

I. SCHOOL INFORMATION AND COVER PAGE

Created Friday, August 01, 2014
Updated Monday, August 04, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

261600860811 EUGENIO MARIA DE HOSTOS CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

Rochester

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
938 Clifford Ave Rochester, NY	585-544-6170	585-544-3848	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	jeffrey halsdorfer
Title	principal
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

emhcharter.org

6. DATE OF INITIAL CHARTER

2000-09-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2000-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K

• 1

• 2

• 3

• 4

• 5

• 6

• 7

• 8

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1069 Joseph Ave Rochester, NY 14621	585-697-71 15	ROCHESTER CITY SD	k-3	No	Rent/Lease
Site 2	938 Clifford Ave Rochester, NY 14621	585-544-61 70	ROCHESTER CITY SD	4-8	No	Own

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	jeffrey halsdorfer	[REDACTED]	[REDACTED]	[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
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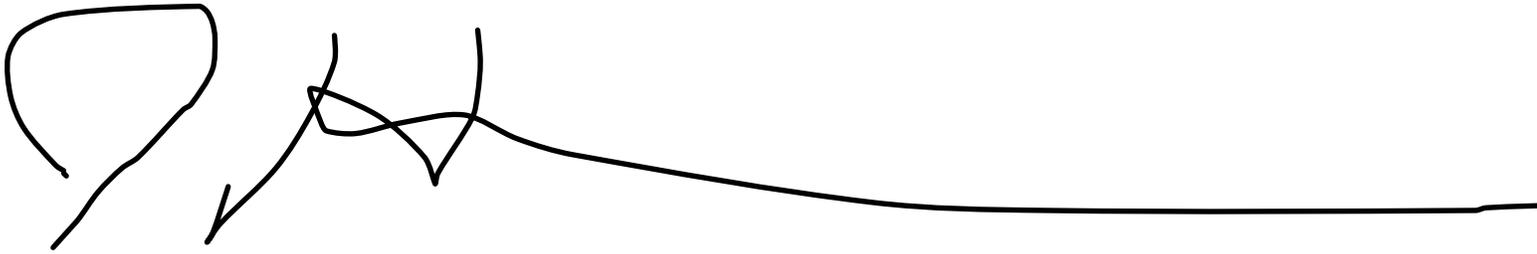
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

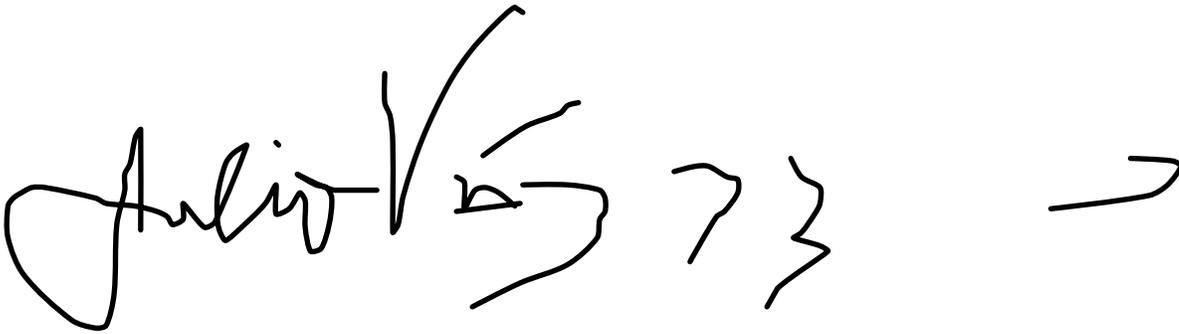
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of a large, rounded initial 'D' followed by a series of connected, fluid strokes that extend across the width of the page.

Signature, President of the Board of Trustees

A handwritten signature in black ink, starting with the name 'Julio' in a cursive script, followed by several stylized, abstract strokes.

Thank you.

Appendix A: Link to the New York State School Report Card

Created Friday, August 01, 2014

Page 1

Charter School Name: 261600860811 EUGENIO MARIA DE HOSTOS CS

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/reportcard.php?instid=800000050603&year=2013&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attenda>

**Eugenio Maria De Hostos
CHARTER SCHOOL**

**Annual Report
2013-2014**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

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
Brian Roulin	Treasurer, Finance Committee (Chair)
Hilda Escher	Secretary, Academic Committee
Gaynelle Wethers	Personnel Committee
George M. Romell	Finance Committee
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)
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 ¹			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

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

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.

Additional Evidence

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

Year	Grades ²	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.

² 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 nd 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	19.7%	208	5.3	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	19.7	5.3

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	19.7	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
All	78.6	238	20.6	20.6	0.0	0.00

School's Overall Comparative Performance:
As Expected

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 ³			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

³ 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 nd 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	49	203	7	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	49	7

**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	49	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

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 0.51, 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 exceeded 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 *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 nd Year	0	0	28	72	100	44
8	All Students	7	30	56	7	63	27
	Students in At Least 2 nd Year	8	24	60	8	68	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 nd 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

Categories	Rating	Percentage at Rating
Communication	1, 2	7%
	3	12%
	4,5	70%
	NR	11%
Student Progress	1, 2	2%
	3	17%
	4,5	81%
	NR	0%
School Wide Satisfaction	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**

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

Month	Average Daily Attendance Rate
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%
All	74%	45%	59%	76%	51%

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**

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

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%
All N=341	87	14	37	44%

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.

**EUGENIO MARIA DE HOSTOS
CHARTER SCHOOL**

**Financial Statements
as of June 30, 2014
Together with
Independent Auditor's Reports**

Bonadio & Co., LLP
Certified Public Accountants

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

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INDEPENDENT AUDITOR'S REPORT

October 15, 2014

To the Board of Trustees of
Eugenio Maria de Hostos Charter School:

Report on the Financial Statements

We have audited the accompanying financial statements of Eugenio Maria de Hostos Charter School, (the School) (a New York not-for-profit corporation), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Eugenio Maria de Hostos Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States.

