



Charter School of Educational Excellence

260 Warburton Avenue, Yonkers, New York 10701
(914) 476-5070 · Fax (914) 476-2858

Annual Report

2008-2009

Chair
Eduardo LaGuerre

Principal
Catalina Castillo

The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2008 - 2009

Charter School Information and Cover Page

Name of Charter School Charter School of Educational Excellence

Address 260 Warburton Avenue

Yonkers, NY 10701

Telephone (914) 476-5070 Fax (914) 476-2858

BEDS # 662300860862

District/CSD of Location Yonkers City School District

Charter Entity State Education Department

Head of School (Contact Person) Catalina Castillo
(print name)

E-mail address of contact person [REDACTED]

President, Board of Trustees Eduardo LaGuerre
(print name)

E-mail address and Phone Number of Board President [REDACTED]

Student Assessment Data

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2008-09 Annual Report*

Name of Charter School: Charter School of Educational Excellence

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	0%	6.8%	63.6%	29.5%	0.0%	11.8%	82.4%	5.9%	2.7%	24.3%	70.3%	2.7%	0.0%	0.0%	78.9%	21.1%
2007-08	12.2%	46.9%	40.8%	0.0%	10.0%	15.0%	75.0%	0.0%	7.7%	42.3%	50.0%	0.0%	0.0%	33.3%	61.1%	5.6%
2006-07	22.5%	40.0%	35.0%	2.5%	6.7%	46.7%	43.3%	3.3%	8.0%	36.0%	52.0%	4.0%	School was K-5			
2005-06	41.7%	37.5%	20.8%	0.0%	26.3%	21.1%	47.4%	5.3%	School was K-4				School was K-4			

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6			
	L1	L2	L3	L4												
2008-09	0.0%	0.0%	54.5%	45.5%	0.0%	4.0%	46.0%	50.0%	0.0%	8.8%	55.9%	35.3%	0.0%	5.3%	42.1%	52.6%
2007-08	4.4%	11.1%	82.2%	2.2%	7.5%	10.0%	65.0%	17.5%	0.0%	41.7%	58.3%	0.0%	11.1%	16.7%	44.4%	27.8%
2006-07	13.5%	24.3%	56.8%	5.4%	22.6%	22.6%	58.4%	0.0%	37.5%	29.2%	29.2%	4.2%	School was K-5			
2005-06	21.7%	43.5%	30.4%	4.3%	47.1%	17.6%	23.5%	11.8%	School was K-4				School was K-4			

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>
Listening & Speaking (Gr. K-1)	2008-09	8	0%	25%	50%	25%	8	0%	25%	50%	25%	0				
	2007-08	3	*	*	*	*	3	*	*	*	*	0				
	2006-07	6	100%	0%	0%	0%	6	100%	0%	0%	0%	0				
	2005-06	0					0					0				
Reading & Writing (Gr. K-1)	2008-09	8	63%	25%	13%	0%	8	63%	25%	13%	0%	0				
	2007-08	3	*	*	*	*	3	*	*	*	*	0				
	2006-07	6	100%	0%	0%	0%	6	100%	0%	0%	0%	0				
	2005-06	0					0					0				
Listening & Speaking (Gr. 2-4)	2008-09	3	*	*	*	*	3	*	*	*	*	0				
	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Reading & Writing (Gr. 2-4)	2008-09	3	*	*	*	*	3	*	*	*	*	0				
	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Listening & Speaking (Gr. 5-6)	2008-09	1	*	*	*	*	1	*	*	*	*	0				
	2007-08	2	*	*	*	*	2	*	*	*	*	0				
	2006-07	1	*	*	*	*	1	*	*	*	*	0				
	2005-06	0					0					0				
Reading & Writing (Gr. 5-6)	2008-09	1	*	*	*	*	1	*	*	*	*	0				
	2007-08	2	*	*	*	*	2	*	*	*	*	0				
	2006-07	1	*	*	*	*	1	*	*	*	*	0				
	2005-06	0					0					0				

Accountability Plan

2a.4

PROPOSED

ACCOUNTABILITY PLAN

Charter School of Educational Excellence

For Use In School Years 2008–09 through 2012–13

(Retroactive to 2008–09, effective through the penultimate year of the renewal charter)

I. Goals Relating to the School's Academic Success

Academic Attainment & Improvement Goals

Goal 1: All students at the school will become proficient in reading and writing of the English language.

Measure 1: Absolute Proficiency

Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two¹ or more years will perform at or above Level 3 on the New York State English Language Arts (ELA) Assessment.

Measure 2: Comparative Proficiency

Each year, the percentage of students who have been continuously enrolled in the school for two¹ or more years and who perform at or above Level 3 on the State ELA Assessment will be greater than that of the local school district².

Measure 2 is not an absolute measure; rather, it is a comparative measure where the charter school will compare its proficiency against that of the local school district.

