



Entry 1 School Information and Cover Page

Created: 07/23/2018 • Last updated: 07/26/2018

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2018**) or you may not be assigned the correct tasks.

a. SCHOOL NAME EUGENIO MARIA DE HOSTOS CS (SUNY TRUSTEES)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER (As of June 30th, 2018) SUNY-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

c. DISTRICT / CSD OF LOCATION Rochester

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	27 Zimbrich Street Rochester, NY 14621	[REDACTED]		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Todd Garnier
Title	Chief Financial Officer and Interim Director of Operations
Emergency Phone Number (###-###-####)	(No response)

e. SCHOOL WEB ADDRESS (URL) <http://www.emhcharter.org>

f. DATE OF INITIAL CHARTER 04/2000

g. DATE FIRST OPENED FOR INSTRUCTION 09/2000

i. TOTAL ENROLLMENT ON JUNE 30, 2018 714

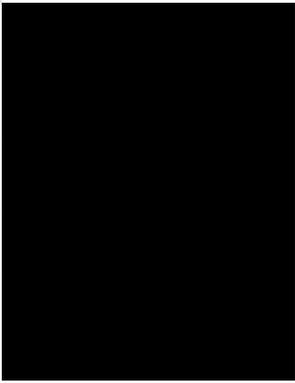
j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
---------------	----------------------------------

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? Yes

k2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	SUNY Charter School Institute
PHYSICAL STREET ADDRESS	
CITY	
STATE	
ZIP CODE	
EMAIL ADDRESS	

l1. FACILITIES

Does the school maintain or operate multiple sites?

	Yes, 2 sites
--	--------------

12. SCHOOL SITES

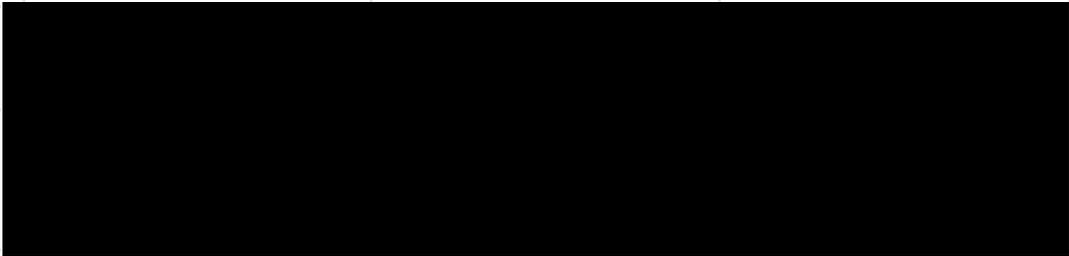
Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	27 Zimbrich Street Rochester, NY 14621	[REDACTED]	Rochester	2-10	No	N/A
Site 2	1069 Joseph Avenue Rochester, NY 14621		Rochester	K-1	No	N/A
Site 3						

12a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Carol Jones	[REDACTED]		
Operational Leader	Todd Garnier	[REDACTED]		
Compliance Contact				
Complaint Contact				
DASA Coordinator				

13. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Carol Jones			
Operational Leader	Todd Garnier			
Compliance Contact				
Complaint Contact				
DASA Coordinator				

m1. Are any sites in co-located space? If yes, please proceed to the next question. No

IF LOCATED IN PRIVATE SPACE IN NYC OR DISTRICTS OUTSIDE NYC

m3. Upload a current Certificate of Occupancy (COO) for each school site that is located in private space in NYC or located outside of NYC. Except for schools in district space (co-location space), school must provide a copy of the annual fire inspection report.

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

Site 2 Certificate of Occupancy

(No response)

Site 2 Fire Inspection Report

(No response)

Site 3 Certificate of Occupancy

(No response)

Site 3 Fire Inspection Report

(No response)

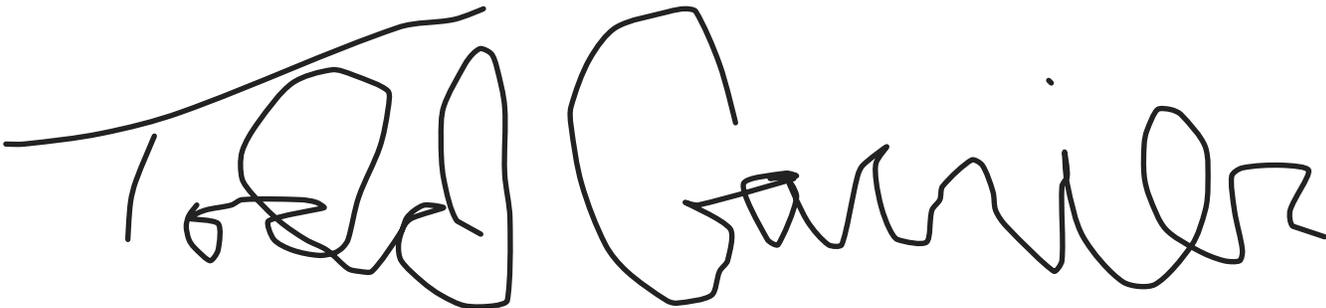
n1. Were there any revisions to the school's charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions). No

o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report. Maycanitza Perez-Executive Director

p. Our signatures (Head of School and Board President) 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 then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Yes

Signature, Head of Charter School

A handwritten signature in black ink, appearing to read "Todd Garner". The signature is written in a cursive, somewhat stylized font. The first name "Todd" is written with a large, sweeping initial "T" that extends above the line. The last name "Garner" is written with a large, rounded "G" and a long, sweeping "r" that extends to the right.

Signature, President of the Board of Trustees

Date

2018/07/23

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/24/2018

EUGENIO MARIA DE HOSTOS CS (SUNY TRUSTEES)

1. CHARTER AUTHORIZER (As of June 30th, 2018) SUNY-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

2. 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).

<https://data.nysed.gov/reportcard.php?instid=800000034763&year=2017&createreport=1&allchecked=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&staffcounts=1&38ELA=1&38MATH=1&48SCI=1&lep=1&naep=1®ents=1&nyseslat=1&elemELA=1&elemMATH=1&elemSci=1&unweighted=1>

INSTRUCTIONS / NOTES

FOR 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. **Text Highlighted in Grey = explanation or guidance for an entry in the Progress Report.** As guidance, schools should remove the existing text entirely and replace it with the appropriate information to complete the report.
2. **Text Highlighted in Green = a sample entry that may be modified.** Schools should leave the text intact or edit appropriately so that the text aligns with the program’s offerings and the measures and goals included in the school’s Accountability Plan.
3. The template for reporting a norm-referenced test growth measure for elementary/middle school grades in the Accountability Plan appears on page 68. The template for reporting a norm-referenced test growth measure for high school grades appears on page 70. Present the respective results at the end of the English language arts (“ELA”) and mathematics goals.
4. **Annual adjustments to the Accountability Plan Progress Report**
 - a) During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act (“ESSA”) plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s Measure of Interim Progress (“MIP”). This supplants the previous measure of Annual Measureable Objective (“AMO”) attainment. Additionally, the Institute has replaced the No Child Left Behind (“NCLB”) goal with the functionally equivalent ESSA goal.
 - b) With the approval of the state’s ESSA plan and phase-out of pre-Common Core Regents exams, the Institute also updated and modified the required measures for schools enrolling students in 9th – 12th grades. The changes include the refinement of reporting on Regents Performance Level achievement, the inclusion of additional comparative measures of Regents achievement, the inclusion of growth measures for low performing 8th grade students, the inclusion of an additional index score of college preparation, and the collapse of some stand-alone measures of college preparation into one comprehensive measure. All SUNY-authorized high schools should report on the new measures included in this template. High schools enrolling at least a 12th grade class this year and in the middle of a charter term may choose to additionally report the previously required set of measures at the end of this template.
 - c) In contrast to previous years, the Institute has re-organized the goals in this template, with the High School Graduation and College Preparation Goals listed before the subject area achievement goals. This order reflects the relative importance of the goals and indicates the Institute’s general emphasis when evaluating the success of college prep high school programs.
 - d) Beginning in 2017-18, the Institute includes a 4+1 Pathway measure under the High School Graduation goal in order to capture the performance of

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schools that elect to pursue multiple pathways as part of their program. Schools should still report on all measures under the Social Studies goal to the extent that they are still applicable.

- e) For the elementary grades growth measure and comparative effect size measure in ELA and mathematics, report 2016-17 results. (The 2017-18 results are not yet available.)
5. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

Page

INTRODUCTION1

HIGH SCHOOL SPECIFIC GOALS.....7

ELEMENTARY/MIDDLE AND HIGH SCHOOL GOALS.....18

ESSA GOAL.....63

OPTIONAL GOALS64

SUPPLEMENTARY TABLES.....66

***The Accountability Plan Progress Report Template Is Below.
Delete all information above before submitting.***

[School Logo]

[SCHOOL NAME]

**2017-18 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute
on:

[Date], 2018

By _____

[School Address]

[School Phone Number]

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Narrative description of the school, e.g. mission, when it opened, what grades served, number of students, demographic characteristics of students, etc. In addition, the description may also include key design elements or other unique aspects of the school program. In the table below, provide the school's enrollment as of June 30, 2018.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14														
2014-15														
2015-16														
2016-17														
2018-18														

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2015-16	2012-13	2012	#	#	#
2016-17	2013-14	2013	#	#	#
2017-18	2014-15	2014	#	#	#

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report)

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based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	[#]	[#]	[#]
2016-17	2013-14	2013	[#]	[#]	[#]
2017-18	2014-15	2014	[#]	[#]	[#]

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	[#]	[#]	[#]
2016-17	2012-13	2012	[#]	[#]	[#]
2017-18	2013-14	2013	[#]	[#]	[#]

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Write the school's graduation goal here.

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Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Provide narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016		
2017		

ADDITIONAL EVIDENCE

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The

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measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly addresses the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014		
2015		
2016		

ADDITIONAL EVIDENCE

Present a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Provide a narrative explicitly stating whether the school met the measure and

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012		
2013		
2014		

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2011		
2012		
2013		

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012				
2013				
2014				

ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2014 Cohort who have passed the exam with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by

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Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
[Write name of exam here]			
[Write name of exam here]			
[Write name of exam here]			
Overall	[Total number tested]	[Number passing]	[Percentage passing]

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012		
2013		
2014		

ADDITIONAL EVIDENCE

Provide narrative discussing passing rates on individual assessments and additional analysis of the data such as: performance of cohorts that have not yet completed their fourth year or trends towards meeting the measure's target.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	

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Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Write the school's college preparation goal here.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,

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A different school-created indicator approved by the Institute

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
[Write indicator here]			
Overall	[Total number of graduates] ³	[Number of graduates achieving any indicator]	[Percentage of graduates achieving any indicator]

³ This number should match the number of graduates reported under the high school graduation goal.

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ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).⁴

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012		N/A	
2016-17	2013		N/A	
2017-18	2014		TBD	

⁴ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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ADDITIONAL EVIDENCE

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014		

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in a data table that directly address the measure. **Narrative explaining how the school collected the data (e.g. National Student Clearinghouse, student surveys).** Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the

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measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate = $[(b)/(a)]*100$
2012			
2013			
2014			

SUMMARY OF THE COLLEGE PREPARATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	
	[Write in optional measure here]	

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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Enter the school's English Arts Goal Here:

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school and any important changes to the English language arts program or staff prior to or during the 2017-18 school year.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in [X] through [Y] grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6						
7						
8						
All						

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e. the overall percent of students *in at least their second year* achieving at proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

⁵ 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.

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Performance on 2017-18 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period⁶. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6						
7						
8						
All						

Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

⁶ A school's Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter, the Accountability Period includes the first year of operation through the fourth year of the charter term.

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METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PI to this year's MIP. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

English Language Arts 2017-18 Performance Index											
Number in Cohort	Percent of Students at Each Performance Level										
	Level 1	Level 2	Level 3	Level 4							
	[?]	[?]	[?]	[?]							
	PI	=	[?]	+	[?]	+	[?]	+	[?]	=	[?]
									(.5)*[?]	=	[?]
									PI	=	[?]

Goal 3: Comparative Measure

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 all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results

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for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table that directly addresses the measure, e.g. the aggregate charter school performance compared to the aggregate district performance in the same tested grades. Narrative explicitly stating whether or not the school met the measure, i.e., whether the charter school fell short of, equaled or exceeded the aggregate district performance and by how much. In addition the evaluation may also include a discussion of specific grade levels' comparative performance.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8				
All				

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. The table shell appears on page 67 in the Appendix.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

English Language Arts Performance of Charter School and Local District

⁷ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6						
7						
8						
All						

Goal 3: Comparative Measure

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Provide a brief narrative highlighting 2016-17 results in the data table that directly addresses the critical data: overall Effect Size. In addition, the discussion may also include highlighting individual grade levels and their respective Effect Sizes. Narrative explicitly stating whether the school met the measure; i.e. whether the school’s aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative may also include specific grade levels’ comparative performance.

