Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Last updated: 08/01/2019

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 cover page task, please ensure that you select the correct authorizer **(as of June 30, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME (Select name from the drop down menu)	EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
a1. Popular School Name (Optional)	(No response)
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	SUNY Authorized Charter School
c. DISTRICT / CSD OF LOCATION	Rochester
d. DATE OF INITIAL CHARTER	04/2000
e. DATE FIRST OPENED FOR INSTRUCTION	09/2000
h. SCHOOL WEB ADDRESS (URL)	www.emhcharter.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	896
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	797

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?	No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	Yes, 3 sites

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	27 Zimbrich St	585 544 6170	Rochester	K 5	

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Sherley Flores	[redacted]		[redacted]
Operational Leader	Magaly Rosario			
Compliance Contact	Maria Petrella			
Complaint Contact	Madeline Lopez			
DASA Coordinator	Charol Rios			
Phone Contact for After Hours Emergencies	Magaly Rosario			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	1069 Joseph Ave	585 697 7115	Rochester	6 8	

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Robert Zimmerly	[redacted]		[redacted]
Operational Leader	Magaly Rosario			
Compliance Contact	Maria Petrella			
Complaint Contact	TBD			
DASA Coordinator	Charol Rios			
Phone Contact for After Hours Emergencies	Magaly Rosario			

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Site 2 Certificate of Occupancy (COO)

(No response)

Site 2 Fire Inspection Report

(No response)

School Site 3

m3. SCHOOL SITES

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	343 State St Building 10 5th Floor	585 544 6170	Rochester	9 12	

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Wellinthon Munoz	[redacted]		[redacted]
Operational Leader	Magaly Rosario			
Compliance Contact	Maria Petrella			
Complaint Contact	Damaris Ortega			
DASA Coordinator	Charol Rios			
Phone Contact for After Hours Emergencies	Magaly Rosario			

m3b. Is site 3 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC .

Site 3 Certificate of Occupancy (COO)

(No response)

Site 3 Fire Inspection Report

(No response)

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions). No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Magaly Rosario
Position	Executive Director
Phone/Extension	[redacted]
Email	

p. Our signatures (Executive Director/School Leader/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

Signature, President of the Board of Trustees

Date 2019/08/01

Thank you.

Entry 2 NYS School Report Card Link

Last updated: 08/01/2019

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical reasons, please re select authorizer name from the drop down menu).	SUNY Authorized Charter School
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/profile.php?instid=800000050603

Eugenio María de Hostos Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By Magaly Rosario

27 Zimbrich Street
Rochester, New York 14621

585-544-6170

Magaly Rosario, Executive Director, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Julio Vazquez	President, Finance Committee, Personnel Committee, Academic Committee
Fernan Cepero	Personnel Committee (Chair)
Raymond Ciccarelli	Finance Committee, Building Committee
Marcia DeJesús Rueff	Academic Committee Chair, Personnel Committee
George M. Romell	Finance Committee, Building Committee (Chair)
Hilda Escher	Secretary, Academic Committee
Brian Roulin	Treasurer, Finance Committee (Chair)
Gaynelle Wethers	Personnel Committee
Eugenio Marlin	Vice-President, Nominating Committee (Chair)
Miguel Melendez	Building Committee
Connie Walker	Academic Committee
Monica Graham	Parent Representative
Ashley Greenman	Parent Representative Finance Committee
Jamie Trostle	Parent Representative Academic Committee

Magaly Rosario has served as the executive director since January 22, 2019.

2018 19 ACCOUNTABILITY PLAN PROGRESS REPORT

The Eugenio Maria de Hostos Charter School (EMHCS) completed its nineteenth year of operation in 2018-2019 as a Kindergarten through eleventh grade school, serving 811 students. The school opened in September 2000 as a Kindergarten through second grade school, adding one grade each year. The school's work is driven by the mission statement: to create a safe and nurturing community of learners where students earn the Seal of Biliteracy (English and Spanish), learn to advocate for social justice and are prepared to enjoy and access what the world has to offer. Our student population for the school year 2018-2019 consisted of 617 Latino students, 170 African American students, 70 students with disabilities, 153 English Language Learners and 662 economically disadvantage students. The students in grades K-8 were housed at the Zimbrich Campus and the students in grades 9-11 at the Joseph Campus.

Students in grades Kindergarten through second learn Spanish through the Dual Language model, where the language of instruction alternates between English and Spanish. Students in grades third through eleventh continued their Spanish studies during the Spanish Language Arts block.

The school partnered with EL Education to provide professional development and guidance to the school's instructional teams. The Dimensions of Student Achievement and EL Education Core Practices guide staff and students' mastery of knowledge, skills, and character. The importance of school culture has guided current and future work towards creating unified habits of character and PRIDE core values and beliefs (Perseverance, Respect, Integrity, Dedication, and Excellence). Parents are encouraged to be active participants in their children's educational experience. At grades 7-11 students engaged in Student Led Conferences. Parents are also invited as collaborators of their child's education and/or behavior support plan.

The board of trustees and the school's leadership team spent this past year reviewing assessment results, digesting the SUNY Charter School Institute's evaluation visit 2018 report, and making adjustments to the school's leadership team and educational program. The board has recommitted its focus to the educational program, revising the way it evaluates the school's executive director, restructuring the school's leadership, and reallocating resources as needed to the instructional program. The board and the school's new leadership team understand that these changes take time and are confident that they will have a huge impact on results for the 2019-2020 school year. With the assistance of a consultant, the board developed a strategic plan and a data dashboard that will assist them in monitoring progress towards the accountability goals.

The school will have its first graduating class in June, 2020; therefore, the high school accountability progress report goals are not applicable at this time. However, the school will provide summary information about credit accumulation and Regents attainment for the high school cohorts.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	52	48	52	53	43	42	42	50	25					407
2015-16	51	52	52	51	44	40	41	37	40					408
2016-17	103	66	76	55	51	52	49	56	44	55				607
2017-18	105	109	73	75	54	55	49	55	52	39	52			718

2018-19	100	104	101	78	80	52	49	49	53	52	47	46		811

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers and writers of the English Language.

BACKGROUND

Teachers in grades Kindergarten through second grade used the *McGraw-Hill Wonders/Maravillas* reading program as their core reading program. Teachers in grades three through eight used the *EL Education 2nd edition modules* found on engageny.org. Guided reading materials for kindergarten through second grade are embedded within the *Wonders/Maravillas reading* program; however, teachers in grades kindergarten through sixth grade used guided reading books and novels for guided reading group instruction.

Three progress monitoring tools were used to assess students throughout the year. Assessment tools were provided by *Wonders/Maravillas* reading program for grades kindergarten through second grade. Teachers assessed students in grades K through eight using the Independent Reading Level Assessment (IRLA) provided by the American Reading Company as well as i-Ready. Online Ready instruction from i-Ready was used to reinforce reading skills and allow students to become acclimated with the format and question style of the NYC Common Core ELA Assessment. Last spring in grades 6-8, the school began the transition for using the NWEA Maps assessments instead of i-Ready, which was not providing accurate assessment data for those grade levels. The data acquired from these assessments were used to determine individual learning paths for reading, as well as inform class instruction. The New York State ELA exam was administered to all students in grades three through eight in the spring of 2019.

Grade level meetings were held for teaching teams in grades Kindergarten through sixth grade once per week. During grade level meetings teachers discuss and address grade specific academic needs based on assessment data and planned instruction with their instructional coach.

Professional development sessions were provided to teachers in grades Kindergarten through sixth grade every other week for one hour. Topics were chosen based on observations, student data, school initiatives, and staff request. Examples of professional development opportunities included, but were not limited to, NYS testing data, benchmark assessments, and SMART goals.

Professional development sessions were provided to teachers in grades seven through eighth grade every other day. Professional development opportunities were aligned to the EL Education Work Plan which included specific instructional priorities from the ELA Common Core Curriculum. Examples of professional development opportunities included, but were not limited to, the use of protocols, assessment for learning, essential elements of a lesson plan, and the use of student work to drive instruction.

The school experienced several set-backs in staffing that greatly impacted the delivery of the instructional program. The school year began without a leadership team in place which led to teachers not receiving the support they needed to effectively teach their students. As a result, 5 teachers resigned and others struggled to manage their classrooms effectively. The new leadership

team and the board have addressed these issues and have a plan in place for the 2019-2020 school year.

Goal 1: 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 3 through 8 grades in April 2019. 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).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[1]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	70	0	5	1	3	79
4	73	0	0	0	3	77
5	53	0	0	0	0	53
6	46	0	0	0	0	46
7	46	0	0	2	0	49
8	50	0	0	1	2	54
All	338	0	5	4	8	358

RESULTS AND EVALUATION

The percent of EMHCS students in all grades combined, scoring as proficient, was slightly less than that of students who were enrolled in at least their second year. The overall measure for students enrolled in at least their second year was 32 percent. The students in third grade who were enrolled for at least their second year demonstrated a significant increase in proficiency compared to all third graders. The students in fourth and fifth grade who were enrolled for at least their second year demonstrated a slight increase when compared to all students in those grades. The percentage of proficient students in all the other grades (6th, 7th, 8th) who were enrolled for at least their second year did not demonstrate an increase in proficiency when compared to all students in those grades.

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

EMHCS fell short of the state's 75 percent absolute measure of reaching proficiency. EMHCS did not show growth in grades sixth through eighth. Growth was shown in grades three, four, and five. Most notably, in grade three.

The sixth grade and two of the fourth grade ELA teachers were first year teachers. The 7/8 ELA teacher resigned during the second quarter, and the school had a difficult time recruiting a new teacher. The position was finally filled at the beginning of the third quarter with an uncertified beginning teacher.

Performance on 2018-19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	61%	70	74%	46
4	22%	73	24%	63
5	28%	53	31%	45
6	15%	46	15%	40
7	26%	46	24%	37
8	22%	50	20%	41
All	31%	338	32%	272

ADDITIONAL EVIDENCE

When comparing results from the 2016-2017school year to the 2018-2019 school year, the overall cohort data showed that the number of students showing proficiency on the ELA exam increased by 3 percentage points and then decreased by 10 percentage points.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	63%	43	75%	52	74%	46
4	43%	44	38%	45	24%	63
5	30%	27	28%	39	31%	45
6	16%	37	36%	44	15%	40
7	33%	33	17%	36	24%	37
8	40%	30	48%	44	20%	41
All	39%	214	42%	260	32%	272

Goal 1: 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.

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 2018-19 English language arts MIP for all students of 105. 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

The EMHCS aggregate performance level index for the ELA 2019 test is 102 indicating that the school did not meet the state's MIP of 105. The school fell short of meeting the measure by 3 points. The Latino student population exceeded by one point the overall student population with a performance index of 103 and grade three exceeded the measure by 48.5 points.

The academic success of the third grade students is attributed to the fact that grade 3 has had a team of experienced skilled teachers who implement core practices with fidelity.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	33	36	23	7

PI	=	36	+	23	+	8	=	67
				23	+	8	=	31
					+	.5*8	=	4
						PI	=	102

Latino Students English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	32	37	23	8

PI	=	37	+	23	+	8	=	67
				23	+	8	=	31
					+	.5*8	=	4
						PI	=	103

Grade 3 English Language Arts 2018-19 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	14	24	50	11

PI	=	24	+	50	+	11	=	85
				50	+	11	=	61
					+	.5*11	=	5.5
						PI	=	151.5

Goal 1: 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

EMHCS compared tested students enrolled in at least their second year to all tested students in the Rochester City School District. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the Rochester City School District.[2]

RESULTS AND EVALUATION

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

EMHCS met the goal in 2018-2019 of having a higher percentage of students meeting proficiency when compared to the RCSD. The measure was exceeded by 19 percentage points. Each grade that was tested performed at a higher rate than the district's six tested grades. This measure was exceeded as follows, 56 percent points in grade 3, 10 percent in grade 4, 20 percent in grade 5, 1 percent in grade 6, 14 percent in grade 7, and 10 percent in grade 8.

[2] 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.

2018-19 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	74%	46	18%	1957
4	24%	63	14%	2131
5	31%	45	11%	1983
6	15%	40	14%	1937
7	24%	37	10%	1572
8	20%	41	10%	1467
All	32%	272	13%	11047

ADDITIONAL EVIDENCE

EMHCS has outperformed the Rochester City School District for the past three years. This measure was exceeded as follows: 32 percent in 2016-2017, 31 percent in 2017-2018, and 19 percent in 2018-2019.

English Language Arts Performance of Charter School and Local District 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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	63%	10%	75%	17%	74%	18%
4	43%	8%	38%	13%	24%	14%
5	30%	6%	28%	7%	31%	11%
6	16%	5%	36%	13%	15%	14%
7	33%	5%	17%	6%	24%	10%
8	40%	9%	48%	11%	20%	10%
All	39%	7%	42%	11%	32%	13%

Additionally EMHCS outperformed the three RCSD schools that are located in the same neighborhood and have comparable demographics as EMHCS: School #8, School #9 and School #45.

2018-19 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 8		School 9		School 45	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	74%	46	5%	43	8%	99	15%	67
4	24%	63	9%	53	17%	94	20%	49
5	31%	45	5%	39	13%	93	13%	67
6	15%	40	2%	50	11%	80	20%	49
7	24%	37	2%	49	NA	NA	12%	57
8	20%	41	4%	54	NA	NA	20%	50
All	32%	272	5%	288	12%	366	17%	339

EMHCS outperformed its comparisons schools for the past three years.

English Language Arts Performance of School and Comparison Schools by School Year									
School Year	Grades	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 8		School 9		School 45	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2016-17	3-8	39%	214	4%	300	5%	353	9%	339
2017-18	3-8	42%	260	7%	298	10%	337	10%	297
2018-19	3-8	32%	272	5%	288	12%	366	17%	339

Goal 1: 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

EMHCS met the overall Effect Size was .03. Grade three exceeded the effect size by 1.13.

2017-18 English Language Arts 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	80%	71	63.4%	42.3	21	1.16
4	75.9%	51	37.3%	41.0	-3.8	-0.20
5	81.8%	50	26%	27.5	-1.5	-0.09
6	71.4%	50	36%	43.2	-7.2	-0.41
7	81.8%	49	14.3%	29.8	-15.6	-0.84
8	75%	52	42.30%	41.0	1.3	0.06
All	77.8%	323	38.4%	37.9	.5	.03

School's Overall Comparative Performance:
Slightly higher than expected

ADDITIONAL EVIDENCE

EMHCS did not meet the overall effect size of 0.3 in the 2015-2016. In the 2016-2017 school year, the effect size increased from the previous year; however, the school did not meet the goal of an Effect Size of 0.3 or above. In the 2017-18 school year, EMHCS increased the effect size to a .03 thus meeting the goal.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	71%	248	30	31.5	-0.08
2016-17	3-8	78%	233	33	30.8	.13
2017-18	3-8	77.8%	323	38.4	37.9	0.03

Goal 1: Growth Measure[3]

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.[4]

RESULTS AND EVALUATION

EMHCS came close to meeting the Statewide Median of the Mean Growth Percentile by 4 percentile points and grade eight exceeded it by 5.6 percentile points. Grades six and seven came close (2.5 and 2.2 percentile points).

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	38.5	50.0
5	42.3	50.0
6	47.5	50.0
7	47.8	50.0
8	55.6	50.0
All	46.3	50.0

ADDITIONAL EVIDENCE

EMHCS has not exceeded the target measure of 50 percentile points in the last three years for all grades combined. However, there was an increase of 2.5 from 2015-16 to 2016-17 and an increase of 1.5 from 2016-17 to 2017-18.

[3] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

[4] Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	25.4	37.4	38.5	50.0
5	44.8	40.0	42.3	50.0
6	64.7	51.7	47.5	50.0
7	36.2	46.5	47.8	50.0
8	42.8	48.7	55.6	50.0
All	42.3	44.8	46.3	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

EMHCS met its comparative goals. The school's tested students performing at proficiency on the state English language arts exam was greater than that of students in the same tested grades in the Rochester City School District. The school also exceeded its predicted level of performance by an effect size of .03. The school did not meet its absolute goals or its growth 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.	Not met
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.	Not Met
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.	Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
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 2017-18 results.)	Not Met

ACTION PLAN

The school recognizes that in order for students to make the academic gains they need in order to graduate and be college and career ready, it must (A) provide the organizational structure neccessary to support the school's expansion; (B) it must reinvest in creating a strong skilled leadership and instructional team at each grade span (elementary, middle and high school); and (C)

it must pay attention to the NYS assessment results and what it's indicating in terms of students performance on the NYS standards.

A. Organizational Structure

Staffing: The staffing structure has been revised to include:

- three additional coaches for a total of 6 coaches to support teachers as follows: instructional Coach for grades K-1, ELA coach for grades 2-5, Math Coach for grades 2-5, SLA Coach for grades K-5, instructional coach for grades 6-8, instructional coach for grades 9-12
- an additional principal for a total of three principals to serve as instructional leaders: K-5, 6-8, 9-12
- an additional assisstant principal for a total of five (three at the K-5 level, one at the middle school level and one at the high school level)
- a Special Education Coordinator K-12 to oversee Special Education services and intervention services
- a Bilingual coordinator K-12 to oversee the SLA program, pathway to seal of biliteracy and ENLservices
- a director of academics to oversee and ensure alignment of K-12 assessment, curriculum and instruction
- a reflection room at each campus to support students in working through restorative practices

Intervention Services: The Special Education Coordinator will assume the role of overseeing the school's intervention program. She will chair and coordinate the Multi-Tiered Student Support Success Team meetings and be responsible for ensuring that students are identified as a student in need of intervention in a timely manner, provide intensive, targeted intervention and instruction/support matched to their needs. She will also monitor the ongoing assessments of student achievement to determine if interventions are resulting in student progress towards age and grade level standards and/or behavior expectations. Teachers will refer students to the team when the tier II level of service is not producing desired results.

Teacher Retention: The Human Resource department will work closely with the school's leadership to develop recruitment and retention strategies based on the research on best practices.

B. Leadership and Instruction

Strong Instructional Leadership: The administrative team will hold teachers accountable for student achievement and performance. The teacher evaluation process will include performance measured by the Danielson rubric, progress on SMART goals, and student growth data. Annual salary raises will be based on this criteria.

The administrative team will participate in a summer retreat and in bi-monthly professional development sessions. Topics will be based on teacher retention, student assessment data, teacher observation data, school climate and culture, and topics identified by the team.

Individual professional development needs will be addressed through an individual professional development plan. The executive director will hold principals accountable for timely feedback to staff, monitoring of lesson plans, and timely evaluations.

High Quality Instruction: New instructional staff will participate in a book study, *Management in the Active Classroom* that will help instructional staff create a consistent focus on academic achievement and maximize learning time. The EL Education contract will provide professional development and guidance in helping the instructional staff improve their skill levels in Using Learning Targets in Daily Instruction, Using Protocols and Engagement Strategies, Deepening Understanding through Questioning and Self-Assessing, Reflecting on Progress, and Setting Goals by Using Learning Targets in Daily Instruction. The instructional teams will conduct walkthroughs and learning walks to ensure that teachers are incorporating the core practices consistently and effectively across all classrooms. The usage of the Classroom Observation Form will be used across all grade levels K-12 to ensure adequate and timely feedback for teachers to reflect upon and facilitate discussion with the leadership team on observed practices. Teachers in need of improvement will participate in coaching sessions, where goals are set and action steps are formulated collaboratively based on teacher needs.

Professional Development: EMHCS recognizes that the single greatest effect on student learning and achievement is the effectiveness of the teacher. Therefore resources have been reallocated to ensure that teachers receive the professional development they need to increase and master their instructional skills and expertise. The EL Education contract was revised as follows: a professional services contract for the K-5 teachers and a network contract for the 6-12 teachers. EL Education will work with the instructinonal leadership teams to build capacity around ADI (Assessment During Instruction): baseline data collection with leadership team, norming practices, and deepening understanding of practices. EL Education will conduct walkthroughs with the instructional leadership to help the team increase their observational skills. All instructional staff will participate in summer professional development sessions, two sessions per month during the school year and five full day sessions built into the school calendar.

The EL Education Designer for middle school and high school is working directly with coaches in using walk-through tools for observing classrooms and crew that align with the EMHCS EL Education Work Plan. The EL Education Designer is also planning a professional development opportunity with coaches and ELA teachers to implement the NYS Common Core Modules. A mentor relationship has been established between the middle school and high school coaches in planning professional development opportunities and providing consistent feedback and support to teachers. Furthermore, the middle and high school coach, along with the EL Education Designer are participating in a book study of two resources by Diane Sweeney: *Student-Centered Coaching: The Moves* and *Student-Centered Coaching at the Secondary Level.*

The instructional coaches at the K-5 level are working with an EL Education consultant to ensure that coaches are supporting teacher instructional needs in implementing the K-5 EL Education Work Plan.

In early October the middle school EL Education Designer will provide the new 6th and 7th/8th grade ELA teachers a full day PD introducing the teachers to the ELA modules, how they were created, and how they should be planned and utilized.

All middle school staff was provided PD trainings on the implementation, the daily use of, and the reporting features of both the NWEA and the Edgenuity intervention software program. The K-8 teachers also will receive professional development training on Accelerated Reader, the independent reading software program being implemented for the 2019-2020 school year to monitor students' independent reading and their progress on each students independent reading goal.

All new staff will attend two weeks of professional development over the summer. Instructional coaches will work with new teachers providing assistance with classroom set up, instructional strategies, curriculum implementation and planning and any other area that the new teacher might need. Instructional coaches observe new teachers and provide feedback and suggestions for improvement. They will be available to model good instruction as needed. They will also meet with teachers during their grade level common planning time and/or grade level meetings as needed. In addition to the support from the instructional coaches, the assistant principals will be available to provide additional supports as needed.

The professional development schedule will be aligned to the work plan priorities. In addition, professional development will be based on what coaches and administrators notice from analyzing ongoing data and classroom observations. Coaches will coach teachers to ensure teachers know how to implement both the curriculum and the instructional priorities outlined in the school's work plan. Administrators will follow up with teachers to ensure implementation with fidelity.