(Continued)

INDEPENDENT AUDITOR'S REPORT

(Continued)

Report on Summarized Comparative Information

We have previously audited the School's 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 17, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Report on Supplemental Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 15, 2014 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014

(With Comparative Totals for 2013)

	<u>2014</u>	<u>2013</u>
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 351,185	\$ 500,959
Grants receivable	24,177	25,555
Other receivables, net of allowance for doubtful accounts of \$1,500 in 2014 and 2013	159,407	116,220
Investments	<u>554,230</u>	<u>626,741</u>
Total current assets	1,088,999	1,269,475
LAND, BUILDINGS, AND EQUIPMENT, net	956,990	948,996
LOAN ACQUISITION COSTS, net	<u>24,849</u>	<u>26,262</u>
	<u>\$ 2,070,838</u>	<u>\$ 2,244,733</u>
LIABILITIES		
CURRENT LIABILITIES:		
Current portion of long-term debt	\$ 20,764	\$ 19,681
Accounts payable	109,300	16,954
Accrued liabilities	394,612	307,083
Due to RCSD	<u>36,382</u>	<u>36,495</u>
Total current liabilities	561,058	380,213
LONG-TERM DEBT, net of current portion	<u>567,562</u>	<u>587,829</u>
Total liabilities	1,128,620	968,042
NET ASSETS	<u>942,218</u>	<u>1,276,691</u>
	<u>\$ 2,070,838</u>	<u>\$ 2,244,733</u>

The accompanying notes are an integral part of these statements.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS

FOR THE YEAR ENDED JUNE 30, 2014

(With Comparative Totals for 2013)

	<u>2014</u>	<u>2013</u>
REVENUES, GAINS, AND OTHER SUPPORT:		
Public school district -		
Resident student enrollment	\$ 4,733,095	\$ 4,737,478
Students with disabilities	57,846	59,419
Federal and state grants	265,834	304,053
Federal and state food service	329,328	300,972
Interest	660	922
Investment income, net	77,489	53,103
Other	16,724	14,728
	<hr/>	<hr/>
Total revenues, gains, and other support	5,480,976	5,470,675
EXPENSES:		
Program -		
Regular education	4,649,074	4,368,010
Special education	566,966	541,682
	<hr/>	<hr/>
Total program	5,216,040	4,909,692
Supporting services -		
Management and general	599,409	557,390
	<hr/>	<hr/>
Total expenses	5,815,449	5,467,082
CHANGE IN NET ASSETS	(334,473)	3,593
NET ASSETS - beginning of year	1,276,691	1,273,098
	<hr/>	<hr/>
NET ASSETS - end of year	\$ 942,218	\$ 1,276,691
	<hr/>	<hr/>

The accompanying notes are an integral part of these statements.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

**STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2014**

(With Comparative Totals for 2013)

	Program Services				Supporting Services			Total	
	Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	Total	2014	2013
Personnel services costs:									
Administrative staff personnel	\$ 80,754	\$ -	\$ -	\$ 80,754	\$ -	\$ 218,825	\$ 218,825	\$ 299,579	\$ 288,359
Instructional personnel	2,003,262	308,763	-	2,312,025	-	-	-	2,312,025	2,201,202
Non-instructional personnel	-	-	-	-	-	12,634	12,634	12,634	14,342
Total personnel services costs	2,084,016	308,763	-	2,392,779	-	231,459	231,459	2,624,238	2,503,903
Fringe benefits and payroll taxes	632,731	93,744	-	726,475	-	70,273	70,273	796,748	721,963
Retirement	286,220	42,406	-	328,626	-	-	-	328,626	235,461
Legal services	-	-	-	-	-	261	261	261	290
Accounting/audit services	-	-	-	-	-	16,850	16,850	16,850	16,575
Other purchased/professional/consulting services	243,234	33,168	-	276,402	-	30,711	30,711	307,113	290,423
Building and land rent/lease	229,874	31,346	-	261,220	-	29,024	29,024	290,244	290,243
Repairs and maintenance	-	-	-	-	-	37,097	37,097	37,097	19,799
Insurance	-	-	-	-	-	38,692	38,692	38,692	35,857
Utilities	68,368	6,852	-	75,220	-	35,401	35,401	110,621	110,887
Supplies/materials	42,665	3,199	-	45,864	-	-	-	45,864	25,579
Equipment/furnishings	800	57	-	857	-	27,159	27,159	28,016	25,510
Staff development	27,111	3,787	-	30,898	-	2,839	2,839	33,737	35,774
Marketing/recruitment	-	-	-	-	-	1,386	1,386	1,386	1,271
Technology	7,198	-	-	7,198	-	10,312	10,312	17,510	25,301
Food service	439,045	-	-	439,045	-	-	-	439,045	426,200
Student services	530,448	38,198	-	568,646	-	-	-	568,646	585,207
Office expense	8,859	-	-	8,859	-	9,329	9,329	18,188	19,135
Depreciation and amortization	42,437	5,446	-	47,883	-	336	336	48,219	40,258
Other	6,068	-	-	6,068	-	58,280	58,280	64,348	57,446
Total expenses	\$ 4,649,074	\$ 566,966	\$ -	\$ 5,216,040	\$ -	\$ 599,409	\$ 599,409	\$ 5,815,449	\$ 5,467,082

The accompanying notes are an integral part of these statements.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2014

(With Comparative Totals for 2013)

	<u>2014</u>	<u>2013</u>
CASH FLOW FROM OPERATING ACTIVITIES:		
Revenue from school districts	\$ 4,747,754	\$ 4,783,228
Grant revenues	267,212	303,538
Miscellaneous sources	367,412	369,725
Payments to charter school personnel for services rendered	(3,804,991)	(3,593,851)
Payments to vendors for goods and services rendered	<u>(1,782,477)</u>	<u>(1,879,257)</u>
Net cash flow from operating activities	<u>(205,090)</u>	<u>(16,617)</u>
CASH FLOW FROM FINANCING ACTIVITIES:		
Repayment of long-term debt	<u>(19,184)</u>	<u>(18,169)</u>
Net cash flow from financing activities	<u>(19,184)</u>	<u>(18,169)</u>
CASH FLOW FROM INVESTING ACTIVITIES:		
Purchases of investments	(20,700)	(18,408)
Proceeds from sale of investments	150,000	-
Purchases of land, buildings, and equipment	<u>(54,800)</u>	<u>(77,803)</u>
Net cash flow from investing activities	<u>74,500</u>	<u>(96,211)</u>
CHANGE IN CASH AND CASH EQUIVALENTS	(149,774)	(130,997)
CASH AND CASH EQUIVALENTS - beginning of year	<u>500,959</u>	<u>631,956</u>
CASH AND CASH EQUIVALENTS - end of year	<u>\$ 351,185</u>	<u>\$ 500,959</u>
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH FLOW FROM OPERATING ACTIVITIES:		
Change in net assets	\$ (334,473)	\$ 3,593
Adjustments to reconcile change in net assets to net cash flow from operating activities:		
Gain on investments, net	(56,789)	(34,695)
Depreciation and amortization	48,219	40,258
(Increase) decrease in assets:		
Grants receivable	1,378	(515)
Other receivables	(43,187)	(13,669)
Prepaid expenses	-	3,630
Increase (decrease) in liabilities:		
Accounts payable	92,346	(77,505)
Accrued liabilities	87,529	25,791
Due to New York State	<u>(113)</u>	<u>36,495</u>
Net cash flow from operating activities	<u>\$ (205,090)</u>	<u>\$ (16,617)</u>