2016-17 English Language Arts Comparative Performance by Grade Level

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Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:
<i>Write in Comparative Performance Analysis from report here</i>

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance of this comparative measure, including trends over time.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15						
2015-16						
2016-17						

Goal 3: Growth Measure⁸

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 target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁹

RESULTS AND EVALUATION

Provide a brief narrative highlighting 2016-17 results, shown in the data table below, that directly addresses the critical data: the school’s mean growth percentile. In addition, the discussion may also include highlighting individual grade levels and their respective percentiles. Narrative explicitly stating whether the school met the measure; i.e. whether the school’s overall mean growth percentile is greater than the state median of the 50th percentile. In addition, the narrative may also include discussion of specific grade-level results.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance in comparison to the statewide average.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Target
	2014-15	2015-16	2016-17	
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

Goal 3: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

⁹ Schools can

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SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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 proficiency on the New York State English language arts exam for grades 3-8.	
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	
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 school district of comparison.	
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 2016-17 results.)	
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 target of 50. (Using 2016-17 results.)	
	[Write in optional measure here]	

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in

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English Language Arts (Common Core).¹⁰ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort who have achieved at least Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹¹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012		
2013		
2014		

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014						
2015						
2016						
2017						

¹⁰ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

¹¹ Based on the highest score for each student on the English Regents exam

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort who have achieved at least Performance Level 3 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012		
2013		
2014		

¹² Based on the highest score for each student on the English Regents exam

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ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014						
2015						
2016						
2017						

Goal 3: Absolute Measure

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹³ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly address the measure. Narrative explicitly stating whether the school met the measure, by how much the school fell

¹³ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	[?]	[?]	[?]	[?]

$$\begin{array}{ccccccc}
 \text{PI} & = & [?] & + & [?] & + & [?] \\
 & & & & [?] & + & [?] \\
 & & & & & + & (.5)*[?] \\
 & & & & & & \downarrow \\
 & & & & & & \text{PI} \\
 & & & & & & = \\
 & & & & & & [?]
 \end{array}$$

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohor	Charter School	School District
-------	----------------	-----------------

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t	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012				
2013				
2014				

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012				
2013				
2014				

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ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

English Regents Performance Index (PI)¹⁴
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012				
2013				
2014				

¹⁴ For an explanation of the procedure to calculate the school's PI, see page 28.

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort not proficient in 8th grade who achieved Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁵

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012		
2013		
2014		

¹⁵ Based on the highest score for each student on the English Regents exam

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ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort not proficient in 8th grade who achieved Performance Level 3 or higher with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012		
2013		
2014		

¹⁶ Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

<p>Goal 3: Optional Measure [Include additional measures that are part of the Accountability Plan.]</p>
<p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

17

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of	

¹⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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	comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Write the school's mathematics goal here.

BACKGROUND

Brief narrative discussing mathematics curriculum, instruction, assessment and professional development at the school and any important changes to the mathematics program or staff prior to or during the 2017-18 school year.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in [X] through [Y] grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a

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detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁸				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6						
7						
8						
All						

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e. the overall percent of students *in at least their second year* achieving at proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Performance on 2017-18 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				

¹⁸ 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.

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5				
6				
7				
8				
All				

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. The table shell appears on page 67 in the Appendix.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6						
7						
8						
All						

Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine

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measure; i.e., whether the charter school fell short of, equaled or exceeded the aggregate district performance and by how much. In addition the evaluation may also include a discussion of specific grade levels' comparative performance.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8				
All				

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. The table shell appears on page 67 in the Appendix.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6						
7						
8						
All						

Goal 4: Comparative Measure

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Provide a brief narrative highlighting 2016-17 results in the data table that directly addresses the critical data: overall Effect Size. In addition, the discussion may also include highlighting individual grade levels and their respective Effect Sizes. Narrative explicitly stating whether the school met the measure; i.e. whether the school's aggregate Effect Size exceeded 0.3 and, if not, whether it was at least a positive Effect Size. In addition, the narrative may also include specific grade levels' comparative performance.

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2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

[Write in Comparative Performance Analysis from report here]

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance on this comparative measure, including trends over time.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15						
2015-16						
2016-17						

Goal 4: Growth Measure²⁰

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 target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

²⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.²¹

RESULTS AND EVALUATION

Provide addresses discussion percentiles. school’s narrative results.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

ADDITIONAL EVIDENCE

Narrative provides a discussion of current and past performance in comparison to the statewide average.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

Goal 4: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

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SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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 proficiency on the New York State mathematics exam for grades 3-8.	
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	
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 school district of comparison.	
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 2016-17 results.)	
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 target of 50. (Using the 2016-17 results.)	
	[Write in optional measure here]	

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or

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above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.²² This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort who have achieved at least Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²³

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012		
2013		
2014		

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014						
2015						
2016						
2017						

Goal 4: Absolute Measure

²² Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

²³ Based on the highest score for each student on a mathematics Regents exam

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Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort who have achieved at least Performance Level 3 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²⁴

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012		
2013		
2014		

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

²⁴ Based on the highest score for each student on a mathematics Regents exam

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Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014						
2015						
2016						
2017						

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.²⁵ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly address the measure. Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in	Percent of Students at Each Accountability Level
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²⁵ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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Cohort	Level 1	Level 2	Level 3	Level 4							
	[?]	[?]	[?]	[?]							
	PI	=	[?]	+	[?]	+	[?]	+	[?]	=	[?]
									[?]		[?]
									[?]		[?]
									(.5)*[?]		[?]
									↓		[?]
									PI		[?]

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012				
2013				
2014				

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012				
2013				
2014				

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

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Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Mathematics Regents Performance Index (PI)²⁶
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012				
2013				
2014				

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 4: Growth Measure

²⁶ For an explanation of the procedure to calculate the school's PI, see page 46.

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Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort not proficient in 8th grade who achieved Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁷

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012		
2013		
2014		

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 4: Growth Measure

²⁷ Based on the highest score for each student on the English Regents exam

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Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort not proficient in 8th grade who achieved Performance Level 3 or higher with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁸

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012		
2013		
2014		

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

²⁸ Based on the highest score for each student on the mathematics Regents exam

<p>Goal 4: Optional Measure [Include additional measures that are part of the Accountability Plan.]</p>
<p>METHOD:</p>
<p>RESULTS AND EVALUATION:</p>
<p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

29

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents	

²⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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	mathematics exam) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 5: SCIENCE

Goal 3: Science

Write the school's Accountability Plan science goal here.

BACKGROUND

Brief narrative discussing science curriculum, instruction, assessment and professional development at the school and any important changes to the science program or staff.

Goal 5: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e. the overall percent of students *in at least their second year* achieving proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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Charter School Performance on 2017-18 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. The table shell appears on page 67 in the Appendix.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the science program.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

Goal 5: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's 2016-17 data.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table that directly addresses the measure; e.g. the charter school performance compared to the district performance in the same tested grades. Narrative explicitly stating whether or not the school met the measure; i.e. whether the charter school fell short of, equaled or exceeded the district performance in each grade and by how much.

2017-18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ³⁰	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4						
8						
All						

Goal 5: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

³⁰ This table uses the prior year's results as 2017-18 district science scores are not yet available.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE SCIENCE GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	
	[Write in optional measure here]	

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2014 Cohort who have passed the exam with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

results in the context of the school program, attributing the results to effective practices or problem areas.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012		
2013		
2014		

ADDITIONAL EVIDENCE

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards meeting the measure's target.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014						
2015						
2016						
2017						

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in

³¹ Based on the highest score for each student on any science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012				
2013				
2014				

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth, showing year the school is making progress towards or maintaining a high level of performance.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Write the school's Accountability Plan social studies goal here.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2013 Cohort who have passed the exam with a comparison to previous years' performance.

U.S. History Regents Passing Rate with a Score of 65

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort³²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011		
2012		
2013		

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013						
2014						
2015						
2016						

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

³² Based on the highest score for each student on a science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011				
2012				
2013				

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2013 Cohort who have passed the exam with a comparison to previous years' performance.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011		
2012		

³³ Based on the highest score for each student on a science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2013		
------	--	--

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013						
2014						
2015						
2016						

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011				
2012				

2013				
------	--	--	--	--

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance

APPENDIX A: OPTIONAL GOALS

GOAL 7: ESSA

Goal 7: ESSA

Write the school's Accountability Plan ESSA goal here.

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

State the school's ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school's ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2015-16	
2016-17	
2017-18	

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Write the school's goal here.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey

METHOD

Provide a narrative explaining how the school developed, administered, collected and analyzed the survey. The school presents results as a percentage of all families in the school, not as a percentage of respondents only.

RESULTS

Provide a narrative of parents' responses.

2017-18 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
###	###	%

2017-18 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
[List Item Here]	%

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure with a discussion of individual items, changes from previous years, areas of concern, etc.

Goal S: Absolute Measure

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

METHOD

Provide a narrative explaining how students are tracked year to year.

RESULTS

Present a narrative describing number of students in various categories and the retention rate.

2017-18 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
[#]	[#]	[#]	[%]

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the retention rate was to the target.

ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	[%]
2016-17	[%]
2017-18	[%]

Goal S: Absolute Measure

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

METHOD

Provide a narrative explaining how the school tracks student attendance and calculates its daily attendance rate.

RESULTS

Provide a narrative describing the year's attendance rate.

2017-18 Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Overall	[%]

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the attendance rate was to the target.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	[%]
2016-17	[%]
2017-18	[%]

APPENDIX B: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

In 2017-18, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2017-18 English Language Arts Performance
by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. The first table features a grade level breakdown for 2017-18; the other presents annual aggregate results over time.

2017-18 English Language Arts Performance of
Charter School 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 Scoring Proficient on the State Exam by Grade							
	Charter School		School 1		School 2		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

**English Language Arts Performance of
School and Comparison Schools by School Year**

School Year	Grade s	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 1		School 2		School 3	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2015-16									
2016-17									
2017-18									

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2016-17 and 2017-18. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

RESULTS

Cohort Growth on [XXX] Test from Spring 2017 to Spring 2018

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2016-17	Target	2017-18	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

ADDITIONAL EVIDENCE

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2015-16	
2016-17	
2017-18	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2014-15	[?/?]		
2015-16	[?/?]		
2016-17	[?/?]		
2017-18	[?/?]		

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2017-18 Science Performance by Grade Level and Years Attending the School

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

Each year, the group of students in their second year in the school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

METHOD

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm-referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

Include a brief narrative that describes the type of test administered, to which grades, the dates of administration, etc.

RESULTS

Provide a brief narrative highlighting results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2014					YES/NO
2015					YES/NO
2016					YES/NO
2017					YES/NO

EVALUATION

Provide narrative explicitly stating whether or not the school met the measure; i.e. whether the cohort achieved its target. In addition, the evaluation may include how close the cohort came to its target.

ADDITIONAL EVIDENCE

Narrative provides an analysis of year-to-year cohort performance including the previous year.

HIGH SCHOOLS: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2014	2015	2016	2017
Integrated Algebra				
Geometry				
Algebra 2				

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2014	2015	2016	2017
Living Environment				
Earth Science				
Chemistry				
Physics				



Entry 4 Expenditures per Child

Created: 07/23/2018 • Last updated: 07/25/2018

EUGENIO MARIA DE HOSTOS CS (SUNY TRUSTEES)Section Heading

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 2017-18 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	17974000
Line 2: Year End FTE student enrollment	714
Line 3: Divide Line 1 by Line 2	25174

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2017-18 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:

The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:

<http://www.p12.nysed.gov/psc/AuditGuide.html>.

Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	950606
Line 2: Management and General Cost (Column)	606155
Line 3: Sum of Line 1 and Line 2	1556761
Line 5: Divide Line 3 by the Year End FTE student enrollment	2180

Thank you.



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.

6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Eugenio Maria de Hostos Charter School

SCHOOL

Name:	Eugenio Maria de Hostos Charter School
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CONTACT INFORMATION

Contact Name:	Todd Garnier
Contact Title:	CFO
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2018-19
Prior Academic Year:	2017-18

**EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
2018-19**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	101	101	101	76	76	51	50	50
TOTAL ENROLLMENT = 806								

ENROLLMENT BY DISTRICT

	PRIOR YEAR	ANNUAL BUDGET						
	ACTUAL	TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	Original	<i>Revised</i>	Original	<i>Revised</i>	Original	<i>Revised</i>	Original
NUMBER OF STUDENTS ENROLLED:	0	4	0	4	0	4	0	4
		806	0	806	0	806	0	806

**NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns affected quarter(s) must be completed on tabs 2, 3 and 4.*

	PRIOR YEAR	ANNUAL BUDGET						
	2017-18	QUARTER 1		QUARTER 2		QUARTER 3		QUAR
PRIMARY/OTHER	DISTRICT NAME(S)	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment
PRIMARY District	ROCHESTER CITY SD	764		764		764		764
SECONDARY District	GREECE CSD	40		40		40		40
Other District 3	BRIGHTON CSD	1		1		1		1
Other District 4	EAST IRONDEQUOIT CSD	1		1		1		1
Other District 5	(Select from drop-down list) →							

**NIO MARIA DE HOSTOS CHARTE
2018-19**

PLAN - FULL TIME EQUIVALENT

**NOTE: Enter the number of FTE positions in the "blue" cells.
 /d be input.*

**NOTE: State the assumptions that are being made for personnel FTE levels.*

ADMINISTRATIVE PERSONNEL FTE	
	Q4
	Actual
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	0.0

Description of Assumptions	

INSTRUCTIONAL PERSONNEL FTE	
	Q4
	Actual
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	0.0

Description of Assumptions	

NON-INSTRUCTIONAL PERSONNEL FTE	
	Q4
	Actual
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	0.0

Description of Assumptions	

TOTAL PERSONNEL SERVICE FTE	0.0
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EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

Total Revenue	-	2,850,529	-	-	3,458,672	-	-	3,458,674
Total Expenses	-	2,180,445	-	-	3,524,886	-	-	3,506,387
Net Income	-	670,084	-	-	(66,214)	-	-	(47,713)
Actual Student Enrollment	-	806	-	-	806	-	-	806

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	2017-18 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

REVENUE

REVENUES FROM STATE SOURCES

2018-19

Per Pupil Revenue

Per Pupil Rate

Allocate Per Pupil Revenue by Quarter

***NOTE: If there are NO budget revisions at the time of quarterly submittal leave**
If budget revisions ARE made, the entire "REVISED" budget columns for the affected