C. NYS ELA Assessments

All K-5 Teachers met to look at the ELA Performance Report with Gap Analysis by District to see the percentage of points earned by students for multiple-choice and constructed response broken down by standard. They also looked at the Released Question Report by District – multiple choice analysis to see the number of students who selected each choice questions, the percentages for each and the breakdown of points earned for constructed responses. The Longitudinal Item Difficulty Gap Analysis by District was also analyzed to look at the success rate over multiple years as compared to Monroe #1 BOCES. After analyzing the reports, teachers reflected on what standards/topics students did well on and which ones they struggled with. Looking at the released questions from the exams allowed teachers to identify students' misconceptions. Using this information, each grade level created an action plan to address the standards students struggled with.

Teachers in grades K-2 will begin using EL Skills Benchmark assessments throughout the year to gain more data for instructing students. Based on this data, they will be using research-based centers based on student needs. Teachers in grades K-2 will also begin administering the i-Ready diagnostics in order track student growth throughout the year and to have an additional source of instruction that is specific to each student's needs.

The middle school ELA teachers created a pacing guide, backwards planning from the NYS 6th, 7th and 8th grade ELA exams. The ELA teachers were also provided with the 2019 NYS ELA Educators Guide to distinguish which standards should be emphasized more than others within the pacing guide.

Using the BOCES gap analysis report, the middle school ELA teachers did an item analysis of the 6th, 7th, and 8th grade 2019 NYS ELA exam scores utilizing a modified version of the Atlas protocol. The teachers were then provided a copy of the 2019 NYS ELA released test questions to ascertain why students performed better on some questions than others that were in the same standards domain.

The middle school will administer the NWEA diagnostic assessment three times per year to ascertain students achievement level in English Language Arts. The student assessment results will be uploaded to Edgenuity, the school's new intervention software program for middle school. Each student is assigned an individual leveled pathway that is adaptive based on their growth. Students will spend two 30min sessions interacting with Edgenuity each week. Student growth will be monitored by the intervention teacher and reported to teachers on a biweekly basis at the respective grade level meeting. Seventh and eighth grade students will have an additional one hour per week in a student support block. Each academic subject teacher is available to every student for tutoring sessions, test corrections, and homework help.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will demonstrate mastery of mathematical concepts.

BACKGROUND

The *Common Core Math Module Curriculum* was implemented by teachers in Kindergarten and in grades six through eight. The curriculum included opportunities for students to be exposed to different competencies in math including fluency, concept development, student application, and debrief. During the fluency portion, students practiced with calculations through a variety of activities in order to increase speed and accuracy. During concept development and student application, students developed conceptual understanding of topics based on the New York State Standards. Students learned and practiced concepts through a number of perspectives as a class, independently and/or in groups. The debrief portion brought the class together to analyze student thinking, reflect on learning, and clear up misunderstanding and/or misconceptions. The mathematics modules included exit tickets that teachers gave students at the end of each lesson.

Students answered questions and teachers used the exit tickets as a quick assessment to check for understanding. In eighth grade, some students took an advanced track in order to sit for the Algebra Regents exam using the *New York State Common Core Math Module Curriculum*.

The Zearn Curriculum, which is modeled after the Math Module Curriculum was implemented by teachers in grades one through five. Students learned math in a rotational classroom model that embedded multimodality learning into the daily math block by blending self-paced software based lessons with teacher-led whole group and small group learning. As students worked through independent digital lessons, they learned and practiced new concepts at their own pace with concrete and digital manipulatives, interactive videos, pictorial representations, paper-and-pencil transfer, and precise digital feedback at the moment of misconception. During small group lessons, students modeled math with concrete manipulatives, represented their work on paper, discussed their reasoning aloud, and received direct feedback from their teacher and classmates. The daily model for Zearn included an opening, which consisted of 15 minutes of fluency, and work problem practice, followed by two-thirty minute stations (a teacher station, and digital station), and a final 15 minute debrief at the end of the lesson.

Students in Kindergarten through eighth grade were assessed and progress monitored throughout the year using math curriculum exit tickets, mid-module and end-of-module assessments. Further assessments were provided to students in grades three through six through i-Ready, and interim assessments. The online instruction from i-Ready was used to reinforce and re-teach skills required by each student to master. Interim assessments were used to evaluate student learning within each module and determine if students were on grade level within their math course throughout the academic year. Results from the interim assessments were further used by teachers to reteach and revisit curriculum when necessary. Exposure to these assessments provided opportunity for students to become familiar with the format and question style of the New York State Math Exam administered to all students in grades three through eight in the Spring of 2019.

Grade level meetings were held for teaching teams in grades Kindergarten through sixth grade once per week. During grade level meetings teachers discuss and address grade specific academic needs based on assessment data and plan instruction with their instructional coach.

Professional development sessions, for grades Kindergarten through sixth grade, were held every other week for one hour. Topics were chosen based on classroom observations, student data, school initiatives, and staff request. Professional development opportunities included, but were not limited to, NYS testing data and benchmark assessment.

Professional development sessions for grades seven through eight were held every other day. Professional development opportunities were aligned to the EL Education Work Plan which included specific instructional priorities from the *New York State Common Core Curriculum.* Professional development opportunities included, but were not limited to, the use of protocols, assessment for learning, essential components of a lesson plan, and the use of student work to drive instruction.

The school experienced several set-backs in staffing that greatly impacted the delivery of the instructional program. The school year began without a leadership team in place which led to teachers not receiving the support they needed to effectively teach their students. As a result 5 teachers resigned and others struggled to manage their classrooms effectively. The new leadership team and the board have addressed these issues and have a plan in place for the 2019-2020 school year.

Goal 2: 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 3rd through 8th grade in April 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[5]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	79	0	0	0	2	81
4	73	0	0	0	4	78
5	52	0	0	1	0	53
6	46	0	0	0	1	47
7	47	0	0	0	3	50
8	46	4	0	2	6	54
All	343	4	0	3	16	363

RESULTS AND EVALUATION

The percent of EMHCS students in all grades combined, scoring as proficient, was three percentile points less than that of students who were enrolled in at least their second year. The overall measure for students enrolled in at least their second year was 33 percent. The students in third grade who were enrolled for at least their second year demonstrated a significant increase in proficiency compared to all third graders. Grades six and seven demonstrated an increase when compared to all students. Grades four and five demonstrated a slight increase when compared to all fourth and fifth graders. Grade eight demonstrated a slight decrease when compared to all students in eighth grades.

EMHCS fell short of the state's 75 percent absolute measure of reaching proficiency. Nine of the eleven eighth grade students who took the Algebra I Regents exam with a passing rate of 82% (9/11).

[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.

One of the fourth grade math teachers was replaced at the end of the first semester. The 7/8 math teacher went out on maternity leave at the start of the second semester and a skilled substitute was not available.

The school implemented a new math program, Zearn. This program is dependent on the use of computers and internet service. Unfortunately the internet connections were not reliable and students experienced difficulty using this portion of the program.

Performance on 2018-19 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	54%	79	68%	47
4	21%	73	23%	62
5	37%	52	38%	45
6	39%	46	44%	39
7	15%	47	19%	36
8	4%	46	3%	37
All	30%	343	33%	266

Performance on a Regents Mathematics Exam

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	82%	11	82%	11

ADDITIONAL EVIDENCE

When comparing results from the 2016-2017 school year to the 2018-2019 school year, the overall cohort data demonstrates that the number of students showing proficiency on the Math exam increased by 2 percentile points and then decreased by 6 percentile points. The percentage of eighth graders who took the Algebra I exam increased by 21 percentile points from 2017-18 to 2018-19, however only eleven students sat for the exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	86%	42	80%	54	68%	47
4	30%	43	36%	45	23%	62
5	36%	28	31%	39	38%	45
6	14%	35	40%	43	44%	39
7	33%	33	8%	39	19%	36
8	10%	30	6%	17	3%	37
All	37%	211	39%	237	33%	266

Performance on a Regents Mathematics Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	N/A	N/A	N/A
8	2017-18	Algebra I	61%	28
8	2018-19	Algebra I	82%	11

Goal 2: 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 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 2018-19 mathematics MIP for all students of 107. 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

The EMHCS aggregate performance level index for the Math 2019 test is 90.5 indicating that the school did not meet the state's MIP of 107. The school fell short of meeting the measure by 16.5 points. Grade three exceeded the measure by 31.5 points and grades five and six came close to meeting the measure by 1.5 points.

The academic success of the third grade students is attributed to the fact that grade 3 has had a team of experienced skilled teachers that implement core practices with fidelity.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	43	27	23	7

PI	=	27	+	23	+	7	=	57
				23	+	7	=	30
					+	(.5)*7	=	3.5
						PI	=	90.5

Grade 3 Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22	24	46	9

PI	=	24	+	46	+	9	=	79
				46	+	9	=	55
					+	(.5)*9	=	4.5
						PI	=	138.5

Grade 5 Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	37	27	23	13

PI	=	27	+	23	+	13	=	63
				23	+	13	=	36
					+	(.5)*13	=	6.5
						PI	=	105.5

Grade 6 Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	39	22	28	11

PI	=	22	+	28	+	11	=	61
				28	+	11	=	39
					+	(.5)*11	=	5.5
						PI	=	105.5

Goal 2: 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 mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of 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 at the school and the total result for all students at the corresponding grades in the school district.[6]

RESULTS AND EVALUATION

The percent of EMHCS students in all grades combined scoring at or above Level 3 was greater than that of the corresponding grades combined in the RCSD.

EMHCS met the goal in 2018-19 of having a higher percent of students meeting proficiency when compared to the RCSD. The measure was exceeded by 21 percentile points. Each grade that was tested performed at a higher rate than the district's tested grades. This measure was exceeded as follows, 46 percentile points in grade 3, 9 percentile points in grade 4, 26 percentile points in grade 5, 32 percentile points in grade 6, 11 percentile points in grade 7, and 1 percentile point in grade 8.

[6] 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.

2018-19 State Mathematics Exam Charter School and District Performance by Grade Level				
Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	68%	47	22	1974
4	23%	62	14	2138
5	38%	45	12	2002
6	44%	39	12	1933
7	19%	36	8	1526
8	3%	37	2	917
All	**33%**	266	**12**	10490

ADDITIONAL EVIDENCE

EMHCS has outperformed the Rochester City School District for the past three years. This measure was exceeded as follows: 30 percentile points in 2016-2017, 28 percentile points in 2017-2018, and 21 percentile points in 2018-2019.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	86%	14%	80%	18%	68%	22
4	30%	8%	36%	13%	23%	14
5	36%	9%	31%	11%	38%	12
6	14%	6%	40%	9%	44%	12
7	33%	5%	8%	6%	19%	8
8	10%	1%	6%	1%	3%	2
All	37%	7%	39%	11%	33%	**12**

Additionally EMHCS outperformed the three RCSD schools that are located in the same neighborhood and have comparable demographics as EMHCS: School #8, School #9 and School #45.

2018-19 Math 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 8		School 9		School 45	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	68%	47	11%	44	13%	102	12%	67
4	23%	62	17%	53	21%	99	13%	47
5	38%	45	0%	39	15%	97	16%	67
6	44%	39	0%	52	14%	83	15%	48
7	20%	36	4%	50	NA	NA	7%	56
8	3%	37	0%	33	NA	NA	0%	26
All	33%	266	5%	271	16%	381	11%	311

EMHCS outperformed its comparisons schools for the past three years.

Math Performance of School and Comparison Schools by School Year									
School Year	Grades	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 8		School 9		School 45	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2016-17	3-8	37%	298	2%	266	11%	361	7%	328
2017-18	3-8	39%	306	6%	272	14%	372	11%	270
2018-19	3-8	33%	266	5%	271	16%	381	11%	311

Goal 2: 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 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

EMHCS met the overall Effect Size was .03. Grade three exceeded the effect size by 1.23. *2017-18* 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	80%	73	71.2%	45.3	26	1.26
4	75.9%	54	37%	40.6	-3.6	-0.17
5	81.8%	51	31.4%	32.3	-1.0	-0.05
6	71.4%	50	36%	37.8	-1.8	-0.10
7	81.8%	51	9.8%	28.4	-18.6	-0.82
8	75%	27	3.7%	23.7	-20.0	-0.88
All	78%	306	36.6%	36.4	.2	.03

School's Overall Comparative Performance:
Slightly higher than expected

ADDITIONAL EVIDENCE

EMHCS exceeded the overall effect size of 0.3 in the 2015-2016 school year and met the goal in the 2017-18 school year. Although the effect size is positive in the 2016-2017 school year, the goal was not met.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	71%	243	42	26.2	.91
2016-17	3-8	77.2%	298	31.9	29.1	.14
2017-18	3-8	78%	306	36.6	36.4	0.03

Goal 2: Growth Measure[7]

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.[8]

RESULTS AND EVALUATION

EMHCS students did not meet the Statewide Median of the Mean Growth Percentile by 9 percentile points. However, students in grade 5 exceeded the measure by 1.2 points.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	30.8	50.0
5	51.2	50.0
6	45.6	50.0
7	42.0	50.0
8	33.3	50.0
All	41.0	50.0

ADDITIONAL EVIDENCE

EMHCS has not exceeded the target measure of 50 percentile points in the last three years for all grades combined. In 2015-16, sixth grade exceeded the measure by 18.4 percentile points and in 2017-18 grade 5 exceeded the measure by 1.2 percentile points.

[7] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

[8] Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	17.3	23.3	30.8	50.0
5	44.7	41.8	51.2	50.0
6	68.4	34.7	45.6	50.0
7	14.8	28.1	42.0	50.0
8	26.3	42.9	33.3	50.0
All	34.3	33.9	41.0	50.0

SUMMARY OF THE MATHEMATICS GOAL

EMHCS met its comparative goals. The school's tested students performing at proficiency on the state English language arts exam was greater than that of students in the same tested grades in the Rochester City School District. The school also exceeded its predicted level of performance by an effect size of .03. The school did not meet its absolute goals or its growth 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.	Not Met
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.	Not Met
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.	Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
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 2017-18 results.)	Not Met

ACTION PLAN

The school recognizes that in order for students to make the academic gains they need in order to graduate and be college and career ready, it must (A) provide the organizational structure neccessary to support the school's expansion; (B) it must reinvest in creating a strong skilled

leadership and instructional team at each grade span (elementary, middle and high school); and (C) it must pay attention to the NYS assessment results and what it is indicating in terms of students performance on the NYS standards. See the plan outlined for A and B in the ELA section of this report.

C. NYS Math Assessments

All K-5 Math Teachers met to look at the Math Performance Report with Gap Analysis by District to see the percentage of points earned by students for multiple-choice and constructed response broken down by standard. They also looked at the Released Question Report by District – multiple choice analysis to see the number of students who selected each choice questions, the percentages for each and the breakdown of points earned for constructed responses. The Longitudinal Item Difficulty Gap Analysis by District was also analyzed to look at the success rate over multiple years as compared to Monroe #1 BOCES. After analyzing the reports, teachers reflected on what standards/topics students did well on and which ones they struggled with. Looking at the released questions from the exams allowed teachers to identify students' misconceptions. Using this information, each grade level created an action plan to address the standards students struggled with.

Eureka Math curriculum will be utilized in the 2019-2020 school year for the middle school to ensure alignment to the NYS Engage NY Modules. In response to the 2019 NYS Math scores for ELL subgroup, the Spanish version of Eureka Math will also be used to help with ELL students' conceptual understanding.

The middle school Math teachers created a pacing guide, backwards planning from the NYS 6th, 7th, and 8th grade Math exams. The Math teachers were also provided with the 2019 NYS Math Educators Guide to distinguish which standards fall in the major cluster and therefore should be emphasized more than others within the pacing guide.

Using the BOCES gap analysis report, the middle school Math teachers did an item analysis of the 6th, 7th, and 8th grade 2019 NYS Math exam scores utilizing a modified version of the Atlas protocol. The teachers were then provided a copy of the 2019 NYS Math released test questions to ascertain why students performed better on some questions than others that were in the same standards domain.

All middle school staff was provided PD trainings on the implementation, the daily use of, and the reporting features of both the NWEA and the Edgenuity intervention software program.

Eighth grade students will have an opportunity to take an Algebra Regents class at the middle school level. Students will also take the regular 8th grade math class, and will sit for both the 8th grade NYS Math exam and the Algebra Regents exam.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate mastery of science concepts.

BACKGROUND

Teachers in Kindergarten through fifth grade implement Science A-Z. Science A-Z is a blended science and literacy program. The program provided a robust library of multileveled informational text, and delivered engaging lessons through science experiments, hands-on activities and other collaborative learning opportunities that allowed students to think and act like scientists. Third grade also used the circuits unit from BOCES to address standards covered in the curriculum and to provide an opportunity for students to engage in hands-on material.

The sixth through eighth grade teachers used Amplify Science. Through Amplify, students actively developed concepts in science through an inquiry and problem-solving approach that taught material through a sequence of rigorous, developmentally appropriate activities.

The school experienced several set-backs in staffing that greatly impacted the delivery of the instructional program. The school year began without a leadership team in place which led to teachers not receiving the support they needed to effectively teach their students. As a result 5 teachers resigned and others struggled to manage their classrooms effectively. The new leadership team and the board of trustees have addressed these issues and have a plan in place for the 2019-2020 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2019. 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

Seventy-seven of EMHCS fourth grade students scored as proficient thus meeting the goal of 75% and exceeded it by 2 percentile points. The eighth grade students took the Living Environment Regents exam with a passing rate of 35%, missing the goal by 40 percentile points.

The 7/8 grade science teacher struggled with classroom management. The school had a difficult time recruiting a middle school coach. A consultant to serve as coach was hired towards the end of the second quarter.

Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year		
Grade	Percent of Students at Proficiency of Students in At Least 2nd Year	
	Percent Proficient	Number Tested
4	77	62
8	NA	NA
All	77	62

Grade	Living Environment Regents Exam Percent of Students at Proficiency of Students in At Least 2nd Year	
	Percent Proficient	Number Tested
8	35%	42

ADDITIONAL EVIDENCE

When comparing results from the 2016-2017 school year to the 2018-2019 school year, the overall cohort data demonstrates, that the number of fourth grade students showing proficiency on the Science exam increased by one percentile point and then decreased by 10 percentile points. The percentage of eighth graders, that took the Living Environment exam decreased by 3 percentile points from 2017-18 to 2018-19, however only 20 students sat for the exam.

Science Performance by Grade Level and School Year						
Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	86%	51	87%	47	77%	62
8	24%	45	N/A	N/A	N/A	N/A
All	55%	96	87%	47	77%	62

Performance on a Regents Science Exam Of 8th Grade All Students by Year				
Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	N/A	N/A	N/A
8	2017-18	Living Environment	38%	43
8	2018-19	Living Environment	35%	42

Goal 3: 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 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

The 2017-18 data indicates that the percent of EMHCS fourth grade students scoring at or above Level 3 was 22 percentile points more than that of the Rochester City School District (RCSD) 2017-2018. The percent of EMHCS eighth grade students passing the regents exam was 21 percentile points less than that of the Rochester City School District (RCSD).

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 2nd Year		All District Students[9]	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87%	54	65%	2120
8	N/A	N/A	NA	NA
All	87%	54	65%	2120

Grade	Living Environment Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students[10]	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	38	58	59%	481

[9] This table uses the prior year's results as 2018-19 district science scores are not yet available.

[10] This table uses the prior year's results as 2018-19 district science scores are not yet available.

ADDITIONAL EVIDENCE

EMHCS has outperformed the RCSD on the Grade 4 Science exam for the past two years. This measure was exceeded as follows: 26 percentile points in 2016-2017 and 22 percentile points in 2017-2018. The 2018-2019 RCSD scores are not available at this time.

The RCSD outperformed EMHCS on the Living Environment Regents exam by 21 percentile points in 2017-2018.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	86%	53%	87%	65%	77%	NA
8	32%	13%	N/A	NA	N/A	NA
All	59%	33%	87%	65%	77%	NA

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
8	NA	NA	38%	59%	35%	NA

SUMMARY OF THE SCIENCE GOAL

EMHCS has met the science goals for grade 4 and failed to meet them at the eighth grade level.

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.	Met – Grade 4 Not Met- Grade 8
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.	Met – Grade 4 Not Met- Grade 8

ACTION PLAN

The school recognises that in order for students to make the academic gains they need in order to graduate and be college and career ready, it must (A) provide the organizational structure neccessary to support the school's expansion; (B) it must reinvest in creating a strong skilled leadership and instructional team at each grade span (elementary, middle and high school); and (C) it must pay attention to the NYS assessment results and what it is indicating in terms of students performance on the NYS standards. See the plan outlined for A and B in the ELA section of this report.

C. NYS Science Assessments

The fourth grade Science teachers met to look at the Science Performance Report with Gap Analysis by District to see the percentage of points earned by students for multiple-choice and constructed response broken down by standard. They also looked at the Released Question Report by District – multiple choice analysis to see the number of students who selected each choice questions, the percentages for each and the breakdown of points earned for constructed responses. The Longitudinal Item Difficulty Gap Analysis by District was also analyzed to look at the success rate over multiple years as compared to Monroe #1 BOCES. After analyzing the reports, teachers reflected on what standards/topics students did well on and which ones they struggled with. Looking at the released questions from the exams allowed teachers to identify students' misconceptions. Using this information, each grade level created an action plan to address the standards students struggled with.

EMHCS will offer both the regular 8th grade Science class and an advanced class focusing on the Living Environment Regents. Students who take and sit for the Living Environment Regents will also still take the regular 8th grade science class and sit for the NYS 8th grade Science exam. A new middle school science curriculum, Elevate Science, will be utilized in 6th-8th grades. The new program focuses on scientific inquiry and encourages investigation, collaboration, and creativity. The blended print and digital curriculum applies scientific and engineering practices in problem-based scenarios. Students focus on analysis, critical thinking, and designing solutions as they explore real-world topics and everyday phenomena.

GOAL 4: ESSA

Goal 4: ESSA

The Eugenio Maria de Hostos Charter School will remain a school in good standing.

