will focus their work on developing higher-level questioning using Bloom's taxonomy. They will collaborate on creating thematic units and developing lessons that provide differentiation for students.

EMHCS staff will revisit their work with the book *6+1 Traits of Writing*. Literacy Coaches as well as consultants have started providing staff with training on implementation and will spend time reviewing key concepts. 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 *RACE Strategy* and begin introducing the formula in all primary grades. By starting *RACE Strategy* 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. Using the *RACE Strategy* will help prepare them for the writing portion of the New York State Common Core ELA exam.

Instructional staff will utilize the Independent Reading Level Assessment (IRLA). This diagnostic program will allow us to develop a more comprehensive and data driven approach to servicing intervention students. Through the use of the IRLA, teachers can provide students with centers that target their instructional needs and reinforce and/or enrich their understanding of a particular skill or concept. Enhancing classroom libraries with leveled books, will allow students to have access to materials that meet their independent reading level for both home and classroom instruction.

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 be 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 ninth grade.

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.

**2015-16 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3	50	0	0	0	51
4	44	0	0	0	44
5	39	0	0	0	40
6	39	0	0	0	41
7	35	0	0	0	38
8	36	0	0	0	40
All	243	0	0	0	254

Goal 2: Absolute Measure

⁴ 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.

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 2015-16. 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 2015-16 is 101. 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 2016 Math exam is 111.

Calculation of 2014-15 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	31	27	20	22	243

$$\begin{aligned}
 \text{PI} &= 27 + 20 + 22 = 69 \\
 &+ 20 + 22 = 42 \\
 \text{PLI} &= 111
 \end{aligned}$$

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		
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	94
2014-15	3-8	228	23	35	22	20	119	94
2015-16	3-8	243	31	27	20	22	111	101

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

**2015-16 State Mathematics Exam
EMHCS and Rochester City School District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	EMHCS Students In At Least 2 nd Year		All RCSD Students	
	Percent	Number Tested	Percent	Number Tested
3	78	46	11	2163
4	45	42	11	2028
5	26	35	5	1621
6	62	34	7	1576
7	19	32	4	1327
8	3	39	1	1161
All	41%	225	7%	9876

Evaluation

EMHCS has met the measure in 2016 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 41%. EMHCS exceeded the RCSD’s performance by 34 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							
	2012-2013		2013-2014		2014-2015		2015-2016	
	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD
3	66	5.7	54.5	11	76	13	78	11
4	54.5	5.6	52	12	33	9	45	11

5	4.8	5.5	43	8	46	7	26	5
6	21.2	5.1	64	6	63	7	62	7
7	34.8	4	26	5	13	4	19	4
8	12	3.5	17	1	6	1	3	1
All	32.2	4.9	49	7	43	7	41	7

**2015-16 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	78	15	1	7	5
4	45	9	0	6	16
5	26	0	0	7	0
6	62	2	4	10	9
7	19	2	NA	NA	4
8	3	0	NA	NA	0
All	41	5	1	8	8

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 35 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent ones available.

Results

In 2014, the school’s overall comparative performance was higher than expected to a large degree.

2013-14 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	88.7	50	76	27.8	48.2	2.69
4	86.0	43	35	27.7	7.3	0.38
5	78.6	38	45	30.1	14.9	0.83
6	81.0	38	58	25.1	32.9	1.72
7	72.5	41	10	24.7	-14.7	-0.75
8	76.0	18	6	15.7	-9.7	-0.52
All	83.7	228	42.7	26.2	16.5	0.91

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

Evaluation

EMHCS met the comparative performance measure, which requires that schools perform better than expected at least to a small degree. The report indicates that the Effect Size was 0.91, 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
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
2013-14	3-8	83.7	235	43	26	0.90
2014-15	3-8	83.7	228	42.7	26.2	0.91

Summary of the Mathematics Goal

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

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

Action Plan

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

Teachers will also continue using different web based programs to reinforce skills. Students will continue using NWEA in first through sixth grade. NWEA will continue to allow us to understand our students’ needs and develop activities and lessons to best support them.

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 2015. 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 93% of this group of students performed at or above Level 3 (meeting standards) and that 7% scored at Level 1 or Level 2(not meeting standards). These results indicate that for eighth grade 42% of this group of students performed at or above Level 3 (meeting standards) and 58% scored at Level 1 or Level 2 (not meeting standards).

EMHCS Performance on 2015-16 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	7	45	48	93	44
	Students in At Least 2 nd Year	0	7	48	45	93	42
8	All Students	5	53	42	0	42	38
	Students in At Least 2 nd Year	6	50	44	0	44	36

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 18 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 31%.

**EMHCS Science Performance
by School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2011-12		2012-13		2013-2014		2014-2015		2015-2016	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	41	100	41	100	44	90	43	93	42
8	64	22	72	35	68	25	52	23	44	36

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 and eighth grade students and the results for the fourth and eighth 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 for every grade-level tested.

**2015-16 State Science Exam
EMHCS and Rochester City School District Performance**

Grade	Percent of Students at Levels 3 and 4			
	EMHCS Students In At Least 2 nd Year		All RCSD Students	
	Percent	Number Tested	Percent	Number Tested
4	93	42	57	NA
8	44	36	20	NA

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									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD
4	100	NA	100	70	100	62	90	61	93	57
8			64	55	68	20	52	16	44	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 2016, our 2015-16 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
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	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 409 students. Out of 409 surveys distributed, 297 were returned. The surveys were tallied and responses were grouped by section: communication, student progress and school wide satisfaction.