PPR %/Qtr->	25.0%	25.0%		25.0%	25.0%		25.0%
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ROCHESTER CITY SD	13,684	2,613,644	-	-	2,613,644	-	-	2,613,644
GREECE CSD	12,252	122,520	-	-	122,520	-	-	122,520
BRIGHTON CSD	13,931	3,483	-	-	3,483	-	-	3,483
EAST IRONDEQUOIT CSD	12,929	3,232	-	-	3,232	-	-	3,232
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,612	2,742,879	-	-	2,742,879	-	-	2,742,879
Special Education Revenue								
Grants								
Stimulus								
DYCD (Department of Youth and Community Development)								
Other								
NYC DoE Rental Assistance								
Other								
TOTAL REVENUE FROM STATE SOURCES		2,742,879	-	-	2,742,879	-	-	2,742,879

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		15,000		-	45,000		-	45,000
Title I				-	116,666		-	116,667
Title Funding - Other				-			-	
School Food Service (Free Lunch)		80,362		-	241,086		-	241,086
Grants								

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

	EUGENIO MARIA DE HOSTOS CHARTER SCHOOL Budget / Operating Plan 2018-19							
	-	2,850,529	-	-	3,458,672	-	-	3,458,674
Total Revenue	-	2,850,529	-	-	3,458,672	-	-	3,458,674
Total Expenses	-	2,180,445	-	-	3,524,886	-	-	3,506,387
Net Income	-	670,084	-	-	(66,214)	-	-	(47,713)
Actual Student Enrollment	-	806	-	-	806	-	-	806
	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-	300,753		-	300,754
Other				-			-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	95,362	-	-	703,505	-	-	703,507
LOCAL and OTHER REVENUE								
Contributions and Donations				-			-	
Fundraising				-			-	
Erate Reimbursement		2,499		-	2,499		-	2,499
Earnings on Investments		2,499		-	2,499		-	2,499
Interest Income		414		-	414		-	414
Food Service (Income from meals)				-			-	
Text Book				-			-	
OTHER		6,876		-	6,876		-	6,876
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	12,288	-	-	12,288	-	-	12,288
TOTAL REVENUE	-	2,850,529	-	-	3,458,672	-	-	3,458,674

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

Total Revenue	-	2,850,529	-	-	3,458,672	-	-	3,458,674
Total Expenses	-	2,180,445	-	-	3,524,886	-	-	3,506,387
Net Income	-	670,084	-	-	(66,214)	-	-	(47,713)
Actual Student Enrollment	-	806	-	-	806	-	-	806

	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Avg. No. of Positions							
Executive Management	1.00	31,416		-	31,416		-	31,416
Instructional Management	7.00	112,579		-	221,157		-	221,157
Deans, Directors & Coordinators	-			-			-	
CFO / Director of Finance	2.00	51,249		-	51,249		-	51,249
Operation / Business Manager	6.00	66,270		-	71,556		-	71,556
Administrative Staff	7.50	96,735		-	96,735		-	96,735
TOTAL ADMINISTRATIVE STAFF	23.50	-	358,249	-	-	472,113	-	472,113

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	50.50	312,648		-	712,944		-	712,944
Teachers - SPED	6.00	39,363		-	118,089		-	118,089
Substitute Teachers	1.00	3,090		-	9,270		-	9,270
Teaching Assistants	-			-			-	
Specialty Teachers	11.00	65,925		-	206,775		-	197,775
Aides	19.00	52,324		-	156,972		-	156,972
Therapists & Counselors	5.50	31,986		-	95,958		-	95,958
Other	24.50	40,122		-	120,366		-	120,366
TOTAL INSTRUCTIONAL	117.50	-	545,458	-	-	1,420,374	-	1,411,374

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			-			-	
Librarian	1.00	3,000		-	9,000		-	9,000
Custodian	1.00	14,163		-	14,163		-	14,163
Security	-			-			-	
Other	8.00	23,364		-	35,046		-	35,046
TOTAL NON-INSTRUCTIONAL	10.00	-	40,527	-	-	58,209	-	58,209

SUBTOTAL PERSONNEL SERVICE COSTS

	151.00	-	944,234	-	-	1,950,696	-	1,941,696
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		72,234		-	149,228		-	148,539
Fringe / Employee Benefits		237,414		-	237,414		-	237,414

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

		1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	Prior Year Actual 2017-18 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Total Revenue	-	2,850,529	-	-	3,458,672	-	-	3,458,674
Total Expenses	-	2,180,445	-	-	3,524,886	-	-	3,506,387
Net Income	-	670,084	-	-	(66,214)	-	-	(47,713)
Actual Student Enrollment	-	806	-	-	806	-	-	806
Retirement / Pension		85,171		-	175,954		-	175,143
TOTAL PAYROLL TAXES AND BENEFITS	-	394,819	-	-	562,596	-	-	561,096
TOTAL PERSONNEL SERVICE COSTS	151.00	1,339,053	-	-	2,513,292	-	-	2,502,792
CONTRACTED SERVICES								
Accounting / Audit		6,606		-	6,606		-	6,606
Legal		6,249		-	6,249		-	6,249
Management Company Fee				-			-	
Nurse Services				-			-	
Food Service / School Lunch		43,644		-	130,932		-	130,932
Payroll Services		3,750		-	3,750		-	3,750
Special Ed Services				-			-	
Titlement Services (i.e. Title I)				-			-	
Other Purchased / Professional / Consulting		217,501		-	291,501		-	291,501
TOTAL CONTRACTED SERVICES	-	277,750	-	-	439,038	-	-	439,038

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

Total Revenue	-	2,850,529	-	-	3,458,672	-	-	3,458,674
Total Expenses	-	2,180,445	-	-	3,524,886	-	-	3,506,387
Net Income	-	670,084	-	-	(66,214)	-	-	(47,713)
Actual Student Enrollment	-	806	-	-	806	-	-	806

	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

SCHOOL OPERATIONS

Board Expenses		396		-	396		-	396
Classroom / Teaching Supplies & Materials		28,622		-	28,626		-	28,626
Special Ed Supplies & Materials				-			-	
Textbooks / Workbooks		32,000		-	6,000		-	6,000
Supplies & Materials other				-			-	
Equipment / Furniture		22,875		-	22,875		-	22,875
Telephone		2,001		-	2,001		-	2,001
Technology		45,147		-	45,147		-	45,147
Student Testing & Assessment				-			-	
Field Trips				-			-	
Transportation (student)				-			-	
Student Services - other		8,454		-	43,362		-	37,362
Office Expense		14,082		-	14,082		-	14,082
Staff Development		24,313		-	24,312		-	22,313
Staff Recruitment				-			-	
Student Recruitment / Marketing		11,550		-	11,550		-	11,550
School Meals / Lunch				-			-	
Travel (Staff)		4,164		-	4,164		-	4,164
Fundraising				-			-	
Other		14,844		-	14,847		-	14,847
TOTAL SCHOOL OPERATIONS	-	208,448	-	-	217,362	-	-	209,363

FACILITY OPERATION & MAINTENANCE

Insurance		11,250		-	11,250		-	11,250
Janitorial		13,749		-	13,749		-	13,749
Building and Land Rent / Lease / Facility Finance Interest		53,007.00		-	53,007.00		-	53,007.00
Repairs & Maintenance		150,000		-	150,000		-	150,000
Equipment / Furniture		10,833		-	10,833		-	10,833
Security		17,502		-	17,502		-	17,502
Utilities		35,001		-	35,001		-	35,001
TOTAL FACILITY OPERATION & MAINTENANCE	-	291,342	-	-	291,342	-	-	291,342

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY				-			-	
DEFERRED RENT								

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

Total Revenue	-	2,850,529	-	-	3,458,672	-	-	3,458,674
Total Expenses	-	2,180,445	-	-	3,524,886	-	-	3,506,387
Net Income	-	670,084	-	-	(66,214)	-	-	(47,713)
Actual Student Enrollment	-	806	-	-	806	-	-	806
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	2017-18	Original	Revised		Original	Revised		Original
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget
	Pupil							
TOTAL EXPENSES	-	2,180,445	-	-	3,524,886	-	-	3,506,387
NET INCOME	-	670,084	-	-	(66,214)	-	-	(47,713)

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

Total Revenue	-	2,850,529	-	-	3,458,672	-	-	3,458,674
Total Expenses	-	2,180,445	-	-	3,524,886	-	-	3,506,387
Net Income	-	670,084	-	-	(66,214)	-	-	(47,713)
Actual Student Enrollment	-	806	-	-	806	-	-	806
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2017-18	Original	Revised		Original	Revised		Original
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget
	Pupil							
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	4	-	-	4	-	-	4
ROCHESTER CITY SD	-	764	-	-	764	-	-	764
GREECE CSD	-	40	-	-	40	-	-	40
BRIGHTON CSD	-	1	-	-	1	-	-	1
EAST IRONDEQUOIT CSD	-	1	-	-	1	-	-	1
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	806	-	-	806	-	-	806
REVENUE PER PUPIL	-	3,537	-	-	4,291	-	-	4,291
EXPENSES PER PUPIL	-	2,705	-	-	4,373	-	-	4,350

Total Revenue		-	-	3,458,940	-	-
Total Expenses		-	-	3,618,070	-	-
Net Income		-	-	(159,130)	-	-
Actual Student Enrollment		-	-	806	-	-
		Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30	
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE		Please the 'REVISED' Column(s) COMPLETELY BLANK. Unaudited quarter(s) must be completed on tabs 2, 3 and 4.				
REVENUES FROM STATE SOURCES						
		2018-19				
Per Pupil Revenue	Per Pupil Rate	25.0%				
ROCHESTER CITY SD	13,684	-	-	2,613,644	-	-
GREECE CSD	12,252	-	-	122,520	-	-
BRIGHTON CSD	13,931	-	-	3,483	-	-
EAST IRONDEQUOIT CSD	12,929	-	-	3,232	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,612	-	-	2,742,879	-	-
Special Education Revenue			-			-
Grants						
Stimulus			-			-
DYCD (Department of Youth and Community Development)			-			-
Other			-			-
NYC DoE Rental Assistance						
Other			=			=
TOTAL REVENUE FROM STATE SOURCES		-	-	2,742,879	-	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			-	45,000		-
Title I			-	116,667		-
Title Funding - Other			-			-
School Food Service (Free Lunch)			-	241,091		-
Grants						

Total Revenue	-	-	3,458,940	-	-
Total Expenses	-	-	3,618,070	-	-
Net Income	-	-	(159,130)	-	-
Actual Student Enrollment	-	-	806	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Charter School Program (CSP) Planning & Implementation		-			-
Other		-	300,754		-
Other		-			-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	703,512	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		-			-
Fundraising		-			-
Erate Reimbursement		-	2,503		-
Earnings on Investments		-	2,503		-
Interest Income		-	408		-
Food Service (Income from meals)		-			-
Text Book		-			-
OTHER		-	7,135		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	12,549	-	-
TOTAL REVENUE	-	-	3,458,940	-	-

Total Revenue		-	-	3,458,940	-
Total Expenses		-	-	3,618,070	-
Net Income		-	-	(159,130)	-
Actual Student Enrollment		-	-	806	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Revised		Original	Revised
		Budget	Variance	Budget	Budget
					Variance
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions			
Executive Management	1.00		-	31,412	-
Instructional Management	7.00		-	221,148	-
Deans, Directors & Coordinators	-		-		-
CFO / Director of Finance	2.00		-	51,253	-
Operation / Business Manager	6.00		-	71,561	-
Administrative Staff	7.50		-	96,720	-
TOTAL ADMINISTRATIVE STAFF	23.50	-	-	472,094	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	50.50		-	724,944	-
Teachers - SPED	6.00		-	118,084	-
Substitute Teachers	1.00		-	9,270	-
Teaching Assistants	-		-		-
Specialty Teachers	11.00		-	207,763	-
Aides	19.00		-	156,972	-
Therapists & Counselors	5.50		-	95,958	-
Other	24.50		-	120,361	-
TOTAL INSTRUCTIONAL	117.50	-	-	1,433,352	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-		-		-
Librarian	1.00		-	9,000	-
Custodian	1.00		-	14,161	-
Security	-		-		-
Other	8.00		-	35,044	-
TOTAL NON-INSTRUCTIONAL	10.00	-	-	58,205	-
SUBTOTAL PERSONNEL SERVICE COSTS		-	-	1,963,651	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes			-	150,220	-
Fringe / Employee Benefits			-	237,408	-

Total Revenue		-	-	3,458,940	-	-
Total Expenses		-	-	3,618,070	-	-
Net Income		-	-	(159,130)	-	-
Actual Student Enrollment		-	-	806	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
Retirement / Pension			=	<u>177,119</u>		=
TOTAL PAYROLL TAXES AND BENEFITS		-	-	564,747	-	-
TOTAL PERSONNEL SERVICE COSTS						
	151.00	-	-	2,528,398	-	-
CONTRACTED SERVICES						
Accounting / Audit			-	6,602		-
Legal			-	6,253		-
Management Company Fee			-			-
Nurse Services			-			-
Food Service / School Lunch			-	130,942		-
Payroll Services			-	3,750		-
Special Ed Services			-			-
Titlement Services (i.e. Title I)			-			-
Other Purchased / Professional / Consulting			=	<u>291,488</u>		=
TOTAL CONTRACTED SERVICES		-	-	439,035	-	-