Goal 4: 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

Not Available at time of report.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Not available at time of report

UNIQUE GOAL 1: SPANISH LANGUAGE ARTS

Goal 1: Spanish Language Arts

Students will become proficient speakers of the Spanish Language.

BACKGROUND

Teachers in grades Kindergarten (K) through second grade used the *McGraw-Hill Wonders/Maravillas* curriculum program as their core curriculum program. Teachers in grades three through six used an internally developed curriculum. Teachers in grades K-6 used guided reading materials for reading group instruction.

Individual teachers created their own assessments to longitudinally track student progression. Teachers also used *Evaluación del nivel independiente de lectura* (ENIL) in grades K-6 provided by the American Reading Company. The data collected from the internally developed assessments and ENIL were used to determine individual student growth in Spanish reading.

Spanish language arts teachers in grades K-6 participated in weekly team grade level meetings. Discussions about the data during the grade level meetings were focused on addressing specific academic needs based on assessment data and teachers had an opportunity to consult and plan instruction with the bilingual coach.

Professional development sessions were provided to teachers in grades K-6 for 0.75 hours/week. Topics were chosen based on observations, student data, school initiatives, and staff request. Examples of professional development included benchmark assessments, best practices in language instruction, and SMART goals.

The school experienced several set-backs in staffing that impacted the delivery of the instructional program. Several teachers resigned or were removed from the classroom while others struggled to effectively manage their classrooms. Grades 6-8 were most impacted resulting in teaching, staffing, and data collection inconsistencies which prevented appropriate collection of ENIL data.

Goal 1: Growth Measure

Each year, 75 percent of all students, in grades K-8, that have had a full year of Spanish Language instruction will demonstrate one year's growth as measures by the Evaluacion del Nivel Independiente de Lectura (ENIL).

METHOD

The school administered the Evaluación del Nivel Independiente de Lectura (ENIL) to students in K through 6 grades. Student's fall scored was compared to the spring score to determine growth. Students that demonstrated .50 were counted as one year's growth.

RESULTS AND EVALUATION

The table below summarizes student growth over one year in the ENIL assessments. Only 48% of all students in grades K-6 demonstrated at least one year's growth with first grade demonstrating the most growth and achieving the goal of 75%. The school experienced difficulty in recruiting and retaining Spanish Language Arts teachers through-out the school year. The following grades were impacted K, 5, 6, 7, 8 and 9. EMHCS fell short of the 75% absolute goal. Grades K and 4 demonstrated the least amount of growth while grades 2 and 3 experienced some growth.

2018-19 EVALUACION DEL NIVEL INDEPENDIENTE DE LECTURA (ENIL)			
Grades	Number Tested	Number meeting/exceeding one year's growth	Percentage meeting/exceeding one year's growth
K	94	22	23%
1	106	80	75%
2	102	60	59%
3	81	45	56%
4	79	26	33%
5	53	24	45%
6	47	20	47%
Total	383	119	48%

Goal 1: Absolute Measure

75 percent of all high school students that have had at least 5 years of uninterrupted Spanish Language instruction will pass the comprehensive examination in Spanish Check Point A, B, C.

METHOD

The school administered the Spanish Proficiency exam (checkpoint A) and the Regents Spanish exam (checkpoint B). A checkpoint C exam has not been implemented because the school has not had a cohort complete grade 12. All 3 exams utilize a 0-100 scale as per New York State (NYS) regulations and are developed in cooperation with Monroe BOCES to maintain approved state metrics. NYS Department of Education recognizes 65 or above as a passing grade.

RESULTS AND EVALUATION

Cohort 2016 met the goal for Check Point A and came close to meeting the goal for Check Point B. Cohort 2017 came close to meeting the goal for Check Point A and failed to meet the Check Point B by 21 percentile points. Cohort 2018 came close to meeting the goal for check point A.

Percentage of Students Passing as of August 2019			
Measure	**Cohort 2016** **Number of Students:**	**Cohort 2017** **Number of Students:**	**Cohort 2018** **Number of Students:**
Checkpoint A	75%	71%	74%
Checkpoint B	70%	54%	N/A
Checkpoint C	N/A	N/A	N/A

ON TRACK TO SEAL OF BILITERACY

Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort that have had at least 5 years of uninterrupted Spanish Language instruction will receive the Seal of Biliteracy on their diploma.

Thirty percent of the 2016 cohort, fifty one percent of the 2017 cohort and eighty four percent of the 2018 cohort are on track to receive the Seal of Biliteracy,

Cohort Designation	Percentage of Students On Track to receive the Seal of Biliteracy
2016	30%
2017	51%
2018	84%

ACTION PLAN

The school recognizes that in order for students to make the academic gains they need in order to graduate and be college and career ready, it must (A) provide the organizational structure neccessary to support the school's expansion; (B) it must reinvest in creating a strong skilled leadership and instructional team at each grade span (elementary, middle and high school); and (C) it must pay attention to the NYS assessment results and what it is indicating in terms of students performance on the NYS standards. See the plan outlined for A and B in the ELA section of this report.

C. Spanish Language Arts Assessments

EMHCS will implement the new curriculum developed following the NYS guidelines and ACTFL world-readiness standards for learning languages and aligned in grades K-12 in collaboration with the Regional Bilingual Educational Resource Network (RBERN). The school will also have the SLA coach focus on grades K-5 and the Bilingual Coordinator will focus on grades 6-12. The K-5 schedule has been revised to allow more time for Spanish Language Arts instruction. Materials have been purchased to help students practice the language at their level. Paraprofessional allocations have been increased and assigned to the SLA teachers to support with instruction, assessment and record keeping. While ENIL is suitable for monitoring reading progress, it does not report in 3 of the 4 modalities (listening, speaking, and writing). EMHCS is currently looking for an alternative assessment instrument that can effectively demonstrate student language development in all 4 modalities.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

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 the 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 English Language Arts (Common Core). 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.

ADDITIONAL EVIDENCE

Some of EMHCS students take the English Language Arts Common Core regents exam, at the end of their Sophomore year. Other students wait until their Junior year to take the exam. While the enrollment numbers have changed, 36% more of the 2016 cohort have reached a level 4 in the 2018-2019 school year then the 5% that reached that goal the year before. In terms of the students who have passed the exam with a level 3, in 2018-2019, the percentage increased by 53% from the 27% in the 2017 – 2018 school year. This data supports the claim that the school is making progress towards meeting this target.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	NA	NA	57	5%	44	41%
2017			NA	NA	42	5%
2018					NA	NA

Percent Achieving at Least Level 3 by Cohort and Year						
Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	NA	NA	57	27%	44	80%
2017			NA	NA	42	36%
2018					NA	NA

ACTION PLAN

EMHCS will implement the following strategies to help increase academic performance:

- Common Lit assignments focused on comprehension skills
- read independently for 30 minutes per day in school at students' independent reading level
- an intervention teacher to work and support students who will need tier III intervention services
- an extended day English enrichment class
- English review class for students who are not meeting the English common core
- Regent Readiness exams twice throughout the semester to check students' progress and adjust curriculum and instruction accordingly

HIGH SCHOOL MATHEMATICS

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 above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. 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.

ADDITIONAL EVIDENCE

For the Algebra I Regents exam, EMHCS has made great progress towards students demonstrating proficiency at a level 3. The 2016 cohort raised the percentage by 21%. The 2017 cohort had an additional 23% achieve a level 3 from the previous year. The freshman of last year had 81% of their entire class gain a level 3 on the Regents exam.

Percent Achieving at Least Level 4 by Cohort and Year						
Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	NA	NA	57	37%	44	20%
2017	NA	NA	40	20%	42	5%
2018	NA	NA	NA	NA	48	6%

Percent Achieving at Least Level 3 by Cohort and Year						
Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	NA	NA	57	74%	44	95%
2017	NA	NA	40	53%	42	76%
2018	NA	NA	NA	NA	48	81%

ACTION PLAN

EMHCS will implement the following strategies to help increase academic performance:

- A math lab every other providing an additional 80 minutes every other day during the semester to strengthen the skills learned in class.
- An intervention teacher to work and support students who will need tier III intervention services.
- An extended day math enrichment class.
- Math review class for students who are not meeting the common core expectations.
- Regent Readiness exams twice throughout the semester to check students' progress and adjust curriculum and instruction accordingly.

HIGH SCHOOL SCIENCE

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

The school administered Living Environment, Earth Science, and Chemistry. 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.

ADDITIONAL EVIDENCE

For the Living Environment Regents exam, our school has made progress towards having students earn at least a 65 on this exam for each of our cohorts during the 2018-2019 school year. For our 2016 cohort, we raised our percentage by 9%. The 2017 cohort had an additional 7% of students achieve a level 3 from the previous year. Our freshman of last year had 65% of their entire class gain a level 3 on the regents exam.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	NA	NA	57	68%	44	77%
2017	NA	NA	40	45%	42	52%
2018	NA	NA	NA	NA	48	65%

ACTION PLAN

EMHCS will implement the following strategies to help increase academic performance:

- Review class for students who are not meeting the common core expectations.
- Online program supervised by content teacher
- An intervention teacher to work and support students who will need tier III intervention services.
- Regent Readiness exams twice throughout the semester to check students' progress and adjust curriculum and instruction accordingly.

HIGH SCHOOL SOCIAL STUDIES

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.

ADDITIONAL EVIDENCE

For the US History exam, we have only had our 2016 cohort sit for the exam. 45% of those students were able to pass the US History exam with a 65 on their first attempt. For our 2017 cohort, we had 2 students who took the class in the past at a different school.

For the Global regents exam, our school has made progress towards having students earn at least a 65 on this exam for each of our cohorts during the 2018-2019 school year. For our 2016 cohort, we raised our percentage by 22%. The 2017 cohort had 51% of our students earn the goal of at least a 65% on their first try of trying it. The 2018 Cohort has not sat for the exam yet. They will sit for the exam during the 2019-2020 school year.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	NA	NA	NA	NA	44	45%
2017	NA	NA	NA	NA	42	0%
2018	NA	NA	NA	NA	NA	NA

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	NA	NA	57	42%	44	64%
2017	NA	NA	NA	NA	42	51%
2018	NA	NA	NA	NA	NA	NA

ACTION PLAN

EMHCS will implement the following strategies to help increase academic performance:

- Global I and US History review class for students who are not meeting the common core expectations.
- Online program supervised by content teacher
- An intervention teacher to work and support students who will need tier III intervention services.
- Regent Readiness exams twice throughout the semester to check students' progress and adjust curriculum and instruction accordingly.

ON TRACK TO GRADUATION

Absolute Measure

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

When analyzing the data in terms of percentage on track for graduations, two of our cohorts are on track to meet the goal of graduating on time. 76% of our 2016 cohort is on track for graduation. This means that at the end of the 2018-2019 school year, 76% of our students had at least 16 credits and at least 3 Regents exam. 47% of our 2017 cohort is on track for graduation. This means that at the end of the 2018-2019 school year, 47% of our students had at least 11 credits and 2 Regents exams. For our 2018 cohort, 83% of them are on track, which means they had at least 5 credits and 1 Regents exam.

Cohort Designation	Percentage of Students On Track to Graduation as of August 2019
2016	76%
2017	47%
2018	83%

ACTION PLAN

EMHCS will implement the following strategies to help increase academic performance:

- Change schedule to a semester schedule where students are only focusing on 4 to 6 classes at a time, instead of 8 to 10.
- Guidance Counselor and Principal will develop action plans with students that are at risk of not graduating. The action plan will support students to build their skills and help them get back on track.
- Additional support during Crew, to help support these students with more individualized support by their crew leaders.
- Review classes for students who need extra support on the Regents exams. These review classes have smaller class sizes to help support students in their learning.
- Online credit recovery classes with certified teachers to help students gain credits that they may not have been able to meet the first time around.
- An intervention teacher to work and support students who need tier 3 intervention support services.

Entry 4 Expenditures per Child

Last updated: 08/01/2019

EUGENIO MARIA DE HOSTOS CHARTER SCHOOLSection 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 2018-19 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: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditures	12249000
Line 2: Year End FTE student enrollment	798
Line 3: Divide Line 1 by Line 2	15350

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 2018 19 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)	1165587
Line 2: Management and General Cost (Column)	412791
Line 3: Sum of Line 1 and Line 2	1578378
Line 5: Divide Line 3 by the Year End FTE student enrollment	1978

Thank you.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Financial Statements as of June 30, 2019 Together with Independent Auditor's Reports

Bonadio & Co., LLP
Certified Public Accountants

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

TABLE OF CONTENTS
JUNE 30, 2019

INDEPENDENT AUDITOR'S REPORT

FINANCIAL STATEMENTS

Statement of Financial Position	1
Statement of Activities and Change in Net Assets	2
Statement of Functional Expenses	3
Statement of Cash Flows	4
Notes to Financial Statements	5 - 13

SINGLE AUDIT REPORTS AND SCHEDULES

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	14 - 15
Independent Auditor's Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by the Uniform Guidance	16 - 17
Schedule of Expenditures of Federal Awards	18
Notes to the Schedule of Expenditures of Federal Awards	19
Schedule of Findings and Questioned Costs	20

Bonadio & Co., LLP
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

October 24, 2019

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

Report on the Financial Statements
We have audited the accompanying financial statements of Eugenio Maria de Hostos Charter School (the School) (a New York not-for-profit corporation), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to financial statements.

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

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

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

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

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(Continued)

Basis for Qualified Opinion
As more fully described in Note 10 to the financial statements, the School is not able to obtain or determine its net pension asset (liability) or the required disclosures under the New York State Teachers' Retirement System, a defined benefit pension plan, in accordance with accounting principles generally accepted in the United States of America, which require the cost of employees' pensions to be recognized over the employees' respective service periods. In addition, accounting principles generally accepted in the United States of America require an asset to be recorded when the fair value of plan assets exceeds the accumulated benefit obligation and a liability to be recognized when the accumulated benefit obligation exceeds the fair value of plan assets. Quantification of the effects of that departure on the financial statements is not practicable.

Qualified Opinion
In our opinion, except for the effects of the matter described in the Basis for Qualified Opinion paragraph, the financial statements referred to above present fairly, in all material respects, the financial position of Eugenio Maria de Hostos Charter School as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Change in Accounting Principle
As described in Note 2 to the financial statements, Eugenio Maria de Hostos Charter School implemented Accounting Standards Update 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*, the effects have been included in these financial statements. Our opinion is not modified with respect to this matter.

Report on Summarized Comparative Information
We have previously audited the School's 2018 financial statements, and we expressed a qualified audit opinion on those audited financial statements in our report dated October 17, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Report on Supplemental Information
Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects in relation to the financial statements as a whole.

INDEPENDENT AUDITOR'S REPORT
(Continued)

Other Reporting Required by *Government Auditing Standards*
In accordance with *Government Auditing Standards*, we have also issued our report dated October 24, 2019 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Bonadio & Co., LLP

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION
JUNE 30, 2019
(With Comparative Totals for 2018)

	2019	2018
ASSETS		
CURRENT ASSETS:		
Cash	$ 952,870	$ 1,671,718
Grants and contracts receivable	220,898	514,463
Accounts receivable, net of allowance for doubtful accounts of $3,060 and $1,500 in 2019 and 2018, respectively	38,207	59,580
Due from Rochester City School District	136,746	3,109
Prepaid expenses	34,714	18,632
Investments	2,269,439	649,121
Total current assets	3,652,874	2,916,623
DESIGNATED CASH	75,000	75,000
LAND, BUILDINGS, AND EQUIPMENT, net	3,948,285	3,432,140
	$ 7,676,159	$ 6,423,763
LIABILITIES		
CURRENT LIABILITIES:		
Current portion of long-term debt	$ 54,692	$ 53,311
Accounts payable	244,090	504,785
Accrued liabilities	496,056	420,822
Deferred revenue	37,653	39,617
Total current liabilities	832,491	1,018,535
LONG-TERM DEBT, net of current portion	1,660,312	1,697,727
Total liabilities	2,492,803	2,716,262
NET ASSETS	5,183,356	3,707,501
	$ 7,676,159	$ 6,423,763

The accompanying notes are an integral part of these statements.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2019
(With Comparative Totals for 2018)

	2019	2018
REVENUES, GAINS, AND OTHER SUPPORT:		
Public school district -		
Resident student enrollment	$ 10,913,931	$ 9,394,435
Students with disabilities	314,751	390,457
Federal and state grants	1,673,758	1,168,408
Federal and state food service	802,366	686,618
Interest	2,505	1,716
Investment income, net	19,947	4,295
Other grants	11,179	94,763
Other	55,010	96,332
Total revenues, gains, and other support	13,793,447	11,837,024
EXPENSES:		
Program -		
Regular education	9,697,368	8,149,275
Special education	877,724	933,359
Total program	10,575,092	9,082,634
Supporting services -		
Management and general	1,742,500	1,570,253
Total expenses	12,317,592	10,652,887
CHANGE IN NET ASSETS	1,475,855	1,184,137
NET ASSETS - beginning of year	3,707,501	2,523,364
NET ASSETS - end of year	$ 5,183,356	$ 3,707,501

The accompanying notes are an integral part of these statements.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2019
(With Comparative Totals for 2018)

	Program Services				Supporting Services			Total	
	Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	Total	2019	2018
Personnel services costs:									
Administrative staff personnel	$ 109,670	$ -	$ -	$ 109,670	$ -	$ 787,498	$ 787,498	$ 897,168	$ 839,589
Instructional personnel	4,954,730	502,900	-	5,457,630	-	-	-	5,457,630	4,725,681
Non-instructional personnel	-	-	-	-	-	52,275	52,275	52,275	35,797
Total personnel services costs	5,064,400	502,900	-	5,567,300	-	839,773	839,773	6,407,073	5,601,067
Fringe benefits and payroll taxes	1,097,261	108,959	-	1,206,220	-	181,946	181,946	1,388,166	1,249,031
Retirement	362,041	38,137	-	400,178	-	22,011	22,011	422,189	361,734
Legal services	-	-	-	-	-	20,221	20,221	20,221	17,343
Accounting/audit services	-	-	-	-	-	31,910	31,910	31,910	30,435
Other purchased/professional/consulting services	1,005,144	137,065	-	1,142,209	-	126,912	126,912	1,269,121	810,730
Repairs and maintenance	150,010	20,456	-	170,466	-	18,941	18,941	189,407	192,528
Insurance	-	-	-	-	-	50,896	50,896	50,896	44,587
Utilities	122,068	6,852	-	128,920	-	57,534	57,534	186,454	164,559
Supplies/materials	122,090	9,179	-	131,269	-	-	-	131,269	203,312
Equipment/furnishings	59,374	1,580	-	60,954	-	62,332	62,332	123,286	101,966
Staff development	48,345	758	-	49,103	-	1,266	1,266	50,369	46,476
Marketing/recruitment	-	-	-	-	-	10,018	10,018	10,018	38,613
Technology	167,896	-	-	167,896	-	95,516	95,516	263,412	228,730
Food service	653,444	-	-	653,444	-	-	-	653,444	561,447
Student services	497,355	28,411	-	525,766	-	-	-	525,766	506,745
Office expense	26,811	-	-	26,811	-	28,257	28,257	55,068	62,802
Depreciation	252,457	23,427	-	275,884	-	4,586	4,586	280,470	198,774
Other	68,672	-	-	68,672	-	190,381	190,381	259,053	232,008
Total expenses	$ 9,697,368	$ 877,724	$ -	$ 10,575,092	$ -	$ 1,742,500	$ 1,742,500	$ 12,317,592	$ 10,652,887

The accompanying notes are an integral part of these statements.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2019
(With Comparative Totals for 2018)

	2019	2018
CASH FLOW FROM OPERATING ACTIVITIES:		
Revenue from school districts	$ 11,116,418	$ 9,928,506
Grant revenues	2,778,904	1,894,081
Miscellaneous sources	77,462	102,343
Payments to charter school personnel for services rendered	(5,492,066)	(4,812,513)
Payments to vendors for goods and services rendered	(6,720,637)	(5,270,583)
Net cash flow from operating activities	1,760,081	1,841,834
CASH FLOW FROM FINANCING ACTIVITIES:		
Repayment of long-term debt	(53,996)	(48,739)
Net cash flow from financing activities	(53,996)	(48,739)
CASH FLOW FROM INVESTING ACTIVITIES:		
Purchase of investments	(1,620,023)	(4,295)
Purchases of land, buildings, and equipment	(804,615)	(248,544)
Net cash flow from investing activities	(2,424,638)	(252,839)
CHANGE IN CASH	(718,553)	1,540,256
CASH - beginning of year	1,671,423	131,167
CASH - end of year	$ 952,870	$ 1,671,423
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH FLOW FROM OPERATING ACTIVITIES:		
Change in net assets	$ 1,475,855	$ 1,184,137
Adjustments to reconcile change in net assets to net cash flow from operating activities:		
Depreciation	288,470	198,774
Amortization of loan acquisition costs	17,962	17,962
(Increase) decrease in assets:		
Grants receivable	293,565	(39,969)
Other receivables	21,373	79,052
Due from Rochester City School District	(133,637)	64,562
Prepaid expenses	(16,082)	(4,672)
Increase (decrease) in liabilities:		
Accounts payable	(260,695)	335,364
Accrued liabilities	75,234	22,363
Deferred revenue	(1,964)	(15,739)
Net cash flow from operating activities	$ 1,760,081	$ 1,841,834

The accompanying notes are an integral part of these statements.

1. THE SCHOOL

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

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

In its initial year of operation, the 2000-2001 school year, the School provided educational instruction to students in kindergarten through second grade. In June 2015, the School received a renewal of its charter for an additional five years through 2020. This extension provided the School with the authority to increase student levels for its existing grades and to provide instruction through grade twelve. Under the terms of the charter, the School added grade nine in the 2016-2017 school year, grade ten in the 2017-2018 school year, grade eleven in the 2018-2019 school year, and added grade twelve in the 2019-2020 school year.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

With the exception of recording the funded status of a pension plan that the School's employees participate in, the accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America.

