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The University of the State of New York

**Office of Innovative School Models**  
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***Evergreen Charter School***  
***Annual Report***  
***2011 - 2012***

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## School Information and Cover Page

**School Name:** Evergreen Charter School

**School Leader:** Maritza Meyers

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**Board President's Email Address:** [gbernardino@cldh.org](mailto:gbernardino@cldh.org)

**Primary Address:** 605 Peninsula Blvd., Hempstead, New York 11550

**School Website:** [www.evergreencharterschool.org](http://www.evergreencharterschool.org) (Under Construction)

**Telephone:** 516.292.2060

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**BEDS #** 280201860947

**District/CSD of Location:** Hempstead

**Charter Authorizer:** Board of Regents

**President, Board of Trustees:** Gil Bernardino

**Date School First Opened for Instruction:** September 7<sup>th</sup>, 2009

**2011-2012 Enrollment:** 197 Students

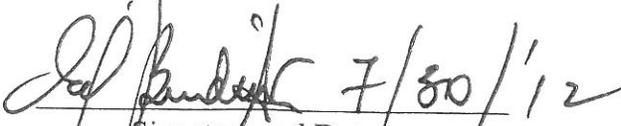
**2011-2012 Grades served:** K-3

Our signatures below attest that all of the information contained herein is truthful and accurate.

Maritza Meyers  
Print Name, Head of Charter School

  
Signature and Date 7/30/12

Gil Bernardino  
Print Name, President, Board of Trustees

  
Signature and Date 7/30/12

*The Board of Trustees*

*Gil Bernardino*  
*President*

*Sarah Brewster*  
*Vice President*

*David Boone*  
*Treasurer*

*James Mullin*  
*Trustee*

*Luís Ras*  
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*Gladys Rodríguez*  
*Secretary*

*Rebecca Sanin*  
*Trustee*

*Ariel Sotelo*  
*Trustee and Parent Representative*

## INTRODUCTION AND OVERVIEW

### New York State Report Card

Evergreen Charter School's second year accomplishments can be viewed on the New York State **Report Card 2009-10** website: <https://reportcards.nysed.gov/files/2010-11/AOR-2011-280201860947.pdf>

Evergreen Charter School has completed its third year of providing instruction for children primarily from the Hempstead community. The School opened on September 7<sup>th</sup> with two kindergarten, two first grade, two second grade, and two third grade classes. We commenced the year with an enrollment of 198 and ended the year with an enrollment of 197. To increase instructional support for our growing student body, we hired additional staff, including a second ESL teacher, a second reading specialist, a social worker, and a math specialist. At Evergreen, we cultivate in our students the knowledge, skills, and character necessary to succeed academically, embrace responsibility to self, parents and the community, and a desire to protect our Earth's resources. Evergreen Charter School (ECS) has a Board of Trustees that provides oversight of the school in all areas. We have monthly public meetings, and the school community is notified via our school calendar, monthly reminders, our website, and the Hempstead weekly news publication.

### Student Population

Our students come predominantly from the Hempstead School District. Students from thirteen neighboring districts also attend Evergreen. The breakdown is as follows:

District	Number of Students
Hempstead	156
Uniondale	10
Roosevelt	6
Baldwin	6
Valley Stream	5
Elmont	2
Rosedale	2
East Meadow	2
Freeport	2
Lynbrook	1
West Hempstead	2
Westbury	1
New York City	1
Great Neck	1

Evergreen Charter School reflects the Hempstead community in its ethnic composition. Our students' ethnicity categories are as follows: 63% Hispanic, 33.5% African American, 1% White, 2% Multiracial, and 0.5% Asian. Also, 85.8% of our students are eligible for free or reduced meals. 33.5% of our students are English Language Learners, 2.5% are immigrants, and 6.6% are students with disabilities.

## **Staff**

ECS staff is comprised of talented, dedicated, highly qualified individuals who share the school's mission and vision and work diligently to meet the needs of our students and their families. Their strong commitment to achieving the school's mission is evident throughout the school as we move into our fourth year. This year the instructional and administrative staff was comprised of 58% Hispanic, 9% black, and 33% white.

Our kindergarten classes were comprised of a maximum of 25 students. A lead teacher and a teacher assistant were assigned to each kindergarten classroom. Our first and second grade classes were also comprised of 25 students to a teacher. A teacher assistant provided support for both first grade classes. One third grade class had 24 students and the other had 23. The lead teachers are certified and have at least three years of teaching experience. In our third year of operation, ECS employed a principal, an assistant principal, eight (8) classroom teachers, three (3) teaching assistants, two (2) reading specialists, a math specialist, a special education teacher, two (2) ESL specialists, a Spanish teacher, an art teacher, 0.7 physical education teacher, a school nurse, a music teacher, and a social worker. Our support personnel included a supervisor of facilities, two (2) full-time and two (2) part-time custodians, seven (7) part-time school aides to supervise meals and recess periods, and two (2) full-time chefs.