Total Revenue	-	-	3,458,940	-	-
Total Expenses	-	-	3,618,070	-	-
Net Income	-	-	(159,130)	-	-
Actual Student Enrollment	-	-	806	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses		-	390		-
Classroom / Teaching Supplies & Materials		-	28,626		-
Special Ed Supplies & Materials		-			-
Textbooks / Workbooks		-	6,000		-
Supplies & Materials other		-			-
Equipment / Furniture		-	22,875		-
Telephone		-	1,997		-
Technology		-	45,157		-
Student Testing & Assessment		-	10,150		-
Field Trips		-			-
Transportation (student)		-			-
Student Services - other		-	35,359		-
Office Expense		-	14,064		-
Staff Development		-	30,000		-
Staff Recruitment		-			-
Student Recruitment / Marketing		-	11,550		-
School Meals / Lunch		-			-
Travel (Staff)		-	4,167		-
Fundraising		-			-
Other		-	35,145		-
TOTAL SCHOOL OPERATIONS	-	-	245,480	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance		-	11,250		-
Janitorial		-	13,749		-
Building and Land Rent / Lease / Facility Finance Interest		-	53,004.00		-
Repairs & Maintenance		-	150,000		-
Equipment / Furniture		-	10,811		-
Security		-	17,494		-
Utilities		-	34,997		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	291,305	-	-
DEPRECIATION & AMORTIZATION		-	63,852		-
RESERVES / CONTINGENCY		-	50,000		-
DEFERRED RENT					

Total Revenue	-	-	3,458,940	-	-
Total Expenses	-	-	3,618,070	-	-
Net Income	-	-	(159,130)	-	-
Actual Student Enrollment	-	-	806	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
TOTAL EXPENSES	-	-	<u>3,618,070</u>	-	-
NET INCOME	-	-	<u>(159,130)</u>	-	-

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan

2018-19

Total Revenue	13,226,815	13,226,815	-	13,226,815	13,226,815
Total Expenses	12,829,788	12,829,788	-	(12,829,788)	(12,829,788)
Net Income	397,027	397,027	-	397,027	397,027
Actual Student Enrollment					

Total Year			VARIANCE	
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

2018-19
Per Pupil Rate

ROCHESTER CITY SD	13,684	10,454,576	10,454,576	-	10,454,576	10,454,576
GREECE CSD	12,252	490,080	490,080	-	490,080	490,080
BRIGHTON CSD	13,931	13,931	13,931	-	13,931	13,931
EAST IRONDEQUOIT CSD	12,929	12,929	12,929	-	12,929	12,929
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,612	10,971,516	10,971,516	-	10,971,516	10,971,516
Special Education Revenue		-	-	-	-	-
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-
Other		-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		10,971,516	10,971,516	-	10,971,516	10,971,516

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		150,000	150,000	-	150,000	150,000
Title I		350,000	350,000	-	350,000	350,000
Title Funding - Other		-	-	-	-	-
School Food Service (Free Lunch)		803,625	803,625	-	803,625	803,625
Grants						

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

Total Revenue	13,226,815	13,226,815	-	13,226,815	13,226,815
Total Expenses	12,829,788	12,829,788	-	(12,829,788)	(12,829,788)
Net Income	397,027	397,027	-	397,027	397,027
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	902,261	902,261	-	902,261	902,261
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	2,205,886	2,205,886	-	2,205,886	2,205,886
LOCAL and OTHER REVENUE					
Contributions and Donations	-	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	10,000	10,000	-	10,000	10,000
Earnings on Investments	10,000	10,000	-	10,000	10,000
Interest Income	1,650	1,650	-	1,650	1,650
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	<u>27,763</u>	<u>27,763</u>	<u>-</u>	<u>27,763</u>	<u>27,763</u>
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	49,413	49,413	-	49,413	49,413
TOTAL REVENUE	<u>13,226,815</u>	<u>13,226,815</u>	<u>-</u>	<u>13,226,815</u>	<u>13,226,815</u>

DESCRIPTION OF ASSUMPTIONS

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

Total Revenue	13,226,815	13,226,815	-	13,226,815	13,226,815
Total Expenses	12,829,788	12,829,788	-	(12,829,788)	(12,829,788)
Net Income	397,027	397,027	-	397,027	397,027
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No.
of Positions

Executive Management	1.00	125,660	125,660	-	(125,660)	(125,660)
Instructional Management	7.00	776,041	776,041	-	(776,041)	(776,041)
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	2.00	205,000	205,000	-	(205,000)	(205,000)
Operation / Business Manager	6.00	280,943	280,943	-	(280,943)	(280,943)
Administrative Staff	7.50	386,925	386,925	-	(386,925)	(386,925)
TOTAL ADMINISTRATIVE STAFF	23.50	1,774,569	1,774,569	-	(1,774,569)	(1,774,569)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	50.50	2,463,480	2,463,480	-	(2,463,480)	(2,463,480)
Teachers - SPED	6.00	393,625	393,625	-	(393,625)	(393,625)
Substitute Teachers	1.00	30,900	30,900	-	(30,900)	(30,900)
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	11.00	678,238	678,238	-	(678,238)	(678,238)
Aides	19.00	523,240	523,240	-	(523,240)	(523,240)
Therapists & Counselors	5.50	319,860	319,860	-	(319,860)	(319,860)
Other	24.50	401,215	401,215	-	(401,215)	(401,215)
TOTAL INSTRUCTIONAL	117.50	4,810,558	4,810,558	-	(4,810,558)	(4,810,558)

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	1.00	30,000	30,000	-	(30,000)	(30,000)
Custodian	1.00	56,650	56,650	-	(56,650)	(56,650)
Security	-	-	-	-	-	-
Other	8.00	128,500	128,500	-	(128,500)	(128,500)
TOTAL NON-INSTRUCTIONAL	10.00	215,150	215,150	-	(215,150)	(215,150)

SUBTOTAL PERSONNEL SERVICE COSTS

151.00	6,800,277	6,800,277	-	(6,800,277)	(6,800,277)
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	520,221	520,221	-	(520,221)	(520,221)
Fringe / Employee Benefits	949,650	949,650	-	(949,650)	(949,650)

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

Total Revenue	13,226,815	13,226,815	-	13,226,815	13,226,815
Total Expenses	12,829,788	12,829,788	-	(12,829,788)	(12,829,788)
Net Income	397,027	397,027	-	397,027	397,027
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Retirement / Pension	613,387	613,387	-	(613,387)	(613,387)
TOTAL PAYROLL TAXES AND BENEFITS	2,083,258	2,083,258	-	(2,083,258)	(2,083,258)
TOTAL PERSONNEL SERVICE COSTS	8,883,535	8,883,535	-	(8,883,535)	(8,883,535)
CONTRACTED SERVICES					
Accounting / Audit	26,420	26,420	-	(26,420)	(26,420)
Legal	25,000	25,000	-	(25,000)	(25,000)
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	436,450	436,450	-	(436,450)	(436,450)
Payroll Services	15,000	15,000	-	(15,000)	(15,000)
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	<u>1,091,991</u>	<u>1,091,991</u>	-	<u>(1,091,991)</u>	<u>(1,091,991)</u>
TOTAL CONTRACTED SERVICES	1,594,861	1,594,861	-	(1,594,861)	(1,594,861)

151.00

DESCRIPTION OF ASSUMPTIONS

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

Total Revenue	13,226,815	13,226,815	-	13,226,815	13,226,815
Total Expenses	12,829,788	12,829,788	-	(12,829,788)	(12,829,788)
Net Income	397,027	397,027	-	397,027	397,027
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS

Board Expenses	1,578	1,578	-	(1,578)	(1,578)
Classroom / Teaching Supplies & Materials	114,500	114,500	-	(114,500)	(114,500)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	50,000	50,000	-	(50,000)	(50,000)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	91,500	91,500	-	(91,500)	(91,500)
Telephone	8,000	8,000	-	(8,000)	(8,000)
Technology	180,598	180,598	-	(180,598)	(180,598)
Student Testing & Assessment	10,150	10,150	-	(10,150)	(10,150)
Field Trips	-	-	-	-	-
Transportation (student)	-	-	-	-	-
Student Services - other	124,537	124,537	-	(124,537)	(124,537)
Office Expense	56,310	56,310	-	(56,310)	(56,310)
Staff Development	100,938	100,938	-	(100,938)	(100,938)
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	46,200	46,200	-	(46,200)	(46,200)
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	16,659	16,659	-	(16,659)	(16,659)
Fundraising	-	-	-	-	-
Other	79,683	79,683	-	(79,683)	(79,683)
TOTAL SCHOOL OPERATIONS	880,653	880,653	-	(880,653)	(880,653)

FACILITY OPERATION & MAINTENANCE

Insurance	45,000	45,000	-	(45,000)	(45,000)
Janitorial	54,996	54,996	-	(54,996)	(54,996)
Building and Land Rent / Lease / Facility Finance Interest	212,025	212,025	-	(212,025)	(212,025)
Repairs & Maintenance	600,000	600,000	-	(600,000)	(600,000)
Equipment / Furniture	43,310	43,310	-	(43,310)	(43,310)
Security	70,000	70,000	-	(70,000)	(70,000)
Utilities	140,000	140,000	-	(140,000)	(140,000)
TOTAL FACILITY OPERATION & MAINTENANCE	1,165,331	1,165,331	-	(1,165,331)	(1,165,331)

DEPRECIATION & AMORTIZATION

	255,408	255,408	-	(255,408)	(255,408)
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RESERVES / CONTINGENCY

	50,000	50,000	-	(50,000)	(50,000)
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DEFERRED RENT

**EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan**

2018-19

Total Revenue	13,226,815	13,226,815	-	13,226,815	13,226,815
Total Expenses	12,829,788	12,829,788	-	(12,829,788)	(12,829,788)
Net Income	397,027	397,027	-	397,027	397,027
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
TOTAL EXPENSES	<u>12,829,788</u>	<u>12,829,788</u>	-	<u>(12,829,788)</u>	<u>(12,829,788)</u>
NET INCOME	<u>397,027</u>	<u>397,027</u>	-	<u>397,027</u>	<u>397,027</u>

DESCRIPTION OF ASSUMPTIONS

**EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan**

2018-19

Total Revenue	13,226,815	13,226,815	-	13,226,815	13,226,815
Total Expenses	12,829,788	12,829,788	-	(12,829,788)	(12,829,788)
Net Income	397,027	397,027	-	397,027	397,027
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original	Revised	Variance	Original	Revised
	Budget	Budget		Budget vs. PY Budget	Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

ROCHESTER CITY SD

GREECE CSD

BRIGHTON CSD

EAST IRONDEQUOIT CSD

-

-

-

-

-

-

-

-

-

-

-

ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

Total Revenue	-	2,850,529	-	-	3,458,672	-	-	3,458,674
Total Expenses	-	2,180,445	-	-	3,524,886	-	-	3,506,387
Net Income	-	670,084	-	-	(66,214)	-	-	(47,713)
Actual Student Enrollment	-	806	-	-	806	-	-	806
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	2017-18	Original	Revised		Original	Revised		Original
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget
	Pupil							

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES <i>{enter descriptions below}</i>								
Example - Add Back Depreciation	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>								
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>								
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-
NET INCOME	-	670,084	-	-	(66,214)	-	-	(47,713)
Beginning Cash Balance	-	-	-	-	670,084	-	-	603,870
ENDING CASH BALANCE	-	670,084	-	-	603,870	-	-	556,157

Total Revenue	-	-	3,458,940	-	-
Total Expenses	-	-	3,618,070	-	-
Net Income	-	-	(159,130)	-	-
Actual Student Enrollment	-	-	806	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised		Original	Revised	
	Budget	Variance	Budget	Budget	Variance
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	-	-	(159,130)	-	-
Beginning Cash Balance	-	-	556,157	-	-
ENDING CASH BALANCE	-	-	397,027	-	-

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2018-19

Total Revenue	13,226,815	13,226,815	-	13,226,815	13,226,815
Total Expenses	12,829,788	12,829,788	-	(12,829,788)	(12,829,788)
Net Income	397,027	397,027	-	397,027	397,027
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	397,027	397,027	-	397,027	397,027
Beginning Cash Balance	-	-	-	-	-
ENDING CASH BALANCE	397,027	397,027	-	397,027	397,027

**EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
BALANCE SHEET
2018-19**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>2017-18</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

Total Revenue	-	2,850,529	-	-	3,458,672	-	-
Total Expenses	-	2,180,445	-	-	3,524,886	-	-
Net Income	-	670,084	-	-	(66,214)	-	-
Actual Student Enrollment	-	806	-	-	806	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

REVENUE	2018-19							
REVENUES FROM STATE SOURCES	Per Pupil Rate							
Per Pupil Revenue	Per Pupil Rate	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
ROCHESTER CITY SD	13,684		2,613,644	-		2,613,644	-	
GREECE CSD	12,252		122,520	-		122,520	-	
BRIGHTON CSD	13,931		3,483	-		3,483	-	
EAST IRONDEQUOIT CSD	12,929		3,232	-		3,232	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
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-	-		-	-		-	-	
-	-		-	-		-	-	
ALL OTHER School Districts: (Count = 0)	-		-	-		-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,612	-	2,742,879	-	-	2,742,879	-	-
Special Education Revenue			-	-		-	-	
Grants								
Stimulus			-	-		-	-	
DYCD (Department of Youth and Community Development)			-	-		-	-	
Other			-	-		-	-	
NYC DoE Rental Assistance			-	-		-	-	
Other			-	-		-	-	
TOTAL REVENUE FROM STATE SOURCES		-	2,742,879	-	-	2,742,879	-	-
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			15,000	-		45,000	-	
Title I			-	-		116,666	-	
Title Funding - Other			-	-		-	-	
School Food Service (Free Lunch)			80,362	-		241,086	-	
Grants								
Charter School Program (CSP) Planning & Implementation			-	-		-	-	
Other			-	-		300,753	-	

Total Revenue	-	2,850,529	-	-	3,458,672	-	-
Total Expenses	-	2,180,445	-	-	3,524,886	-	-
Net Income	-	670,084	-	-	(66,214)	-	-
Actual Student Enrollment	-	806	-	-	806	-	-

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Current Budget	Variance		Current Budget	Variance	Actual
	Actual			Actual			
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed							
Other		-	-		-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	95,362	-	-	703,505	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-		-	-	
Fundraising		-	-		-	-	
Erate Reimbursement		2,499	-		2,499	-	
Earnings on Investments		2,499	-		2,499	-	
Interest Income		414	-		414	-	
Food Service (Income from meals)		-	-		-	-	
Text Book		-	-		-	-	
OTHER		6,876	-		6,876	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	12,288	-	-	12,288	-	-
TOTAL REVENUE	-	2,850,529	-	-	3,458,672	-	-