While it is possible that the charter school could meet this comparative measure "if (for example) it has only one percent of its students at or above Level 3 and the district has zero percent," the school would still be far from meeting Measure 1, its absolute measure

¹ A student will be considered enrolled for two or more years if he enrolled on or before the date two calendar years prior to that of the first date of the test.

² "District" is defined as Yonkers City School District.

(75% of students enrolled for a reasonable length of time at Level 3 or 4). Likewise, in this circumstance, the school would also be far from meeting Measure 3 of this goal, its value-added measure.

Having multiple measures for the goal--in particular an absolute measure separate from the comparative measure--ensures that, in the scenario where the school district has very poor proficiency, there will not be "a distinction without a difference, in absolute terms."

Measure 3: Value Added to Student Learning

Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance³ and 75 percent of students scoring at or above Level 3 on the State ELA Assessment. If a cohort's baseline performance was above the objective, the cohort will maintain or increase its performance on the next administration.

Goal 2: All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Measure 1: Absolute Proficiency

Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two¹ or more years will perform at or above Level 3 on the New York State Mathematics Assessment.

Measure 2: Comparative Proficiency

³ "Baseline performance" on the State ELA assessment is defined as the percentage of students scoring at or above Level 3 on the previous year's administration.

Each year, the percentage of students who have been continuously enrolled in the school for two¹ or more years and who perform at or above Level 3 on the State Mathematics Assessment will be greater than that of the local school district².

Measure 3: Value Added to Student Learning

Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance⁴ and 75 percent of students scoring at or above Level 3 on the State Mathematics Assessment. If a cohort's baseline performance was above the objective, the cohort will maintain or increase its performance on the next administration.

Goal 3: All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

Measure 1: Absolute Proficiency

Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two¹ or more years will perform at or above Level 3 on the New York State Science Assessment.

Measure 2: Comparative Proficiency

Each year, the percentage of students who have been continuously enrolled in the school for two¹ or more years and who perform at or above Level 3 on the State Science Assessment will be greater than that of the local school district².

⁴ "Baseline performance" on the State Mathematics assessment is defined as the percentage of students scoring at or above Level 3 on the previous year's administration.

Goal 4: All students at the school will demonstrate competency in the understanding and application of social, geographical, civic and world studies.

Measure 1: Absolute Proficiency

Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two¹ or more years will perform at or above Level 3 on the New York State Social Studies Assessment.

Measure 2: Comparative Proficiency

Each year, the percentage of students who have been continuously enrolled in the school for two¹ or more years and who perform at or above Level 3 on the State Social Studies Assessment will be greater than that of the local school district².

Goal 5: The school will demonstrate academic success by making adequate yearly progress as required by NCLB

Measure 1

Each year, the school will be designated in “Good Standing” under the Federal Title I component of the state’s “school accountability system.”

2a.5. Describe all other goals such as desired re-enrollment rate, levels of parent satisfaction, etc., and how they will be assessed.

Grade Configuration Projection 2009-2014 (Charter Renewal)

Grades	Ave. Class Size	Number of Students per Grade				
		F2009	F2010	F2011	F2012	F2013
K	25	25	50	50	50	50
1	25	50	25	50	50	50
2	25	75	50	25	50	50
3	25	75	75	50	25	50
4	25	50	75	75	50	25
5	25	50	50	75	75	50
6	25	50	50	50	75	75
Total		375	375	375	375	375

As per the grade configuration for the renewal, CSEE desired re-enrollment rate will be based on maintain the school’s capacity of 375 students.

CSEE will work to have 90% parent satisfaction. Satisfaction will be assessed in the form of annual satisfaction surveys that will determine, from a variety of questions related to teaching, school climate and leadership. These surveys will be collected and tallied to determine the percentage of response to each category.

Accountability Plan Progress Towards Goals

ANNUAL REPORT

CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE

2008-2009



Catalina Castillo
Principal

**PROGRESS TOWARDS GOALS
2008-2009**

Charter School of Educational Excellence

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met																																
Goal 1: All Students will become proficient in reading and writing of the English language	Percentage at or above Level 3: Grade 3 – 85.7% Grade 4 – 80% Grade 5 – 77.8% Grade 6 – 100%	<u>Measure 1 Absolute Proficiency:</u> Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State English Language Arts (ELA) Assessment.	Yes																																	
	<table border="1" data-bbox="499 602 905 898"> <thead> <tr> <th colspan="3">2008-09</th> </tr> <tr> <th>Grade</th> <th>Charter School</th> <th>Local District</th> </tr> </thead> <tbody> <tr> <td align="center">3</td> <td align="center">85.7%</td> <td align="center">70.2%</td> </tr> <tr> <td align="center">4</td> <td align="center">80.0%</td> <td align="center">67.5%</td> </tr> <tr> <td align="center">5</td> <td align="center">77.8%</td> <td align="center">72.8%</td> </tr> <tr> <td align="center">6</td> <td align="center">100.0%</td> <td align="center">65.4%</td> </tr> <tr> <td align="center">All</td> <td align="center">84.3%</td> <td align="center">69.0%</td> </tr> </tbody> </table>	2008-09			Grade	Charter School	Local District	3	85.7%	70.2%	4	80.0%	67.5%	5	77.8%	72.8%	6	100.0%	65.4%	All	84.3%	69.0%	<u>Measure 2 Comparative Proficiency:</u> Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State ELA Assessment will be greater than that of the local school district.	Yes												
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Grade			Cohort Size	Percent at Levels 3 and 4			Target Achieved																													
	2007-08	Target		2008-09																																
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All	70	62.9%	68.9%	82.9%	Yes																															
Goal 2: All students will demonstrate competency in the understanding and	Percentage at or above Level 3: Grade 3 – 100% Grade 4 – 95% Grade 5 – 93.8% Grade 6 – 91.7%	<u>Measure 1 Absolute Proficiency:</u> Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above	Yes																																	