## **Our Vision**

ECS' vision is to foster individual student growth and development while connecting individuals to the community and to each other and to create a school where students:

- Are challenged academically
- Take responsibility for their actions

- Are technological and globally minded, communicate effectively and work cooperatively
- Think critically, solve problems and make informed choices
- Demonstrate rights and responsibilities of good citizenship
- Show respect towards themselves and others regardless of cultural and ethnic differences
- Develop creative expression and individual talents
- Are physically and emotionally safe

### **Mission Statement**

ECS' mission is to nurture the intellectual, physical and social development of all its students; to support students in developing proficiency in the Spanish language and knowledge of and appreciation for the Hispanic culture; and to foster healthy life choices within a child-centered, environmentally-friendly school that is committed to ecology, stewardship of the environment, and conservation of resources.

### **School Culture**

Evergreen Charter School provides our students a unique small school learning environment, in which every student is known by every educator and each student's individual gifts are recognized and cultivated. In turn, Evergreen educators also strive to address the special needs of our students, many of whom are at risk due to a variety of factors including poverty, poor nutrition, dangerous neighborhoods, and broken families. From the brightly colored walls of our new school building to the sky's-the-limit expectations of staff members, our students are welcomed each day within an atmosphere that beams with profound regard for their well-being and the greatest belief in their ability to become successful learners and community members. At Evergreen, every member of our staff is engaging in rich curriculum and professional development to provide our students with quality learning experiences. As a result, both staff members and students are shaping conceptions of themselves as life-long learners and pioneers ready to meet challenges and chart new frontiers. To provide our students rich, experiential learning opportunities, we have a longer school year and a longer school day. Our school calendar is composed of 189 teaching days for students and 199 days for the staff (including two

weeks of professional development before the school year begins). Our instructional day begins at 8:00 am and ends at 4:00 pm. Students who are at-risk are provided individualized or small group instruction by our reading, ESL, special education, and math specialists. All learners are also provided opportunities to engage in enrichment programming, which is differentiated so that all learners may benefit from these activities. Over the course of the school year, students receive over 20% more instructional time than a traditional public school. We believe this additional investment of time provides our students opportunities for both remediation and enrichment, as they engage in diverse activities that range from participating in supplemental math and reading groups to performing in concerts to planting and harvesting vegetable gardens.

## **Curriculum**

A central focus at Evergreen Charter School is students' development of comprehensive skills and competencies in English Language Arts through robust learning experiences. Therefore, we provide a 90 minute literacy block plus an additional 45 minutes of ELA instruction every day using a balanced literacy model. The literacy block includes time for direct whole group instruction, small group and individualized instruction. Based on analysis of standardized and formative assessment data and classroom observation, the school's administration recognized the need to bolster our literacy program with systematic professional development and a more structured and comprehensive curriculum aligned to the Common Core Learning Standards. Therefore, in the 2011-12 school year we utilized the Aussie Professional Developers to strengthen aspects of the Reading and Writing Workshop Model we believe worthwhile for instruction. The Aussie consultants assisted our teachers in gaining greater skill in conferencing and questioning techniques, providing individual student feedback, and constructing in-class displays of student work. Critical Thinking Works (CTW) also assisted in the development of the third grade report card aligned to Common Core Learning Standards. Work with the Aussie consultants will be ongoing in the 2012-13 school year.

This was the first year the School had a third grade. It was also the first year our students were administered the New York State Exams in ELA and Math. To prepare for this exam we incorporated formative testing tools to monitor students' growth across the year. We implemented Acuity pre-and post-testing of students to determine deficits and strengths and guide instruction. Our students also were tested with components of actual former New York

State Exams. We utilized the eDoctrina data collection and analysis system to interpret students' achievement in terms of the New York State Standards and Performance Indicators. The eDoctrina system is a web-based program in which teachers link their assessments to the standards, enabling them to analyze gaps in student performance quickly and routinely, pinpointing struggling students and the standards with which they are struggling in order to provide timely remediation. We also implemented a before-school and Saturday test preparation program as an additional layer of support. This test preparation program continued over the spring vacation. Analysis of formative data using eDoctrina determined group placement for our before-school and Saturday programs.

This school year, we hired a second reading specialist with twenty-four years of experience, including nineteen years working as a reading specialist in the New York City Schools. In addition to supporting Title I funded learners, this reading specialist helped coordinate the effort to provide additional support for our third graders and has enhanced instructional and data analysis approaches across all grade levels.