Total Revenue	-	2,850,529	-	-	3,458,672	-	-
Total Expenses	-	2,180,445	-	-	3,524,886	-	-
Net Income	-	670,084	-	-	(66,214)	-	-
Actual Student Enrollment	-	806	-	-	806	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

EXPENSES

Quarter 0

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management	-	31,416	-	31,416	-	-
Instructional Management	-	112,579	-	221,157	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	51,249	-	51,249	-	-
Operation / Business Manager	-	66,270	-	71,556	-	-
Administrative Staff	-	96,735	-	96,735	-	-
TOTAL ADMINISTRATIVE STAFF	-	358,249	-	472,113	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	312,648	-	712,944	-	-
Teachers - SPED	-	39,363	-	118,089	-	-
Substitute Teachers	-	3,090	-	9,270	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	65,925	-	206,775	-	-
Aides	-	52,324	-	156,972	-	-
Therapists & Counselors	-	31,986	-	95,958	-	-
Other	-	40,122	-	120,366	-	-
TOTAL INSTRUCTIONAL	-	545,458	-	1,420,374	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	3,000	-	9,000	-	-
Custodian	-	14,163	-	14,163	-	-
Security	-	-	-	-	-	-
Other	-	23,364	-	35,046	-	-
TOTAL NON-INSTRUCTIONAL	-	40,527	-	58,209	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

-	-	944,234	-	-	1,950,696	-	-
---	---	---------	---	---	-----------	---	---

PAYROLL TAXES AND BENEFITS

Payroll Taxes	-	72,234	-	149,228	-	-
Fringe / Employee Benefits	-	237,414	-	237,414	-	-
Retirement / Pension	-	85,171	-	175,954	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	394,819	-	562,596	-	-

TOTAL PERSONNEL SERVICE COSTS

-	-	1,339,053	-	-	2,513,292	-	-
---	---	-----------	---	---	-----------	---	---

Total Revenue	-	2,850,529	-	-	3,458,672	-	-
Total Expenses	-	2,180,445	-	-	3,524,886	-	-
Net Income	-	670,084	-	-	(66,214)	-	-
Actual Student Enrollment	-	806	-	-	806	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	CONTRACTED SERVICES						
Accounting / Audit		6,606	-		6,606	-	
Legal		6,249	-		6,249	-	
Management Company Fee		-	-		-	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		43,644	-		130,932	-	
Payroll Services		3,750	-		3,750	-	
Special Ed Services		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		217,501	-		291,501	-	
TOTAL CONTRACTED SERVICES		<u>277,750</u>	-		<u>439,038</u>	-	

Total Revenue	-	2,850,529	-	-	3,458,672	-	-
Total Expenses	-	2,180,445	-	-	3,524,886	-	-
Net Income	-	670,084	-	-	(66,214)	-	-
Actual Student Enrollment	-	806	-	-	806	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

SCHOOL OPERATIONS

Board Expenses		396	-		396	-	
Classroom / Teaching Supplies & Materials		28,622	-		28,626	-	
Special Ed Supplies & Materials		-	-		-	-	
Textbooks / Workbooks		32,000	-		6,000	-	
Supplies & Materials other		-	-		-	-	
Equipment / Furniture		22,875	-		22,875	-	
Telephone		2,001	-		2,001	-	
Technology		45,147	-		45,147	-	
Student Testing & Assessment		-	-		-	-	
Field Trips		-	-		-	-	
Transportation (student)		-	-		-	-	
Student Services - other		8,454	-		43,362	-	
Office Expense		14,082	-		14,082	-	
Staff Development		24,313	-		24,312	-	
Staff Recruitment		-	-		-	-	
Student Recruitment / Marketing		11,550	-		11,550	-	
School Meals / Lunch		-	-		-	-	
Travel (Staff)		4,164	-		4,164	-	
Fundraising		-	-		-	-	
Other		14,844	-		14,847	-	
TOTAL SCHOOL OPERATIONS		-	208,448	-	-	217,362	-

FACILITY OPERATION & MAINTENANCE

Insurance		11,250	-		11,250	-	
Janitorial		13,749	-		13,749	-	
Building and Land Rent / Lease / Facility Finance Interest		53,007	-		53,007	-	
Repairs & Maintenance		150,000	-		150,000	-	
Equipment / Furniture		10,833	-		10,833	-	
Security		17,502	-		17,502	-	
Utilities		35,001	-		35,001	-	
TOTAL FACILITY OPERATION & MAINTENANCE		-	291,342	-	-	291,342	-

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY		63,852	-		63,852	-	
DEFERRED RENT		-	-		-	-	

Total Revenue	-	2,850,529	-	-	3,458,672	-	-																															
Total Expenses	-	2,180,445	-	-	3,524,886	-	-																															
Net Income	-	670,084	-	-	(66,214)	-	-																															
Actual Student Enrollment	-	806	-	-	806	-	-																															
<table border="1"> <thead> <tr> <th rowspan="3">*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</th> <th colspan="3">1st Quarter - 7/1 - 9/30</th> <th colspan="3">2nd Quarter - 10/1 - 12/31</th> <th>3rd Q</th> </tr> <tr> <th>Actual</th> <th>Current Budget</th> <th>Variance</th> <th>Actual</th> <th>Current Budget</th> <th>Variance</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>TOTAL EXPENSES</td> <td>-</td> <td><u>2,180,445</u></td> <td>-</td> <td>-</td> <td><u>3,524,886</u></td> <td>-</td> <td>-</td> </tr> <tr> <td>NET INCOME</td> <td>-</td> <td><u>670,084</u></td> <td>-</td> <td>-</td> <td><u>(66,214)</u></td> <td>-</td> <td>-</td> </tr> </tbody> </table>								*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	TOTAL EXPENSES	-	<u>2,180,445</u>	-	-	<u>3,524,886</u>	-	-	NET INCOME	-	<u>670,084</u>	-	-	<u>(66,214)</u>	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q																															
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual																															
	TOTAL EXPENSES	-	<u>2,180,445</u>	-	-	<u>3,524,886</u>	-	-																														
NET INCOME	-	<u>670,084</u>	-	-	<u>(66,214)</u>	-	-																															

EUGENIO MARIA DE HOSTOS CHAF
Budget / Operating Plan
2018-19

Total Revenue	-	2,850,529	-	-	3,458,672	-	-
Total Expenses	-	2,180,445	-	-	3,524,886	-	-
Net Income	-	670,084	-	-	(66,214)	-	-
Actual Student Enrollment	-	806	-	-	806	-	3rd C

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

ENROLLMENT - *School Districts Are Linked To Above Entries*							
ROCHESTER CITY SD	-	764	-	-	764	-	-
GREECE CSD	-	40	-	-	40	-	-
BRIGHTON CSD	-	1	-	-	1	-	-
EAST IRONDEQUOIT CSD	-	1	-	-	1	-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
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-	-		-	-		-	-
-	-		-	-		-	-
-	-		-	-		-	-
ALL OTHER School Districts: (Count = 0)	-		-	-		-	-
TOTAL ENROLLMENT	-	806	-	-	806	-	-
REVENUE PER PUPIL	-	3,537	-	-	4,291	-	-
EXPENSES PER PUPIL	-	2,705	-	-	4,373	-	-

RTER SCHOOL

n

Total Revenue	3,458,674	-	-	3,458,940	-
Total Expenses	3,506,387	-	-	3,618,070	-
Net Income	(47,713)	-	-	(159,130)	-
Actual Student Enrollment	806	-	-	806	-

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

2018-19
Per Pupil Rate

ROCHESTER CITY SD	13,684	2,613,644	-	-	2,613,644	-
GREECE CSD	12,252	122,520	-	-	122,520	-
BRIGHTON CSD	13,931	3,483	-	-	3,483	-
EAST IRONDEQUOIT CSD	12,929	3,232	-	-	3,232	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
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-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,612	2,742,879	-	-	2,742,879	-
Special Education Revenue		-	-	-	-	-
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-
Other		-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,742,879	-	-	2,742,879	-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		45,000	-	-	45,000	-
Title I		116,667	-	-	116,667	-
Title Funding - Other		-	-	-	-	-
School Food Service (Free Lunch)		241,086	-	-	241,091	-
Grants						
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-
Other		300,754	-	-	300,754	-

**RTER SCHOOL
n**

Total Revenue	3,458,674	-	-	3,458,940	-
Total Expenses	3,506,387	-	-	3,618,070	-
Net Income	(47,713)	-	-	(159,130)	-
Actual Student Enrollment	806	-	-	806	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Current Budget	Variance	Actual	Current Budget	Variance
Other	-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES	703,507	-	-	703,512	-
LOCAL and OTHER REVENUE					
Contributions and Donations	-	-		-	-
Fundraising	-	-		-	-
Erate Reimbursement	2,499	-		2,503	-
Earnings on Investments	2,499	-		2,503	-
Interest Income	414	-		408	-
Food Service (Income from meals)	-	-		-	-
Text Book	-	-		-	-
OTHER	6,876	-		7,135	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	12,288	-	-	12,549	-
TOTAL REVENUE	3,458,674	-	-	3,458,940	-

RTER SCHOOL

n

Total Revenue	3,458,674	-	-	3,458,940	-
Total Expenses	3,506,387	-	-	3,618,070	-
Net Income	(47,713)	-	-	(159,130)	-
Actual Student Enrollment	806	-	-	806	-

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Quarter 0 No. of Positions					
Executive Management	-	31,416	-		31,412	-
Instructional Management	-	221,157	-		221,148	-
Deans, Directors & Coordinators	-	-	-		-	-
CFO / Director of Finance	-	51,249	-		51,253	-
Operation / Business Manager	-	71,556	-		71,561	-
Administrative Staff	-	96,735	-		96,720	-
TOTAL ADMINISTRATIVE STAFF	-	472,113	-	-	472,094	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	712,944	-		724,944	-
Teachers - SPED	-	118,089	-		118,084	-
Substitute Teachers	-	9,270	-		9,270	-
Teaching Assistants	-	-	-		-	-
Specialty Teachers	-	197,775	-		207,763	-
Aides	-	156,972	-		156,972	-
Therapists & Counselors	-	95,958	-		95,958	-
Other	-	120,366	-		120,361	-
TOTAL INSTRUCTIONAL	-	1,411,374	-	-	1,433,352	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-		-	-
Librarian	-	9,000	-		9,000	-
Custodian	-	14,163	-		14,161	-
Security	-	-	-		-	-
Other	-	35,046	-		35,044	-
TOTAL NON-INSTRUCTIONAL	-	58,209	-	-	58,205	-

SUBTOTAL PERSONNEL SERVICE COSTS

	-	1,941,696	-	-	1,963,651	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		148,539	-		150,220	-
Fringe / Employee Benefits		237,414	-		237,408	-
Retirement / Pension		175,143	-		177,119	-
TOTAL PAYROLL TAXES AND BENEFITS		561,096	-	-	564,747	-

TOTAL PERSONNEL SERVICE COSTS

	-	2,502,792	-	-	2,528,398	-
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RTER SCHOOL					
n					
Total Revenue	3,458,674	-	-	3,458,940	-
Total Expenses	3,506,387	-	-	3,618,070	-
Net Income	(47,713)	-	-	(159,130)	-
Actual Student Enrollment	806	-	-	806	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	RTER SCHOOL				
	n	Current Budget	Variance	Actual	Current Budget
CONTRACTED SERVICES					
Accounting / Audit	6,606	-		6,602	-
Legal	6,249	-		6,253	-
Management Company Fee	-	-		-	-
Nurse Services	-	-		-	-
Food Service / School Lunch	130,932	-		130,942	-
Payroll Services	3,750	-		3,750	-
Special Ed Services	-	-		-	-
Titlement Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	291,501	-		291,488	-
TOTAL CONTRACTED SERVICES	439,038	-	-	439,035	-

RTER SCHOOL

n

Total Revenue	3,458,674	-	-	3,458,940	-
Total Expenses	3,506,387	-	-	3,618,070	-
Net Income	(47,713)	-	-	(159,130)	-
Actual Student Enrollment	806	-	-	806	-

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

SCHOOL OPERATIONS					
Board Expenses	396	-		390	-
Classroom / Teaching Supplies & Materials	28,626	-		28,626	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	6,000	-		6,000	-
Supplies & Materials other	-	-		-	-
Equipment / Furniture	22,875	-		22,875	-
Telephone	2,001	-		1,997	-
Technology	45,147	-		45,157	-
Student Testing & Assessment	-	-		10,150	-
Field Trips	-	-		-	-
Transportation (student)	-	-		-	-
Student Services - other	37,362	-		35,359	-
Office Expense	14,082	-		14,064	-
Staff Development	22,313	-		30,000	-
Staff Recruitment	-	-		-	-
Student Recruitment / Marketing	11,550	-		11,550	-
School Meals / Lunch	-	-		-	-
Travel (Staff)	4,164	-		4,167	-
Fundraising	-	-		-	-
Other	14,847	-		35,145	-
TOTAL SCHOOL OPERATIONS	209,363	-	-	245,480	-
FACILITY OPERATION & MAINTENANCE					
Insurance	11,250	-		11,250	-
Janitorial	13,749	-		13,749	-
Building and Land Rent / Lease / Facility Finance Interest	53,007	-		53,004	-
Repairs & Maintenance	150,000	-		150,000	-
Equipment / Furniture	10,833	-		10,811	-
Security	17,502	-		17,494	-
Utilities	35,001	-		34,997	-
TOTAL FACILITY OPERATION & MAINTENANCE	291,342	-	-	291,305	-
DEPRECIATION & AMORTIZATION	63,852	-		63,852	-
RESERVES / CONTINGENCY	-	-		50,000	-
DEFERRED RENT					