Change in Accounting Principle

In August 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*, with the purpose of improving financial reporting by not-for-profit (NFP) entities.

ASU 2016-14 includes many changes affecting the presentation and accounting in the School's financial statements including:

- Reducing the number of classes of net assets from three to two, including net assets without donor restrictions and net assets with donor restrictions;
- Requiring the presentation of expenses in both natural and functional classifications, as well as the allocation method of these expense;
- Eliminating the requirement to disclose the components of investment return as well as reporting investment return net of external and direct internal investment expenses; and

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Change in Accounting Principle (Continued)

- Requiring qualitative and quantitative disclosure regarding an entity's liquidity and availability of resources.

ASU 2016-14 is effective for the School's year ended June 30, 2019 and was applied retrospectively with the exception of the presentation of expenses in both natural and functional classifications, and the disclosures regarding liquidity and availability of resources, which are presented for the current year only. There was no effect on the total net assets or the change in net assets.

Financial Reporting

Net assets without donor restrictions include operating resources that are available for use without any donor-imposed restrictions. Board designated net assets are net assets without donor restrictions set aside by the School's Board of Trustees for use at any time at the Board's discretion.

At June 30, 2019 and 2018, all of the School's net assets were without donor restrictions.

Revenue Recognition

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

Expense Allocations

The financial statements report certain categories of expenses that are attributable to one or more program or supporting functions. Personnel services costs and fringe benefits and payroll taxes are directly charged whenever possible and practicable and otherwise are allocated based on time spent in the various functions. Depreciation, insurance, repairs and maintenance, and utilities are allocated based on square footage occupied by each program or supporting function. Expenses not mentioned above are direct charged to the appropriate function on a transactional basis.

Program Services

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

Cash and Cash Equivalents

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Grants and Other Receivables

Grant revenue and public school district revenue is recognized as the related costs are incurred. Amounts received in advance of incurring the related costs are reported as deferred revenue.

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

Designated Cash

In accordance with New York State Department of Education (NYSED) regulations, the School is required to maintain funds to pay for expenses associated with the potential termination of the School or non-renewal of the School's charter. The School had designated cash totaling $75,000 at June 30, 2019 and 2018 to satisfy this requirement.

Investments

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

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

Fair Value

Generally accepted accounting standards establish a framework for measuring fair value. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair market value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets and liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). The three levels of the fair value hierarchy are as follows:

- Level 1 - Valuations are based on quoted prices in active markets for identical assets or liabilities that the School has the ability to access. Valuation adjustments are not applied to Level 1 instruments. Since valuations are based on quoted prices that are readily and regularly available in an active market, valuation of these products does not entail a significant degree of judgment.

- Level 2 - Valuations are based on quoted prices in markets that are not active or for which all significant inputs are observable, either directly or indirectly.

- Level 3 - Valuations are based on inputs that are unobservable and significant to the overall fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fair Value (Continued)

The methods described above may produce a fair value calculation that may not be indicative of net realized value or reflective of future fair values. Furthermore, while the School believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

Land, Buildings, and Equipment

Property and equipment is stated at cost or fair value at the date of donation. It is the School's policy to capitalize all additions greater than $5,000 with a useful life in excess of one year. Depreciation is provided using the straight-line method over the estimated useful lives of the related assets, which range from 3 to 39½ years. Leasehold improvements are amortized over the shorter of the assets' estimated useful lives or the remaining lease term.

Debt Issuance Costs

Debt issuance costs represent costs incurred to obtain long-term debt. These costs are amortized as interest expense on a straight-line basis over the term of the related debt.

Donated Services

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

Income Taxes

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

Comparative Information

The financial statements include certain prior year summarized comparative information in total, but not by functional expense classification. Such information does not include sufficient detail to constitute a presentation in accordance with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2018, from which the summarized information was derived.

Estimates

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

Reclassifications

Certain reclassifications have been made to the 2018 financial statements to conform with the current year presentation.

3. LIQUIDITY

At June 30, 2019, the School had financial assets available to meet cash needs for general expenditures during the year ending June 30, 2020, as follows:

Financial assets at June 30, 2019:	
Cash	$ 952,870
Grants and contract receivables	220,898
Accounts receivable	38,207
Due from Rochester City School District	136,746
Investments	2,269,439
	3,618,160
Less: Board designated net assets	(1,500,000)
	$ 2,118,160

The School is substantially supported by student enrollment and federal and state grants that are without contractual or donor restrictions. As part of the School's liquidity management, it structures its financial assets to be available as its general expenditures, liabilities, and other obligations come due. Amounts not available include amounts set aside for long-term purposes as designated by the Board of Trustees.

The School maintains cash and investments that are readily available for general expenditures. Additionally, the School's ability to meet its cash needs is further dependent, in part, on timely collection of its accounts receivable and grants and contracts receivable. The School's accounts receivable and grants and contracts receivable are due primarily from government funders, such as New York State and various New York central School districts. The School employs procedures specifically designed to collect from these payers as quickly as possible. In the event of unanticipated liquidity needs, the School maintains a line of credit in the amount of $200,000 which it could draw on.

4. NET ASSETS

The School's Board of Trustees has designated certain net assets without donor restrictions for the following purposes at June 30:

	2019	2018
Campus development	$ 1,000,000	$ 1,000,000
Renewal transformation	500,000	500,000
	$ 1,500,000	$ 1,500,000

5. CONCENTRATIONS

The School's primary source of funding is obtained from the New York State Department of Education and is reported as public school district revenue in the accompanying statements of activities and change in net assets. This funding is received on a per pupil basis and was approximately 82% and 83% of the School's total revenue for the years ended June 30, 2019 and 2018, respectively.

6. INVESTMENTS

The School's investments are measured at fair value on a recurring basis using Level I inputs and consisted of money market funds at June 30, 2019 and 2018.

7. LAND, BUILDINGS, AND EQUIPMENT

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

	2019	2018
Land	$ 237,000	$ 237,000
Buildings and improvements	4,374,620	3,477,662
Leasehold improvements	564,286	564,286
Computers	276,534	276,534
Equipment	206,685	206,685
Construction-in-process	-	92,344
	5,659,125	4,854,511
Less: Accumulated depreciation and amortization	(1,710,840)	(1,422,371)
	$ 3,948,285	$ 3,432,140

Depreciation expense was $280,470 and $198,774 for the years ended June 30, 2019 and 2018, respectively.

8. LONG-TERM DEBT

Composition
Long-term debt consisted of the following at June 30:

	2019	2018
Mortgage payable to a bank requiring monthly payments of $4,316, including interest at 5.37%, through 2032, collateralized by the related building.	$ 475,196	$ 500,360
Mortgage payable to a bank requiring monthly payments of $8,834, including interest at 6.00%, through 2022, collateralized by the related building.	1,290,688	1,319,519
	1,765,884	1,819,879
Less: Current portion	(54,692)	(53,311)
Less: Unamortized debt issuance costs	(50,880)	(68,841)
	$ 1,660,312	$ 1,697,727

8. LONG-TERM DEBT (Continued)

Principal Repayments

Principal repayments under the terms of these agreements are as follows for the years ending June 30:

2020	$ 54,692
2021	57,957
2022	1,259,249
2023	31,629
2024	32,963
Thereafter	329,394
	$ 1,765,884

Interest

Interest paid under the terms of these agreements was approximately $112,634 and $109,100 during the years ended June 30, 2019 and 2018, respectively, and is included in other expenses in the accompanying financial statements. Amortization of the debt issuance costs was $17,962 during the years ended June 30, 2019 and 2018, and is also included in other expenses in the accompanying financial statements.

Debt Issuance Costs

Estimated future amortization expense of debt issuance costs is as follows for the year ending June 30:

2020	$ 17,962
2021	17,962
2022	14,956
	$ 50,880

Covenant Compliance

The School's financing arrangements contain various document submission and restrictive financial covenants. The School was in compliance with these covenants at June 30, 2019 and 2018.

9. LINE OF CREDIT

The School has line of credit agreement with a bank that provides for borrowings up to $200,000 that is renewable on an annual basis. Amounts borrowed bear interest at the prime rate plus 1.5% (7.00% at June 30, 2019) and are collateralized by a general lien on substantially all of the School's assets. There were no amounts outstanding at June 30, 2019 and 2018.

There was no interest paid on the line of credit during the years ended June 30, 2019 and 2018.

10. RETIREMENT PLANS

Retirement Savings Plan

The School sponsors a tax sheltered annuity 403(b) retirement plan (the Plan) for all salaried, full-time employees who are not participants in the New York State Teachers' Retirement System. These employees are eligible to participate upon hiring and are immediately vested in the School's contributions. The School makes contributions of 4.5% of the employees' annual salaries. The School recognized expense for contributions to the Plan of $111,788 and $74,002 during the years ended June 30, 2019 and 2018, respectively.

New York State Teachers' Retirement System

The School participates in the New York State Teachers' Retirement System (TRS). This is a cost-sharing multiple-employer retirement system. Accounting principles generally accepted in the United States of America require the School to record its funded status in the plan and to make certain disclosures related to the plan, its assets, and the components and expense and the funded status at year-end. TRS performs an actuarial calculation of the funded status for the prior year on an annual basis. Therefore, at June 30, 2019 the only available information for the plan is as of June 30, 2018. The School has determined based on the period of time that has elapsed, and the potential significant change in the funded status year over year, that it is not useful to record the prior year funded status in the current year and that it is impracticable to obtain an actuarial valuation as of June 30, 2019.

The School made contributions for eligible full-time employees at rates of 10.62% and 9.80% of compensation for the years ended June 30, 2019 and 2018, respectively. Contributions are used by the System to purchase fully-vested individual retirement annuity contracts. The School recognized pension expense for required contributions to the System of $310,402 and $287,731 during the years ended June 30, 2019 and 2018, respectively.

New York State Teachers' Retirement System

The following information is meant to provide additional information on TRS, as well as provide information on the plan as of June 30, 2018. This information has been derived from the New York State Teachers' Retirement System reporting as of June 30, 2018, the most current date for which an actuarial report is available.

The School's net pension asset as of June 30, 2018 was $326,795. Had the School's net pension asset been recorded at June 30, 2018, the following line items would have been impacted accordingly:

	As Reported	Net Pension Asset	As Reported with the Net Pension Asset at June 30, 2018
Other assets	$ -	$ 326,795	$ 326,795
Total assets	$ 6,423,763	$ 326,795	$ 6,750,558
Net assets	$ 3,707,501	$ 326,795	$ 4,034,296

10. RETIREMENT PLANS (Continued)

The total pension asset as of the measurement date was determined using an actuarial valuation as noted in the table below, with updated procedures used to roll forward the total pension asset to the measurement date. The actuarial valuation used the following assumptions reported by TRS to the School as follows:

Measurement date	June 30, 2018
Actuarial valuation date	June 30, 2017
Interest rate	7.25%
Discount rate	7.25%
Long term rate of return on pension plan investments	7.25%
Salary scale	1.90% - 4.72%
Decrement tables	July 1, 2009 – June 30, 2014
System's experience inflation rate	2.25%

11. AFFILIATE TRANSACTIONS

Ibero-American Action League, Inc.
The School ran advertisements totaling $9,424 during the year ended June 30, 2018 on Poder 97.1, a radio station owned by IAAL. There were no such costs incurred during the year ended June 30, 2019.

The School entered into an agreement with IAAL, effective July 1, 2018, in which IAAL provides family service assistance services as a component of a grant agreement between the School and New York State. The School paid approximately $138,000 to IAAL for these services during the year ended June 30, 2019.

12. COMMITMENTS

In June 2019, the School entered into a non-cancellable lease agreement to lease additional program space in Rochester, New York to accommodate the anticipated increase in enrollment. This lease is effective July 1, 2019 and expires in June 2024. The School can renew the lease for up to three additional terms of five years each. The School will be required to make monthly base rental payments of approximately $20,000 over the term of the lease.

13. SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 24, 2019, which is the date the financial statements were available to be issued.

Bonadio & Co., LLP
Certified Public Accountants

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

October 24, 2019

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

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Eugenio Maria de Hostos Charter School (the School) (a New York not-for-profit corporation), which comprise the statement of financial position as of June 30, 2019 and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to financial statements, and have issued our report thereon dated October 24, 2019, which was qualified due to the School not being able to obtain its net pension asset (liability) at June 30, 2019 in accordance with accounting principles generally accepted in the United States of America.

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

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

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

(Continued)

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

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

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

Bonadio & Co., LLP

Bonadio & Co., LLP
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

October 24, 2019

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

Report on Compliance for Each Major Federal Program
We have audited Eugenio Maria de Hostos Charter School's (the School) (a New York not-for-profit corporation) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on the School's major federal program for the year ended June 30, 2019. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility
Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility
Our responsibility is to express an opinion on compliance for the School's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

Opinion on Each Major Federal Program
In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2019.

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(Continued)

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE
(Continued)

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

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

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

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

Bonadio & Co., LLP

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2019

Federal Grantor/Pass Through Grantor/Program Title	Contract Numbers	Federal CFDA Number	Total
U.S. Department of Education:			
Passed through New York State Department of Education -			
Twenty-First Century Community Learning Centers	C-403008	84.287	$ 835,046
U.S. Department of Agriculture:			
Child Nutrition Cluster:			
Passed through New York State Department of Education -			
School Breakfast Program	N/A	10.553	231,901
National School Lunch Program	N/A	10.555	512,651
			744,552
			$ 1,579,598

The accompanying notes are an integral part of this schedule.

1. BASIS OF ACCOUNTING

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Eugenio Maria de Hostos Charter School (the School) under programs of the federal government for the year ended June 30, 2018 and has been prepared in accordance with accounting principles generally accepted in the United States of America. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the School's operations, it is not intended to, and does not, present the financial position, change in net assets, or cash flows of the School.

2. INDIRECT COST RATE

The School has elected not to use the 10% de minimis indirect cost rate as allowed under the Uniform Guidance.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2019

A. SUMMARY OF AUDITOR'S RESULTS

1. The Independent Auditor's Report expresses a qualified opinion on whether the financial statements of Eugenio Maria de Hostos Charter School (the School) are presented in accordance with accounting principles generally accepted in the United States of America.

2. No significant deficiencies or material weaknesses related to the audit of the School's financial statements are reported in the Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.

3. No instances of noncompliance material to the financial statements of the School, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

4. No significant deficiencies or material weaknesses related to the audit of the major federal award program is reported in the Independent Auditor's Report on Compliance For Each Major Federal Program and on Internal Control Over Compliance Required by the Uniform Guidance.

5. The independent auditor's report on compliance for the School's major federal award program expresses an unmodified opinion on the major federal program.

6. There were no audit findings required to be reported in accordance with Section 200.516(a) of the Uniform Guidance.

7. The program tested as a major program was:

   - CFDA No. 84.287 – Twenty-First Century Community Learning Centers

8. The threshold for distinguishing between Types A and B programs was $750,000.

9. The School was determined not to be a low-risk auditee.

B. FINDINGS - FINANCIAL STATEMENT AUDIT

None.

C. FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARD PROGRAM

None.

D. SUMMARY OF SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

None.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Communication of Matters Related to Internal Control Over Financial Reporting and Other Matters
October 2019

Bonadio & Co., LLP
Certified Public Accountants

Bonadio & Co., LLP
Certified Public Accountants

October 2019

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

In planning and performing our audit of the financial statements of Eugenio Maria de Hostos Charter School (the School) (a New York not-for-profit corporation), as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Plans' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

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

This communication is intended solely for the information and use of the Board of Trustees and management of Eugenio Maria de Hostos Charter School and is not intended to be and should not be used by anyone other than these specified parties.

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EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

COMMUNICATION OF MATTERS RELATED TO INTERNAL CONTROL OVER FINANCIAL REPORTING AND OTHER MATTERS
OCTOBER 2019

INTERNAL CONTROL DEFICIENCIES

We have identified the following control deficiency that we consider to be neither a significant deficiency nor material weakness:

1. CASH DISBURSEMENTS

Observation
As part of our cash disbursement audit procedures, we identified two disbursements out of a sample of 25 selections that had not been approved by either the Principal or Executive Director as required by the School's policies and procedures.

Recommendation
Even though these disbursements appeared to be for legitimate School business purposes, in an effort to safeguard the School's assets we recommend that School adhere to its cash disbursement policies and procedures.

EMHCS
Eugenio María de Hostos Charter School

Believe, Achieve, Succeed

Chief Executive Officer/Chairman -Julio Vázquez
Executive Director – Magaly Rosario

October 25, 2019

Bonadio & Co., LLP
171 Sully's Trail
Pittsford, New York, 14534

Ref: Independent audit report issued for the fiscal year ended June 30, 2019.

This is a response to your management letter related to our internal control over financial reporting.

As presented in your letter, the conclusion estates, "during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses". Your letter also report an internal control deficiency considered "to be neither a significant nor a material weakness".

We understand your conclusion does not require a response; however, we see the need to emphasize the importance of the integrity of our Internal control and our commitment to it.

Internal Control Deficiencies:

1. **Cash Disbursements**

   Observation
   As part of our cash disbursement audit procedures, we identified two disbursements out of a sample of 25 selections that had not been approved by either the Principal or Executive Director as required by the School's policies and procedures.

   Recommendation
   Even though these disbursements appeared to be for legitimate School business purposes, in an effort to safeguard the School's assets we recommend that School adhere to its cash disbursement policies and procedures.

Management Response:

We agree that the School should adhere to its cash disbursement policies and procedures to safeguard the School's assets. Based on your observation and recommendation, we have taken the following steps:

Action Plan

1. The School's management has discussed with staff the importance of adhering to the policies and procedures over disbursements and that all invoices are and will be appropriately approve as per policy.

2. The School's management has instructed the finance department to reinforce the revision of disbursements approvals before a disbursements be issued.

3. All purchasing and expense requests are required to be pre-approved. A purchasing system is in place for all expense and purchasing request. Within the Expeni application there is three levels of approvals for all purchasing: Principal and Director of Operations, Finance Officer, and Executive Director.

4. The finance department implemented the process to review all invoices for payment before disbursements are issued, to ensure proper approval is in place and supported by the corresponding pre-approved purchase order.

5. The finance department will also conduct a quarterly selective test of disbursement to validate the adherence to the cash disbursement policies and procedures.

Sincerely,

Florencio E. Del Valle
Chief Financial Officer

Charter Schools Institute
The State University of New York

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

Charter School Name:	Eugenio Maria de Hostos Charter School
Audit Period:	2018-19
Prior Period:	2017-18
Report Due Date:	Friday, November 01, 2019
Date Submitted:	Wednesday, October 30, 2019
School Fiscal Contact Name:	Florencio Del Valle
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	[redacted]
School Audit Firm Name:	Bonadio & Co., LLP
School Audit Contact Name:	Sam Pitts
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	[redacted]

Please submit the Annual Financial Statement and other associated documents
to BOTH
SUNY Charter Schools Institute
AND
New York State Education Department

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: https://my.epicenternow.org/home.aspx

Required 8 Items:

1) The independent auditor's report on financial statements and notes;
2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included.
Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

		If not included, state the reason(s) below. Or, *if not applicable fill*
4)	Management Letter	
5)	Management Letter Response	
6)	Form 990; or Extension Form 8868	
7)	Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8)	Corrective Action Plan	

NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:

Online Portal: https://nysed-cso-reports.myreviewroom.com/

Required Items:

1) This transmital form (a copy of the Excel file containing the four schedules Does NOT need to be included
2) Audited Financial Report;

And, if applicable:

3) Management Letter and Response;
4) Federal Single Audit/

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2019

ASSETS		2018-19	2017-18
CURRENT ASSETS			
Cash and cash equivalents		$ 3,222,309	$ 2,320,839
Grants and contracts receivable		220,898	514,463
Accounts receivables		174,953	62,689
Prepaid expenses		34,714	18,632
Contributions and other receivables		-	-
	ASSETS	3,652,874	2,916,623
PROPERTY, BUILDING AND EQUIPMENT, net		3,948,285	3,432,140
OTHER ASSETS		75,000	75,000
	TOTAL ASSETS	**7,676,159**	**6,423,763**
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts payable and accrued expenses		$ 244,090	$ 504,785
Accrued payroll and benefits		496,056	420,822
Deferred Revenue		37,653	39,617
Current maturities of long-term debt		54,692	53,311
Short Term Debt - Bonds, Notes Payable		-	-
Other		-	-
	LIABILITIES	832,491	1,018,535
LONG-TERM LIABILITIES			
Deferred Rent		-	-
All other long-term debt and notes payable, net current maturities		1,660,312	1,697,727
	TOTAL LONG-TERM LIABILITIES	1,660,312	1,697,727
	TOTAL LIABILITIES	2,492,803	2,716,262
NET ASSETS			
Unrestricted		5,183,356	3,707,501
Temporarily restricted		-	-
	TOTAL NET ASSETS	5,183,356	3,707,501
	TOTAL LIABILITIES AND NET ASSETS	**7,676,159**	**6,423,763**
	CK - Should be zero	-	-

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Statement of Activities
as of June 30, 2019

	2018-19			2017-18
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	$ 10,913,931	$ -	$ 10,913,931	$ 9,394,435
Students with disabilities	314,751	-	314,751	390,457
Grants and Contracts				
State and local	1,055,419	-	1,055,419	633,535
Federal - Title and IDEA	607,546	-	607,546	454,195
Federal - Other	-	-	-	-
Other	10,793	-	10,793	80,678
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	802,366	-	802,366	686,618
TOTAL REVENUE, GAINS AND OTHER SUPPORT	13,704,806	-	13,704,806	11,639,918
EXPENSES				
Program Services				
Regular Education	$ 9,697,368	$ -	$ 9,697,368	$ 8,149,275
Special Education	877,724	-	877,724	933,359
Other Programs	-	-	-	-
Total Program Services	10,575,092	-	10,575,092	9,082,634
Management and general	1,742,500	-	1,742,500	1,570,253
Fundraising		-	-	-
TOTAL OPERATING EXPENSES	12,317,592	-	12,317,592	10,652,887
RPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,387,214	-	1,387,214	987,031
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	$ 11,179	$ -	$ 11,179	$ 94,763
Individuals	45,430	-	45,430	93,890
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	2,505	-	2,505	1,716
Miscellaneous income	29,527	-	29,527	6,737
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	88,641	-	88,641	197,106
CHANGE IN NET ASSETS	1,475,855	-	1,475,855	1,184,137
NET ASSETS BEGINNING OF YEAR	3,707,501	-	3,707,501	2,523,364
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	$ 5,183,356	$ -	$ 5,183,356	$ 3,707,501