Mathematics at Evergreen Charter School is taught for 90 minutes daily. enVisionMATH has been the primary resource used to teach mathematical concepts this school year.

This school year, we hired a math specialist who has taken advantage of assessment tools to gauge student performance and inform instruction. The math specialist implemented the eDoctrina data collection and analysis program, providing professional development for all staff in how to utilize this program to construct formative assessments (in all subject areas), link these assessments to the standards, and derive analytical reports that allow staff to interpret strengths and deficiencies in student performance. The math specialist also analyzed results from students' performance on both components of actual former New York State Exams and IOWA Test of Basic Skills (ITBS) exams to provide teachers on all grade levels with materials to improve instruction and learning. The math specialist provided support and curriculum materials for our before school and Saturday test preparation programming for the third grade, resulting in strong performance on the third grade mathematics assessment as detailed in Appendix A of this report.

Education City, a web-based resource, was purchased for the entire school, providing teachers with SMART Board resources for English Language Arts and Mathematics that are linked to the New York State and Common Core Learning Standards. Such resources included teacher-led

activities as well as a variety of interactive educational games which students were able to play independently. Students were given their own user names and passwords, allowing them to access the site from any public or personal computer.

Our teachers have developed rich programming in Social Studies and Science, through which they reinforce students' development of reading and writing skills. Teachers weave learning experiences through these curricula, through which students have opportunities to explore the school themes of Hispanic heritage and environmentalism.

In addition to the core subject areas, ECS includes instruction in art, music, character education, and physical education. As a culminating activity for the school year, we held our second student art show. Our music program included violin instruction for second and third grade students and recorders for our kindergarteners and first graders. Our young musicians performed at the first Health Fair held at the School this winter, as part of the "Get Up and Move" initiative implemented through our partnership with Molloy College's nursing department. Our students also performed at our kindergarten graduation ceremony.

Physical Education is a key component of our instructional day. Students receive three periods of physical education instruction per week exclusive of recess. The school entered into a partnership with Molloy College's nursing department and implemented the "Get Up and Move" program aimed at strengthening our nutrition and wellness program. Students participated in a study conducted by Molloy College, the results of which will inform our approaches to fitness, health, and nutrition instruction. Students also enjoyed the culminating activities offered at our day-long Field Day held at a local park in the spring.

### **English Language Learners and Students with Special Needs**

Currently, a full one third of our student population comprises English Language Learners. In our first year, we had twenty-nine (29) English Language Learners. Last year, we had fifty-five (55) English Language Learners in a student population of 150, or 36.6%. This year we have sixty-six (66) English Language Learners in a population of 197, or 33.5%. Twenty (20) students were identified by the LAB-R or NYSESLAT as beginners, fifteen (15) as intermediate, and thirty-one (31) were classified as advanced.

Our population of students with individualized education plans has also increased. This year we have thirteen (13) students or 6.6 % with IEPs receiving support services from contracted service providers. In addition, our special education teacher supplements identified students' reading and mathematics instruction.

### **Professional Development**

Intensive professional development is held during the two weeks before school begins. This year, the 2011 Summer professional development workshops included the following:

- Assessment administration and using data to inform instruction (Fox in the Box, Fountas & Pinnell, and ITBS)
- Team-building
- Fostering Language Learning for English Language Learners
- The Readers and Writers Workshop Model
- SMART Board Training
- Wilson Foundations Training
- Integrating the Common Core Learning Standards in Instruction (ELA and Math)
- Waterford and SuccessMaker Training

After the two weeks of intensive professional development, staff members were encouraged to attend a variety of professional development conference and workshops including:

- Common Core for ELA
- Targeted Instruction for Implementing Common Core Learning Standards for ELA: Grade 1
- Common Core Connections for Mathematics
- Mapping to the Core: Integrating the Common Core Standards into Your School (Heidi Hayes Jacob)
- English Now (ESL)
- Wilson Foundations Intervention & Progress Monitoring
- Readers and Writers Workshop Conference (Teachers College)
- Reworking the Writing Workshop: Taking What Works and Making it More Efficient, Effective and Exciting

Additional professional development was provided throughout the school year, utilizing substitute teachers to provide our teaching staff blocks of time to receive training on twenty (20) days. This professional development included contracting CTW to provide instruction in aligning curricula to the Common Core Learning Standards. Thus far, CTW focused on assisting the third grade in aligning units with the Common Core and increasing the rigor of whole class instruction with shared texts. They also provided an introduction to teachers of all grade levels on the integration of the Common Core Learning Standards into elementary curricula and worked with the third grade to create a report card aligned to the Common Core.