The accompanying notes are an integral part of these statements.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2014

1. THE SCHOOL

Eugenio Maria de Hostos Charter School (the School) is an independent public school established under the provisions of the New York State Charter School Act of 1998, enacted as Article 56 of the Education Law. The School's initial charter was sponsored by Ibero-American Action League, Inc. (IAAL). IAAL is a New York not-for-profit corporation with a mission to foster the well-being and socio-economic development of the Latino community of Rochester, New York and the surrounding area.

The School is designed to meet the cognitive and affective needs of a specific population of urban elementary students who reside in Rochester, New York. This population includes children of Latino descent and others for whom a strong academic program is most appropriate in order to prepare them to meet and exceed all New York State educational standards, as well as the New Standards of the America's Choice Design, the organizing framework for the School. The School also utilizes certain community organizations for the delivery of additional learning opportunities.

In its initial year of operation, the 2000-2001 school year, the School provided educational instruction to students in kindergarten through second grade. In each of the subsequent school years, the School added the next grade level until the School had grades kindergarten through six during the 2004-2005 school year. The School received an extension of its charter in 2010 that is effective through 2015. In conjunction with this extension, the School received approval to add grades seven and eight. The School added grade seven for the 2010-2011 school year and added grade eight in the 2011-2012 school year.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States.

Financial Reporting

At June 30, 2014 and 2013, all of the School's net assets were unrestricted.

Revenue Recognition

The School records public school district revenue on a per student basis at rates established by New York State for the school district in which the student resides. Final determination of the revenue earned by the School is subject to review by the Rochester City School District. Provision is made in the financial statements for anticipated adjustments that may result from such reviews. Differences between amounts provided and final settlements are included in the statement of activities and change in net assets in the year of settlement.

Grant revenue is recognized as the related costs are incurred. Amounts received in advance of incurring the related costs, if any, are reported as deferred revenue.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Program Services

Special education expenses represent the cost of educating students with individualized education programs or those receiving special education services in the classroom. Regular education expenses include the costs of all other educational activities.

Cash and Cash Equivalents

Cash and cash equivalents include bank demand deposit and money market accounts. The bank accounts and insured money market accounts, at times, may exceed federally insured limits. The School has not experienced any losses in these accounts and believes it is not exposed to any significant credit risk with respect to cash and cash equivalents.

Grants and Other Receivables

The School records an allowance for uncollectible accounts based on historical collection experience and a review of specific amounts outstanding. Accounts are written off against the allowance when uncollectibility becomes known.

Investments

Investments are recorded at fair value, based on quoted market prices.

Investment securities are exposed to various risks, such as interest rate, market, economic conditions, world affairs, and credit risks. Due to the level of risk associated with certain investment securities, it is possible that changes in their values could occur in the near term and such changes could materially affect the net assets of the School.

Fair Value

The School uses various valuation techniques in determining fair value. Generally accepted accounting principles establish a hierarchy for inputs used in measuring fair value that maximizes the use of observable inputs and minimizes the use of unobservable inputs by requiring that the observable inputs be used when available. Observable inputs are inputs that market participants would use in pricing the asset or liability developed based on market data obtained from sources independent of the School. Unobservable inputs are inputs that reflect the School's assumptions about the assumptions market participants would use in pricing the asset or liability based on the best information available in the circumstances. The input hierarchy is broken down into three levels based on the reliability of inputs as follows:

- Level 1 - Valuations are based on quoted prices in active markets for identical assets or liabilities that the School has the ability to access. Valuation adjustments are not applied to Level 1 instruments. Since valuations are based on quoted prices that are readily and regularly available in an active market, valuation of these products does not entail a significant degree of judgment.
- Level 2 - Valuations are based on quoted prices in markets that are not active or for which all significant inputs are observable, either directly or indirectly.
- Level 3 - Valuations are based on inputs that are unobservable and significant to the overall fair value measurement.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Land, Buildings, and Equipment

Property and equipment is stated at cost or fair value at the date of donation. It is the School's policy to capitalize all additions greater than \$1,000 with a useful life in excess of one year. Depreciation is provided using the straight-line method over the estimated useful lives of the related assets, which range from 3 to 39½ years. Leasehold improvements are amortized over the shorter of the assets' estimated useful lives or the remaining lease term.

Loan Acquisition Costs

Loan acquisition costs represent the costs associated with the issuance of the School's long-term debt. These costs are being amortized using the straight-line method over the term of the related debt. Amortization expense was approximately \$1,400 for the years ended June 30, 2014 and 2013.

Donated Services

Volunteers have donated significant amounts of time in support of the School's activities. However, the value of these services is not reflected in the accompanying financial statements, as they do not meet the criteria for recognition as set forth under generally accepted accounting principles.

Income Taxes

The School is exempt from income taxes as a corporation qualified under Section 501(c)(3) of the Internal Revenue Code. The School has also been classified by the Internal Revenue Service as an entity that is not a private foundation.

For tax-exempt entities, their tax-exempt status itself is deemed to be an uncertainty, since events could potentially occur to jeopardize their tax-exempt status. As of June 30, 2014 and 2013, the School did not have a liability for unrecognized tax benefits. The School files informational returns in the U.S. federal jurisdiction. The School is generally no longer subject to U.S. federal tax examinations by tax authorities for fiscal years through 2010.

Comparative Information

The financial statements include certain prior year summarized comparative information in total, but not by functional expense classification. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

3. NET ASSETS

The School's Board of Trustees has designated certain unrestricted net assets for the following purposes at June 30:

	<u>2014</u>	<u>2013</u>
Campus development	\$ 503,265	\$ 503,265
Program and curriculum enhancement	220,000	220,000
Library	<u>25,000</u>	<u>25,000</u>
	<u>\$ 748,265</u>	<u>\$ 748,265</u>

4. CONCENTRATIONS

The School's primary source of funding is obtained from the New York State Department of Education and is reported as public school district revenue in the accompanying statements of activities and change in net assets. This funding is received on a per pupil basis and was approximately 87% and 88% of the School's total revenue for the years ended June 30, 2014 and 2013, respectively.