application of mathematics computation and problem solving.		Level 3 on the New York State Mathematics Assessment.																																			
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All	67	88.1%	>=88.1%	94.0%	Yes																																
Goal 3: All students will demonstrate competency in the understanding and application of scientific reasoning	<p>2008-2009 Data Not Available</p> <p>2007-2008 Data: Grade 4 – 100%</p>	<p>Measure 1 Absolute Proficiency:</p> <p>Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State Science Assessment.</p>	Yes																																		
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<p>Goal 4: All students will demonstrate competency in the understanding and application of social, geographical, civic, and world issues.</p>	<p>Percentage at or above Level 3: Grade 5 – 88.9%</p>	<p>Measure 1 Absolute Proficiency:</p> <p>Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State Social Studies Assessment.</p>	<p>Yes</p>	
	<p>In 2008-2009 CSEE achieved 88.9% of students scoring at or above Level 3. 2008-2009 District Data is not available. 2007-2008 District achieved 82% of students scoring at or above Level 3.</p>	<p>Measure 2 Comparative Proficiency:</p> <p>Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Social Studies Assessment will be greater than that of the local school district.</p>	<p>N/A</p>	
<p>Goal 5: The school will demonstrate academic success by making adequate yearly progress as required by NCLB.</p>	<p>2008-2009 AYP data not yet available.</p> <p>In both 2006-2007 and 2007-2008 the school did achieve “Good Standing” status on this measure.</p>	<p>Measure:</p> <p>Each year, the school will be designated in “Good Standing” under the Federal Title I component of the state’s “school accountability system.”</p>	<p>N/A</p>	
<p>Goal 6: The school will demonstrate strong organizational viability by maintaining strong parental support and commitment to the school.</p>	<p>98.9% percent of parents believed that the school’s academic program was excellent, good or satisfactory.</p>	<p>Measure:</p> <p>Each year, the school will achieve 90% parent satisfaction on their annual school based survey.</p>	<p>Yes</p>	

ANNUAL REPORT NARRATIVE 2008-2009

In its fourth year of operation, Charter School of Educational Excellence showed exceptional and continued improvement on student performance from 2007-2008 to 2008-2009 as evidenced in the results of New York State English Language Arts and Mathematics Assessments. The school overall exceeded performance targets and outperformed the local school district in most grades. **Grade 6** achieved **100%** of the students achieving Levels 3 and Levels 4 on the New York State English Language Arts Assessment. This represents an increase in student performance by **32.3%** from last year. **Grade 3** showed the most significant improvement in ELA as evidenced by **40.8%** passing in 2008 to **93.1%** passing this year; an increase in student performance of **52.3%**.

There has been a steady indication of progress in students achieving Levels 3 and 4 and a decrease in numbers of students not meeting performance levels (Level 1 and Level 2) over a period of three years. Our goal is to sustain and exceed our performance targets for 2009-2010 and increase the number of students performing at Level 4.

See CSEE four year progress monitoring charts on the next page.

ENGLISH LANGUAGE ARTS 4 - YEAR PROGRESS CHART

YEAR 1 / 2005-2006

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	PERCENT PASSING	INCREASE/DECREASE % of Passing
3	41.7%	37.5%	20.8%	0.0%	20.8%	*Not Applicable
4	26.3%	21.1%	47.4%	5.3%	52.7%	*(No Data Available)
5	NO CLASS					
6	NO CLASS					

YEAR 2 / 2006-2007

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	PERCENT PASSING	INCREASE/DECREASE % of Passing
3	22.5%	40.0%	35.0%	02.5%	37.5%	+16.7%
4	06.7%	46.7%	43.3%	03.3%	46.6%	-6.1%
5	08.0%	36.0%	52.0%	04.0%	56.0%	*Not Applicable
6	NO CLASS					
IMPROVEMENT PERCENTAGE RATE						+16.7%

YEAR 3 / 2007-2008

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	PERCENT PASSING	INCREASE/DECREASE % of Passing
3	12.2%	46.9%	40.8%	0.0%	40.8%	+03.3%
4	10.0%	15.0%	75.0%	0.0%	75.0%	+28.4%
5	07.7%	42.3%	50.0%	0.0%	50.0%	-06.0%
6	0.0%	33.3%	61.1%	5.6%	66.7%	*Not Applicable
IMPROVEMENT PERCENTAGE RATE						+31.7%