This year, our math specialist led professional development in the use of eDoctrina to provide teachers with a tool to readily administer and analyze formative assessments. Our math specialist also organized an Education City webinar in which teachers learned how to use the interactive website as a resource in their classrooms.

The teaching staff was also trained this year in how to use the Student Response Systems of “Clickers” with which classes were equipped. Teachers expressed great satisfaction with this tool as it allows for instant analysis of whole class performance and the participation of all students at once in either formative quizzes or competitive games.

Staff members received additional instruction during the year in the new Waterford program, which has been well utilized to provide supplemental ELA support for students K-3.

### **Parental Involvement**

As per Evergreen’s charter, we encourage parents to become our partners and active advocates for their children. This year, the Parents’ Association was formally organized and the following events were held in partnership with the school: two Scholastic book fairs, a plant sale, a farmers market, and a movie night. The School also worked to increase lines of communication with parents by providing informational nights. We provided an informational night for the parents of third graders, in which teachers and administrators discussed the Third Grade NYS Assessments, additional test preparation support the third grade teachers would be providing before school and on Saturdays, and ways parents could help their children prepare for the exam. We also provided an informational night on the Common Core Learning Standards. The School social worker also provided a workshop for parents on discipline. The social worker covered the meaning of the

word discipline, explored parents disciplinary strategies, answered questions regarding the School's disciplinary methods, emphasized the importance of communication between school personnel and parents, and provided age appropriate suggestions for parents to utilize at home.

Within the first month of school, we held "Meet Your Child's Teacher Night." This helps teachers establish rapport with the parents, review expectations for the grade, and review school policies and procedures. Report cards are issued four times per year. Parents are required to pick them up and meet with the teachers for the first three quarters. Parent/teacher conferences occurred three times during the school year, during which teachers discussed students' progress.

A Kindergarten Parent Orientation meeting was held in May to familiarize the in-coming kindergarteners and their parents with the school. Parents were encouraged to participate in class trips, visit the classroom during writer's celebrations, become class readers, and attend assembly programs.

Many parent chaperones accompanied the third grade on a successful trip to the Museum of Natural History in June and numerous parents assisted in the success of our annual Field Day.

## **FAITHFULNESS TO THE CHARTER**

### *Conservation of the Environment*

Our school-wide daily structures start with our morning routine that reinforces the school's mission and vision. Every child is welcomed at Evergreen and made to feel special. Every morning, staff members meet students and their parents to welcome them to school. The morning greeting conveys the message to both parents and students that they are valued as individuals, and it reinforces self-respect, dignity, and caring. This year, our Morning Assembly featured a Reader of the Day and an Artist of the Day, as our students are encouraged to read books and draw as they await the start of the school day. Our morning routines include a pledge to respect self as well as others and a promise to conserve and protect our Earth's resources.

Our collective responsibility for protecting our planet and its resources is embedded into our curriculum. Teaching the children about environmental conservation has been an ongoing effort during our school year. During snack, we encourage the children to separate their trash into different containers. Reduce, reuse, and recycle was the ongoing theme. Students learned the value of composting and reducing our carbon footprint. Students planted a vegetable, herb, and

flower garden. Students harvested lettuce and herbs, which were prepared by our school chef and served at lunch. Families also contributed fresh vegetables for a Farmers Market held at the school in June. In April, we celebrated Earth Day by completing units on recycling and learning different ways to conserve our environment. Good habits instilled in our students were to turn off water and lights when not in use and to reuse items. We had a book swap to encourage students to reuse unwanted books. First graders created piggy banks and flower pots out of plastic containers. They also learned about the rainforest and animals; therefore, they wrote a letter to our President Obama, voicing their concerns about this issue. To our surprise, he wrote back, commending and encouraging our students in their efforts to protect endangered species! In art classes for second and third graders, students utilized everyday items like papers, foil, and plastic spoons to make artwork based on the recycled art work of Mierle Ukeles. Younger grades used scrap paper previously used for collage projects and discarded magazines to construct self-portraits.

#### *Integration of Hispanic Language and Culture*

We see in each child the future of our society, our nation, and our planet. To prepare our youngsters for the global economy, foster understanding, and expand the channels of communication amongst our community, every student at Evergreen Charter School is taught Spanish as a second language. Thus, we are reinforcing the message that every student is a global-minded citizen who is being prepared for the global challenges of the 21st century. ECS has implemented a Spanish curriculum that is aligned to New York State Learning Standards for Languages Other Than English. Our kindergarteners are introduced to Spanish through songs, games, and visuals. The emphasis is placed on the development of oral communication. The first graders are expanding their oral language with reading and writing of common words. Second graders are learning how to write sentences and read books in Spanish. Third graders are being taught how to extend their written language and become fluent when reading longer texts.