5. INVESTMENTS

Composition

Investments consisted of the following at June 30:

	<u>2014</u>	<u>2013</u>
Money market funds	\$ 2,144	\$ 27,028
Equity mutual funds	22,509	147,658
Balanced mutual funds	198,286	168,513
Fixed income mutual funds	<u>331,291</u>	<u>283,542</u>
	<u>\$ 554,230</u>	<u>\$ 626,741</u>

Net Investment Income

Net investment income consisted of the following for the years ended June 30:

	<u>2014</u>	<u>2013</u>
Interest and dividends	\$ 20,700	\$ 18,408
Unrealized gains, net	<u>56,789</u>	<u>34,695</u>
	<u>\$ 77,489</u>	<u>\$ 53,103</u>

5. INVESTMENTS (Continued)

Fair Value

The School's investments are measured at fair value on a recurring basis at June 30, 2014 utilizing the following input levels:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Money market funds	\$ 2,144	\$ -	\$ -	\$ 2,144
Equity mutual funds	22,509	-	-	22,509
Balanced mutual funds	198,286	-	-	198,286
Fixed income mutual funds	<u>331,291</u>	<u>-</u>	<u>-</u>	<u>331,291</u>
	<u>\$ 554,230</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 554,230</u>

The School's investments are measured at fair value on a recurring basis at June 30, 2013 utilizing the following input levels:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Money market funds	\$ 27,028	\$ -	\$ -	\$ 27,028
Equity mutual funds	147,658	-	-	147,658
Balanced mutual funds	168,513	-	-	168,513
Fixed income mutual funds	<u>283,542</u>	<u>-</u>	<u>-</u>	<u>283,542</u>
	<u>\$ 626,741</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 626,741</u>

6. LAND, BUILDINGS, AND EQUIPMENT

Land, buildings, and equipment consisted of the following at June 30:

	<u>2014</u>	<u>2013</u>
Land	\$ 87,000	\$ 87,000
Buildings and improvements	889,883	835,083
Leasehold improvements	564,286	564,286
Computers	235,773	235,773
Equipment	201,122	201,122
Construction-in-process	<u>29,542</u>	<u>29,542</u>
	2,007,606	1,952,806
Less: Accumulated depreciation and amortization	<u>(1,050,616)</u>	<u>(1,003,810)</u>
	<u>\$ 956,990</u>	<u>\$ 948,996</u>

Depreciation expense was \$46,806 and \$38,845 for the years ended June 30, 2014 and 2013, respectively.

7. LONG-TERM DEBT

The School has a mortgage payable to a bank that requires monthly payments of \$4,316, including interest at 5.37%, through February 2022. In April 2023, all outstanding principal and interest is due.

Principal repayments under the terms of this agreement are as follows for the years ending June 30:

2015	\$	20,764
2016		21,907
2017		23,113
2018		24,385
2019		25,727
Thereafter		<u>472,430</u>
	\$	<u>588,326</u>

8. LINE OF CREDIT

During the year ended June 30, 2014, the School entered into a line of credit agreement with a bank that provides for borrowings up to \$200,000 that is renewable on an annual basis. Amounts borrowed bear interest at the prime rate (3.25% June 30, 2014) plus 1.5% and are collateralized by a general lien on substantially all of the School's assets. There were no amounts outstanding at June 30, 2014.

There was no interest paid on the line-of-credit in 2014.

9. RETIREMENT PLANS

New York State Teachers' Retirement System

The School participates in the New York State Teachers' Retirement System (the System). Eligible full-time employees automatically begin participation upon hire. The School made contributions for eligible full-time employees at rates of 16.25% and 11.84% of compensation for the years ended June 30, 2014 and 2013, respectively. Contributions are used by the System to purchase fully-vested individual retirement annuity contracts. The School recognized pension expense for required contributions to the System of \$305,489 and \$213,596 during the years ended June 30, 2014 and 2013, respectively.

Retirement Savings Plan

The School sponsors a tax sheltered annuity 403(b) retirement plan (the Plan) for all salaried, full-time employees who are not participants in the New York State Teachers' Retirement System. These employees are eligible to participate upon hiring and are immediately vested in the School's contributions. The School makes contributions of 4.5% of the employees' annual salary. The School's recognized expense for contributions to the Plan of \$23,137 and \$21,865, during the years ended June 30, 2014 and 2013, respectively.

10. AFFILIATE TRANSACTIONS

Facility Lease

The School leases certain school facilities from Ibero-American Development Corporation (Development) through August 2015. Development is a subsidiary of IAAL and has common management and Board of Directors' members. Under the terms of the agreement with Development, the School rents the facility at a monthly rate of \$24,187 through August 2015. Rent expense recognized under the terms of this agreement was \$290,244 for the years ended June 30, 2014 and 2013.

Future minimum payments under the terms of this agreement are as follows for the years ending June 30:

2015	\$	290,244
2016		<u>48,374</u>
	\$	<u>338,618</u>

Extended Day Program

IAAL provided certain personnel services to the School for the School's Extended Day Program through September 2012 at which time the employees providing these services under IAAL became employees of the School. There was no cost to the school for services in 2014. The cost to the School for the services provided by IAAL for the year ended, June 30, 2013 was \$36,395.

11. SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 15, 2014, which is the date the financial statements were available to be issued.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

October 15, 2014

To the Board of Trustees of
Eugenio Maria de Hostos Charter School:

We have audited in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Eugenio Maria de Hostos Charter School (the School), which comprise the statement of financial position as of June 30, 2014 and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 15, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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(Continued)

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance, and the result of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

October 15, 2014

To the Board of Trustees of
Eugenio Maria de Hostos Charter School:

Report on Compliance for Each Major Federal Program

We have audited Eugenio Maria de Hostos Charter School's (the School's) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2014. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014.

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(Continued)

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH
MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY OMB CIRCULAR A-133**

(Continued)

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2014**

Federal Grantor/Pass-Through Grantor/Program Title	Federal CFDA Number	Contract/ Grantor Number	<u>Expenditures</u>
U.S. Department of Education:			
Passed through the New York State Education Department -			
Title I Grants to Local Educational Agencies	84.010	0021134055	\$ 227,458
Improving Teacher Quality State Grants (Title II)	84.367	0147134055	14,308
U.S. Department of Agriculture:			
Passed through the New York State Education Department -			
Child Nutrition Cluster -			
National School Lunch Program	10.555	N/A	229,466
School Breakfast Program	10.553	N/A	<u>91,274</u>
Total Child Nutrition Cluster			<u>320,740</u>
			<u>\$ 562,506</u>

The accompanying notes are an integral part of these statements.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2014

1. GENERAL

The accompanying schedule of expenditures of federal awards presents the activity of all federal award programs of Eugenio Maria de Hostos Charter School. The schedule includes expenditures of federal awards received directly from federal agencies, as well as federal awards passed through other organizations.