YEAR 4 / 2008-2009

GRADE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	PERCENT PASSING	INCREASE/DECREASE % of Passing
3	0.0%	06.8%	63.6%	29.5%	93.1%	+52.3%
4	0.0%	11.8%	82.4%	05.9%	88.3%	+13.3%
5	2.7%	24.3%	70.3%	02.7%	73.0%	+23.0%
6	0.0%	0.0%	78.9%	21.1%	100%	+32.3%
IMPROVEMENT PERCENTAGE RATE						+120.9%

MEASURE 3 VALUE ADDED TO STUDENT LEARNING:

Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance and 75 percent of the students scoring at or above Level 3 on the State ELA Assessment. If a cohort's baseline performance was above the objective, the cohort will maintain or increase its performance on the next administration.

In Grades 3, 4, and 6, **Measure 3** was met. However, CSEE has faced a challenge staffing the fifth grade program with capable and competent teachers over the course of two years. This school year (2008-2009), one fifth grade teacher demonstrated poor teaching abilities and although she benefited from support of consultants/coaches she was not able to effectively implement the instructional program for her students. She experienced some challenges with classroom management.

The other fifth grade teacher demonstrated an unwillingness to adhere to recommendations intended to help her promote student achievement. Her inability to adapt to the school culture and be a team player created a breakdown with individuals assigned to work with her. She was not open to accepting support and failed to follow the intervention plan initiated to ensure greater success for fifth graders on New York State Examinations.

The teacher assistant assigned to support fifth graders in our designed differentiated/small group instruction program for reading and math demonstrated a pattern of excessive absence to work all year, which hindered our ability to maintain continuity in delivering individualized support services to fifth graders at risk. CSEE did not renew employment for any of these three individuals.

These circumstances had a negative impact on achievement for some students, in some cases, students showed a decrease in performance level from last year.

27 students in Grade 5 took the New York State English Language Arts Assessment in January 2009. **7 students** out of 27 tested did not meet New York State Standards in English Language Arts as evidenced with scores of Level 1 or Level 2. Below is a response to this outcome.

3 STUDENTS that have been CONTINUOUSLY ENROLLED demonstrated a decline in performance levels (Level 3 ← Level 2) on the New York State English Language Assessment.

- ◆ **Student 1 (TB):** Student 1 has demonstrated a history of poor and inconsistent academic performance since enrolling into CSEE. In 2007 (Grade 3), Student 1 scored at **Level 1**. In 2008 (Grade 4) she made a remarkable turnaround and achieved **Level 3** on the NYS ELA. This was the direct result of her participation in a rigorous fourth grade program led by a highly competent teacher who worked diligently to meet her needs. The fifth grade program for this particular student did not offer the quality of teaching, level of individualized attention and support, and continuity she required to maintain and increase her progress. Her performance on the NYS ELA test in 2009 shows she went from Level 3 in 2008 to **Level 2** in 2009 (slipping back one level from last year). Student 1 is attending the Summer Academy.
- ◆ **Student 2 (MG):** Student 2 scored at **Level 3** in 2008 (Grade 4) and performed at **Level 2** in 2009. This is a student that needs a structured classroom setting with clearly defined expectations and consequences. The teacher's inability to manage the classroom effectively promoted this students' inability to remain focused and disciplined in class. Although he did not meet standards this year in ELA, he is more than capable of performing at and above state standards. The instructional program did not meet his needs in fifth grade. Student 2 is currently attending the Summer Academy.
- ◆ **Student 3 (IW):** Student 3 had some emotional/medical issues relating to separation anxiety from his mother. On two occasions the student experienced an emotional breakdown in the school. One of these incidences required the School to call an ambulance. He was admitted for psychological evaluation. The findings and diagnosis was not disclosed to the school. The student often appears depressed and anxious, which causes him to lose focus and interest in his academics. He is currently under treatment with a private therapist. I believe medical reasons has caused this student to perform below his level of ability on the NYS ELA test (slipping from **Level 3** in 2008 to **Level 2** this year). Student 6 was mandated and did register to attend the Summer Academy, however, he has not attended any classes to date.

1 STUDENT (IEP), CONTINUOUSLY ENROLLED in the school, did not meet New York State Standards on the New York State English Language Arts Assessment, but progressed from Level 1 → Level 2.

- ◆ **Student 4 (MT):** Student 4 has an IEP and has scored at **Level 1** for two consecutive years on ELA (2006-2007 and 2007-2008). Although he was not successful again this year at achieving Level 3 or Level 4 on the state exam, he did show progress by moving from **Level 1** to **Level 2** this year. Student is attending the Summer Academy.