RTER SCHOOL					
n					
RTER SCHOOL					
Total Revenue	3,458,674	-	-	3,458,940	-
Total Expenses	3,506,387	-	-	3,618,070	-
Net Income	(47,713)	-	-	(159,130)	-
Actual Student Enrollment	806	-	-	806	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Quarter 1/1 - 3/31		Current	
		Budget	Variance	Actual	Current Budget
TOTAL EXPENSES	<u>3,506,387</u>	-	-	<u>3,618,070</u>	-
NET INCOME	<u>(47,713)</u>	-	-	<u>(159,130)</u>	-

ROCHESTER SCHOOL					
Enrollment					
Total Revenue	3,458,674	-	-	3,458,940	-
Total Expenses	3,506,387	-	-	3,618,070	-
Net Income	(47,713)	-	-	(159,130)	-
Actual Student Enrollment	Quarter - 1/1 - 3/31	-	-	806	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Current Budget	Variance	Actual	Current Budget Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
ROCHESTER CITY SD	764	-	-	764	-
GREECE CSD	40	-	-	40	-
BRIGHTON CSD	1	-	-	1	-
EAST IRONDEQUOIT CSD	1	-	-	1	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-
TOTAL ENROLLMENT	806	-	-	806	-
REVENUE PER PUPIL	4,291	-	-	4,291	-
EXPENSES PER PUPIL	4,350	-	-	4,489	-

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2018-19

Total Revenue	-	-	-	13,226,815	(13,226,815)	-	-	13,226,815
Total Expenses	-	-	-	12,829,788	12,829,788	-	-	12,829,788
Net Income	-	-	-	397,027	(397,027)	-	-	397,027
Actual Student Enrollment	-	-	-			-	-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue								
		2018-19 Per Pupil Rate						
ROCHESTER CITY SD	-	13,684	-	10,454,576	(10,454,576)	-	-	10,454,576
GREECE CSD	-	12,252	-	490,080	(490,080)	-	-	490,080
BRIGHTON CSD	-	13,931	-	13,931	(13,931)	-	-	13,931
EAST IRONDEQUOIT CSD	-	12,929	-	12,929	(12,929)	-	-	12,929
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	-	13,612	-	10,971,516	(10,971,516)	-	-	10,971,516
Special Education Revenue	-	-	-	-	-	-	-	-
Grants								
Stimulus	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	10,971,516	(10,971,516)	-	-	10,971,516
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs	-	-	-	150,000	(150,000)	-	-	150,000
Title I	-	-	-	350,000	(350,000)	-	-	350,000
Title Funding - Other	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	803,625	(803,625)	-	-	803,625
Grants								
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-
Other	-	-	-	902,261	(902,261)	-	-	902,261

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2018-19

Total Revenue	-	-	-	13,226,815	(13,226,815)	-	-	13,226,815
Total Expenses	-	-	-	12,829,788	12,829,788	-	-	12,829,788
Net Income	-	-	-	397,027	(397,027)	-	-	397,027
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY
Other	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	2,205,886	(2,205,886)	-	-	2,205,886
LOCAL and OTHER REVENUE								
Contributions and Donations	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	10,000	(10,000)	-	-	10,000
Earnings on Investments	-	-	-	10,000	(10,000)	-	-	10,000
Interest Income	-	-	-	1,650	(1,650)	-	-	1,650
Food Service (Income from meals)	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-
OTHER	-	-	-	27,763	(27,763)	-	-	27,763
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	49,413	(49,413)	-	-	49,413
TOTAL REVENUE	-	-	-	13,226,815	(13,226,815)	-	-	13,226,815

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2018-19

Total Revenue	-	-	-	13,226,815	(13,226,815)	-	-	13,226,815
Total Expenses	-	-	-	12,829,788	12,829,788	-	-	12,829,788
Net Income	-	-	-	397,027	(397,027)	-	-	397,027
Actual Student Enrollment	-	-	-			-	-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY
EXPENSES								
			Quarter 0					
			No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	-	-	-	125,660	125,660	-	-	125,660
Instructional Management	-	-	-	776,041	776,041	-	-	776,041
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	205,000	205,000	-	-	205,000
Operation / Business Manager	-	-	-	280,943	280,943	-	-	280,943
Administrative Staff	-	-	-	386,925	386,925	-	-	386,925
TOTAL ADMINISTRATIVE STAFF	-	-	-	1,774,569	1,774,569	-	-	1,774,569
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	2,463,480	2,463,480	-	-	2,463,480
Teachers - SPED	-	-	-	393,625	393,625	-	-	393,625
Substitute Teachers	-	-	-	30,900	30,900	-	-	30,900
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	678,238	678,238	-	-	678,238
Aides	-	-	-	523,240	523,240	-	-	523,240
Therapists & Counselors	-	-	-	319,860	319,860	-	-	319,860
Other	-	-	-	401,215	401,215	-	-	401,215
TOTAL INSTRUCTIONAL	-	-	-	4,810,558	4,810,558	-	-	4,810,558
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	30,000	30,000	-	-	30,000
Custodian	-	-	-	56,650	56,650	-	-	56,650
Security	-	-	-	-	-	-	-	-
Other	-	-	-	128,500	128,500	-	-	128,500
TOTAL NON-INSTRUCTIONAL	-	-	-	215,150	215,150	-	-	215,150
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	6,800,277	6,800,277	-	-	6,800,277
PAYROLL TAXES AND BENEFITS								
Payroll Taxes	-	-	-	520,221	520,221	-	-	520,221
Fringe / Employee Benefits	-	-	-	949,650	949,650	-	-	949,650
Retirement / Pension	-	-	-	613,387	613,387	-	-	613,387
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	2,083,258	2,083,258	-	-	2,083,258
TOTAL PERSONNEL SERVICE COSTS	-	-	-	8,883,535	8,883,535	-	-	8,883,535

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2018-19

Total Revenue	-	-	-	13,226,815	(13,226,815)	-	-	13,226,815
Total Expenses	-	-	-	12,829,788	12,829,788	-	-	12,829,788
Net Income	-	-	-	397,027	(397,027)	-	-	397,027
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	26,420	26,420	-	-	26,420
Legal	-	-	-	25,000	25,000	-	-	25,000
Management Company Fee	-	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	436,450	436,450	-	-	436,450
Payroll Services	-	-	-	15,000	15,000	-	-	15,000
Special Ed Services	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	1,091,991	1,091,991	-	-	1,091,991
TOTAL CONTRACTED SERVICES	-	-	-	1,594,861	1,594,861	-	-	1,594,861

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2018-19

Total Revenue	-	-	-	13,226,815	(13,226,815)	-	-	13,226,815
Total Expenses	-	-	-	12,829,788	12,829,788	-	-	12,829,788
Net Income	-	-	-	397,027	(397,027)	-	-	397,027
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
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SCHOOL OPERATIONS

Board Expenses	-	-	-	1,578	1,578	-	-	1,578
Classroom / Teaching Supplies & Materials	-	-	-	114,500	114,500	-	-	114,500
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	50,000	50,000	-	-	50,000
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	91,500	91,500	-	-	91,500
Telephone	-	-	-	8,000	8,000	-	-	8,000
Technology	-	-	-	180,598	180,598	-	-	180,598
Student Testing & Assessment	-	-	-	10,150	10,150	-	-	10,150
Field Trips	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	124,537	124,537	-	-	124,537
Office Expense	-	-	-	56,310	56,310	-	-	56,310
Staff Development	-	-	-	100,938	100,938	-	-	100,938
Staff Recruitment	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	46,200	46,200	-	-	46,200
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	16,659	16,659	-	-	16,659
Fundraising	-	-	-	-	-	-	-	-
Other	-	-	-	79,683	79,683	-	-	79,683
TOTAL SCHOOL OPERATIONS	-	-	-	880,653	880,653	-	-	880,653

FACILITY OPERATION & MAINTENANCE

Insurance	-	-	-	45,000	45,000	-	-	45,000
Janitorial	-	-	-	54,996	54,996	-	-	54,996
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	212,025	212,025	-	-	212,025
Repairs & Maintenance	-	-	-	600,000	600,000	-	-	600,000
Equipment / Furniture	-	-	-	43,310	43,310	-	-	43,310
Security	-	-	-	70,000	70,000	-	-	70,000
Utilities	-	-	-	140,000	140,000	-	-	140,000
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,165,331	1,165,331	-	-	1,165,331

DEPRECIATION & AMORTIZATION

	-	-	-	255,408	255,408	-	-	255,408
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RESERVES / CONTINGENCY

	-	-	-	50,000	50,000	-	-	50,000
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DEFERRED RENT

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan

2018-19

Total Revenue	-	-	-	13,226,815	(13,226,815)	-	-	13,226,815
Total Expenses	-	-	-	12,829,788	12,829,788	-	-	12,829,788
Net Income	-	-	-	397,027	(397,027)	-	-	397,027
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
TOTAL EXPENSES	-	-	-	<u>12,829,788</u>	<u>12,829,788</u>	-	-	<u>12,829,788</u>
NET INCOME	-	-	-	<u>397,027</u>	<u>(397,027)</u>	-	-	<u>397,027</u>

Total Revenue	(13,226,815)	-	-
Total Expenses	12,829,788	-	-
Net Income	(397,027)	-	-
Actual Student Enrollment		-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
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REVENUE				
REVENUES FROM STATE SOURCES				
	2018-19 Per Pupil Rate			
Per Pupil Revenue				
ROCHESTER CITY SD	13,684	(10,434,370)	-	-
GREECE CSD	12,252	(490,080)	-	-
BRIGHTON CSD	13,931	(13,931)	-	-
EAST IRONDEQUOIT CSD	12,929	(12,929)	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,612	(10,971,516)	-	-
Special Education Revenue		-	-	-
Grants				
Stimulus		-	-	-
DYCD (Department of Youth and Community Development)		-	-	-
Other		-	-	-
NYC DoE Rental Assistance		-	-	-
Other		-	-	-
TOTAL REVENUE FROM STATE SOURCES		(10,971,516)	-	-
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		(150,000)	-	-
Title I		(350,000)	-	-
Title Funding - Other		-	-	-
School Food Service (Free Lunch)		(803,625)	-	-
Grants				
Charter School Program (CSP) Planning & Implementation		-	-	-
Other		(902,261)	-	-

L			
Total Revenue	(13,226,815)	-	-
Total Expenses	12,829,788	-	-
Net Income	(397,027)	-	-
Actual Student Enrollment		-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(2,205,886)	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	-	-	-
Fundraising	-	-	-
Erate Reimbursement	(10,000)	-	-
Earnings on Investments	(10,000)	-	-
Interest Income	(1,650)	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	(27,763)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(49,413)	-	-
TOTAL REVENUE	(13,226,815)	-	-

L

Total Revenue	(13,226,815)	-	-
Total Expenses	12,829,788	-	-
Net Income	(397,027)	-	-
Actual Student Enrollment		-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
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EXPENSES	Quarter 0 No. of Positions			
ADMINISTRATIVE STAFF PERSONNEL COSTS				
Executive Management	-	125,660	-	-
Instructional Management	-	776,041	-	-
Deans, Directors & Coordinators	-	-	-	-
CFO / Director of Finance	-	205,000	-	-
Operation / Business Manager	-	280,943	-	-
Administrative Staff	-	386,925	-	-
TOTAL ADMINISTRATIVE STAFF	-	1,774,569	-	-
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	-	2,463,480	-	-
Teachers - SPED	-	393,625	-	-
Substitute Teachers	-	30,900	-	-
Teaching Assistants	-	-	-	-
Specialty Teachers	-	678,238	-	-
Aides	-	523,240	-	-
Therapists & Counselors	-	319,860	-	-
Other	-	401,215	-	-
TOTAL INSTRUCTIONAL	-	4,810,558	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	30,000	-	-
Custodian	-	56,650	-	-
Security	-	-	-	-
Other	-	128,500	-	-
TOTAL NON-INSTRUCTIONAL	-	215,150	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	6,800,277	-	-
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		520,221	-	-
Fringe / Employee Benefits		949,650	-	-
Retirement / Pension		613,387	-	-
TOTAL PAYROLL TAXES AND BENEFITS		2,083,258	-	-
TOTAL PERSONNEL SERVICE COSTS	-	8,883,535	-	-

L			
Total Revenue	(13,226,815)	-	-
Total Expenses	12,829,788	-	-
Net Income	(397,027)	-	-
Actual Student Enrollment		-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
CONTRACTED SERVICES			
Accounting / Audit	26,420	-	-
Legal	25,000	-	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	436,450	-	-
Payroll Services	15,000	-	-
Special Ed Services	-	-	-
Titlement Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	1,091,991	-	-
TOTAL CONTRACTED SERVICES	1,594,861	-	-

L			
Total Revenue	(13,226,815)	-	-
Total Expenses	12,829,788	-	-
Net Income	(397,027)	-	-
Actual Student Enrollment		-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
SCHOOL OPERATIONS			
Board Expenses	1,578	-	-
Classroom / Teaching Supplies & Materials	114,500	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	50,000	-	-
Supplies & Materials other	-	-	-
Equipment / Furniture	91,500	-	-
Telephone	8,000	-	-
Technology	180,598	-	-
Student Testing & Assessment	10,150	-	-
Field Trips	-	-	-
Transportation (student)	-	-	-
Student Services - other	124,537	-	-
Office Expense	56,310	-	-
Staff Development	100,938	-	-
Staff Recruitment	-	-	-
Student Recruitment / Marketing	46,200	-	-
School Meals / Lunch	-	-	-
Travel (Staff)	16,659	-	-
Fundraising	-	-	-
Other	79,683	-	-
TOTAL SCHOOL OPERATIONS	880,653	-	-
FACILITY OPERATION & MAINTENANCE			
Insurance	45,000	-	-
Janitorial	54,996	-	-
Building and Land Rent / Lease / Facility Finance Interest	212,025	-	-
Repairs & Maintenance	600,000	-	-
Equipment / Furniture	43,310	-	-
Security	70,000	-	-
Utilities	140,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,165,331	-	-
DEPRECIATION & AMORTIZATION	255,408	-	-
RESERVES / CONTINGENCY	50,000	-	-
DEFERRED RENT			