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2019

	2018-19	2017-18
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ 1,475,855	$ 1,184,137
Revenues from School Districts	-	###
Accounts Receivable	21,373	79,052
Due from School Districts	(133,637)	64,562
Depreciation	288,470	198,774
Grants Receivable	293,565	(39,969)
Due from NYS	-	###
Grant revenues	-	###
Prepaid Expenses	(16,082)	(4,672)
Accounts Payable	(260,695)	335,364
Accrued Expenses	-	###
Accrued Liabilities	75,234	22,363
Contributions and fund-raising activities	-	###
Miscellaneous sources	-	###
Deferred Revenue	(1,964)	(15,739)
Interest payments	-	###
Other	-	###
Other: Amortization of Loan Acquisition Costs	17,962	17,962
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ 1,760,081	$ 1,841,834
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(804,615)	(248,544)
Other	(1,620,023)	(4,295)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ (2,424,638)	$ (252,839)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(53,996)	(48,739)
Other	-	###
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ (53,996)	$ (48,739)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ (718,553)	$ 1,540,256
Cash at beginning of year	1,671,423	131,167
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 952,870	$ 1,671,423

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2019

		2018-19								2017-18
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
Personnel Services Costs		$	$	$	$	$	$	$	$	$
Administrative Staff Personnel	16.00	109,670	-	-	109,670	-	787,498	787,498	897,168	839,589
Instructional Personnel	134.00	4,954,730	502,900	-	5,457,630	-	-	-	5,457,630	4,725,681
Non-Instructional Personnel	1.00	-	-	-	-	-	52,275	52,275	52,275	35,797
Total Salaries and Staff	151.00	5,064,400	502,900	-	5,567,300	-	839,773	839,773	6,407,073	5,601,067
Fringe Benefits & Payroll Taxes		1,097,261	108,959	-	1,206,220	-	181,946	181,946	1,388,166	1,249,031
Retirement		362,041	38,137	-	400,178	-	22,011	22,011	422,189	361,734
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	20,221	20,221	20,221	17,343
Accounting / Audit Services		-	-	-	-	-	31,910	31,910	31,910	30,435
Other Purchased / Professional / Consulting Servic		1,005,144	137,065	-	1,142,209	-	126,912	126,912	1,269,121	810,730
Building and Land Rent / Lease / Facility Finance I		-	-	-	-	-	-	-	-	-
Repairs & Maintenance		150,010	20,456	-	170,466	-	18,941	18,941	189,407	192,528
Insurance		-	-	-	-	-	50,896	50,896	50,896	44,587
Utilities		122,068	6,852	-	128,920	-	57,534	57,534	186,454	164,559
Supplies / Materials		122,090	9,179	-	131,269	-	-	-	131,269	203,312
Equipment / Furnishings		59,374	1,580	-	60,954	-	62,332	62,332	123,286	101,966
Staff Development		48,345	758	-	49,103	-	1,266	1,266	50,369	46,476
Marketing / Recruitment		-	-	-	-	-	10,018	10,018	10,018	38,613
Technology		167,896	-	-	167,896	-	95,516	95,516	263,412	228,730
Food Service		653,444	-	-	653,444	-	-	-	653,444	561,447
Student Services		497,355	28,411	-	525,766	-	-	-	525,766	506,745
Office Expense		26,811	-	-	26,811	-	28,257	28,257	55,068	62,802
Depreciation		252,457	23,427	-	275,884	-	4,586	4,586	280,470	198,774
OTHER		68,672	-	-	68,672	-	190,381	190,381	259,053	232,008
Total Expenses		$ 9,697,368	$ 877,724	$ -	$10,575,092	$ -	$ 1,742,500	$ 1,742,500	$12,317,592	$10,652,887

Charter Schools Institute
The State University of New York

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 >**"Prior Year"** column may *initially* be completed based upon preliminary data, and *subsequently* adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >**"Prior Year"** column may *initially* be completed based upon preliminary data, and *subsequently* 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 *approved* 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. >**"Prior Year"** column may be *initially* completed based upon preliminary data, and *subsequently* 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.

Ver. 20190603

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

SUNY Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Eugenio Maria de Hostos Charter School

SCHOOL

Name:	Eugenio Maria de Hostos Charter School

CONTACT INFORMATION

Contact Name:	Ryan E. Caster
Contact Title:	Interim Chief Financial Officer (Interim CFO)
Contact Email:	[redacted]
Contact Phone:	[redacted]

REPORT PERIOD

Current Academic Year:	2019-20
Prior Academic Year:	2018-19

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
2019-20

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	101	101	101	101	76	76	51	50
TOTAL ENROLLMENT = 907								

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	***Revised***	Original	***Revised***	Original	***Revised***	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	9	0	9	0	9	0	9
NUMBER OF STUDENTS ENROLLED:	0	907	0	907	0	907	0	907

***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 2018-19	ANNUAL BUDGET						
			QUARTER 1		QUARTER 2		QUARTER 3		QUAR
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment
PRIMARY District	ROCHESTER CITY SD		859		859		859		859
SECONDARY District	GREECE CSD		41		41		41		41
Other District 3	WEBSTER CSD		1		1		1		1
Other District 4	CHURCHVILLE-CHILI CSD		1		1		1		1
Other District 5	FAIRPORT CSD		1		1		1		1
Other District 6	EAST IRONDEQUOIT CSD		1		1		1		1
Other District 7	GATES-CHILI CSD		1		1		1		1
Other District 8	WEST IRONDEQUOIT CSD		1		1		1		1
Other District 9	RUSH-HENRIETTA CSD		1		1		1		1
Other District 10	(Select from drop-down list) →								

		PRIOR YEAR	ANNUAL BUDGET						
		2018-19	QUARTER 1		QUARTER 2		QUARTER 3		QUAR
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment

8	9	10	11	12
50	50	50	50	50

	ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0

)' Column(s)
: for the

	ACTUAL ENROLLMENT BY QUARTER			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

	ACTUAL ENROLLMENT BY QUARTER			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
2019-20

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.*

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK.*

***NOTE:** Each quarter, the actual FTE shou*

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
Executive Management		1.0		1.0		1.0		1.0				
Instructional Management		8.0		8.0		8.0		8.0				
Deans, Directors & Coordinators												
CFO / Director of Finance		2.0		2.0		2.0		2.0				
Operation / Business Manager												
Administrative Staff		8.5		8.5		8.5		8.5				
TOTAL ADMINISTRATIVE STAFF	0.0	19.5	0.0	19.5	0.0	19.5	0.0	19.5	0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
Teachers - Regular		49.5		49.5		49.5		49.5				
Teachers - SPED		7.0		7.0		7.0		7.0				
Substitute Teachers		1.0		1.0		1.0		1.0				
Teaching Assistants												
Specialty Teachers		17.0		17.0		17.0		17.0				
Aides		32.0		32.0		32.0		32.0				
Therapists & Counselors		7.0		7.0		7.0		7.0				
Other		35.8		35.8		35.8		35.8				
TOTAL INSTRUCTIONAL	0.0	149.3	0.0	149.3	0.0	149.3	0.0	149.3	0.0	0.0	0.0	0.0

NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
Nurse												
Librarian		1.0		1.0		1.0		1.0				
Custodian		2.0		2.0		2.0		2.0				
Security												
Other		8.0		8.0		8.0		8.0				
TOTAL NON-INSTRUCTIONAL	0.0	11.0	0.0	11.0	0.0	11.0	0.0	11.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	179.8	0.0	179.8	0.0	179.8	0.0	179.8	0.0	0.0	0.0	0.0

MARIA DE HOSTOS CHARTE
2019-20

PLAN - FULL TIME EQUIVALI

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

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

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

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

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

TOTAL PERSONNEL SERVICE FTE	0.0	

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	**3,285,196**	-	-	**3,917,789**	-	-	**3,917,790**
Total Expenses	-	**3,737,441**	-	-	**3,737,441**	-	-	**3,737,441**
Net Income	-	**(452,245)**	-	-	**180,348**	-	-	**180,349**
Actual Student Enrollment	-	**907**	-	-	**907**	-	-	**907**

		Prior Year Actua	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		2018-19 Revenue Per Pupil	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
REVENUE		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 affec*						
REVENUES FROM STATE SOURCES	2019-20								
Per Pupil Revenue	Per Pupil Rate	PPR %/Qtr->	25.0%	25.0%		25.0%	25.0%		25.0%
ROCHESTER CITY SD	13,995		3,005,426	-	-	3,005,426	-	-	3,005,426
GREECE CSD	12,432		127,428	-	-	127,428	-	-	127,428
WEBSTER CSD	12,695		3,174	-	-	3,174	-	-	3,174
CHURCHVILLE-CHILI CSD	11,508		2,877	-	-	2,877	-	-	2,877
FAIRPORT CSD	12,209		3,052	-	-	3,052	-	-	3,052
EAST IRONDEQUOIT CSD	13,180		3,295	-	-	3,295	-	-	3,295
GATES-CHILI CSD	14,068		3,517	-	-	3,517	-	-	3,517
WEST IRONDEQUOIT CSD	11,867		2,967	-	-	2,967	-	-	2,967
RUSH-HENRIETTA CSD	13,923		3,481	-	-	3,481	-	-	3,481
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-		-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,915	-	3,155,217	-	-	3,155,217	-	-	3,155,217
Special Education Revenue					-			-	
Grants									
Stimulus					-			-	
DYCD (Department of Youth and Community Development)					-			-	
Other					-			-	
NYC DoE Rental Assistance									
Other					-			-	
TOTAL REVENUE FROM STATE SOURCES		-	3,155,217	-	-	3,155,217	-	-	3,155,217
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			24,750		-	74,250		-	74,250
Title I					-	116,666		-	116,667
Title Funding - Other					-			-	
School Food Service (Free Lunch)			92,216		-	276,648		-	276,648
Grants									

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	**3,285,196**	-	-	**3,917,789**	-	-	**3,917,790**
Total Expenses	-	**3,737,441**	-	-	**3,737,441**	-	-	**3,737,441**
Net Income	-	**(452,245)**	-	-	**180,348**	-	-	**180,349**
Actual Student Enrollment	-	**907**	-	-	**907**	-	-	**907**

	Prior Year Actua	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-	281,995		-	281,995
Other				-			-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	116,966	-	-	749,559	-	-	749,560
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		453		-	453		-	453
Food Service (Income from meals)				-			-	
Text Book				-			-	
OTHER		7,562		-	7,562		-	7,562
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	13,013	-	-	13,013	-	-	13,013
TOTAL REVENUE	-	**3,285,196**	-	-	**3,917,789**	-	-	**3,917,790**

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue		-	**3,285,196**	-	-	**3,917,789**	-	-	**3,917,790**
Total Expenses		-	**3,737,441**	-	-	**3,737,441**	-	-	**3,737,441**
Net Income		-	**(452,245)**	-	-	**180,348**	-	-	**180,349**
Actual Student Enrollment		-	**907**	-	-	**907**	-	-	**907**
		Prior Year Actua	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd C**
		2018-19 Revenue Per Pupil	**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		32,385		-	32,385		-	32,385
Instructional Management	8.00		202,727		-	202,727		-	202,727
Deans, Directors & Coordinators	-				-			-	
CFO / Director of Finance	2.00		52,275		-	52,275		-	52,275
Operation / Business Manager	-				-			-	
Administrative Staff	8.50		116,465		-	116,465		-	116,465
TOTAL ADMINISTRATIVE STAFF	19.50	-	403,852	-	-	403,852	-	-	403,852
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	49.50		631,137		-	631,137		-	631,137
Teachers - SPED	7.00		119,852		-	119,852		-	119,852
Substitute Teachers	1.00		12,750		-	12,750		-	12,750
Teaching Assistants	-				-			-	
Specialty Teachers	17.00		214,204		-	214,204		-	214,204
Aides	32.00		202,414		-	202,414		-	202,414
Therapists & Counselors	7.00		89,761		-	89,761		-	89,761
Other	35.75		429,144		-	429,144		-	429,144
TOTAL INSTRUCTIONAL	149.25	-	1,699,262	-	-	1,699,262	-	-	1,699,262
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-				-			-	
Librarian	1.00		7,650		-	7,650		-	7,650
Custodian	2.00		22,950		-	22,950		-	22,950
Security	-				-			-	
Other	8.00		54,572		-	54,572		-	54,572
TOTAL NON-INSTRUCTIONAL	11.00	-	85,172	-	-	85,172	-	-	85,172
SUBTOTAL PERSONNEL SERVICE COSTS	179.75	-	2,188,286	-	-	2,188,286	-	-	2,188,286
PAYROLL TAXES AND BENEFITS									
Payroll Taxes			167,404		-	167,404		-	167,404
Fringe / Employee Benefits			264,383		-	264,383		-	264,383

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue		-	**3,285,196**	-	-	**3,917,789**	-	-	**3,917,790**
Total Expenses		-	**3,737,441**	-	-	**3,737,441**	-	-	**3,737,441**
Net Income		-	**(452,245)**	-	-	**180,348**	-	-	**180,349**
Actual Student Enrollment		-	**907**	-	-	**907**	-	-	**907**
		Prior Year Actua	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd C**
		2018-19 Revenue Per Pupil	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
Retirement / Pension			172,746		-	172,746		-	172,746
TOTAL PAYROLL TAXES AND BENEFITS		-	604,533	-	-	604,533	-	-	604,533
TOTAL PERSONNEL SERVICE COSTS	179.75	-	2,792,819	-	-	2,792,819	-	-	2,792,819
CONTRACTED SERVICES									
Accounting / Audit			3,713		-	3,713		-	3,713
Legal			6,250		-	6,250		-	6,250
Management Company Fee					-			-	
Nurse Services					-			-	
Food Service / School Lunch			126,433		-	126,433		-	126,433
Payroll Services			4,218		-	4,218		-	4,218
Special Ed Services					-			-	
Titlement Services (i.e. Title I)					-			-	
Other Purchased / Professional / Consulting			146,100		-	146,100		-	146,100
TOTAL CONTRACTED SERVICES		-	286,714	-	-	286,714	-	-	286,714

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	**3,285,196**	-	-	**3,917,789**	-	-	**3,917,790**
Total Expenses	-	**3,737,441**	-	-	**3,737,441**	-	-	**3,737,441**
Net Income	-	**(452,245)**	-	-	**180,348**	-	-	**180,349**
Actual Student Enrollment	-	**907**	-	-	**907**	-	-	**907**

	Prior Year Actua	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
SCHOOL OPERATIONS								
Board Expenses		587		-	587		-	587
Classroom / Teaching Supplies & Materials		32,036		-	32,036		-	32,036
Special Ed Supplies & Materials				-			-	
Textbooks / Workbooks		14,062		-	14,062		-	14,062
Supplies & Materials other				-			-	
Equipment / Furniture		19,182		-	19,182		-	19,182
Telephone		10,704		-	10,704		-	10,704
Technology		55,000		-	55,000		-	55,000
Student Testing & Assessment				-			-	
Field Trips				-			-	
Transportation (student)				-			-	
Student Services - other		34,078		-	34,078		-	34,078
Office Expense		15,962		-	15,962		-	15,962
Staff Development		34,555		-	34,555		-	34,555
Staff Recruitment				-			-	
Student Recruitment / Marketing		13,340		-	13,340		-	13,340
School Meals / Lunch				-			-	
Travel (Staff)		5,466		-	5,466		-	5,466
Fundraising				-			-	
Other		23,822		-	23,822		-	23,822
TOTAL SCHOOL OPERATIONS	-	258,794	-	-	258,794	-	-	258,794
FACILITY OPERATION & MAINTENANCE								
Insurance		11,587		-	11,587		-	11,587
Janitorial		14,162		-	14,162		-	14,162
Building and Land Rent / Lease / Facility Finance Interest		92,122		-	92,122		-	92,122
Repairs & Maintenance		62,500		-	62,500		-	62,500
Equipment / Furniture		13,587		-	13,587		-	13,587
Security		57,500		-	57,500		-	57,500
Utilities		36,050		-	36,050		-	36,050
TOTAL FACILITY OPERATION & MAINTENANCE	-	287,508	-	-	287,508	-	-	287,508
DEPRECIATION & AMORTIZATION		111,606		-	111,606		-	111,606
RESERVES / CONTINGENCY				-			-	
DEFERRED RENT				-			-	

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	3,285,196	-	-	3,917,789	-	-	3,917,790
Total Expenses	-	3,737,441	-	-	3,737,441	-	-	3,737,441
Net Income	-	(452,245)	-	-	180,348	-	-	180,349
Actual Student Enrollment	-	907	-	-	907	-	-	907

	Prior Year Actua	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
TOTAL EXPENSES	-	3,737,441	-	-	3,737,441	-	-	3,737,441
NET INCOME	-	(452,245)	-	-	180,348	-	-	180,349

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	3,285,196	-	-	3,917,789	-	-	3,917,790
Total Expenses	-	3,737,441	-	-	3,737,441	-	-	3,737,441
Net Income	-	(452,245)	-	-	180,348	-	-	180,349
Actual Student Enrollment	-	907	-	-	907	-	-	907

	Prior Year Actua	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	9	-	-	9	-	-	9
ROCHESTER CITY SD	-	859	-	-	859	-	-	859
GREECE CSD	-	41	-	-	41	-	-	41
WEBSTER CSD	-	1	-	-	1	-	-	1
CHURCHVILLE-CHILI CSD	-	1	-	-	1	-	-	1
FAIRPORT CSD	-	1	-	-	1	-	-	1
EAST IRONDEQUOIT CSD	-	1	-	-	1	-	-	1
GATES-CHILI CSD	-	1	-	-	1	-	-	1
WEST IRONDEQUOIT CSD	-	1	-	-	1	-	-	1
RUSH-HENRIETTA CSD	-	1	-	-	1	-	-	1
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	907	-	-	907	-	-	907
REVENUE PER PUPIL	-	3,622	-	-	4,320	-	-	4,320
EXPENSES PER PUPIL	-	4,121	-	-	4,121	-	-	4,121

Total Revenue		-	-	**3,917,805**	-	-
Total Expenses		-	-	**3,798,906**	-	-
Net Income		-	-	**118,899**	-	-
Actual Student Enrollment		-	-	**907**	-	-
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
		Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
REVENUE		*e the 'REVISED' Column(s) COMPLETELY BLANK.*				
REVENUES FROM STATE SOURCES	2019-20	*cted quarter(s) must be completed on tabs 2, 3 and 4.*				
Per Pupil Revenue	Per Pupil Rate	25.0%		25.0%	25.0%	
ROCHESTER CITY SD	13,995	-	-	3,005,426	-	-
GREECE CSD	12,432	-	-	127,428	-	-
WEBSTER CSD	12,695	-	-	3,174	-	-
CHURCHVILLE-CHILI CSD	11,508	-	-	2,877	-	-
FAIRPORT CSD	12,209	-	-	3,052	-	-
EAST IRONDEQUOIT CSD	13,180	-	-	3,295	-	-
GATES-CHILI CSD	14,068	-	-	3,517	-	-
WEST IRONDEQUOIT CSD	11,867	-	-	2,967	-	-
RUSH-HENRIETTA CSD	13,923	-	-	3,481	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,915	-	-	3,155,217	-	-
Special Education Revenue			-			-
Grants						
Stimulus			-			-
DYCD (Department of Youth and Community Development)			-			-
Other			-			-
NYC DoE Rental Assistance						
Other			-			-
TOTAL REVENUE FROM STATE SOURCES		-	-	3,155,217	-	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			-	74,250		-
Title I			-	116,667		-
Title Funding - Other			-			-
School Food Service (Free Lunch)			-	276,648		-
Grants						

Total Revenue	-	-	**3,917,805**	-	-
Total Expenses	-	-	**3,798,906**	-	-
Net Income	-	-	**118,899**	-	-
Actual Student Enrollment	-	-	**907**	-	-
	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		-	281,997		-
Other		-			-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	749,562	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		-			-
Fundraising		-			-
Erate Reimbursement		-	2,503		-
Earnings on Investments		-	2,503		-
Interest Income		-	456		-
Food Service (Income from meals)		-			-
Text Book		-			-
OTHER		-	7,564		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	13,026	-	-
TOTAL REVENUE	-	-	**3,917,805**	-	-

Total Revenue		-	-	**3,917,805**	-	-
Total Expenses		-	-	**3,798,906**	-	-
Net Income		-	-	**118,899**	-	-
Actual Student Enrollment		-	-	**907**	-	-
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
		Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	1.00		-	32,386		-
Instructional Management	8.00		-	202,727		-
Deans, Directors & Coordinators	-		-			-
CFO / Director of Finance	2.00		-	52,275		-
Operation / Business Manager	-		-			-
Administrative Staff	8.50		-	116,468		-
TOTAL ADMINISTRATIVE STAFF	19.50	-	-	403,856	-	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	49.50		-	631,139		-
Teachers - SPED	7.00		-	119,853		-
Substitute Teachers	1.00		-	12,751		-
Teaching Assistants	-		-			-
Specialty Teachers	17.00		-	214,205		-
Aides	32.00		-	202,415		-
Therapists & Counselors	7.00		-	89,764		-
Other	35.75		-	429,145		-
TOTAL INSTRUCTIONAL	149.25	-	-	1,699,272	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-		-			-
Librarian	1.00		-	7,651		-
Custodian	2.00		-	22,952		-
Security	-		-			-
Other	8.00		-	54,572		-
TOTAL NON-INSTRUCTIONAL	11.00	-	-	85,175	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	179.75	-	-	2,188,303	-	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes			-	167,405		-
Fringe / Employee Benefits			-	264,384		-