2 NEWLY ENROLLED students at CSEE (2008-2009) did not meet New York State ELA Standards in 2009

- ◆ **Student 5 (SM):** Student 5 has demonstrated below grade reading level as indicated on PIAT results, Scott Foresman (pre and post tests), end of unit exams, and Interim Assessments. Teacher has indicated that the student has shown weak academic skills since enrolling into the school in September 2008. Although Student 5 was immediately enrolled into the Title I program and engaged in a number of support services (Title I, small group reading instruction, after school programs, etc.), she was not able to reach state level benchmark at CSEE in four months to succeed on the NYS ELA test. Student 5 is currently participating in the Summer Academy and will continue in Title I upon returning to school in September. The mother informed the school that the student recently transitioned from an out of state school where she was living with her father and returned to live with mother in New York in August 2008. The student has been enrolled in three schools (different states) over the course of two years and is adjusting to living with her mother after many years.
- ◆ **Student 6 (PP):** Student 6 is an ELL student that enrolled into CSEE from a bilingual program in New York City. She has enjoyed a smooth transition into a mainstream class. Student 6 is presently performing at an **Intermediate/Advanced** level of proficiency in English as determined on NYSESLAT. In addition to the language difference, Student 2 suffers from severe seizures during the school day that causes her to black out for short periods of time during the school day. She is closely monitored for purposes of safety. However, her condition impedes on her ability to focus for long periods of time in class. She participated in the Title I and the ELL Support programs this year but due to her medical condition, she was not able to participate in any of the after school support programs offered to prepare students for the New York State Assessments. Student 6 is attending the Summer Academy.

1 STUDENT (ELL) has continued to perform at Level 1 (Referred to CSE for Evaluation)

- ◆ **Student 7 (PM):** Student 7 enrolled into CSEE in 2008. She enrolled at CSEE from a bilingual program in the Yonkers Public Schools. Student 7 has demonstrated continued academic struggles for two years and was retained in fifth grade last year. Parent indicated that Student 7 has demonstrated academic concerns in school since she enrolled into school in the United States. It is my understanding that Student 7 enrolled in the Yonkers Public Schools from the Dominican Republic where she did not attend school. She began attending school for the first time in 2005-2006 and as a SIFE; it will take Student 7 some time (undetermined) to reach the academic benchmarks at par with her grade level peers. Student 7 scored **Level 1** on the New York State English Language Arts Assessments in 2007-2008 and 2008-2009 (2 consecutive years in a row). She is being evaluated by the CSE (as requested by the parent) sometime in August 2009 to determine the academic program and services that will best meet her needs. Although Student 7 was mandated to attend the Summer Academy and did register, she has not attended any of the summer classes to date.

STRATEGIES TO IMPROVE AND SUSTAIN PROGRESS FOR 2008-2009

Supports to Implement:

- ◆ Create an individualized student learning plan for every student that has not achieved Level 3 and Level 4 on a New York State Assessment
- ◆ Mandated participation in the 2009 Summer Academy for all students performing at Levels 1 and Levels 2 as determined on the English Language Arts Assessments in January 2009
- ◆ Consideration for promotion to sixth grade determined by level of progress made by the end of the summer program (collaborative decision to be determined by Program Coordinator, summer school teacher, and Title I teacher).
- ◆ Hiring a special education teacher assistant to increase the time and level of support to students with special needs
- ◆ Initiate Board approved CSEE Teacher Coaching Days (7 half-days of Professional Development) to target grade specific instructional needs
- ◆ Increase the administration of Interim Assessments (every two months) and conduct ongoing progress monitoring to create plans to sustain, increase, and/or reinforce areas of deficiencies in collaboration with PPC team, teachers, content area specialists, and administrators
- ◆ Supplement Core Knowledge libraries to increase reading through content materials across all grades
- ◆ Supporting skills development utilizing a variety of newly purchased test taking practice materials
- ◆ Increase frequency of ELA consultant time for support (1 ½ days to 2 full days a week) to coach teachers and teacher assistants in Grades 2-6
- ◆ Hire early childhood literacy consultant specialist to promote rigor and competency of early childhood teachers
- ◆ Victory Schools to meet with principal and teachers following all Interim Assessments to analyze data and strategize for improvement
- ◆ Hire part time special education consultant to provide training and strategies to teachers for the effective implementation of best practices for meeting the needs of students with special needs

Continued Supports:

- ◆ Immediate placement and/or continued participation in Title I program for any student performing at Level 1 and Level 2 on state assessments. The Title I program has increased its staff for 2009-2010. Staff will include 2 Title I teachers and 2 teacher assistants. (Title I services to be provided by a highly qualified and certified Title I Reading Specialist that will prioritize Title I students in testing grades only while the Early Childhood Title I Teacher will prioritize supporting reading and math in Grades K-2
- ◆ Mandatory participation for students in all available reading and math after school programs for all students performing at Level 1 and Level 2 on state and Interim Assessments
- ◆ Spanish teacher to support ELLs in collaboration with Title I to promote proficiency in English and reading skills
- ◆ Book in the Bag Program to ensure students are reading every night at home
- ◆ Enlist parent participation by hosting ELA Family Night to provide parents with strategies to support learning at home
- ◆ Grade level team meetings with ELA consultant focusing on ELA strategies to promote student achievement on New York State exams
- ◆ Teachers will participate in data meetings following administrations of Interim Assessments with Victory School's Assessment Team to analyze and discuss data and adjust instruction
- ◆ ELA support groups (small group/differentiated instruction) designed to meet the individualized needs of students