This year, students have investigated their cultural roots in a variety of ways and parents participated by contributing food and artifacts from their home countries or cultures.

Kindergarten celebrated foods from the Americas at a Food Feast. Parents volunteered to make dishes such as *tortillas*, *puposas*, *buñuelos*, *flan*, rice and chicken, and desserts. Kindergarteners also created family crests and a museum, to which families contributed artifacts emblematic of

their cultural heritages. First grade prepared a multicultural assembly, at which they performed songs and dances from different parts of the world including Spain, Hawaii, Italy, Egypt, and Jamaica. In addition, the first grade participated in the Festival of Cultures, where dancers and performers celebrated the Native-American, Spanish-American, and African cultures. Our Spanish teacher incorporated Hispanic culture across the year including teaching students songs which celebrated the musical heritage of Spanish singers and musicians. During Hispanic Heritage month, our students created a book of flags, participated in the making of piñatas, researched famous Latinos and wrote books about Pablo Picasso and Mexico. In our art program, students studied Mexican folk art featuring animals as decorative figures in kindergarten and first grade, and Day of the Dead skulls by Isaac Hernández in second and third grades. Our third grade teachers developed units integrating literature celebrating Hispanic heritage linked to the Common Core. They also developed interdisciplinary units, in which they explored the culture of the Incas through literature and a webquest. Their study culminated in a field trip to the Museum of Natural History, where students viewed exhibitions featuring the cultures of early Americans including the Incas.

We believe the experiences we provided our students this year have provided a foundation upon which to build. We celebrated our students' accomplishments at theme-based assemblies which focused on cultural understanding and environmentalism. Our print and art-rich classrooms and hallways also showcased our students' progress academically and as individuals responsive to the concerns and wonders of the world around them. As we increase experiential and service-based opportunities in our curricula, we will guide our students in attaining the skills, competencies, and dispositions to operate as active citizens of the world.

## APPENDIX A: PROGRESS TOWARD CHARTER GOALS 2011-2012

### ACADEMIC GOALS: ENGLISH LANGUAGE ARTS

#### *Goal 1: Students will become proficient readers and writers of the English Language.*

The development of a solid foundation in reading and writing skills is central to students' performance in all subject areas. The Evergreen Charter School Literacy Program provided balanced instruction in reading and writing centered on the Readers and Writers Workshop Model. To support phonemic awareness and phonics, we incorporated Wilson Foundations. The teachers supported our young readers and writers through read alouds, shared reading, guided reading, independent reading, shared writing, guided writing and independent writing. Our literacy program incorporates a focus on the five elements of a story, and the development of higher order thinking skills such as making inferences, making text-to-self/world connections, and identifying the author's purpose.

Analysis of formative data throughout the year and of the summative data below has led to restructuring of the Literacy Block for the Readers and Writers Workshop Model. Therefore, we have developed action plans highlighted in the charts below, to address underlying issues where performance needs to improve. We have also further delineated the particular contributing factors and circumstances which have resulted in performance that has improved or is in need of improvement on each particular grade level. We provide this discussion after the data charts, along with further elaboration on the specific components of our action plans which build on the positive aspects of our students' performance and those areas in need of remediation.

All students were tested in English Language Arts including English Language Learners and students with special needs (IEPs). Students were tested in September and again in May (pre and post) using Fox in the Box and the ITBS. Students were assessed six times during the year using the Fountas & Pinnell Benchmark Assessment System.

**Measure 1 (Absolute Goal)**

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
75% of <b>Kindergarten</b> students will be proficient in ELA.	Fox in the Box	<b>92%</b> of all kindergarten students reached benchmark on the seven subscales of phonemic awareness, the four subscales in phonics, vocabulary- sight words, the two subscales in reading, and the two subscales in listening and writing.	<b>MET OBJECTIVE</b>

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
75% of <b>1<sup>st</sup> grade</b> students will be proficient in ELA.	Fox in the Box	<b>72%</b> of all first grade students reached benchmark on spelling, decoding, word knowledge, sight words, reading accuracy, reading comprehension, oral expression fluency, listening, and writing.	<b>CLOSE TO MEETING OBJECTIVE</b>  To close the performance gap, the school will undertake the initiatives described in the Action Plans section which follows the goals tables.