Total Revenue		-	-	**3,917,805**	-	-
Total Expenses		-	-	**3,798,906**	-	-
Net Income		-	-	**118,899**	-	-
Actual Student Enrollment		-	-	**907**	-	-
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
		Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
Retirement / Pension			-	172,748		-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	604,537	-	-
TOTAL PERSONNEL SERVICE COSTS	179.75	-	-	2,792,840	-	-
CONTRACTED SERVICES						
Accounting / Audit			-	3,714		-
Legal			-	6,250		-
Management Company Fee			-			-
Nurse Services			-			-
Food Service / School Lunch			-	126,433		-
Payroll Services			-	4,221		-
Special Ed Services			-			-
Titlement Services (i.e. Title I)			-			-
Other Purchased / Professional / Consulting			-	146,100		-
TOTAL CONTRACTED SERVICES		-	-	286,718	-	-

Total Revenue	-	-	**3,917,805**	-	-
Total Expenses	-	-	**3,798,906**	-	-
Net Income	-	-	**118,899**	-	-
Actual Student Enrollment	-	-	**907**	-	-
	Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
	Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
SCHOOL OPERATIONS					
Board Expenses		-	586		-
Classroom / Teaching Supplies & Materials		-	32,039		-
Special Ed Supplies & Materials		-			-
Textbooks / Workbooks		-	14,064		-
Supplies & Materials other		-			-
Equipment / Furniture		-	19,183		-
Telephone		-	10,705		-
Technology		-	55,000		-
Student Testing & Assessment		-	11,419		-
Field Trips		-			-
Transportation (student)		-			-
Student Services - other		-	34,080		-
Office Expense		-	15,962		-
Staff Development		-	34,555		-
Staff Recruitment		-			-
Student Recruitment / Marketing		-	13,343		-
School Meals / Lunch		-			-
Travel (Staff)		-	5,467		-
Fundraising		-			-
Other		-	23,825		-
TOTAL SCHOOL OPERATIONS	-	-	270,228	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance		-	11,589		-
Janitorial		-	14,164		-
Building and Land Rent / Lease / Facility Finance Interest		-	92,123		-
Repairs & Maintenance		-	62,500		-
Equipment / Furniture		-	13,587		-
Security		-	57,500		-
Utilities		-	36,050		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	287,513	-	-
DEPRECIATION & AMORTIZATION		-	111,607		-
RESERVES / CONTINGENCY		-	50,000		-
DEFERRED RENT		-			-

Total Revenue	-	-	3,917,805	-	-
Total Expenses	-	-	3,798,906	-	-
Net Income	-	-	118,899	-	-
Actual Student Enrollment	-	-	907	-	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
TOTAL EXPENSES	-	-	3,798,906	-	-
NET INCOME	-	-	118,899	-	-

Total Revenue	-	-	**3,917,805**	-	-
Total Expenses	-	-	**3,798,906**	-	-
Net Income	-	-	**118,899**	-	-
Actual Student Enrollment	-	-	**907**	-	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	9	-	-
ROCHESTER CITY SD	-	-	859	-	-
GREECE CSD	-	-	41	-	-
WEBSTER CSD	-	-	1	-	-
CHURCHVILLE-CHILI CSD	-	-	1	-	-
FAIRPORT CSD	-	-	1	-	-
EAST IRONDEQUOIT CSD	-	-	1	-	-
GATES-CHILI CSD	-	-	1	-	-
WEST IRONDEQUOIT CSD	-	-	1	-	-
RUSH-HENRIETTA CSD	-	-	1	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	**907**	-	-
REVENUE PER PUPIL	-	-	**4,320**	-	-
EXPENSES PER PUPIL	-	-	**4,188**	-	-

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue		**15,038,579**	**15,038,579**	**-**	**15,038,579**	**15,038,579**
Total Expenses		**15,011,229**	**15,011,229**	**-**	**(15,011,229)**	**(15,011,229)**
Net Income		**27,350**	**27,350**	**-**	**27,350**	**27,350**
Actual Student Enrollment						
		Total Year			**VARIANCE**	
		Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
REVENUE						
REVENUES FROM STATE SOURCES	2019-20					
Per Pupil Revenue	Per Pupil Rate					
ROCHESTER CITY SD	13,995	12,021,705	12,021,705	-	12,021,705	12,021,705
GREECE CSD	12,432	509,712	509,712	-	509,712	509,712
WEBSTER CSD	12,695	12,695	12,695	-	12,695	12,695
CHURCHVILLE-CHILI CSD	11,508	11,508	11,508	-	11,508	11,508
FAIRPORT CSD	12,209	12,209	12,209	-	12,209	12,209
EAST IRONDEQUOIT CSD	13,180	13,180	13,180	-	13,180	13,180
GATES-CHILI CSD	14,068	14,068	14,068	-	14,068	14,068
WEST IRONDEQUOIT CSD	11,867	11,867	11,867	-	11,867	11,867
RUSH-HENRIETTA CSD	13,923	13,923	13,923	-	13,923	13,923
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,915	12,620,867	12,620,867	-	12,620,867	12,620,867
Special Education Revenue		-	-	-	-	-
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-
Other		-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		12,620,867	12,620,867	-	12,620,867	12,620,867
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		247,500	247,500	-	247,500	247,500
Title I		350,000	350,000	-	350,000	350,000
Title Funding - Other		-	-	-	-	-
School Food Service (Free Lunch)		922,160	922,160	-	922,160	922,160
Grants						

DESCRIPTION OF ASSUMPTIONS

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	**15,038,579**	**15,038,579**	**-**	**15,038,579**	**15,038,579**
Total Expenses	**15,011,229**	**15,011,229**	**-**	**(15,011,229)**	**(15,011,229)**
Net Income	**27,350**	**27,350**	**-**	**27,350**	**27,350**
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	845,987	845,987	-	845,987	845,987
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	2,365,647	2,365,647	-	2,365,647	2,365,647
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	1,815	1,815	-	1,815	1,815
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	30,250	30,250	-	30,250	30,250
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	52,065	52,065	-	52,065	52,065
TOTAL REVENUE	**15,038,579**	**15,038,579**	**-**	**15,038,579**	**15,038,579**

DESCRIPTION OF ASSUMPTIONS

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue		**15,038,579**	**15,038,579**	**-**	**15,038,579**	**15,038,579**
Total Expenses		**15,011,229**	**15,011,229**	**-**	**(15,011,229)**	**(15,011,229)**
Net Income		**27,350**	**27,350**	**-**	**27,350**	**27,350**
Actual Student Enrollment						
		Total Year			**VARIANCE**	
		Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	1.00	129,541	129,541	-	(129,541)	(129,541)
Instructional Management	8.00	810,908	810,908	-	(810,908)	(810,908)
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	2.00	209,100	209,100	-	(209,100)	(209,100)
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	8.50	465,863	465,863	-	(465,863)	(465,863)
TOTAL ADMINISTRATIVE STAFF	19.50	1,615,412	1,615,412	-	(1,615,412)	(1,615,412)
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	49.50	2,524,550	2,524,550	-	(2,524,550)	(2,524,550)
Teachers - SPED	7.00	479,409	479,409	-	(479,409)	(479,409)
Substitute Teachers	1.00	51,001	51,001	-	(51,001)	(51,001)
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	17.00	856,817	856,817	-	(856,817)	(856,817)
Aides	32.00	809,657	809,657	-	(809,657)	(809,657)
Therapists & Counselors	7.00	359,047	359,047	-	(359,047)	(359,047)
Other	35.75	1,716,577	1,716,577	-	(1,716,577)	(1,716,577)
TOTAL INSTRUCTIONAL	149.25	6,797,058	6,797,058	-	(6,797,058)	(6,797,058)
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	1.00	30,601	30,601	-	(30,601)	(30,601)
Custodian	2.00	91,802	91,802	-	(91,802)	(91,802)
Security	-	-	-	-	-	-
Other	8.00	218,288	218,288	-	(218,288)	(218,288)
TOTAL NON-INSTRUCTIONAL	11.00	340,691	340,691	-	(340,691)	(340,691)
SUBTOTAL PERSONNEL SERVICE COSTS	179.75	8,753,161	8,753,161	-	(8,753,161)	(8,753,161)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		669,617	669,617	-	(669,617)	(669,617)
Fringe / Employee Benefits		1,057,533	1,057,533	-	(1,057,533)	(1,057,533)

DESCRIPTION OF ASSUMPTIONS

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	**15,038,579**	**15,038,579**	**-**	**15,038,579**	**15,038,579**
Total Expenses	**15,011,229**	**15,011,229**	**-**	**(15,011,229)**	**(15,011,229)**
Net Income	**27,350**	**27,350**	**-**	**27,350**	**27,350**
Actual Student Enrollment					

		Total Year			VARIANCE		
		Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**	**DESCRIPTION OF ASSUMPTIONS**
Retirement / Pension		690,986	690,986	-	(690,986)	(690,986)	
TOTAL PAYROLL TAXES AND BENEFITS		2,418,136	2,418,136	-	(2,418,136)	(2,418,136)	
TOTAL PERSONNEL SERVICE COSTS	179.75	11,171,297	11,171,297	-	(11,171,29	(11,171,29	
CONTRACTED SERVICES							
Accounting / Audit		14,853	14,853	-	(14,853)	(14,853)	
Legal		25,000	25,000	-	(25,000)	(25,000)	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		505,732	505,732	-	(505,732)	(505,732)	
Payroll Services		16,875	16,875	-	(16,875)	(16,875)	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		584,400	584,400	-	(584,400)	(584,400)	
TOTAL CONTRACTED SERVICES		1,146,860	1,146,860	-	(1,146,860)	(1,146,860)	

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	**15,038,579**	**15,038,579**	**-**	**15,038,579**	**15,038,579**
Total Expenses	**15,011,229**	**15,011,229**	**-**	**(15,011,229)**	**(15,011,229)**
Net Income	**27,350**	**27,350**	**-**	**27,350**	**27,350**
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
SCHOOL OPERATIONS					
Board Expenses	2,347	2,347	-	(2,347)	(2,347)
Classroom / Teaching Supplies & Materials	128,147	128,147	-	(128,147)	(128,147)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	56,250	56,250	-	(56,250)	(56,250)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	76,729	76,729	-	(76,729)	(76,729)
Telephone	42,817	42,817	-	(42,817)	(42,817)
Technology	220,000	220,000	-	(220,000)	(220,000)
Student Testing & Assessment	11,419	11,419	-	(11,419)	(11,419)
Field Trips	-	-	-	-	-
Transportation (student)	-	-	-	-	-
Student Services - other	136,314	136,314	-	(136,314)	(136,314)
Office Expense	63,848	63,848	-	(63,848)	(63,848)
Staff Development	138,220	138,220	-	(138,220)	(138,220)
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	53,363	53,363	-	(53,363)	(53,363)
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	21,865	21,865	-	(21,865)	(21,865)
Fundraising	-	-	-	-	-
Other	95,291	95,291	-	(95,291)	(95,291)
TOTAL SCHOOL OPERATIONS	1,046,610	1,046,610	-	(1,046,610)	(1,046,610)
FACILITY OPERATION & MAINTENANCE					
Insurance	46,350	46,350	-	(46,350)	(46,350)
Janitorial	56,650	56,650	-	(56,650)	(56,650)
Building and Land Rent / Lease / Facility Finance Interest	368,489	368,489	-	(368,489)	(368,489)
Repairs & Maintenance	250,000	250,000	-	(250,000)	(250,000)
Equipment / Furniture	54,348	54,348	-	(54,348)	(54,348)
Security	230,000	230,000	-	(230,000)	(230,000)
Utilities	144,200	144,200	-	(144,200)	(144,200)
TOTAL FACILITY OPERATION & MAINTENANCE	1,150,037	1,150,037	-	(1,150,037)	(1,150,037)
DEPRECIATION & AMORTIZATION	446,425	446,425	-	(446,425)	(446,425)
RESERVES / CONTINGENCY	50,000	50,000	-	(50,000)	(50,000)
DEFERRED RENT	-	-	-	-	-

DESCRIPTION OF ASSUMPTIONS

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	15,038,579	15,038,579	-	15,038,579	15,038,579
Total Expenses	15,011,229	15,011,229	-	(15,011,229)	(15,011,229)
Net Income	27,350	27,350	-	27,350	27,350
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
TOTAL EXPENSES	15,011,229	15,011,229	-	(15,011,229)	(15,011,229)
NET INCOME	27,350	27,350	-	27,350	27,350

DESCRIPTION OF ASSUMPTIONS

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2019-20

	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Total Revenue	15,038,579	15,038,579	-	15,038,579	15,038,579
Total Expenses	15,011,229	15,011,229	-	(15,011,229)	(15,011,229)
Net Income	27,350	27,350	-	27,350	27,350
Actual Student Enrollment					

	Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Number of Districts:						
ROCHESTER CITY SD						
GREECE CSD						
WEBSTER CSD						
CHURCHVILLE-CHILI CSD						
FAIRPORT CSD						
EAST IRONDEQUOIT CSD						
GATES-CHILI CSD						
WEST IRONDEQUOIT CSD						
RUSH-HENRIETTA CSD						
-						
-						
-						
-						
-						
-						
ALL OTHER School Districts: (Weighted Avg)						
TOTAL ENROLLMENT						
REVENUE PER PUPIL						
EXPENSES PER PUPIL						

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	3,285,196	-	-	3,917,789	-	-	3,917,790
Total Expenses	-	3,737,441	-	-	3,737,441	-	-	3,737,441
Net Income	-	(452,245)	-	-	180,348	-	-	180,349
Actual Student Enrollment	-	907	-	-	907	-	-	907

	Prior Year Actua	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES {*enter descriptions below*}								
Example - Add Back Depreciation	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES {*enter descriptions below*}								
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES {*enter descriptions below*}								
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-
NET INCOME	-	(452,245)	-	-	180,348	-	-	180,349
Beginning Cash Balance	-	-	-	-	(452,245)	-	-	(271,898)
ENDING CASH BALANCE	-	(452,245)	-	-	(271,898)	-	-	(91,549)

Total Revenue	-	-	**3,917,805**	-	-
Total Expenses	-	-	**3,798,906**	-	-
Net Income	-	-	**118,899**	-	-
Actual Student Enrollment	-	-	**907**	-	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES {*enter descriptions below*}					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES {*enter descriptions below*}					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES {*enter descriptions below*}					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	-	-	**118,899**	-	-
Beginning Cash Balance	-	-	**(91,549)**	-	-
ENDING CASH BALANCE	-	-	**27,350**	-	-

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	**15,038,579**	**15,038,579**	**-**	**15,038,579**	**15,038,579**
Total Expenses	**15,011,229**	**15,011,229**	**-**	**(15,011,229)**	**(15,011,229)**
Net Income	**27,350**	**27,350**	**-**	**27,350**	**27,350**
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 {*enter descriptions below*}						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES {*enter descriptions below*}						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES {*enter descriptions below*}						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**27,350**	**27,350**	**-**	**27,350**	**27,350**	
Beginning Cash Balance	**-**	-	-	-	-	
ENDING CASH BALANCE	**27,350**	27,350	**-**	**27,350**	**27,350**	

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL
ALANCE SHEET
2019-20

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	As of 9/30	As of 12/31	As of 3/31	As of 6/30
ASSETS					
CURRENT ASSETS					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
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	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

Total Revenue	-	**3,285,196**	-	-	**3,917,789**	-	-
Total Expenses	-	**3,737,441**	-	-	**3,737,441**	-	-
Net Income	-	**(452,245)**	-	-	**180,348**	-	-
Actual Student Enrollment	-	**907**	-	-	**907**	-	-

***NOTE: Enrollment, Revenue and Expediture 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**
REVENUE								
REVENUES FROM STATE SOURCES	2019-20							
Per Pupil Revenue	Per Pupil Rate							
ROCHESTER CITY SD	13,995		3,005,426	-		3,005,426	-	
GREECE CSD	12,432		127,428	-		127,428	-	
WEBSTER CSD	12,695		3,174	-		3,174	-	
CHURCHVILLE-CHILI CSD	11,508		2,877	-		2,877	-	
FAIRPORT CSD	12,209		3,052	-		3,052	-	
EAST IRONDEQUOIT CSD	13,180		3,295	-		3,295	-	
GATES-CHILI CSD	14,068		3,517	-		3,517	-	
WEST IRONDEQUOIT CSD	11,867		2,967	-		2,967	-	
RUSH-HENRIETTA CSD	13,923		3,481	-		3,481	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
-	-		-	-		-	-	
ALL OTHER School Districts: (Count = 0)	-		-	-		-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,915	-	3,155,217	-	-	3,155,217	-	-
Special Education Revenue			-	-		-	-	
Grants								
Stimulus			-	-		-	-	
DYCD (Department of Youth and Community Development)			-	-		-	-	
Other			-	-		-	-	
NYC DoE Rental Assistance			-	-		-	-	
Other			-	-		-	-	
TOTAL REVENUE FROM STATE SOURCES		-	3,155,217	-	-	3,155,217	-	-
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			24,750	-		74,250	-	
Title I			-	-		116,666	-	
Title Funding - Other			-	-		-	-	
School Food Service (Free Lunch)			92,216	-		276,648	-	
Grants								
Charter School Program (CSP) Planning & Implementation			-	-		-	-	
Other			-	-		281,995	-	

Total Revenue	-	**3,285,196**	-	-	**3,917,789**	-	-
Total Expenses	-	**3,737,441**	-	-	**3,737,441**	-	-
Net Income	-	**(452,245)**	-	-	**180,348**	-	-
Actual Student Enrollment	-	**907**	-	-	**907**	-	-

***NOTE: Enrollment, Revenue and Expediture 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**
Other		-	-		-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	116,966	-	-	749,559	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-		-	-	
Fundraising		-	-		-	-	
Erate Reimbursement		2,499	-		2,499	-	
Earnings on Investments		2,499	-		2,499	-	
Interest Income		453	-		453	-	
Food Service (Income from meals)		-	-		-	-	
Text Book		-	-		-	-	
OTHER		7,562	-		7,562	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	13,013	-	-	13,013	-	-
TOTAL REVENUE	-	**3,285,196**	-	-	**3,917,789**	-	-

Total Revenue		-	3,285,196	-	-	3,917,789	-	-
Total Expenses		-	3,737,441	-	-	3,737,441	-	-
Net Income		-	(452,245)	-	-	180,348	-	-
Actual Student Enrollment		-	907	-	-	907	-	-

***NOTE: Enrollment, Revenue and Expediture 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	-		32,385	-		32,385	-	
Instructional Management	-		202,727	-		202,727	-	
Deans, Directors & Coordinators	-		-	-		-	-	
CFO / Director of Finance	-		52,275	-		52,275	-	
Operation / Business Manager	-		-	-		-	-	
Administrative Staff	-		116,465	-		116,465	-	
TOTAL ADMINISTRATIVE STAFF	-	-	403,852	-	-	403,852	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-		631,137	-		631,137	-	
Teachers - SPED	-		119,852	-		119,852	-	
Substitute Teachers	-		12,750	-		12,750	-	
Teaching Assistants	-		-	-		-	-	
Specialty Teachers	-		214,204	-		214,204	-	
Aides	-		202,414	-		202,414	-	
Therapists & Counselors	-		89,761	-		89,761	-	
Other	-		429,144	-		429,144	-	
TOTAL INSTRUCTIONAL	-	-	1,699,262	-	-	1,699,262	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-		-	-		-	-	
Librarian	-		7,650	-		7,650	-	
Custodian	-		22,950	-		22,950	-	
Security	-		-	-		-	-	
Other	-		54,572	-		54,572	-	
TOTAL NON-INSTRUCTIONAL	-	-	85,172	-	-	85,172	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	2,188,286	-	-	2,188,286	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes			167,404	-		167,404	-	
Fringe / Employee Benefits			264,383	-		264,383	-	
Retirement / Pension			172,746	-		172,746	-	
TOTAL PAYROLL TAXES AND BENEFITS		-	604,533	-	-	604,533	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	2,792,819	-	-	2,792,819	-	-

Total Revenue	-	**3,285,196**	-	-	**3,917,789**	-	-
Total Expenses	-	**3,737,441**	-	-	**3,737,441**	-	-
Net Income	-	**(452,245)**	-	-	**180,348**	-	-
Actual Student Enrollment	-	**907**	-	-	**907**	-	-

***NOTE: Enrollment, Revenue and Expediture 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		3,713	-		3,713	-	
Legal		6,250	-		6,250	-	
Management Company Fee		-	-		-	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		126,433	-		126,433	-	
Payroll Services		4,218	-		4,218	-	
Special Ed Services		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		146,100	-		146,100	-	
TOTAL CONTRACTED SERVICES	-	286,714	-	-	286,714	-	-

Total Revenue	-	**3,285,196**	-	-	**3,917,789**	-	-
Total Expenses	-	**3,737,441**	-	-	**3,737,441**	-	-
Net Income	-	**(452,245)**	-	-	**180,348**	-	-
Actual Student Enrollment	-	**907**	-	-	**907**	-	-

***NOTE: Enrollment, Revenue and Expediture 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**
SCHOOL OPERATIONS							
Board Expenses		587	-		587	-	
Classroom / Teaching Supplies & Materials		32,036	-		32,036	-	
Special Ed Supplies & Materials		-	-		-	-	
Textbooks / Workbooks		14,062	-		14,062	-	
Supplies & Materials other		-	-		-	-	
Equipment / Furniture		19,182	-		19,182	-	
Telephone		10,704	-		10,704	-	
Technology		55,000	-		55,000	-	
Student Testing & Assessment		-	-		-	-	
Field Trips		-	-		-	-	
Transportation (student)		-	-		-	-	
Student Services - other		34,078	-		34,078	-	
Office Expense		15,962	-		15,962	-	
Staff Development		34,555	-		34,555	-	
Staff Recruitment		-	-		-	-	
Student Recruitment / Marketing		13,340	-		13,340	-	
School Meals / Lunch		-	-		-	-	
Travel (Staff)		5,466	-		5,466	-	
Fundraising		-	-		-	-	
Other		23,822	-		23,822	-	
TOTAL SCHOOL OPERATIONS	-	258,794	-	-	258,794	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance		11,587	-		11,587	-	
Janitorial		14,162	-		14,162	-	
Building and Land Rent / Lease / Facility Finance Interest		92,122	-		92,122	-	
Repairs & Maintenance		62,500	-		62,500	-	
Equipment / Furniture		13,587	-		13,587	-	
Security		57,500	-		57,500	-	
Utilities		36,050	-		36,050	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	287,508	-	-	287,508	-	-
DEPRECIATION & AMORTIZATION		111,606	-		111,606	-	
RESERVES / CONTINGENCY		-	-		-	-	
DEFERRED RENT		-	-		-	-	