Total Revenue	(13,226,815)	-	-
Total Expenses	12,829,788	-	-
Net Income	(397,027)	-	-
Actual Student Enrollment		-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
TOTAL EXPENSES	12,829,788	-	-
NET INCOME	(397,027)	-	-

L				-
Total Revenue	(13,226,815)	-	-	-
Total Expenses	12,829,788	-	-	-
Net Income	(397,027)	-	-	-
Actual Student Enrollment		-		
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>				
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY	
ENROLLMENT - *School Districts Are Linked To Above Entries*				
ROCHESTER CITY SD		-		-
GREECE CSD		-		-
BRIGHTON CSD		-		-
EAST IRONDEQUOIT CSD		-		-
-		-		-
-		-		-
-		-		-
-		-		-
-		-		-
-		-		-
-		-		-
-		-		-
-		-		-
-		-		-
-		-		-
-		-		-
-		-		-
ALL OTHER School Districts: (Count = 0)		-		-
TOTAL ENROLLMENT		=		=
REVENUE PER PUPIL		=		=
EXPENSES PER PUPIL		=		=



Annual Report Requirement
for SUNY Authorized Charter Schools
EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
2018-19

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: George M. Romell

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio Maria de Hostas Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Vice Chair/Vice President/Treasurer

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes ___ X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes ___ X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

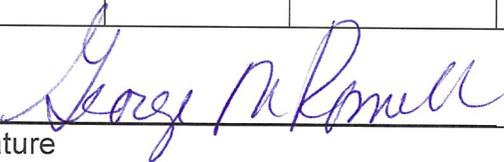
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

<i>Please write "None" if applicable. Do not leave this space blank.</i>	None		
--	------	--	--

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
YMCA of Greater Rochester	Phys Ed/ Aquatics	\$250,000	George M. Romell President & CEO YMCA of Greater Rochester	contractual and program administration delegated to EVP Operations


Date 7/31/2018

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____
Business Address: _____
E-mail Address: _____
Home Telephone: _____
Home Address: _____

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Dwight R. Ender

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

EMACS

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Secretary

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Marcia De Jesús - Rueff

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio María de Hostos

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). *trustee + chair of the Academic Committee*

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

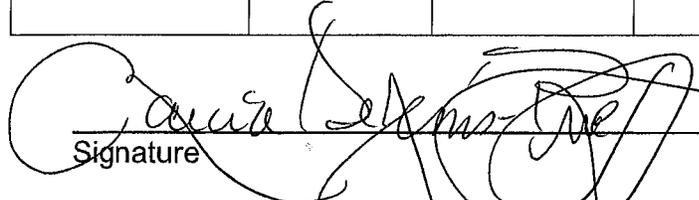
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>None</i>			

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
None				


7-31-18
 Signature _____ Date _____

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____
Business Address: _____
E-mail Address: _____
Home Telephone: _____
Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: Julio Vázquez

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio María de Hostos Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Chair/CEO

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

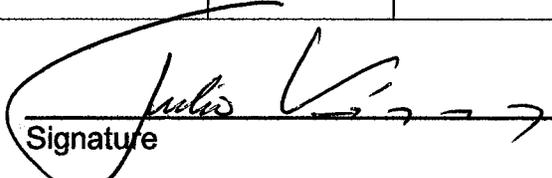
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	<u>NONE</u>		

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 2em;">None</p>				


7/24/18
 Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

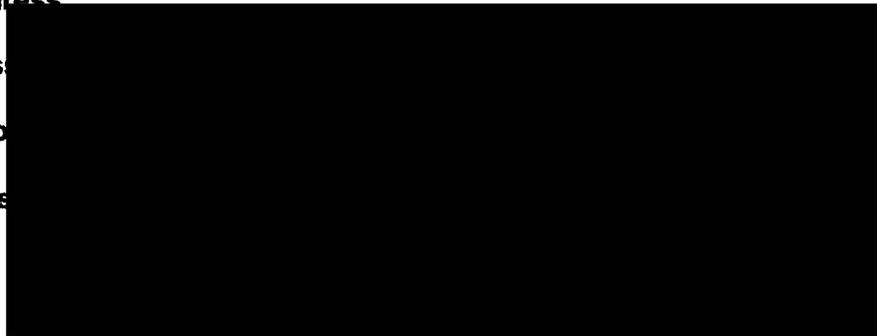
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Cell Home Telephone: _____

Home Address: _____



**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

Miguel A. Melendez Jr.

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio Mera de Hostes Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<u>None</u>	<u>None</u>		

None

<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>
-------------	-------------	-------------	-------------

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>

[Signature] _____ *7/31/2018*
 Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

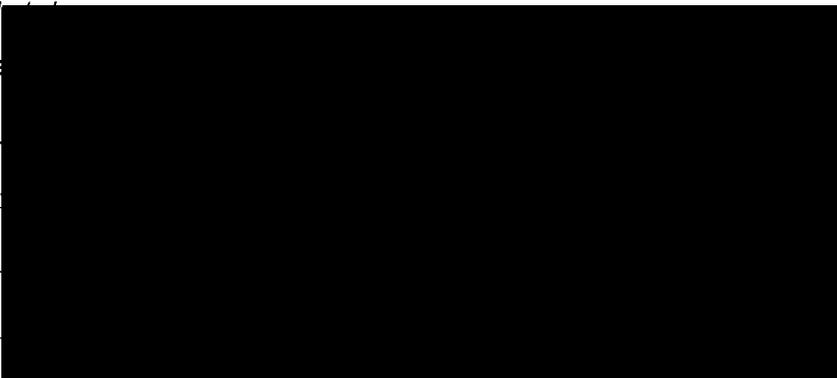
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

Dr. Miriam Vazquez

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio Maria de Hostos Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
Member
2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> NONE	NONE	NONE	NONE	NONE

Miriam Valquez

July 27, 2018

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

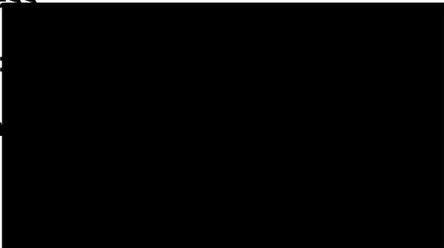
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name: George M. Romell

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio Maria de Hostas Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Vice Chair/Vice President/Treasurer

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

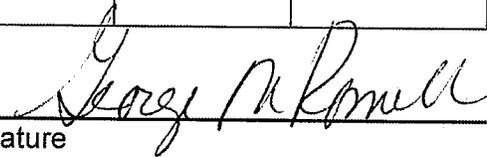
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank. None

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
YMCA of Greater Rochester	Phys Ed/ Aquatics	\$250,000	George M. Romell President & CEO YMCA of Greater Rochester	contractual and program administration delegated to EVP Operations


Date 1/31/2014
 Signature _____ Date _____

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____
Business Address: _____
E-mail Address: _____
Home Telephone: _____
Home Address: _____

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: Brian L. Roulin

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio Maria de Hostos Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). **Treasurer; Chair of Finance Committee**

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Fernán Cepeda

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio MARIA de Hostos

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an ~~employee~~ of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Eugenio Marlin

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio María de Hostos Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
Vice Chairman
2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>None</p>
--

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>None</p>				



Signature

July 24, 2018

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

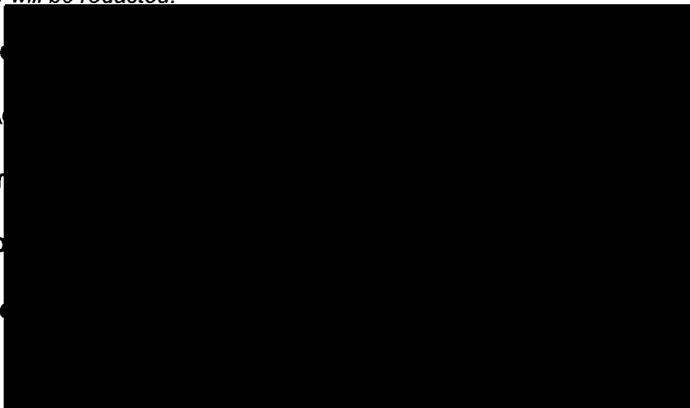
Business Telephone

Business Address

E-mail Address

Home Telephone

Home Address



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Raymond Ciccarelli

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio Maria de Westor Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). financial committee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Cicccone's Adv. Service	TSA Plan	I set it up but is monitored thru semester	From Cicccone's.
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5. 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(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or Immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Cicccone's Adv. Service	Provide TSA — manage assets for School	→ 25007 → 0	Mr. Don Cicccone	NO TRADE CANNOT be done without board approval



6/25/18
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

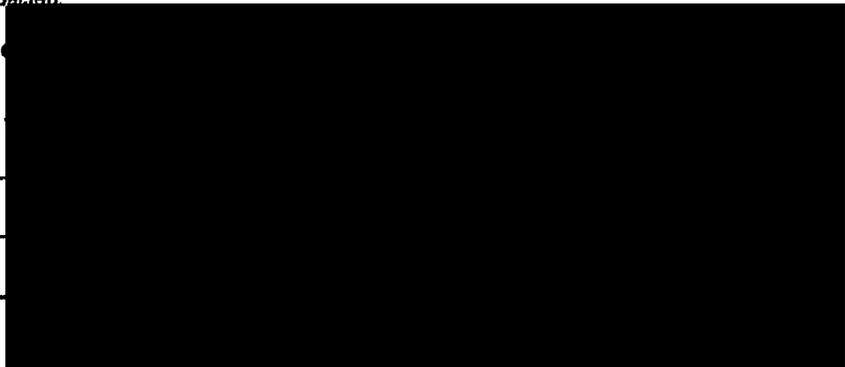
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Raymond Ciccarelli

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio Maria de Bascos Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). financial committee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

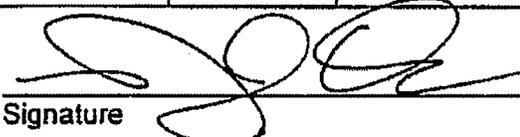
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Cicccone Adv. Service	TSA Plan	I set it up but is monitored thru semester	Tom Cicccone
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5. 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(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or Immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Cicccone Adv. Service	Provide TSA manage assets for School	→ 2500 → 0	Tom Cicccone	No trade can't be done without board approval


Signature

6/25/18
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

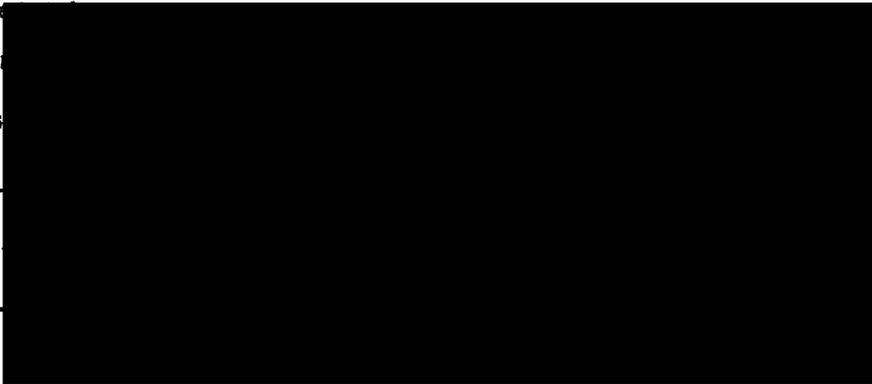
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

Connie O. Walker

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio Maria de Hostos Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.
 None

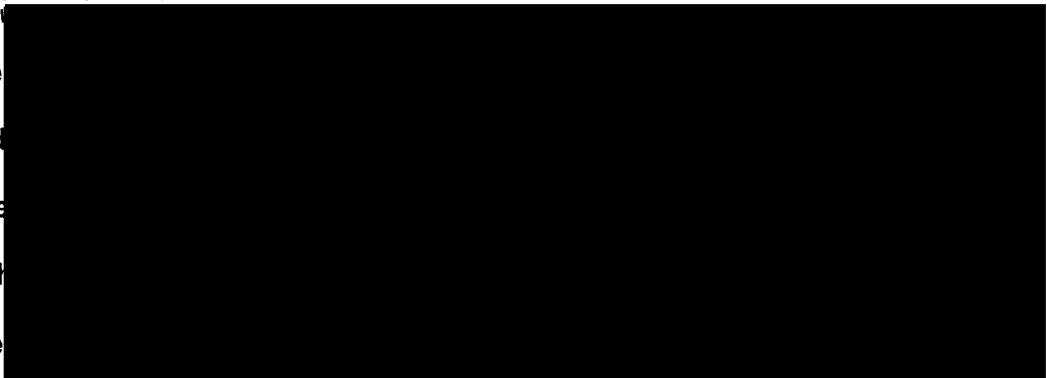
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Greater Rochester Health Foundation (GRHF)	Grantmaking	None	Connie O. Walker, Trustee Vice Chair, GRHF Board of Directors	Vote refusal
The College at Brockport (SUNY)	Higher Education		Vice President, Alumni Association	Vote refusal

Signature: Connie O. Walker Date: 7/30/18

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below

Business Telephone
 Business Address
 E-mail Address
 Home Telephone
 Home Address



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: Brian L. Roulin

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio Maria de Hostos Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). **Treasurer; Chair of Finance Committee**

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Fernán Cepeda

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio MARIA de Hostos

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an ~~employee~~ of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