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
75% of <b>2<sup>nd</sup> grade</b> students will be proficient in ELA.	Fox in the Box	<b>70%</b> of all second grade students reached benchmark on spelling, decoding, word knowledge, sight	<b>CLOSE TO MEETING OBJECTIVE</b>  To close the performance gap, the

		words, reading accuracy, reading comprehension, oral expression, fluency, listening, and writing.	school will undertake the initiatives described in the Action Plans section which follows the goals tables.
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Fox in the Box is not applicable as an Absolute Measure for third grade, so no results are reported.

### Student performance on Fountas & Pinnell Benchmark Assessment System

Though Fountas & Pinnell is not an absolute measure necessary to report as per the Charter, we felt it worthwhile to share our culminating results.

We assessed with Fountas & Pinnell six (6) times during the school year. The following data reflects the June results. All students (197) were tested, including students who entered ECS after October 30<sup>th</sup>, students with special needs and English Language Learners. After each round of Fountas & Pinnell testing, students were re-grouped based on areas of need for guided reading instruction.

2011-12 Progress Toward Attainment of Academic Charter Goals			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
75% of <b>Kindergarten</b> students will be proficient in ELA.	Fountas & Pinnell	<b>96%</b>	<b>MET OBJECTIVE</b>

2011-12 Progress Toward Attainment of Academic Charter Goals			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
75% of <b>1<sup>st</sup> grade</b> students will be proficient in ELA.	Fountas & Pinnell	<b>62%</b>	<b>DID NOT MEET OBJECTIVE</b>  To close the performance gap, the school will undertake the initiatives described in the Action Plans

			section which follows the goals tables.
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<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
75% of 2 <sup>nd</sup> grade students will be proficient in ELA.	Fountas & Pinnell	<b>76%</b>	<b>MET OBJECTIVE</b>

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
75% of 3 <sup>rd</sup> grade students will be proficient in ELA.	Fountas & Pinnell	<b>93.7%</b>	<b>MET OBJECTIVE</b>

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
75% of 3 <sup>rd</sup> grade students will be proficient in ELA.	New York State 3 <sup>rd</sup> Grade English Language Arts examination	<b>48.9%</b> of 3 <sup>rd</sup> grade students scored in the proficient range, with 48.9% at Level 3 and 0% at Level 4.	<b>DID NOT MEET OBJECTIVE</b>  To close the performance gap, the school will undertake the initiatives described in the Action Plans section which follows the goals tables.

## Measure 2: Academic Growth Goals

As per the charter, beginning in 2010-11 students in the 1<sup>st</sup> and 2<sup>nd</sup> grades who have attended ECS for two years will show a reduction by one-half in the gap between an NCE of fifty (50) and their actual scores on the ITBS. The gap will continue to be reduced by one half in each

subsequent year. Each year a grade will be added and the results will be measured for each cohort.

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
The gap between this year's <b>1<sup>st</sup> grade's</b> performance in reading in year 1 and 75% will be reduced by one half in year two, and one half in each subsequent year.	ITBS	26% of students in year 1 met NCE 50 and above. 57% of students in year 2 met NCE 50 and above. The gap was closed by more than half (>50.5%).	<b>MET OBJECTIVE</b>

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
The gap between this year's <b>2<sup>nd</sup> grade's</b> performance in reading in year 1 and 75% will be reduced by one half in year two, and one half in each subsequent year.	ITBS	80% of students in year 2 met NCE 50 and above. In year 3, 40.5% of students met NCE 50 and above, a decrease from the previous year's performance.	<b>DID NOT MEET OBJECTIVE</b>  To close the performance gap, the school will undertake the initiatives described in the Action Plans section which follows the goals tables.

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
The gap between this year's <b>3<sup>rd</sup> grade's</b> performance in reading in year 1	ITBS	38% of students in year 1 met NCE 50 and above. 45% of students in year 2 met NCE 50 and above. The gap	<b>DID NOT MEET OBJECTIVE</b>  To close the performance gap, the school will

and 75% will be reduced by one half in year two, and one half in each subsequent year.		was not closed by more than half (>56.5%). In year 3, 33.3% of students met NCE 50 or above.	undertake the initiatives described in the Action Plans section which follows the goals tables.
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### Measure 3: Comparative Goal

As per the charter, beginning in 2011-12 students in the third grade cohort who have attended ECS for two years will outperform students enrolled in the local district on New York State assessments.