EUGENIO MARIA DE HOSTOS CHAF

Budget / Operating Pla

2019-20

Total Revenue	-	3,285,196	-	-	3,917,789	-	-
Total Expenses	-	3,737,441	-	-	3,737,441	-	-
Net Income	-	(452,245)	-	-	180,348	-	-
Actual Student Enrollment	-	907	-	-	907	-	-

*NOTE: Enrollment, Revenue and Expediture 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	-	3,737,441	-	-	3,737,441	-	-
NET INCOME	-	(452,245)	-	-	180,348	-	-

Total Revenue	-	3,285,196	-	-	3,917,789	-	-
Total Expenses	-	3,737,441	-	-	3,737,441	-	-
Net Income	-	(452,245)	-	-	180,348	-	-
Actual Student Enrollment	-	907	-	-	907	-	-

***NOTE: Enrollment, Revenue and Expediture 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**
ENROLLMENT - *School Districts Are Linked To Above Entries*							
ROCHESTER CITY SD	-	859	-	-	859	-	-
GREECE CSD	-	41	-	-	41	-	-
WEBSTER CSD	-	1	-	-	1	-	-
CHURCHVILLE-CHILI CSD	-	1	-	-	1	-	-
FAIRPORT CSD	-	1	-	-	1	-	-
EAST IRONDEQUOIT CSD	-	1	-	-	1	-	-
GATES-CHILI CSD	-	1	-	-	1	-	-
WEST IRONDEQUOIT CSD	-	1	-	-	1	-	-
RUSH-HENRIETTA CSD	-	1	-	-	1	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	907	-	-	907	-	-
REVENUE PER PUPIL	-	3,622	-	-	4,320	-	-
EXPENSES PER PUPIL	-	4,121	-	-	4,121	-	-

RTER SCHOOL
n

Total Revenue		**3,917,790**	**-**	**-**	**3,917,805**	**-**
Total Expenses		**3,737,441**	**-**	**-**	**3,798,906**	**-**
Net Income		**180,349**	**-**	**-**	**118,899**	**-**
Actual Student Enrollment		**907**	**-**	**-**	**907**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
		Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
REVENUE						
REVENUES FROM STATE SOURCES	2019-20					
Per Pupil Revenue	Per Pupil Rate					
ROCHESTER CITY SD	13,995	3,005,426	-		3,005,426	-
GREECE CSD	12,432	127,428	-		127,428	-
WEBSTER CSD	12,695	3,174	-		3,174	-
CHURCHVILLE-CHILI CSD	11,508	2,877	-		2,877	-
FAIRPORT CSD	12,209	3,052	-		3,052	-
EAST IRONDEQUOIT CSD	13,180	3,295	-		3,295	-
GATES-CHILI CSD	14,068	3,517	-		3,517	-
WEST IRONDEQUOIT CSD	11,867	2,967	-		2,967	-
RUSH-HENRIETTA CSD	13,923	3,481	-		3,481	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
ALL OTHER School Districts: (Count = 0)	-	-	-		-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,915	3,155,217	-	-	3,155,217	-
Special Education Revenue		-	-		-	-
Grants						
Stimulus		-	-		-	-
DYCD (Department of Youth and Community Development)		-	-		-	-
Other		-	-		-	-
NYC DoE Rental Assistance		-	-		-	-
Other		-	-		-	-
TOTAL REVENUE FROM STATE SOURCES		3,155,217	-	-	3,155,217	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		74,250	-		74,250	-
Title I		116,667	-		116,667	-
Title Funding - Other		-	-		-	-
School Food Service (Free Lunch)		276,648	-		276,648	-
Grants						
Charter School Program (CSP) Planning & Implementation		-	-		-	-
Other		281,995	-		281,997	-

RTER SCHOOL
n

Total Revenue	**3,917,790**	**-**	**-**	**3,917,805**	**-**
Total Expenses	**3,737,441**	**-**	**-**	**3,798,906**	**-**
Net Income	**180,349**	**-**	**-**	**118,899**	**-**
Actual Student Enrollment	**907**	**-**	**-**	**907**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
	Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
Other	-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES	749,560	-	-	749,562	-
LOCAL and OTHER REVENUE					
Contributions and Donations	-	-		-	-
Fundraising	-	-		-	-
Erate Reimbursement	2,499	-		2,503	-
Earnings on Investments	2,499	-		2,503	-
Interest Income	453	-		456	-
Food Service (Income from meals)	-	-		-	-
Text Book	-	-		-	-
OTHER	7,562	-		7,564	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	13,013	-	-	13,026	-
TOTAL REVENUE	**3,917,790**	**-**	**-**	**3,917,805**	**-**

RTER SCHOOL

n

Total Revenue		**3,917,790**	**-**	**-**	**3,917,805**	**-**
Total Expenses		**3,737,441**	**-**	**-**	**3,798,906**	**-**
Net Income		**180,349**	**-**	**-**	**118,899**	**-**
Actual Student Enrollment		**907**	**-**	**-**	**907**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
		Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
EXPENSES	Quarter 0					
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	-	32,385	-		32,386	-
Instructional Management	-	202,727	-		202,727	-
Deans, Directors & Coordinators	-	-	-		-	-
CFO / Director of Finance	-	52,275	-		52,275	-
Operation / Business Manager	-	-	-		-	-
Administrative Staff	-	116,465	-		116,468	-
TOTAL ADMINISTRATIVE STAFF	-	403,852	-	-	403,856	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	631,137	-		631,139	-
Teachers - SPED	-	119,852	-		119,853	-
Substitute Teachers	-	12,750	-		12,751	-
Teaching Assistants	-	-	-		-	-
Specialty Teachers	-	214,204	-		214,205	-
Aides	-	202,414	-		202,415	-
Therapists & Counselors	-	89,761	-		89,764	-
Other	-	429,144	-		429,145	-
TOTAL INSTRUCTIONAL	-	1,699,262	-	-	1,699,272	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-		-	-
Librarian	-	7,650	-		7,651	-
Custodian	-	22,950	-		22,952	-
Security	-	-	-		-	-
Other	-	54,572	-		54,572	-
TOTAL NON-INSTRUCTIONAL	-	85,172	-	-	85,175	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	2,188,286	-	-	2,188,303	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		167,404	-		167,405	-
Fringe / Employee Benefits		264,383	-		264,384	-
Retirement / Pension		172,746	-		172,748	-
TOTAL PAYROLL TAXES AND BENEFITS		604,533	-	-	604,537	-
TOTAL PERSONNEL SERVICE COSTS	-	2,792,819	-	-	2,792,840	-

RTER SCHOOL
n

Total Revenue	**3,917,790**	**-**	**-**	**3,917,805**	**-**
Total Expenses	**3,737,441**	**-**	**-**	**3,798,906**	**-**
Net Income	**180,349**	**-**	**-**	**118,899**	**-**
Actual Student Enrollment	**907**	**-**	**-**	**907**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
	RTER SCHOOL n Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
CONTRACTED SERVICES					
Accounting / Audit	3,713	-		3,714	-
Legal	6,250	-		6,250	-
Management Company Fee	-	-		-	-
Nurse Services	-	-		-	-
Food Service / School Lunch	126,433	-		126,433	-
Payroll Services	4,218	-		4,221	-
Special Ed Services	-	-		-	-
Titlement Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	146,100	-		146,100	-
TOTAL CONTRACTED SERVICES	286,714	-	-	286,718	-

RTER SCHOOL
n

Total Revenue	**3,917,790**	**-**	**-**	**3,917,805**	**-**
Total Expenses	**3,737,441**	**-**	**-**	**3,798,906**	**-**
Net Income	**180,349**	**-**	**-**	**118,899**	**-**
Actual Student Enrollment	**907**	**-**	**-**	**907**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
	Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
SCHOOL OPERATIONS					
Board Expenses	587	-		586	-
Classroom / Teaching Supplies & Materials	32,036	-		32,039	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	14,062	-		14,064	-
Supplies & Materials other	-	-		-	-
Equipment / Furniture	19,182	-		19,183	-
Telephone	10,704	-		10,705	-
Technology	55,000	-		55,000	-
Student Testing & Assessment	-	-		11,419	-
Field Trips	-	-		-	-
Transportation (student)	-	-		-	-
Student Services - other	34,078	-		34,080	-
Office Expense	15,962	-		15,962	-
Staff Development	34,555	-		34,555	-
Staff Recruitment	-	-		-	-
Student Recruitment / Marketing	13,340	-		13,343	-
School Meals / Lunch	-	-		-	-
Travel (Staff)	5,466	-		5,467	-
Fundraising	-	-		-	-
Other	23,822	-		23,825	-
TOTAL SCHOOL OPERATIONS	258,794	-	-	270,228	-
FACILITY OPERATION & MAINTENANCE					
Insurance	11,587	-		11,589	-
Janitorial	14,162	-		14,164	-
Building and Land Rent / Lease / Facility Finance Interest	92,122	-		92,123	-
Repairs & Maintenance	62,500	-		62,500	-
Equipment / Furniture	13,587	-		13,587	-
Security	57,500	-		57,500	-
Utilities	36,050	-		36,050	-
TOTAL FACILITY OPERATION & MAINTENANCE	287,508	-	-	287,513	-
DEPRECIATION & AMORTIZATION	111,606	-		111,607	-
RESERVES / CONTINGENCY	-	-		50,000	-
DEFERRED RENT	-	-		-	-

RTER SCHOOL

n

RTER SCHOOL

n

Total Revenue	3,917,790	-	-	3,917,805	-
Total Expenses	3,737,441	-	-	3,798,906	-
Net Income	180,349	-	-	118,899	-
Actual Student Enrollment	907	-	-	907	-

*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
TOTAL EXPENSES	3,737,441	-	-	3,798,906	-
NET INCOME	180,349	-	-	118,899	-

RTER SCHOOL

n

Total Revenue	**3,917,790**	**-**	**-**	**3,917,805**	**-**
Total Expenses	**3,737,441**	**-**	**-**	**3,798,906**	**-**
Net Income	**180,349**	**-**	**-**	**118,899**	**-**
Actual Student Enrollment	**907**	**-**	**-**	**907**	**-**

Quarter - 1/1 - 3/31

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
	Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
ROCHESTER CITY SD	859	-	-	859	-
GREECE CSD	41	-	-	41	-
WEBSTER CSD	1	-	-	1	-
CHURCHVILLE-CHILI CSD	1	-	-	1	-
FAIRPORT CSD	1	-	-	1	-
EAST IRONDEQUOIT CSD	1	-	-	1	-
GATES-CHILI CSD	1	-	-	1	-
WEST IRONDEQUOIT CSD	1	-	-	1	-
RUSH-HENRIETTA CSD	1	-	-	1	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-
TOTAL ENROLLMENT	**907**	**-**	**-**	**907**	**-**
REVENUE PER PUPIL	**4,320**	**-**	**-**	**4,320**	**-**
EXPENSES PER PUPIL	**4,121**	**-**	**-**	**4,188**	**-**

EUGENIO MARIA DE HOSTOS CHARTER SCHO

Budget / Operating Plan

2019-20

Total Revenue	-	-	-	**15,038,579**	**(15,038,579)**	-	-	**15,038,5**
Total Expenses	-	-	-	**15,011,229**	**15,011,229**	-	-	**15,011,2**
Net Income	-	-	-	**27,350**	**(27,350)**	-	-	**27,3**
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

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

	2019-20 Per Pupil Rate	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	Origin Budget -
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue	Per Pupil Rate								
ROCHESTER CITY SD	13,995	-	-	-	12,021,705	(12,021,705)	-	-	12,021,7
GREECE CSD	12,432	-	-	-	509,712	(509,712)	-	-	509,7
WEBSTER CSD	12,695	-	-	-	12,695	(12,695)	-	-	12,6
CHURCHVILLE-CHILI CSD	11,508	-	-	-	11,508	(11,508)	-	-	11,5
FAIRPORT CSD	12,209	-	-	-	12,209	(12,209)	-	-	12,2
EAST IRONDEQUOIT CSD	13,180	-	-	-	13,180	(13,180)	-	-	13,1
GATES-CHILI CSD	14,068	-	-	-	14,068	(14,068)	-	-	14,0
WEST IRONDEQUOIT CSD	11,867	-	-	-	11,867	(11,867)	-	-	11,8
RUSH-HENRIETTA CSD	13,923	-	-	-	13,923	(13,923)	-	-	13,9
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,915	-	-	-	12,620,867	(12,620,867	-	-	12,620,8
Special Education Revenue		-	-	-	-	-	-	-	
Grants									
Stimulus		-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	
Other		-	-	-	-	-	-	-	
NYC DoE Rental Assistance		-	-	-	-	-	-	-	
Other		-	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		-	-	-	12,620,867	(12,620,867	-	-	12,620,8
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs		-	-	-	247,500	(247,500)	-	-	247,5
Title I		-	-	-	350,000	(350,000)	-	-	350,0
Title Funding - Other		-	-	-	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	922,160	(922,160)	-	-	922,1
Grants									
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	
Other		-	-	-	845,987	(845,987)	-	-	845,9

EUGENIO MARIA DE HOSTOS CHARTER SCHO

Budget / Operating Plan

2019-20

Total Revenue	-	-	-	**15,038,579**	**(15,038,579)**	-	-	**15,038,5**
Total Expenses	-	-	-	**15,011,229**	**15,011,229**	-	-	**15,011,2**
Net Income	-	-	-	**27,350**	**(27,350)**	-	-	**27,3**
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expediture 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**	**Origina Budget -**
Other	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	2,365,647	(2,365,647)	-	-	2,365,6
LOCAL and OTHER REVENUE								
Contributions and Donations	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	10,000	(10,000)	-	-	10,0
Earnings on Investments	-	-	-	10,000	(10,000)	-	-	10,0
Interest Income	-	-	-	1,815	(1,815)	-	-	1,8
Food Service (Income from meals)	-	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	-	
OTHER	-	-	-	30,250	(30,250)	-	-	30,2
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	52,065	(52,065)	-	-	52,0
TOTAL REVENUE	-	-	-	**15,038,579**	**(15,038,579)**	-	-	**15,038,5**

EUGENIO MARIA DE HOSTOS CHARTER SCHO

Budget / Operating Plan

2019-20

Total Revenue	-	-	-	**15,038,579**	**(15,038,579)**	-	-	**15,038,5**
Total Expenses	-	-	-	**15,011,229**	**15,011,229**	-	-	**15,011,2**
Net Income	-	-	-	**27,350**	**(27,350)**	-	-	**27,3**
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expediture 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**	**Origina Budget -**
EXPENSES	Quarter 0								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions								
Executive Management	-	-	-	-	129,541	129,541	-	-	129,5
Instructional Management	-	-	-	-	810,908	810,908	-	-	810,9
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	209,100	209,100	-	-	209,1
Operation / Business Manager	-	-	-	-	-	-	-	-	
Administrative Staff	-	-	-	-	465,863	465,863	-	-	465,8
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	1,615,412	1,615,412	-	-	1,615,4
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	-	-	-	-	2,524,550	2,524,550	-	-	2,524,5
Teachers - SPED	-	-	-	-	479,409	479,409	-	-	479,4
Substitute Teachers	-	-	-	-	51,001	51,001	-	-	51,0
Teaching Assistants	-	-	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	856,817	856,817	-	-	856,8
Aides	-	-	-	-	809,657	809,657	-	-	809,6
Therapists & Counselors	-	-	-	-	359,047	359,047	-	-	359,0
Other	-	-	-	-	1,716,577	1,716,577	-	-	1,716,5
TOTAL INSTRUCTIONAL	-	-	-	-	6,797,058	6,797,058	-	-	6,797,0
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	30,601	30,601	-	-	30,6
Custodian	-	-	-	-	91,802	91,802	-	-	91,8
Security	-	-	-	-	-	-	-	-	
Other	-	-	-	-	218,288	218,288	-	-	218,2
TOTAL NON-INSTRUCTIONAL	-	-	-	-	340,691	340,691	-	-	340,6
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	8,753,161	8,753,161	-	-	8,753,1
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		-	-	-	669,617	669,617	-	-	669,6
Fringe / Employee Benefits		-	-	-	1,057,533	1,057,533	-	-	1,057,5
Retirement / Pension		-	-	-	690,986	690,986	-	-	690,9
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	2,418,136	2,418,136	-	-	2,418,1
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	11,171,297	11,171,297	-	-	11,171,2

EUGENIO MARIA DE HOSTOS CHARTER SCHO

Budget / Operating Plan

2019-20

Total Revenue	-	-	-	15,038,579	(15,038,579)	-	-	15,038,5
Total Expenses	-	-	-	15,011,229	15,011,229	-	-	15,011,2
Net Income	-	-	-	27,350	(27,350)	-	-	27,3
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expediture 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**	**Origina Budget -**
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	14,853	14,853	-	-	14,8
Legal	-	-	-	25,000	25,000	-	-	25,0
Management Company Fee	-	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	505,732	505,732	-	-	505,7
Payroll Services	-	-	-	16,875	16,875	-	-	16,8
Special Ed Services	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	584,400	584,400	-	-	584,4
TOTAL CONTRACTED SERVICES	-	-	-	1,146,860	1,146,860	-	-	1,146,8

EUGENIO MARIA DE HOSTOS CHARTER SCHO

Budget / Operating Plan

2019-20

Total Revenue	-	-	-	**15,038,579**	**(15,038,579)**	-	-	**15,038,5**
Total Expenses	-	-	-	**15,011,229**	**15,011,229**	-	-	**15,011,2**
Net Income	-	-	-	**27,350**	**(27,350)**	-	-	**27,3**
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expediture 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**	**Origina Budget -**
SCHOOL OPERATIONS								
Board Expenses	-	-	-	2,347	2,347	-	-	2,3
Classroom / Teaching Supplies & Materials	-	-	-	128,147	128,147	-	-	128,1
Special Ed Supplies & Materials	-	-	-	-	-	-	-	
Textbooks / Workbooks	-	-	-	56,250	56,250	-	-	56,2
Supplies & Materials other	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	76,729	76,729	-	-	76,7
Telephone	-	-	-	42,817	42,817	-	-	42,8
Technology	-	-	-	220,000	220,000	-	-	220,0
Student Testing & Assessment	-	-	-	11,419	11,419	-	-	11,4
Field Trips	-	-	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	-	-	
Student Services - other	-	-	-	136,314	136,314	-	-	136,3
Office Expense	-	-	-	63,848	63,848	-	-	63,8
Staff Development	-	-	-	138,220	138,220	-	-	138,2
Staff Recruitment	-	-	-	-	-	-	-	
Student Recruitment / Marketing	-	-	-	53,363	53,363	-	-	53,3
School Meals / Lunch	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	21,865	21,865	-	-	21,8
Fundraising	-	-	-	-	-	-	-	
Other	-	-	-	95,291	95,291	-	-	95,2
TOTAL SCHOOL OPERATIONS	-	-	-	1,046,610	1,046,610	-	-	1,046,6
FACILITY OPERATION & MAINTENANCE								
Insurance	-	-	-	46,350	46,350	-	-	46,3
Janitorial	-	-	-	56,650	56,650	-	-	56,6
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	368,489	368,489	-	-	368,4
Repairs & Maintenance	-	-	-	250,000	250,000	-	-	250,0
Equipment / Furniture	-	-	-	54,348	54,348	-	-	54,3
Security	-	-	-	230,000	230,000	-	-	230,0
Utilities	-	-	-	144,200	144,200	-	-	144,2
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,150,037	1,150,037	-	-	1,150,0
DEPRECIATION & AMORTIZATION	-	-	-	446,425	446,425	-	-	446,4
RESERVES / CONTINGENCY	-	-	-	50,000	50,000	-	-	50,0
DEFERRED RENT	-	-	-	-	-	-	-	

EUGENIO MARIA DE HOSTOS CHARTER SCHO

Budget / Operating Plan

	2019-20							
Total Revenue	-	-	-	15,038,579	(15,038,579)	-	-	15,038,5
Total Expenses	-	-	-	15,011,229	15,011,229	-	-	15,011,2
Net Income	-	-	-	27,350	(27,350)	-	-	27,3
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expediture 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	Origina Budget -
TOTAL EXPENSES	-	-	-	15,011,229	15,011,229	-	-	15,011,2
NET INCOME	-	-	-	27,350	(27,350)	-	-	27,3

EUGENIO MARIA DE HOSTOS CHARTER SCHO

2019-20

Budget / Operating Plan

						2019-20		
Total Revenue	-	-	-	15,038,579	(15,038,579)	-	-	15,038,5
Total Expenses	-	-	-	15,011,229	15,011,229	-	-	15,011,2
Net Income	-	-	-	27,350	(27,350)	-	-	27,3
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expediture 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	Origin Budget -
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed							
ROCHESTER CITY SD	-	-	-			-	-	
GREECE CSD	-	-	-			-	-	
WEBSTER CSD	-	-	-			-	-	
CHURCHVILLE-CHILI CSD	-	-	-			-	-	
FAIRPORT CSD	-	-	-			-	-	
EAST IRONDEQUOIT CSD	-	-	-			-	-	
GATES-CHILI CSD	-	-	-			-	-	
WEST IRONDEQUOIT CSD	-	-	-			-	-	
RUSH-HENRIETTA CSD	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
-	-	-	-			-	-	
ALL OTHER School Districts: (Count = 0)	-	-	-			-	-	
TOTAL ENROLLMENT	-	-	-			-	-	
REVENUE PER PUPIL	-	-	-			-	-	
EXPENSES PER PUPIL	-	-	-			-	-	