2. BASIS OF ACCOUNTING

The accompanying schedule of expenditures of federal awards has been prepared in conformity with accounting principles generally accepted in the United States using the accrual basis of accounting.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS JUNE 30, 2014

A. SUMMARY OF AUDITOR'S RESULTS

1. The Independent Auditor's Report expresses an unmodified opinion on the financial statements of Eugenio Maria de Hostos Charter School (the School).
2. No significant deficiencies relating to the audit of the financial statements are reported in the Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the financial statements of the School, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.
4. No significant deficiencies related to the audit of the major federal award programs are reported in the Independent Auditor's Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance.
5. The independent auditor's report on compliance for the School's major federal award programs expresses an unmodified opinion.
6. There were no audit findings required to be reported relative to the major federal award programs for the School.
7. The programs tested as major programs were:
 - CFDA No. 84.010 - Title I Grants to Local Educational Agencies
 - CFDA No. 10.555 - National School Lunch Program
 - CFDA No. 10.553 - School Breakfast Program
8. The threshold for distinguishing Types A and B programs was \$300,000.
9. The School was not determined to be a low-risk auditee.

B. FINDINGS - FINANCIAL STATEMENT AUDIT

None

C. FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARD PROGRAM AUDIT

None

D. SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

None

Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

School Name:	Charter School Name
Date (Report is due Nov. 1):	November 1, 2014
School Fiscal Contact Name:	Jeffrey Halsdorfer
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	The Bonadio Group, CPAs, Consultants & More
School Audit Contact Name:	Kelley DeMonte
School Audit Contact Email:	kdemonte@bonadio.com
School Audit Contact Phone:	585.249.8264
Audit Period:	2013-14
Prior Year:	2012-13

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	See separate document attached
Management Letter Response	See above
Form 990	Form 990 has not been filed as of the time of this submission. Upon receipt we will submit a copy.
Federal Single Audit (A-133) ¹	See attached financial statement report
Corrective Action Plan	No findings noted during the audit. See attached financial statement for auditor's report

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
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¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to [OMB Circular A-133](#) for the federal filing requirements.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Friday, August 01, 2014

Page 1

Charter School Name: 261600860811 EUGENIO MARIA DE HOSTOS CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	5813427
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	400
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	1453400

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	4251465
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	1561961
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	5813427
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	400
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	14534

Thank you.

**Eugenio Maria de Hostos
Budget / Operating Plan
2014-15**

6	Total Revenue	-	1,451,951	-	-	1,451,951	-	-	1,451,951	-	-	1,451,951	-	-
7	Total Expenses	-	971,543	-	-	1,512,580	-	-	1,695,099	-	-	1,673,864	-	-
8	Net Income	-	480,409	-	-	(60,629)	-	-	(243,147)	-	-	(221,913)	-	-
9	Actual Student Enrollment	-	400	-	-	400	-	-	400	-	-	400	-	-
10	Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-

	Prior Year Actual 2013-14	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance

REVENUE * If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.

16	REVENUES FROM STATE SOURCES													
17	Per Pupil Revenue	CY Per Pupil Rate												
18	School District 1 Rochester City School District	12,340	-	1,234,000	-	-	1,234,000	-	-	1,234,000	-	-	1,234,000	-
19	School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
20	School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
21	School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
22	School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
23	School District 6 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
24	School District 7 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
25	School District 8 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
26	School District 9 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
27	School District 10 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
28	School District 11 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
29	School District 12 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
30	School District 13 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
31	School District 14 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
32	School District 15 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
33	School District - ALL OTHER		-	-	-	-	-	-	-	-	-	-	-	-
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,340	-	1,234,000	-	-	1,234,000	-	-	1,234,000	-	-	1,234,000	-
35	Special Education Revenue		-	14,392	-	-	14,392	-	-	14,392	-	-	14,392	-
36	Grants		-	-	-	-	-	-	-	-	-	-	-	-
37	Stimulus		-	-	-	-	-	-	-	-	-	-	-	-
38	DYCD (Department of Youth and Community Developm.)		-	-	-	-	-	-	-	-	-	-	-	-
39	Other		-	-	-	-	-	-	-	-	-	-	-	-
40	Other		-	-	-	-	-	-	-	-	-	-	-	-
41	TOTAL REVENUE FROM STATE SOURCES		-	1,248,392	-	-	1,248,392	-	-	1,248,392	-	-	1,248,392	-
42	REVENUE FROM FEDERAL FUNDING													
43	IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-
44	Title I		-	56,865	-	-	56,865	-	-	56,865	-	-	56,865	-
45	Title Funding - Other		-	3,577	-	-	3,577	-	-	3,577	-	-	3,577	-
46	School Food Service (Free Lunch)		-	90,265	-	-	90,265	-	-	90,265	-	-	90,265	-
47	Grants		-	-	-	-	-	-	-	-	-	-	-	-
48	Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-
49	Other		-	37,500	-	-	37,500	-	-	37,500	-	-	37,500	-
50	Other		-	-	-	-	-	-	-	-	-	-	-	-
51	Other		-	-	-	-	-	-	-	-	-	-	-	-
52	TOTAL REVENUE FROM FEDERAL SOURCES		-	188,207	-	-	188,207	-	-	188,207	-	-	188,207	-
53	LOCAL and OTHER REVENUE													
54	Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-
55	Fundraising		-	4,307	-	-	4,307	-	-	4,307	-	-	4,307	-
56	Erate Reimbursement		-	6,516	-	-	6,516	-	-	6,516	-	-	6,516	-
57	Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-
58	Interest Income		-	4,480	-	-	4,480	-	-	4,480	-	-	4,480	-
59	Food Service (Income from meals)		-	50	-	-	50	-	-	50	-	-	50	-
60	Text Book		-	-	-	-	-	-	-	-	-	-	-	-
61	OTHER		-	-	-	-	-	-	-	-	-	-	-	-
62	OTHER		-	-	-	-	-	-	-	-	-	-	-	-
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	15,353	-	-	15,353	-	-	15,353	-	-	15,353	-
64	TOTAL REVENUE		-	1,451,951	-	-	1,451,951	-	-	1,451,951	-	-	1,451,951	-
65			-	1,451,951	-	-	1,451,951	-	-	1,451,951	-	-	1,451,951	-
66			-	1,451,951	-	-	1,451,951	-	-	1,451,951	-	-	1,451,951	-