2011-12 Progress Toward Attainment of Academic Charter Goals			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Evergreen students will outperform students enrolled in the local district on the 3 <sup>rd</sup> Grade ELA assessment.	New York State 3 <sup>rd</sup> Grade English Language Arts examination	<b>48.9%</b> of 3 <sup>rd</sup> grade students scored in the proficient ranges compared to <b>32.9%</b> of 3 <sup>rd</sup> grade students enrolled in the Hempstead Union Free School District who scored in the proficient range.	<b>MET OBJECTIVE</b>

### ACTION PLANS: ENGLISH LANGUAGE ARTS

To close our performance gaps in relation to English Language Arts, the school has committed to the following initiatives:

Evergreen Charter School will establish curriculum maps K – 4 to provide a framework for instructional planning and align curricula to the Common Core. As part of the school’s maps, we will integrate Evergreen’s focuses on environmentalism and Hispanic heritage comprehensively across the curricula. We plan to engage curriculum mapping for reading/writing informational texts (Social Studies and Science with Critical Thinking Works) to spiral content and hands-on experiences through which Evergreen students will build the skills and self-concepts to conclude

fifth grade with the tools to approach the world as problem-solvers who care about the planet and seek common solutions with all peoples of the world.

In the 2012-13 school year, we plan to implement Houghton Mifflin Harcourt's *Journeys* English Language Arts Program for grades K-4 to add greater structure to the literacy program. We have chosen a program which integrates the strongest aspects of the workshop model with more consistently rigorous and differentiated instruction, particularly in phonics, grammar, and reading comprehension. This comprehensive program will allow our teachers to plan vertically using a common set of resources.

In 2012-13, Evergreen will organize the school into two distinct Houses, a K – 2<sup>nd</sup> grade House and a 3<sup>rd</sup> – 4<sup>th</sup> grade House. These houses will establish a structure wherein students can be assigned to flexible groupings to strengthen the school's intervention supports for struggling students. The House structure will also enable the school to establish Read Aloud Buddies across grade level Houses and encourage a culture of literacy throughout the school.

For the coming school year, Evergreen has adopted a schedule which embeds time for important school-wide learning structures:

- *Read Aloud* time will be scheduled for all grade levels;
- *Social Skills* development time will be scheduled for students in all grade levels, allowing the school to prioritize students' productive pro-social skills and reinforce a culture of learning, cooperation, respect, and stewardship;
- *Learning Centers* will be scheduled for students in grades K – 2, providing opportunities for students to engage in hands-on choice activities that extend their learning and establish a larger context for the work of the classroom;
- *Community Work* time, will allow students the opportunity to work with the school chef to promote nutritional awareness and healthy eating and the school social worker to promote positive social skills development;
- *Intervention periods* will be incorporated into the weekly schedule, providing dedicated time to support struggling students;
- *Study Hall* periods for students in grades 3 – 4 will embed structured time to teach study skills and support students' learning habits.

Evergreen will establish time for teachers to plan and analyze student performance data by instituting collaborative planning time across grade levels and school Houses in addition to individual teacher preparation time.

In 2012-13, Evergreen Charter School will work with our families to promote literacy in the home. Quarterly Parent Workshops focused on literacy development will be provided in collaboration between Evergreen’s social worker and Queens College (Linguistics & Communication Disorders Department), supporting family members to make reading, spoken language, and writing a priority in the home.

Professional development is an important and ongoing initiative for Evergreen Charter School staff. In the coming year, we will provide professional development for all staff in the school’s new Organizational Structures to support teaching and learning through Aussie Staff Developers and Queens College. Additionally, we will provide on-going professional development and coaching through Aussie Staff Developers targeting curriculum and student work (inclusive of student portfolios and rubrics) for ELA.

**ACADEMIC GOALS: MATHEMATICS**

***Goal 2: Students will become proficient in Mathematics.***

As per Evergreen’s charter, beginning in 2010-11 students in the 1st and 2nd grades who have attended ECS for two years will show a reduction, (on the gap between an NCE of fifty (50) and their actual scores), by one-half on the IOWA Test of Basic Skills (ITBS). The gap will continue to be reduced by one half in each subsequent year. Each year a grade will be added and the results will be measured for each cohort.

**Measure 1 (Absolute Goal)**

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
75% of 3 <sup>rd</sup> grade students will be proficient in Mathematics.	New York State 3 <sup>rd</sup> Grade Mathematics examination	<b>78.7%</b> of third grade students scored in the proficient range, with 68.1% at Level 3 and	<b>MET OBJECTIVE</b>

		10.6% at Level 4.	
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**Measure 2 (Academic Growth)**

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
The gap between this year's <b>1<sup>st</sup> grade's</b> performance in math in year 1 and 75% will be reduced by one half in year two, and one half in each subsequent year.	ITBS	8% of students in year 1 met NCE 50 and above. <b>46.9%</b> of students in year 2 met NCE 50 and above. The gap was closed by more than half (>41.5%).	<b>MET OBJECTIVE</b>

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
The gap between this year's <b>2<sup>nd</sup> grade</b> performance in math in year 1 and 75% will be reduced by one half in year two, and one half in each subsequent year.	ITBS	25% of students in year 1 met NCE 50 and above. 60% of students in year 2 met NCE 50 and above. The gap was closed by more than half (>50%). <b>4.5%</b> of students met NCE 50 and above in year 3.	<b>DID NOT MEET OBJECTIVE</b>  To close the performance gap, the school will undertake the initiatives described in the Action Plans section which follows the goals tables.