Student/Teacher Attrition Data

**Charter School Student Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation	1	0	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	8	12	8	0
Number of students leaving for more restrictive special education setting	5	4	0	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	22	33	15	0
Number leaving for other reasons (undetermined)	13	9	52	63
Total number of students leaving.	45	58	75	63
Highest Number Enrolled (July 1 – June 30)	358	368	302	237
Total Percent Attrition	12.6%	16%	25%	27%

**Charter School Teacher Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	15	14	13	13
Number of Special Area Teachers	5	6	3	4
Total Number of Teachers	50	20	16	17
Total Number of Teachers Leaving	4	1	10	11
Total Percent Attrition	20%	5%	63%	67%

Report of Fiscal Performance

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 PUBLIC SCHOOL CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/09

Charter School Code:
 662300860862

Charter School Name: The Charter School of Educational Excellence
 Contact Person: Paul J. Augello, Jr.

Phone: (212) 786-7913

REVENUES

A. STATE SOURCES
 B. FEDERAL SOURCES
 C. PUBLIC SCHOOL DISTRICTS
 1. BASIC OPERATING REVENUES
 2. STATE AID-PUPILS WITH DISABILITIES
 3. FED. AID-PUPILS WITH DISABILITIES
 4. OTHER REV FROM PUB SCH DISTRICTS
 D. ALL OTHER REVENUES
 E. TOTAL REVENUES FROM ALL SOURCES

EXPENDITURES

SALARIES \$ 376,408 \$ 149,803 \$ 526,211
 F. GENERAL ADMINISTRATION \$ 1,466,622 \$ 865,336 2,331,958
 G. INSTRUCTIONAL SUPERVISION
 H. ALL OTHER INSTRUCTION - \$ -
 I. PUPIL SERVICES 52,000 \$ - 52,000
 J. PUPILS WITH DISABILITIES - \$ -
 K. TRANSPORTATION - 219,430 219,430
 L. COMMUNITY SERVICE - -
 M. OPERATION & MAINTENANCE 147,293 \$ 700,841 848,134
 N. EMPLOYEE BENEFITS 437,859
 O. DEBT SERVICE 146,433
 P. SCHOOL LUNCH 156,746
 Q. CAPITAL EXPENSE -

S. ENROLLMENT

T. EXPENDITURES PER PUPIL

349

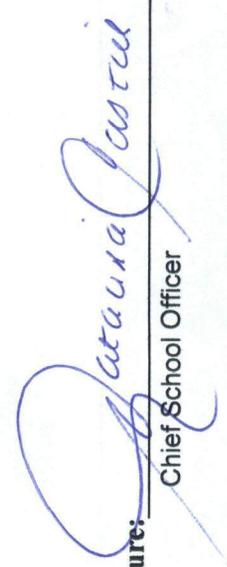
13,521

(R/S)

R. GRAND TOTAL EXPENDITURES \$ 4,718,770

COMPLETED FORM SHOULD BE RETURNED
 NO LATER THAN AUGUST 3, 2009 TO:
 PUBLIC SCHOOL CHOICE PROGRAMS

State Education Department
 Room 462 - Education Building Annex
 Albany, New York 12234

Signature: 
 Chief School Officer

Date: July 28, 2009

Board of Trustee Disclosure Forms

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) EDUARDO LAGUERRE

Name of Charter School CSEE

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): CHAIR

2. Is the trustee an employee of the School? ___ Yes ___ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes ___ No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ___ No

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

[Signature]
Signature

6/15/09
Date

Subscribed and sworn to before me this 15th day of June, 2009

[Signature]
Notary Public

ABIGAIL RIVERA
Notary Public, State of New York
No. 01RI6182186
Qualified in Bronx County
My Commission Expires 02 19, 2012



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Sobeida Cruz

Name of Charter School Charter School of Educational Excellence

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): trustee

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

none

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

Sobaida Cruz
Signature

6-15-09
Date

Subscribed and sworn to before me this 15th day of June, 2009

Abigail Rivera
Notary Public

ABIGAIL RIVERA
Notary Public, State of New York
No. 01R16182186
Qualified in Bronx County
My Commission Expires 02 19, 2012



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Madine Buens-Lyons

Name of Charter School Charter School of Educational Excellence

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Secretary

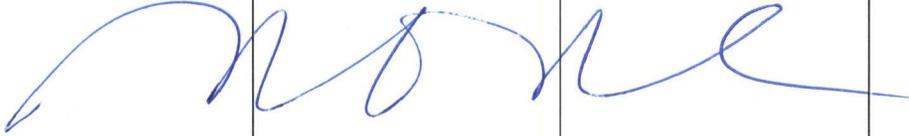
2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

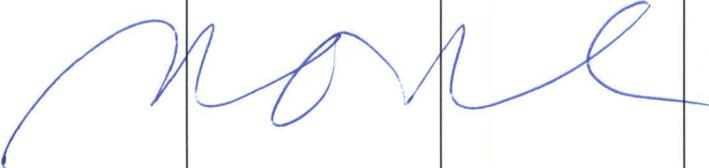
4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
			

Yadine Burns-Lynn
Signature

6/15/2009
Date

Subscribed and sworn to before me this 15th day of June, 2009.