Eugenio Maria de Hostos Budget / Operating Plan 2014-15														
6	Total Revenue	-	1,451,951	-	-	1,451,951	-	-	1,451,951	-	-	1,451,951	-	-
7	Total Expenses	-	971,543	-	-	1,512,580	-	-	1,695,099	-	-	1,673,864	-	-
8	Net Income	-	480,409	-	-	(60,629)	-	-	(243,147)	-	-	(221,913)	-	-
9	Actual Student Enrollment	-	400	-	-	400	-	-	400	-	-	400	-	-
10	Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-
12		Prior Year Actual 2013-14	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13			Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
159	ENROLLMENT - *School Districts Are Linked To Above Entries*													
161	School District 1 Rochester City School District	-	400	-	-	400	-	-	400	-	-	400	-	-
162	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
163	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	400	-	-	400	-	-	400	-	-	400	-	-
178	REVENUE PER PUPIL	-	3,630	-	-	3,630	-	-	3,630	-	-	3,630	-	-
180	EXPENSES PER PUPIL	-	2,429	-	-	3,781	-	-	4,238	-	-	4,185	-	-

Eugenio Maria de Hostos Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	5,807,805	5,807,805	-	5,807,805	5,807,805
7	Total Expenses	5,853,086	5,853,086	-	(5,853,086)	(5,853,086)
8	Net Income	(45,280)	(45,280)	-	(45,280)	(45,280)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
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68	EXPENSES					
69	ADMINISTRATIVE STAFF PERSONNEL COSTS					
70	Executive Management	1.00	-	-	-	-
71	Instructional Management	3.00	421,913	421,913	(421,913)	(421,913)
72	Deans, Directors & Coordinators	-	-	-	-	-
73	CFO / Director of Finance	-	-	-	-	-
74	Operation / Business Manager	-	-	-	-	-
75	Administrative Staff	6.00	209,228	209,228	(209,228)	(209,228)
76	TOTAL ADMINISTRATIVE STAFF	10.00	631,141	631,141	(631,141)	(631,141)
77						
78	INSTRUCTIONAL PERSONNEL COSTS					
79	Teachers - Regular	20.00	894,391	894,391	(894,391)	(894,391)
80	Teachers - SPED	4.00	201,471	201,471	(201,471)	(201,471)
81	Substitute Teachers	1.00	39,639	39,639	(39,639)	(39,639)
82	Teaching Assistants	-	-	-	-	-
83	Specialty Teachers	4.50	156,712	156,712	(156,712)	(156,712)
84	Aides	18.00	397,431	397,431	(397,431)	(397,431)
85	Therapists & Counselors	3.00	78,021	78,021	(78,021)	(78,021)
86	Other	25.50	251,222	251,222	(251,222)	(251,222)
87	TOTAL INSTRUCTIONAL	76.00	2,018,887	2,018,887	(2,018,887)	(2,018,887)
88						
89	NON-INSTRUCTIONAL PERSONNEL COSTS					
90	Nurse	-	-	-	-	-
91	Librarian	-	-	-	-	-
92	Custodian	-	-	-	-	-
93	Security	-	-	-	-	-
94	Other	8.00	351,271	351,271	(351,271)	(351,271)
95	TOTAL NON-INSTRUCTIONAL	8.00	351,271	351,271	(351,271)	(351,271)
96						
97	SUBTOTAL PERSONNEL SERVICE COSTS	94.00	3,001,299	3,001,299	(3,001,299)	(3,001,299)
98						
99	PAYROLL TAXES AND BENEFITS					
100	Payroll Taxes		230,058	230,058	(230,058)	(230,058)
101	Fringe / Employee Benefits		548,928	548,928	(548,928)	(548,928)
102	Retirement / Pension		360,418	360,418	(360,418)	(360,418)
103	TOTAL PAYROLL TAXES AND BENEFITS		1,159,404	1,159,404	(1,159,404)	(1,159,404)
104						
105	TOTAL PERSONNEL SERVICE COSTS	94.00	4,160,703	4,160,703	(4,160,703)	(4,160,703)
106						
107	CONTRACTED SERVICES					
108	Accounting / Audit		21,850	21,850	(21,850)	(21,850)
109	Legal		261	261	(261)	(261)
110	Management Company Fee		-	-	-	-
111	Nurse Services		-	-	-	-
112	Food Service / School Lunch		263,635	263,635	(263,635)	(263,635)
113	Payroll Services		7,603	7,603	(7,603)	(7,603)
114	Special Ed Services		-	-	-	-
115	Titlement Services (i.e. Title I)		20,000	20,000	(20,000)	(20,000)
116	Other Purchased / Professional / Consulting		597,672	597,672	(597,672)	(597,672)
117	TOTAL CONTRACTED SERVICES		911,021	911,021	(911,021)	(911,021)
118						
119	SCHOOL OPERATIONS					
120	Board Expenses		220	220	(220)	(220)
121	Classroom / Teaching Supplies & Materials		12,546	12,546	(12,546)	(12,546)
122	Special Ed Supplies & Materials		-	-	-	-
123	Textbooks / Workbooks		23,448	23,448	(23,448)	(23,448)
124	Supplies & Materials other		-	-	-	-
125	Equipment / Furniture		1,066	1,066	(1,066)	(1,066)
126	Telephone		7,820	7,820	(7,820)	(7,820)
127	Technology		14,670	14,670	(14,670)	(14,670)
128	Student Testing & Assessment		9,000	9,000	(9,000)	(9,000)
129	Field Trips		-	-	-	-
130	Transportation (student)		-	-	-	-
131	Student Services - other		6,486	6,486	(6,486)	(6,486)
132	Office Expense		18,846	18,846	(18,846)	(18,846)
133	Staff Development		2,000	2,000	(2,000)	(2,000)
134	Staff Recruitment		-	-	-	-
135	Student Recruitment / Marketing		1,386	1,386	(1,386)	(1,386)
136	School Meals / Lunch		-	-	-	-
137	Travel (Staff)		6,152	6,152	(6,152)	(6,152)
138	Fundraising		-	-	-	-
139	Other		79,320	79,320	(79,320)	(79,320)
140	TOTAL SCHOOL OPERATIONS		182,961	182,961	(182,961)	(182,961)
141						
142	FACILITY OPERATION & MAINTENANCE					
143	Insurance		38,688	38,688	(38,688)	(38,688)
144	Janitorial		9,893	9,893	(9,893)	(9,893)
145	Building and Land Rent / Lease		290,244	290,244	(290,244)	(290,244)
146	Repairs & Maintenance		26,641	26,641	(26,641)	(26,641)
147	Equipment / Furniture		26,360	26,360	(26,360)	(26,360)
148	Security		37,080	37,080	(37,080)	(37,080)
149	Utilities		100,000	100,000	(100,000)	(100,000)
150	TOTAL FACILITY OPERATION & MAINTENANCE		528,907	528,907	(528,907)	(528,907)
151						
152	DEPRECIATION & AMORTIZATION		44,494	44,494	(44,494)	(44,494)
153	RESERVES / CONTINGENCY		25,000	25,000	(25,000)	(25,000)
154						
155	TOTAL EXPENSES		5,853,086	5,853,086	(5,853,086)	(5,853,086)
156						
157	NET INCOME		(45,280)	(45,280)	(45,280)	(45,280)
158						