NONE

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
<i>YMCA</i>	<i>Fitness</i>	<i>250,000</i>	<i>FERNAN CEFERO</i>	<i>Full Disclosure</i>

Fernan R. Cefero _____ *07-25-18*
 Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]
 Business Address: [REDACTED]
 E-mail Address: [REDACTED]
 Home Telephone: [REDACTED]
 Home Address: [REDACTED]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Eugenio Marlin

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio María de Hostos Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Vice Chairman

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

<i>Please write "None" if applicable. Do not leave this space blank.</i>			
None			

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None				



Signature

July 24, 2018

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

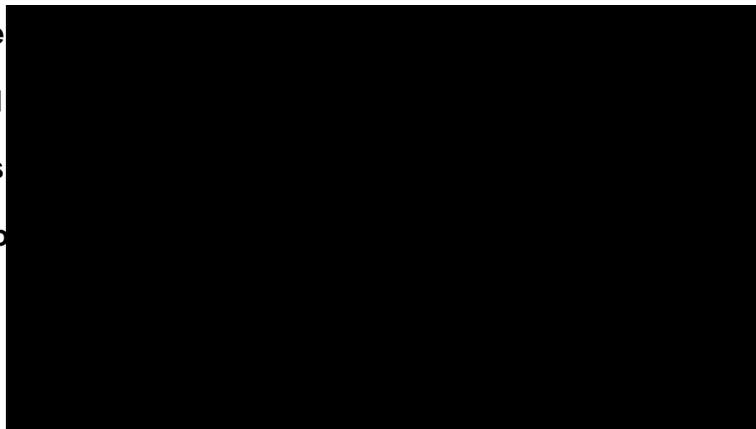
Business Tele

Business Add

E-mail Address

Home Telepho

Home Address



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Raymond Ciccarelli

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio Maria de Wastor Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). financial committee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

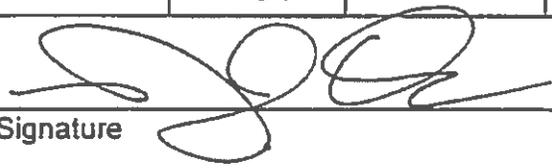
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Ciccconeelli Adv. Service	TSA Plan	I set it up but is monitored thru someone	Tom Ciccconeelli
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5. 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(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or Immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Ciccconeelli Adv. Service	Provide TSA MANAGE ASSETS for School	→ \$500 → 0	Tom Ciccconeelli	NO TRADE CAN NOT BE DONE WITHOUT BOARD APPROVAL

Signature  Date 6/25/18

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Dr. Miriam Vazquez

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Eugenio Maria de Hostos Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Member

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Gaynelle A. Wilkes

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Emtes

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Board Member

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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 have held or engaged in with the charter school(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				

Gaynelle D. Wilther
Signature

July 31, 2018
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

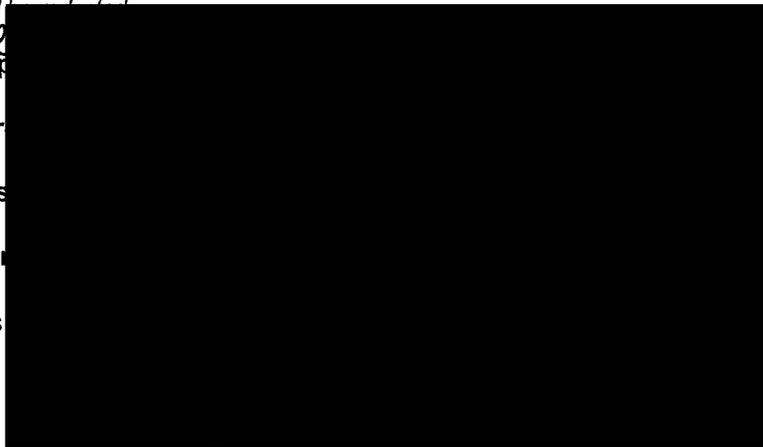
Business Telephone

Business Address

E-mail Address

Home Telephone

Home Address





Entry 8 BOT Table

Created: 07/24/2018 • Last updated: 07/27/2018

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Julio Vazquez	Chair	Academic, Marketing, Building, Finance, Personnel	Yes	4	01/01/2015	12/31/2018	11
2	Gaynelle Wethers	Trustee/Member	Personnel	Yes	4	01/01/2015	12/31/2018	5 or less
3	George Romell	Trustee/Member	Building, Finance	Yes	4	01/01/2015	12/31/2018	8
4	Raymond Ciccarelli	Trustee/Member	Finance	Yes	3	01/01/2017	12/31/2018	5 or less
5	Eugenio Marlin	Vice Chair	Nominating, Building	Yes	3	01/01/2016	12/31/2019	9
6	Brian Roulin	Treasurer	Finance, Building	Yes	2	01/01/2016	12/31/2019	7
7	Dr. Marcia DeJesus-Rueff	Trustee/Member	Marketing, Academic, Personnel	Yes	2	01/01/2016	12/31/2019	9
8	Hilda Escher	Secretary	Academic, Marketing	Yes	2	01/01/2015	12/31/2018	5 or less
9	Dr. Miriam Vazquez	Trustee/Member	Academic, Marketing, Personnel	Yes	1	01/01/2017	12/31/2020	8

1a. Are there more than 9 members of the Board of Trustees? Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
10	Fernan Cepero	Trustee/Member	Personnel	Yes	3	01/01/2017	12/31/2020	5 or less
11	Connie Walker	Trustee/Member	Academic, Marketing	Yes		01/01/2017	12/31/2020	6
12	Miguel Martinez	Trustee/Member	Academic			01/01/2017	12/31/2020	5 or less
13								
14								
15								

1c. Are there more than 15 members of the Board of Trustees? No

2. Total number of members on June 30, 2018 12

3. Total number of members joining the Board during the 2017-18 school year 2

4. Total number of members departing the Board during the 2017-18 school year 1

5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes 8

6. Number of Board meetings conducted during the 2017-18 School Year 11

7. Number of Board meetings scheduled for the coming 2018-19 school year 11

Thank you.



Entry 10 Enrollment and Retention of Special Populations

Created: 07/24/2018 • Last updated: 08/01/2018

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2017-18 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2018-19.

EUGENIO MARIA DE HOSTOS CS (SUNY TRUSTEES)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	EMHCS continued to make good faith efforts toward meeting its enrollment and retention targets for students with disabilities, ELLs, and students who are economically disadvantaged in the 2017-18 school year. EMHCS promoted its unique program offerings in a wide variety of community settings and media outlets. The school updated its already extensive website to provide families with a clear picture of available programs including its extended day program, which provides students with enrichment opportunities that few families could access outside of school. EMHCS staff members facilitated numerous information sessions at daycare centers, conducted outreach to pre-Kindergarten programs that serve large numbers of students in targeted populations, and participated in various community celebrations. The school also continued to use the universal application for Rochester charter schools.	EMHCS plans to continue these efforts in the next school year. Enrollment data from the last three years provides strong evidence of the effectiveness of these efforts. The representation of students in all three targeted categories rose significantly since the 2015-16 school year. Over the last three school years, the percentage of economically disadvantaged students increased from 73% to 79.3%.
	EMHCS utilized the efforts noted above to recruit ELLs. Additionally, the school’s dual language program is a hallmark of its efforts to serve a diverse population of students. Consistent with its mission to promote biliteracy and as	

English Language Learners	<p>a deliberate means of engaging all families, the school's parent handbook, website, newsletters, report cards, and letters to families are distributed with English and Spanish translations side-by-side. EMHCS also produces all of its recruitment materials in both English and Spanish. Three bilingual parent coordinators provide families with information about the school's programs and policies. Additional efforts employed include participation in community events such as the Puerto Rican Day parade, and partnerships with the YMCA of Greater Rochester and the Ibero-American Action League.</p>	<p>EMHCS plans to continue these efforts in the next school year. Enrollment data from the last three years provides strong evidence of the effectiveness of these efforts. The enrollment percentage of ELLs more than doubled, growing from 9.1% in 2015-16 to 21.4% of the student body during the 2017-18 school year.</p>
Students with Disabilities	<p>In addition to the recruitment efforts noted above, EMHCS continued to offer one-on-one meetings with the special education program coordinator to prospective families of students with special needs. EMHCS remains fully committed to meeting the needs of students with disabilities in the least restrictive environment possible. To that end, the school uses a consultant teacher model to provide mandated academic services. School staff emphasize the inclusive programming at all recruiting events and during orientations.</p>	<p>EMHCS plans to continue these efforts in the next school year. Enrollment data from the last three years provides strong evidence of the effectiveness of these efforts. The representation of students with disabilities went from under 5% in 2015-16 to 7.8% in 2017-18.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
Economically Disadvantaged	Its unique program offerings, particularly the dual language program, were key to EMHCS' efforts to retain students in special populations. Regular PTO meetings provided families with the opportunity to provide school leadership with feedback. Special events such as Father/Daughter and Mother/Son dances helped build a sense of community and belonging. Student government grew students' ownership of a range of issues and built investment.	EMHCS will continue these efforts in the 2018-19 school year.
English Language Learners	In addition to the retention efforts noted above, EMHCS increased its supports for ELLs by investing heavily in staff and educational materials. The school created an ELL program coordinator position to oversee efforts that support students in reaching English proficiency and hired new TESOL-certified staff members to provide direct services. The school believes that increased capacity and high-quality programming will be key to ensuring that ELLs stay at the school and graduate having reached English proficiency and ready for college and careers.	EMHCS will continue these efforts in the 2018-19 school year.
Students with Disabilities	See above.	EMHCS will continue these efforts in the 2018-19 school year.



Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/24/2018 • Last updated: 07/25/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 - 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/30/18
37	18	18	9	46

2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
6	5	3	0	3

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

Renewal 2014-2015 middle/high school were started. Challenge -hiring qualified staff. The attrition rate is evident HS.

New HR has identified area of attrition. Practices in place to hire qualified candidates.

HR and administration has new employees. Confident with candidates for 2018-19. Expect to see sharp decline in our attrition. We are confident that it will lead to greater sustainability / retention of quality administrators / teachers.

Also note that some of our attrition was due to staff leaving for career growth and other opportunities in higher positions. Others employees left due to personal and family reasons, unrelated to the job.

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Yes
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Thank you

Calendar of Events:

- Aug 20-24: New Staff Training
- Aug 27-31: Full Staff Returns/Professional Development
- Sept 3: Labor Day
- Sept 4: Staff Development
- Sept 5: First Day of School for Students**
- Oct 4: Curriculum Night – 5:30p.m. – 7:30p.m. (both Campuses)**
- Oct 5: Staff Development – **School Closed**
- Oct 8: Columbus Day – **School Closed**
- Nov 12: Veterans Day – **School Closed**
- Nov 20: SLC Full Day (Parent Conferences) – **No Classes for High School Students – Grades 9-11**
- Nov 21: Staff Development – **School Closed**
- Nov 22-23: Thanksgiving Day/Recess – **School Closed**
- Dec 21-31: Christmas Day/Winter Recess – **School Closed**
- Jan 1: New Year's Day – **School Closed**
- Jan 21: MLK, Jr. Day – **School Closed**
- Jan 22-25: Regents Exams High School Level – **No Classes for High School Students – Grades 9-11**
- Feb 8: **12:00 Dismissal**
2:00-4:30 Parent/Teacher Conferences
- Feb 18-22: February Recess – **School Closed**
- March 22: Staff Development – **School Closed**
- April 3-4: NYS ELA Assessments – Grades 3-8
- April 15-19: April Recess – **School Closed**
- Apr 19: Good Friday – **School Closed**
- Apr 26: SLC Full Day (Parent Conferences) – **No Classes for High School Students – Grades 9-11**
- May 1-2: NYS Math Assessments – Grades 3-8
- May 22-31: NYS Science Performance Exams 4-8
- May 24: Staff Development – **School Closed**
- May 27: Memorial Day – **School Closed**
- May 29: NYS Science Performance Assessments – 4th Grade
- June 3: NYS Science Written Assessments – 4th Grade
- June 17: Last Day for High School Students – Grades 9-11
- June 18-26: Regents Exams High School Level – **No Classes for High School Students – Grades 9-11**
- June 27: **12:00 Dismissal**
2:00-4:30 Parent/Teacher Conferences
- June 28: **12:00 Dismissal** – Last Day of School
- Jul 4: Independence Day
- July 5-31: Summer institute



2018-19 School Calendar

	August 2018							September 2018							October 2018							November 2018						
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1		1	2	3	4	5	6		7	8	9	10	11	12	13
	5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12	13	14	15	14	15	16	17	18	19	20
	12	13	14	15	16	17	18	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
	19	20	21	22	23	24	25	26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
	26	27	28	29	30	31								30														

	December 2018							January 2019							February 2019							March 2019										
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S				
							1			1	2	3	4	5							1	2							1	2		
	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9				
	9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16				
	16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23				
	23	24	25	26	27	28	29	27	28	29	30	31		24	25	26	27	28	24	25	26	27	28	29	30	24	25	26	27	28	29	30
	30	31																														

	April 2018							May 2019							June 2019							July 2019											
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
			1	2	3	4	5	6			1	2	3	4							1							1	2	3	4	5	6
	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13					
	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20					
	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27					
	28	29	30					26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31									

	First Day of School for K-11 Students
	Holiday/Recess – No School
	NYS ELA/Math/Science-Grades 3-8 & Regents Testing 9-11
	Staff Development – School Closed
	SLC Full Day Parent/Teacher Conference – No Classes
	Noon Dismissal – Parent/Teacher Conference 2:00-4:30p.m.
	New Staff Training
	Curriculum Night – 5:30p.m. – 7:00p.m.
	Last Day for High School Students – Grades 9-11

# of School Days -	185
# of Personnel Days -	195