Abigail Rivera
Notary Public

ABIGAIL RIVERA
Notary Public, State of New York
No. 01R16182186
Qualified in Bronx County
My Commission Expires 02 19, 2012



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) John A. Falco

Name of Charter School _____

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): MEMBER

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

J. Matalco
Signature

7/3/09
Date

Subscribed and sworn to before me this 3rd day of July, 2009

Runett Mitchell
 Notary Public

RUNETT MITCHELL
 NOTARY PUBLIC, STATE OF NEW YORK
 QUALIFIED IN WESTCHESTER COUNTY
 NO. 01M16126028
 MY COMMISSION EXPIRES APRIL 25, 2013

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) RUSO CAROL

Name of Charter School CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative):

member of board

2. Is the trustee an employee of the School? ___ Yes No

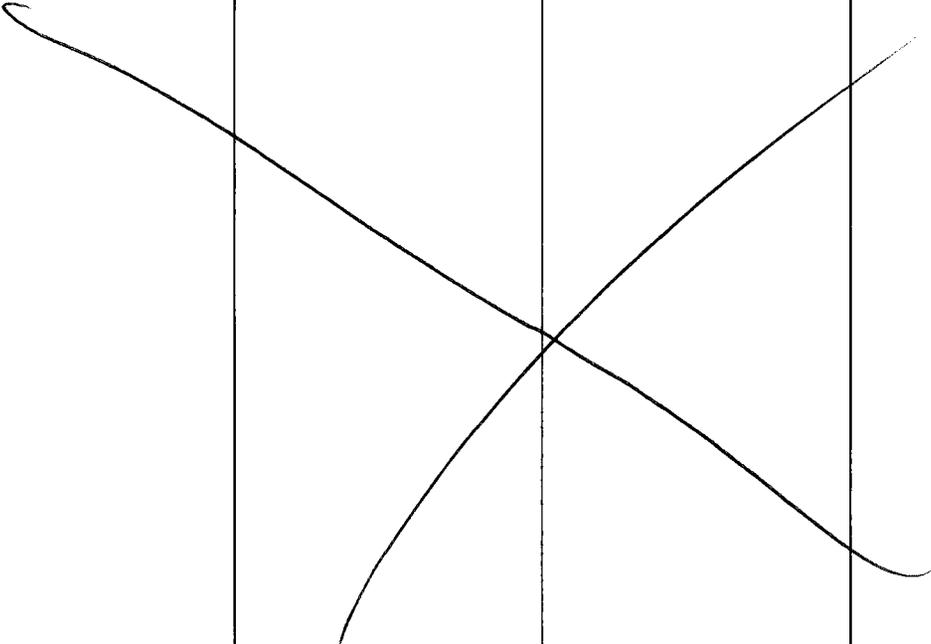
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

~~_____~~

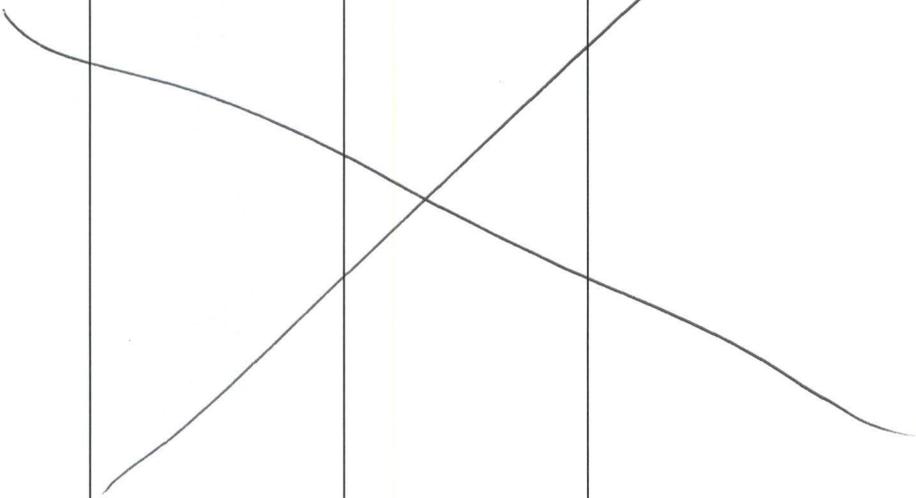
4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
			

Carol Russo
Signature

June 15, 2009
Date

Subscribed and sworn to before me this 15th day of June, 2009.