Eugenio Maria de Hostos Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
	Original	Total Year Current	Variance	Original vs. PY	Current vs. PY	
6	Total Revenue					
7	5,807,805	5,807,805	-	5,807,805	5,807,805	
8	Total Expenses					
9	5,853,086	5,853,086	-	(5,853,086)	(5,853,086)	
10	Net Income					
11	(45,280)	(45,280)	-	(45,280)	(45,280)	
12	Actual Student Enrollment					
13	Total Paid Student Enrollment					
14						
15						
16	ENROLLMENT - *School Districts Are Linked To Above Entries*					
17	School District 1 Rochester City School District					
18	School District 2 (Enter Name)					
19	School District 3 (Enter Name)					
20	School District 4 (Enter Name)					
21	School District 5 (Enter Name)					
22	School District 6 (Enter Name)					
23	School District 7 (Enter Name)					
24	School District 8 (Enter Name)					
25	School District 9 (Enter Name)					
26	School District 10 (Enter Name)					
27	School District 11 (Enter Name)					
28	School District 12 (Enter Name)					
29	School District 13 (Enter Name)					
30	School District 14 (Enter Name)					
31	School District 15 (Enter Name)					
32	School District - ALL OTHER					
33	TOTAL ENROLLMENT					
34	REVENUE PER PUPIL					
35	EXPENSES PER PUPIL					

Appendix E: Disclosure of Financial Interest Form

Created Friday, August 01, 2014

Updated Wednesday, October 29, 2014

Page 1

261600860811 EUGENIO MARIA DE HOSTOS CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Friday, August 01, 2014

Updated Monday, August 04, 2014

Page 1

261600860811 EUGENIO MARIA DE HOSTOS CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Julio Vazquez	Chair/President	Yes	Finance and Building	Expiration 2015	Finance Committee
2	Gaynelle Wethers	Member	Yes	Personnel	Expiration Fall 2015	Personnel Committee
3	George Romell	Member	Yes	Finance and Building	Expiration Fall 2015	Finance Committee
4	Dr. Margaret Quackenbush	Vice Chair/Vice President	Yes		Expiration Fall 2014	Nominating Committee
5	Raymond Ciccarelli	Member	Yes	Finance	Expiration Fall 2014	Finance Committee
6	Hilda Escher	Secretary	Yes		Expiration Fall 2015	Academic Committee
7	Fernan Cepero	Member	Yes	Human Resources	Expiration Fall 2014	Personnel Committee Chair
8	Eugenio Marlin	Member	Yes	Community Development	Expiration Fall 2016	Nominating Committee Chair
9	Brian Roulin	Treasurer	Yes	Finance	Expiration Spring 2017	Finance Committee Chair
10	Marcia DeJesus-Rueff	Member	Yes	Academics	Expiration July 2014	Academic Committee
11	Dr. Nancy Ares	Member	Yes	Academics	Expiration July 2014	Academic Committee
12	Dr. Miriam Vazquez	Member	Yes	Academics	Expiration Fall 2014	Academic Committee Chair and Personal Committee
13	Marisol Reyes	Parent Rep	Yes		Expiration Fall 2014	
14	Maria Dalmau	Parent Rep	Yes		Expiration 2014	
15	Nija Thomas	Parent Rep	Yes			

2. Total Number of Members Joining Board during the 2013-14 school year

3

3. Total Number of Members Departing the Board during the 2013-14 school year

3

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2013-14 school year?

6

6. How many times will the Board meet during the 2014-15 school year?

6

Thank you.

Enrollment and Retention Efforts

In an attempt to recruit and retain students with disabilities as well as ELL's, the following steps were taken:

1. Created a more detailed website outlining in detail the schools expectations and instructional program.
2. School website is available in both English and Spanish
3. EMHCS staff attended Charter School EXPO on March 22, 2014, to educate families about the schools program and ability to support ELL's and students with disabilities.
4. Presented at GradNation Community Summit on October 30, 2013.
5. On February 4, 2014 presented at Presidential Symposium on "Revitalizing K-12 Education in Rochester". Addressed school structures to support students with disabilities as well as ELL students.
6. Utilized a universal application for 2014-15 lottery.
7. Participated in 2013 Puerto Rican Parade located in downtown Rochester.
8. Provide prospective students and their parents with an orientation of EMHCS and its program.
9. Provided application to daycare centers and local organizations located with the 14621 zip code.