EMHCS Parent Survey 2016

Based on 297 Surveys Returned – Does Not Include Non-Responders

Categories	Rating	Percentage at Rating
Communication	1, 2	7%
	3	23%
	4,5	70%
	NR	0%
Student Progress	1, 2	1%
	3	12%
	4,5	87%
	NR	0%
School Wide Satisfaction	1, 2	2%
	3	11%
	4,5	87%
	NR	0%

NR-denotes no response

Further Evidence

Of the 297 surveys that were returned, the goal of 66.7% was met and exceeded for all areas.

Results

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

87 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 2011 through 2016
School Wide Satisfaction**

Year	Percentage Including Non-Responders	Percentage Including Returned Surveys Only
2011	56%	89%
2012	59%	92%

2013	59%	94%
2014	31%	87%
2015	63%	92%
2016	33%	87%

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.

Goal 1, Measure 2:
Each year, 90 percent of all students enrolled during the course of the year return the following September.

Results

411 enrolled in September from previous year (September 2015)
390 returning in September of the current year (September 2016), excluding those who graduated
91% persistence rate

2015-2016 Student Retention Rate

2015-2016 Enrollment	Number of Students Who Graduated in 2015-2016	Number of Students Who Returned 2016-2017	Retention Rate 2016-2017 Re-enrollment ÷ (2015-2016 Enrollment – Graduates)
411	0	375	91%

Evaluation

Results indicate that 91 percent of the students enrolled in September of the 2015-2016 school year returned in September of 2016-2017 school year. The results indicate that EMHCS did meet the goal of 90 percent.

Additional Evidence

Results indicate that 93 percent of students enrolled in September of the 2015-2016 school year returned in September of 2016-2017 when extenuating circumstances (moving out of the district or transportation issues) are excluded.

2015-2016 Enrollment	Number of Students Who Graduated in 2015-2016	Number of Students With Extenuating Circumstances	Number of Students Who Returned 2016-2017	Retention Rate 2016-2017 Re-enrollment ÷ (2015-2016 Enrollment – Graduates-Extenuating Circumstances)
411	0	7	375	93%

Year	Persistence Rate Including All Reasons for Leaving	Persistence Rate Excluding Students Leaving for Geographic Reasons
2010-11	91%	98%
2011-12	82%	92%
2012-13	90%	94%
2013-14	80%	83%
2014-15	80%	85%
2015-16	91%	93%

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.

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. EMHCs will be adopting a new student information system called Schooltool. Schooltool will allow reminders, updates and emergency information to be sent electronically to applicable family members. Parents will be able to visit the Schooltool portal and receive information about their child’s progress and upcoming events.

For the fourth 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 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.

2015-16 EMHCS Monthly Attendance Rate

Month	Average Daily Attendance Rate

September	96%
October	96%
November	96%
December	95%
January	94%
February	94%
March	93%
April	94%
May	94%
June	87%
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.

Goal 3: Legal Compliance:

The school will demonstrate legal compliance.

Goal 3, Measure 1:

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

Results

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

Goal 3, Measure 2:

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

Results

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

Goal 3, Measure 3:

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

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 stages of acquisition when learning a second language. Teachers use student observations along with daily work to determine the stage that best describes where students are in communicating using the target language. The number of students attending Spanish class has increased in grades one through five to provide Spanish instruction to the majority of students enrolled in the school. Students who are not meeting ELA standards are not included in the table below because they receive additional instruction and assistance remaining in the ELA classroom during the Spanish Language block.

Results

26% 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 = 51	20	1	41%
Grade 2 N = 46	12	1	28%
Grade 3 N = 50	16	2	36%
Grade 4 N = 27	5	2	26%
Grade 5 N = 39	0	0	0%
Grade 6 N = 16	0	0	0%
Total N = 229	53	6	26%

Evaluation:

The goal of 75 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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Kindergarten	N/A	N/A	N/A	N/A	N/A	N/A
First	N/A	N/A	71%	63%	76%	41%
Second	40%	60%	56%	77%	31%	28%
Third	38%	63%	62%	34%	15%	36%
Fourth	57%	67%	43%	34%	35%	26%
Fifth	83%	75%	92%	65%	2%	0%
Sixth	55%	67%	100%	33%	0%	0%
All	45%	59%	76%	51%	27%	26%

Goal 1, Measure 2:

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

Method

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

Results

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

EMHCS 2015-2016 L.A.S Results – Meeting Target Students Attending 5 Years or More

Grade	Number of Students Tested	Percentage Scoring 3 or Above
Fourth	5	60%
Fifth	13	23%
Sixth	8	36%
All	26	40%

Evaluation

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

Method

The Spanish team worked together to continue supporting the Common Core Curriculum with their ELA partners. The Spanish team also continued to learn and improve their mastery of administering the school’s 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. Throughout 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 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.

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.

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 = 51	23	0	1	47%
First N = 50	6	0	0	12%
Second N = 52	8	1	2	21%
Third N = 53	6	2	0	15%
Fourth N = 31	3	0	0	9%
Fifth N = 40	2	0	1	7%
Sixth N = 16	3	0	1	25%
All N = 293	51	3	5	20%

Evaluation:

The goal of 75 percent of the students making one’s years growth in reading in Spanish was not met.

Action Plan

The EMHCS Spanish Teachers will meet in August to begin developing a scope and sequence for the SLA program. Through the support of an outside consultant and Spanish Language Arts Coach, staff will 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 the 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. Once the diagnostic tools are administered, appropriate activities/games will be purchased or created to address the trends identified by the diagnostic program. Students will engage in these activities during center time. Through these centers, students will frequently be able to reinforce or revisit a concept using tools that best address their learning style(s) SLA. The school will also continue working on enhancing classroom libraries with leveled books Spanish. This will allow students to have access to materials that meet their independent reading level for both home and classroom instruction

The EMHCS Spanish teachers will continue to collaborate with their grade level ELA teachers to support 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.