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Total Revenue		**(15,038,579)**	**-**	**-**
Total Expenses		**15,011,229**	**-**	**-**
Net Income		**(27,350)**	**-**	**-**
Actual Student Enrollment			**-**	

***NOTE: Enrollment, Revenue and Expediture 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**
REVENUE				
REVENUES FROM STATE SOURCES	2019-20			
Per Pupil Revenue	Per Pupil Rate			
ROCHESTER CITY SD	13,995	(12,021,705)	-	-
GREECE CSD	12,432	(509,712)	-	-
WEBSTER CSD	12,695	(12,695)	-	-
CHURCHVILLE-CHILI CSD	11,508	(11,508)	-	-
FAIRPORT CSD	12,209	(12,209)	-	-
EAST IRONDEQUOIT CSD	13,180	(13,180)	-	-
GATES-CHILI CSD	14,068	(14,068)	-	-
WEST IRONDEQUOIT CSD	11,867	(11,867)	-	-
RUSH-HENRIETTA CSD	13,923	(13,923)	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	13,915	(12,620,867	-	-
Special Education Revenue		-	-	-
Grants				
Stimulus		-	-	-
DYCD (Department of Youth and Community Development)		-	-	-
Other		-	-	-
NYC DoE Rental Assistance		-	-	-
Other		-	-	-
TOTAL REVENUE FROM STATE SOURCES		(12,620,867	-	-
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		(247,500)	-	-
Title I		(350,000)	-	-
Title Funding - Other		-	-	-
School Food Service (Free Lunch)		(922,160)	-	-
Grants				
Charter School Program (CSP) Planning & Implementation		-	-	-
Other		(845,987)	-	-

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Total Revenue	**(15,038,579)**	**-**	**-**
Total Expenses	**15,011,229**	**-**	**-**
Net Income	**(27,350)**	**-**	**-**
Actual Student Enrollment		**-**	

***NOTE: Enrollment, Revenue and Expediture 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**
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(2,365,647)	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	-	-	-
Fundraising	-	-	-
Erate Reimbursement	(10,000)	-	-
Earnings on Investments	(10,000)	-	-
Interest Income	(1,815)	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	(30,250)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(52,065)	-	-
TOTAL REVENUE	**(15,038,579)**	**-**	**-**

L

Total Revenue	**(15,038,579)**	**-**	**-**
Total Expenses	**15,011,229**	**-**	**-**
Net Income	**(27,350)**	**-**	**-**
Actual Student Enrollment		**-**	

***NOTE: Enrollment, Revenue and Expediture 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**
EXPENSES	Quarter 0			
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions			
Executive Management	-	129,541	-	-
Instructional Management	-	810,908	-	-
Deans, Directors & Coordinators	-	-	-	-
CFO / Director of Finance	-	209,100	-	-
Operation / Business Manager	-	-	-	-
Administrative Staff	-	465,863	-	-
TOTAL ADMINISTRATIVE STAFF	-	1,615,412	-	-
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	-	2,524,550	-	-
Teachers - SPED	-	479,409	-	-
Substitute Teachers	-	51,001	-	-
Teaching Assistants	-	-	-	-
Specialty Teachers	-	856,817	-	-
Aides	-	809,657	-	-
Therapists & Counselors	-	359,047	-	-
Other	-	1,716,577	-	-
TOTAL INSTRUCTIONAL	-	6,797,058	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	30,601	-	-
Custodian	-	91,802	-	-
Security	-	-	-	-
Other	-	218,288	-	-
TOTAL NON-INSTRUCTIONAL	-	340,691	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	8,753,161	-	-
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		669,617	-	-
Fringe / Employee Benefits		1,057,533	-	-
Retirement / Pension		690,986	-	-
TOTAL PAYROLL TAXES AND BENEFITS		2,418,136	-	-
TOTAL PERSONNEL SERVICE COSTS	-	11,171,297	-	-

Total Revenue	**(15,038,579)**	**-**	**-**
Total Expenses	**15,011,229**	**-**	**-**
Net Income	**(27,350)**	**-**	**-**
Actual Student Enrollment		**-**	

***NOTE: Enrollment, Revenue and Expediture 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	14,853	-	-
Legal	25,000	-	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	505,732	-	-
Payroll Services	16,875	-	-
Special Ed Services	-	-	-
Titlement Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	584,400	-	-
TOTAL CONTRACTED SERVICES	1,146,860	-	-

L

Total Revenue	**(15,038,579)**	**-**	**-**
Total Expenses	**15,011,229**	**-**	**-**
Net Income	**(27,350)**	**-**	**-**
Actual Student Enrollment		**-**	

***NOTE: Enrollment, Revenue and Expediture 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**
SCHOOL OPERATIONS			
Board Expenses	2,347	-	-
Classroom / Teaching Supplies & Materials	128,147	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	56,250	-	-
Supplies & Materials other	-	-	-
Equipment / Furniture	76,729	-	-
Telephone	42,817	-	-
Technology	220,000	-	-
Student Testing & Assessment	11,419	-	-
Field Trips	-	-	-
Transportation (student)	-	-	-
Student Services - other	136,314	-	-
Office Expense	63,848	-	-
Staff Development	138,220	-	-
Staff Recruitment	-	-	-
Student Recruitment / Marketing	53,363	-	-
School Meals / Lunch	-	-	-
Travel (Staff)	21,865	-	-
Fundraising	-	-	-
Other	95,291	-	-
TOTAL SCHOOL OPERATIONS	1,046,610	-	-
FACILITY OPERATION & MAINTENANCE			
Insurance	46,350	-	-
Janitorial	56,650	-	-
Building and Land Rent / Lease / Facility Finance Interest	368,489	-	-
Repairs & Maintenance	250,000	-	-
Equipment / Furniture	54,348	-	-
Security	230,000	-	-
Utilities	144,200	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,150,037	-	-
DEPRECIATION & AMORTIZATION	446,425	-	-
RESERVES / CONTINGENCY	50,000	-	-
DEFERRED RENT	-	-	-

Total Revenue	**(15,038,579)**	**-**	**-**
Total Expenses	**15,011,229**	**-**	**-**
Net Income	**(27,350)**	**-**	**-**
Actual Student Enrollment		**-**	

***NOTE: Enrollment, Revenue and Expediture 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**
TOTAL EXPENSES	**15,011,229**	**-**	**-**
NET INCOME	**(27,350)**	**-**	**-**

	L		-
			-
			-
Total Revenue	**(15,038,579)**	-	-
Total Expenses	**15,011,229**	-	-
Net Income	**(27,350)**	-	-
Actual Student Enrollment		-	

***NOTE: Enrollment, Revenue and Expediture 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**
ENROLLMENT - *School Districts Are Linked To Above Entries*			
ROCHESTER CITY SD		-	-
GREECE CSD		-	-
WEBSTER CSD		-	-
CHURCHVILLE-CHILI CSD		-	-
FAIRPORT CSD		-	-
EAST IRONDEQUOIT CSD		-	-
GATES-CHILI CSD		-	-
WEST IRONDEQUOIT CSD		-	-
RUSH-HENRIETTA CSD		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
-		-	-
ALL OTHER School Districts: (Count = 0)		-	-
TOTAL ENROLLMENT		-	-
REVENUE PER PUPIL		-	-
EXPENSES PER PUPIL		-	-

SUNY Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL

2019-20

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**

SUNY Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Eugenio María de Hostos Charter School
2. Trustee's name (print): Marcia De Jesús-Rueff
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Academic Committee Chair

[redacted]

8. Is Trustee an employee of the education corporation? ____Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

_____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
~~Please write "None" if applicable. Do not leave this space blank~~	None	—	

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write* **"***None*."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				

Signature

6-25-19

Date

Form Revised November 16, 2015

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Eugenio María de Hostos Charter School

2. Trustee's name (print): Eugenio Marlin

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Board Vice Chair, Nominating Committee Chair

[redacted]

8. Is Trustee an employee of the education corporation? ____Yes. __X__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
—	None	—	—

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

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE				

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

Signature

June 26, 2019
Date

Form Revised November 16, 2015

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

DISCLOSURE OF FINANCIAL INTEREST BY A NOT-FOR-PROFIT CHARTER SCHOOL EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Eugenio Maria de Hostos Charter
2. Trustee's name (print): Ashley Greenman
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): parent trustee, finance committee

[redacted]

8. Is Trustee an employee of the education corporation? ____Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

_____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	none		

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

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation 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				

Signature

6/27/2019
Date

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Eugenio Maria de Hostos Charter School
2. Trustee's name (print): Brian L. Roulin
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer, Finance Committee Chair

[redacted]

8. Is Trustee an employee of the education corporation? ____Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

_____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None Please write "None" if applicable. Do not leave this space blank			

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None Please write "None" if applicable. Do not leave this space blank.				

Signature

June 25, 2019
Date

Form Revised November 16, 2015

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DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Eugenio Maria de Hostos
2. Trustee's name (print): Miguel Melendez
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Committee Chair (building committee)

[redacted]

8. Is Trustee an employee of the education corporation? ____Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None
Please write "None" if applicable. Do not leave this space blank			

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

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

Signature

6/25/2019
Date

Form Revised November 16, 2015

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FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Eugenio Maria de Hostos Charter School
2. Trustee's name (print): Angelica Perez-Delgado
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Board Member

[redacted]

8. Is Trustee an employee of the education corporation? ____Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None
Please write "None" if applicable. Do not leave this space blank			

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None
Please write "None" if applicable. Do not leave this space blank.				

Signature

6/25/19

Date

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Eugenio Maria de Hostos Charter School
2. Trustee's name (print): Jamie H. Trostle
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
   Parent Seat

[redacted]

8. Is Trustee an employee of the education corporation? ____Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	None Please write "None" if applicable. Do not leave this space blank		

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation 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			

Signature: Janice A Trostle

Date: 6/25/2019

Form Revised November 16, 2015

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Eugenio Maria de Hostos
2. Trustee's name (print): Julio Vázquez
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Chair / CEO

[redacted]

8. Is Trustee an employee of the education corporation? ____Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
10/20/15	Consultant contract	Obtained from voting on the contract	Dr. Miriam Vazquez Sister
Please write "None" if applicable. Do not leave this space blank			

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				

Julio Cárdenas
Signature

8/25/19
Date

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Eugenio Maria de Hostos Charter School
2. Trustee's name (print): Connie O. Walker
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Board Member, Treasurer

[redacted]

8. Is Trustee an employee of the education corporation? ____Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	— None —		
	Please write "None" if applicable. Do not leave this space blank		

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	—	None	—	

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

Connie O. Walker
Signature

6-25-19
Date

Form Revised November 16, 2015

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: EMHCS
2. Trustee's name (print): Ann Maynard
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): HR Committee

[redacted]

8. Is Trustee an employee of the education corporation? ____Yes. ✓ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

_____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None

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

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE	Please write "None" if applicable. Do not leave this space blank.			

Ann Maynard
Signature

7/16/19
Date

Form Revised November 16, 2015

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Eugenio maria de Hostos
2. Trustee's name (print): Raymond Ciccarelli
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Finance committee

[redacted]

8. Is Trustee an employee of the education corporation? ____Yes. ✓ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	None		
Please write "None" if applicable. Do not leave this space blank.			

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Ciccarelli Adv. Service	set up Schwab Account	0	Raymond Ciccarelli	I do not have signing ability for Account

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

Signature

7/17/19

Date

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Eugenio MARIA de Hostos Charter School
2. Trustee's name (print): Fernan Cepero
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Personnel committee member

[redacted]

[redacted] :ation corporation? ____Yes. X No. If you checked yes, position you hold, your salary and your start date.

_____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
Please write "None" if applicable. Do not leave this space blank.	None		

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation 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				

Jeremy R Cooper 2-17-15

Signature ***Date***

Form Revised November 16, 2015

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

SUNY Charter Schools Institute
The State University of New York

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Eugenio Maria De Hostos
2. Trustee's name (print): Monica M. Graham
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Parent Advocate

[redacted]

8. Is Trustee an employee of the education corporation? ____Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

_____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
none	none	none	none

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

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
none	none	none	none	none

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

M. Dulman

Signature ***Date***

Form Revised November 16, 2015

Entry 8 BOT Table

Last updated: 08/01/2019

1. SUNY AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE AUTHORIZED charter schools are required to provide information for all VOTING and NON VOTING trustees.

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 2018 19
1	Julio Vazquez [redacted]	Chair	Academic Committee Marketing Committee Building Committee Finance Committee Personnel Committee	Yes	6	01/01/2018	12/31/2020	12
2	Eugenio Marlin [redacted]	Vice Chair	Building Committee Nominating Committee	Yes	6	01/01/2018	12/31/2020	12
3	Angelica Perez Delgado [redacted]	Secretary	Nominating Committee	Yes	1	06/12/2019	06/11/2022	5 or less
			Academic Committ					

4	Connie O. Walker [redacted]	Treasurer	ee Marketing Committee Finance Committee Nominating Committee	Yes	1	01/01/2018	12/31/2020	11
5	Ann Maynard [redacted]	Trustee/Member	Personnel Committee	Yes	1	07/9/2019	07/08/2022	5 or less
6	Miguel Melendez [redacted]	Trustee/Member	Building Committee Finance Committee Nominating Committee	Yes	1	03/18/2018	03/17/2021	11
7	Ray Cicccarelli [redacted]	Trustee/Member	Finance Committee Fundraising Committee Nominating Committee	Yes	6	01/01/2018	12/31/2020	11
8	Marcia DeJesus Rueff [redacted]	Trustee/Member	Academic Committee Marketing Committee Personnel Committee	Yes	4	06/25/2019	06/24/2022	5 or less

9	Monica Graham [redacted]	Parent Rep	Marketing Committee		1	04/03/2019	04/02/2020	7

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 2018 19
10	Ashley Greenman [redacted]	Parent Rep	Finance Committee Personnel Committee	Yes	1	11/26/2018	11/25/2019	10
11	Jamie Trostle [redacted]	Parent Rep	Academic Committee	Yes	1	12/6/2018	12/05/2019	10
12								
13								
14								
15								

1c. Are there more that 15 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2019	11
b.Total Number of Members Added During 2018 19	3
c. Total Number of Members who Departed during 2018 19	4
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	15

3. Number of Board meetings held during 2018-19 13

4. Number of Board meetings scheduled for 2019-20 11

Thank you.

Entry 10 Enrollment and Retention of Special Populations

Last updated: 08/01/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2019 20.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	In an attempt to recruit and retain students with disabilities as well as ELL's, and economically disadvantaged the following steps were taken 1. Advertise on the school's web page and other social media. 2. School website is available in both English and Spanish and is being updated. 3. EMHCS staff attended several community events and educated families about the school's program and ability to support ELL's and students with disabilities. 4. Visited multiple daycares and community agencies to promote the school's mission and vision 5. Utilized a universal application for lottery 6. Provided prospective students and their parents with an orientation of EMHCS and its program. Orientations were delivered in both English and Spanish. 7. Had multiple radio adds played on Poder 97.1 FM and I Heart Radio each week leading up to the lottery. 8. Participated in the Puerto Rican parade and agency fair to promote our school. 9. Promoted our school via the use of street billboards, bus shelter ads and in the Rochester Transit Center. 10. Our school has 5 parent coordinators to support our efforts in meeting recruitment targets. They work with the community and our families to explain the school's program	We will continue to employ the same efforts described for the 2019 20 school year with the addition of mailings to the high needs zip codes in the City od Rochester. A meeting will be held at the beginning of the school year to provide an overview of our efforts and review and revise as needed our recruitment strategy.

English Language Learners/Multilingual Learners	In an attempt to recruit and retain students with disabilities as well as ELL's, and economically disadvantaged the following steps were taken 1. Advertise on the school's web page and other social media. 2. School website is available in both English and Spanish and is being updated. 3. EMHCS staff attended several community events and educated families about the school's program and ability to support ELL's and students with disabilities. 4. Visited multiple daycares and community agencies to promote the school's mission and vision 5. Utilized a universal application for lottery 6. Provided prospective students and their parents with an orientation of EMHCS and its program. Orientations were delivered in both English and Spanish. 7. Had multiple radio adds played on Poder 97.1 FM and I Heart Radio each week leading up to the lottery. 8. Participated in the Puerto Rican parade and agency fair to promote our school. 9. Promoted our school via the use of street billboards, bus shelter ads and in the Rochester Transit Center. 10. Our school has 5 parent coordinators to support our efforts in meeting recruitment targets. They work with the community and our families to explain the school's program	We will continue to employ the same efforts described for the 2019 20 school year with the addition of mailings to the high needs zip codes in the City od Rochester. A meeting will be held at the beginning of the school year to provide an overview of our efforts and review and revise as needed our recruitment strategy.
Students with Disabilities	In an attempt to recruit and retain students with disabilities as well as ELL's, and economically disadvantaged the following steps were taken 1. Advertise on the school's web page and other social media. 2. School website is available in both English and Spanish and is being updated. 3. EMHCS staff attended several community events and educated families about the school's program and ability to support ELL's and students with disabilities. 4. Visited multiple daycares and community agencies to promote the school's mission and vision 5. Utilized a universal application for lottery 6. Provided prospective students and their parents with an orientation of EMHCS and its program. Orientations were delivered in both English and Spanish. 7. Had multiple radio adds played on Poder 97.1 FM and I Heart Radio each week leading up to the lottery. 8. Participated in the Puerto Rican parade and agency fair to promote our school. 9.	We will continue to employ the same efforts described for the 2019 20 school year with the addition of mailings to the high needs zip codes in the City od Rochester. A meeting will be held at the beginning of the school year to provide an overview of our efforts and review and revise as needed our recruitment strategy.

	Promoted our school via the use of street billboards, bus shelter ads and in the Rochester Transit Center. 10. Our school has 5 parent coordinators to support our efforts in meeting recruitment targets. They work with the community and our families to explain the school’s program	

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	In an attempt to retain students with disabilities as well as ELL's, and economically disadvantaged the following steps were taken: 1. Held PTO meetings throughout the year. 2. Held Town Hall with parents and students. 3. Provide students and families with opportunities to have fun and learn about our educational programs via: Family Fun Nights, End of the year picnic celebration, Father and Daughter Dance, Mother and Son Dance, Dominoes Fundraiser, Crafts and Small Business Expo, Parent Academy. 4. Established partnerships with area colleges such as Rochester Institute of Technology and pursuing other college partnerships with Brockport. 5. Participate in area agency fairs to promote our students and programs. 6. Our students in 6th grade shadow for a day a 7th grader in order to have a better transition into middle school. 7. Students showcase their work to their classmates, families, community and staff.	The school will offer performing arts and more team sports in an effort to retain students as they enter the middle and high school. Student engagement strategies used during instruction will keep students motivated to learn and take pride in their school.
English Language Learners/Multilingual Learners	In an attempt to retain students with disabilities as well as ELL's, and economically disadvantaged the following steps were taken: 1. Held PTO meetings throughout the year. 2. Held Town Hall with parents and students. 3. Provide students and families with opportunities to have fun and learn about our educational programs via: Family Fun Nights, End of the year picnic celebration, Father and Daughter Dance, Mother and Son Dance, Dominoes Fundraiser, Crafts and Small Business Expo, Parent Academy. 4. Established partnerships with area colleges such as Rochester Institute of Technology and pursuing other college partnerships with Brockport. 5. Participate in area agency fairs to promote	The school will offer performing arts and more team sports in an effort to retain students as they enter the middle and high school. Student engagement strategies used during instruction will keep students motivated to learn and take pride in their school. The bilingual program will be an added motivator for our ELL students and families.

	our students and programs. 6. Our students in 6th grade shadow for a day a 7th grader in order to have a better transition into middle school. 7. Students showcase their work to their classmates, families, community and staff.	
Students with Disabilities	In an attempt to retain students with disabilities as well as ELL's, and economically disadvantaged the following steps were taken: 1. Held PTO meetings throughout the year. 2. Held Town Hall with parents and students. 3. Provide students and families with opportunities to have fun and learn about our educational programs via: Family Fun Nights, End of the year picnic celebration, Father and Daughter Dance, Mother and Son Dance, Dominoes Fundraiser, Crafts and Small Business Expo, Parent Academy. 4. Established partnerships with area colleges such as Rochester Institute of Technology and pursuing other college partnerships with Brockport. 5. Participate in area agency fairs to promote our students and programs. 6. Our students in 6th grade shadow for a day a 7th grader in order to have a better transition into middle school. 7. Students showcase their work to their classmates, families, community and staff.	The school will offer performing arts and more team sports in an effort to retain students as they enter the middle and high school. Student engagement strategies used during instruction will keep students motivated to learn and take pride in their school.

Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 08/01/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/3019
	46	9	9	11	57

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	3	2	2	1	4

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.

Of the 9 teachers that did not return in Fall of 2018, about 50% were not invited back due to performance, 25% choose another school and 25% either moved out of the area or choose to stay home with their young child/children.

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?

	Not Applicable

Thank you

EMHCS
Eugenio María de Hostos Charter School

2019-2020 SCHOOL CALENDAR

July 2019

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August 2019

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September 2019

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

T=20 S=19

October 2019

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

T= 22 S=21

November 2019

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

T=18 S=16

December 2019

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

T=15 S=15

January 2020

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

T= 19 S=19

February 2020

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

T= 15 S=15

March 2020

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

T= 22 S=22

April 2020

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

T= 16 S=15

May 2020

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

T= 20 S=19

June 2020

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

T= 20 S=19

Holidays – School Closed
K-8 Summer Institute Ends 8/2 9-12 Summer School Ends 8/14
Orientation/PD New Faculty and Staff Curriculum Night August 29 5:00 pm 7:00 pm
All Faculty and Staff Professional Development
First Day for Students
Half day for Students- Parent/Teacher or Student Led Conferences
No School for Students Full Day Parent/Teacher or Student Led Conferences
NYS Regents/3-8 ELA & Math/NYSESLAT Assessments

Revised 4/30/2019