Appendix I: Teacher and Administrator Attrition

Created Friday, August 01, 2014

Page 1

Charter School Name: 261600860811 EUGENIO MARIA DE HOSTOS CS

Instructions for completing the Teacher and Administrator Attrition Tables
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
26.5	4	4

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
3	0	0

Thank you

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/3acc3>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Julio Vazquez

2. Charter School Name:

Eugenio Maria de Hostos Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

(No response)

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1			
2			
3			
4			
5			

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

(No response)

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1				
2				
3				
4				
5				

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/ff6fca>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Eugenio Marlin

2. Charter School Name:

Eugenio Maria de Hostos Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

- Parent Representative

- Other, please specify...: Nominations Committee Chair

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Ibero-American Development Corporation	Owner of school facility at 938 Clifford Ave.	\$290,244/year	Eugenio Marlin	Do not represent the school in decisions affecting tenancy of particular facility.
2					
3					
4					
5					

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/d24fb>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Brian L. Roulin

2. Charter School Name:

Eugenio Maria de Hostos Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Treasurer
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Brian J. Rowlin

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, August 01, 2014

Updated Monday, May 18, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/6ce3b>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Fernan Cepero

2. Charter School Name:

Eugenio Maria de Hostos Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Personnel Committee Chair

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

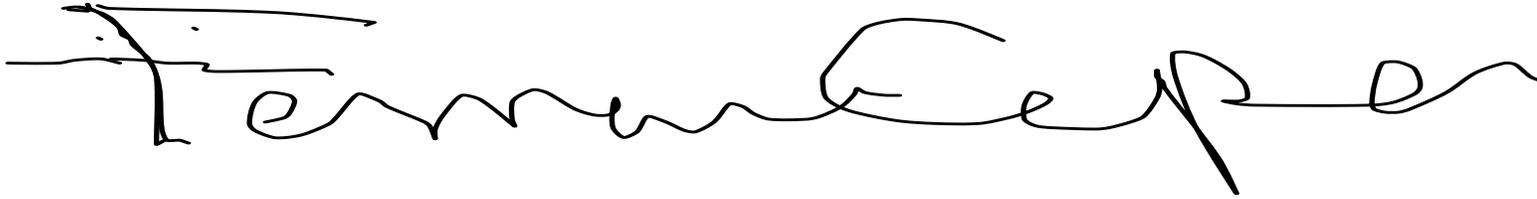
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Tennant", written across a horizontal line.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, August 04, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/fe937>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Nancy Ares

2. Charter School Name:

Eugenio Maria de Hostos Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

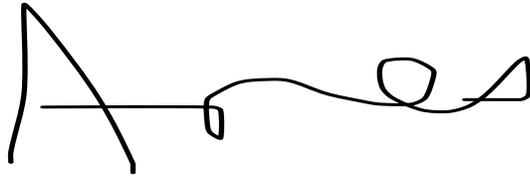
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized initial 'N' followed by a series of connected, wavy lines.A handwritten signature in black ink, starting with a large, sharp initial 'A' followed by a horizontal line and several loops and curves.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, August 04, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/9fd09>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Dr. Miriam Vazquez

2. Charter School Name:

Eugenio Maria de Hostos Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: board member, academic committee chair

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

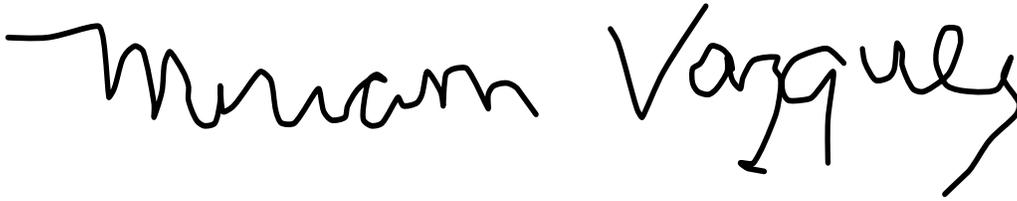
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Miriam Vazquez". The signature is written in a cursive style with a horizontal line extending to the left of the first name.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, August 05, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/af7c8>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Marcia DeJesus-Rueff

2. Charter School Name:

Eugenio Maria de Hostos Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Other, please specify...: Chair, High School Committee
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	School Designer
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	I provide professional development in two other schools in Rochester
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	\$60,000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	1/1/2006

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Expeditionary Learning	Professional Development	\$30,000	Marcia DeJesus-Rueff	I recuse myself from voting on any budget that includes the EL contract.
2					
3					
4					
5					

Signature of Trustee

,

,

,

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, August 05, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/f467a>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Margaret Quackenbush

2. Charter School Name:

Eugenio Maria de Hostos Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

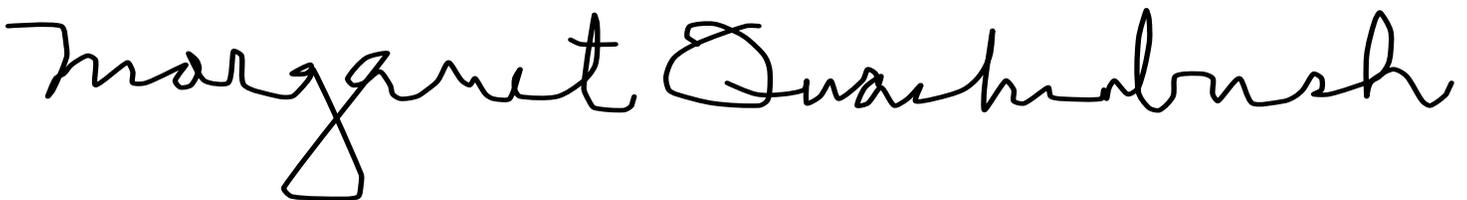
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Hochstein School of Music & Dance	Contract with EMHCS to provide music instruction	\$58,540	Margaret Quackenbush, President & Executive Director of Hochstein School of Music & Dance	Abstained from voting on budget proposals that include provision for contracted services
2					
3					
4					
5					

Signature of Trustee



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, August 01, 2014

Updated Monday, May 18, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/01a9a>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Nija Thomas

2. Charter School Name:

Eugenio Maria de Hostos Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Parent Representative
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

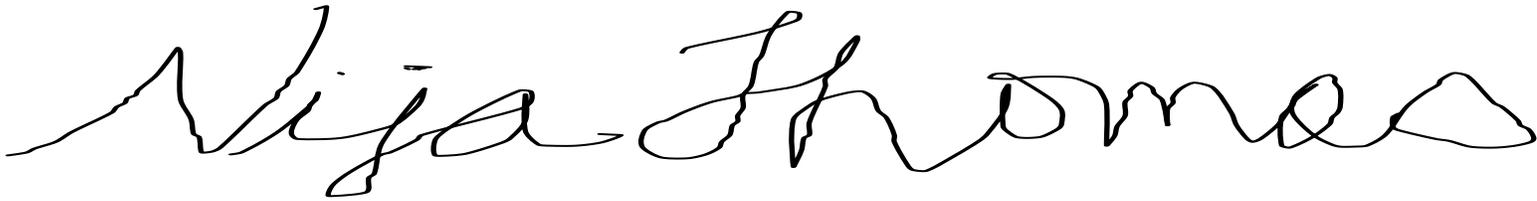
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Nija Thomas". The signature is written in a cursive, flowing style with a large initial 'N' and 'T'.