Abigail Rivera
Notary Public

ABIGAIL RIVERA
Notary Public, State of New York
No. 01RI6182186
Qualified in Bronx County
My Commission Expires 02 19, 2012



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) CARLOS M. Medina

Name of Charter School Charter School of Educational Excell.

Charter Entity [Redacted]

Home Address [Redacted]

Business Address [Redacted]

Daytime Phone [Redacted]

E-Mail Address [Redacted]

1. List all positions held on board (e.g., chair, treasurer, parent representative):

[Redacted]
[Redacted]
[Redacted]

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[Redacted]
[Redacted]
[Redacted]

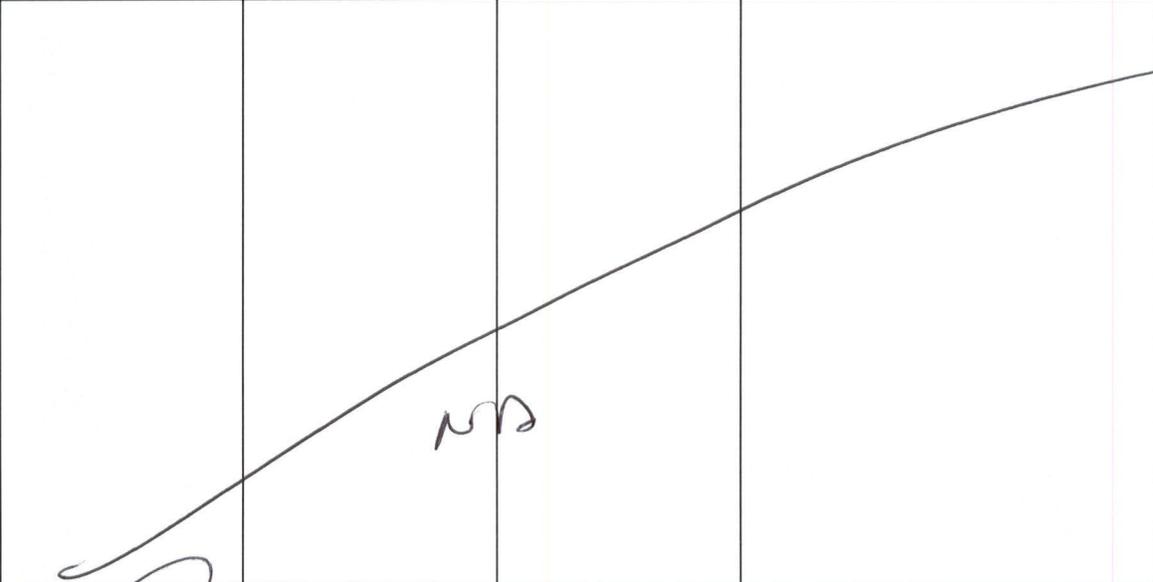
4. Is the trustee an employee or agent of the management company? ___ Yes No

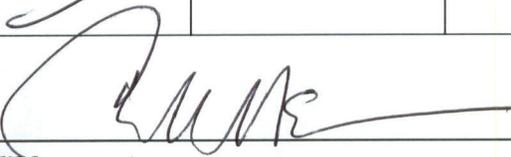
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
			


 Signature

6-15-09
 Date

Subscribed and sworn to before me this 15th day of June, 2009.


 Notary Public

ABIGAIL RIVERA
 Notary Public, State of New York
 No. 01RI6182186
 Qualified in Bronx County
 My Commission Expires 02 19, 2012



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) John Torres

Name of Charter School Charter School of Educational Excellence

Charter Entity _____
Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

2. Is the trustee an employee of the School? ___ Yes ___ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes ___ No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ___ No

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None.			

Signature

Date

Subscribed and sworn to before me this 15th day of June, 2009.

Notary Public

ABIGAIL RIVERA
 Notary Public, State of New York
 No. 01RI6182186
 Qualified in Bronx County
 My Commission Expires 02 19, 2012



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Anthony Hall

Name of Charter School Charter school of ed excellence

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): President PTO

2. Is the trustee an employee of the School? ___ Yes ___ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes ___ No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ___ No

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

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

Statement of Assurances

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Catalina Justice
Print Name, Head of Charter School

Catalina Justice 6/15/09
Signature and Date

Subscribed and sworn to before me this 19th day of June, 2009.

Michelle E. Grosvenor
Notary Public

MICHELLE E. GROSVENOR
NOTARY PUBLIC, STATE OF NEW YORK
No. 01GR6134537
QUALIFIED IN KINGS COUNTY
MY COMMISSION EXPIRES OCT. 3, 2009

EDUARDO LAGUERRA
Print Name, President, Board of Trustees

[Signature]
Signature and Date

Subscribed and sworn to before me this 19th day of June, 2009.

Michelle E. Grosvenor
Notary Public

MICHELLE E. GROSVENOR
NOTARY PUBLIC, STATE OF NEW YORK
No. 01GR6134537
QUALIFIED IN KINGS COUNTY
MY COMMISSION EXPIRES OCT. 3, 2009