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
The gap between this year's <b>3<sup>rd</sup> grade</b> performance	ITBS	3% of students in year 1 met NCE 50 and above. 15% of students in year	<b>DID NOT MEET OBJECTIVE</b> To close the

in math in year 1 and 75% will be reduced by one half in year two, and one half in each subsequent year.		2 met NCE 50 and above. The gap was not closed by more than half (>39%). <b>26.2%</b> of students met NCE 50 and above in year 3. <i><b>This demonstrated improvement</b></i> but did not close the gap by more than half (>45%).	performance gap, the school will undertake the initiatives described in the Action Plans section which follows the goals tables.
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### Measure 3 (Comparative Goal)

Beginning in 2011-12 students in the third grade cohort who have attended ECS for two years will outperform students enrolled in the local district on New York State assessments.

<b>2011-12 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Evergreen students will outperform students enrolled in the local district on the 3 <sup>rd</sup> Grade Mathematics assessment.	New York State 3 <sup>rd</sup> grade Mathematics examination	<b>78.7%</b> of 3 <sup>rd</sup> grade students scored in the proficient range compared to <b>42.1%</b> of 3 <sup>rd</sup> grade students enrolled in the Hempstead Union Free School District who scored in the proficient range.	<b>MET OBJECTIVE</b>

### ACTION PLANS: MATHEMATICS

In addition to the initiatives previously outlined in the Action Plans included in the English Language Arts section, Evergreen will continue to strengthen performance in relation to mathematics and close our remaining performance gaps, by commitment to the following initiatives:

In the 2012-13 school year, Evergreen Charter School will implement a new math program, *Go Math!* from Houghton Mifflin Harcourt in grades 3 – 4. Go Math! is a program aligned to the Common Core Learning Standards which consistently monitors students’ prior knowledge and mastery of concepts, allowing teachers to differentiate instruction for all lessons. Materials for

struggling and advanced learners are provided in various forms to promote such differentiated instruction. The program promotes higher order level thinking throughout the various lessons, homework assignments, and interactive online resources. Real-world connections are constantly made throughout the program in the form of questioning and video clips highlighting a variety of jobs wherein the use of mathematical knowledge is needed. Spiral review and test preparation are consistently woven throughout the program as well.

We will provide on-going professional development and coaching through Aussie Staff Developers targeting curriculum and student work (inclusive of student portfolios and rubrics) for math.

## ORGANIZATIONAL GOALS

### Attendance

<b>2011-12 Progress Toward Attainment of Organizational Charter Goals</b>			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
ECS will have an annual average attendance rate of at least 90%.	Power School Attendance Summary Report	95.8%	<b>MET OBJECTIVE</b>

Our students received 189 days of instruction.

### Enrollment Stability

As per the Charter, each year, 95% of all students enrolled will return the following school year.

We have recruited the majority of our students from the local Hempstead community, which is characterized by high poverty and families whose children are English Language Learners.

Therefore, a third of our students are English Language Learners (33.5%) and 85.8% qualify for free and reduced lunch. We have also made good faith efforts to identify and provide services for students with special needs. Our population grew this year from 5.6% to 6.6% of students with special needs.

<b>2011-12 Progress Toward Attainment of Organizational Charter Goals</b>			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
95% of students will return to ECS.	Enrollment data	95.8%	<b>MET OBJECTIVE</b>

The mobility rate in this community is high due to lack of jobs and the high cost of rentals. We will work in collaboration with the Nassau County Housing Department, Círculo de la Hispanidad, and other social agencies to connect families to the kind of supports and services that increase school stability and decrease student transience.

### **Parent Satisfaction**

A Parent Satisfaction Survey was conducted on February 4<sup>th</sup>, 2011 to assess parent’s satisfaction with the school and the quality of its educational program. We received 87 survey responses.

<b>2011-12 Progress Toward Attainment of Organizational Charter Goals</b>			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
80% of parents will express satisfaction with the instructional program and staff of ECS.	Parent Survey	87% of parents expressed satisfaction with the instructional program, the staff, and accessibility of staff to parents.	<b>MET OBJECTIVE</b>

### **FINANCIAL GOALS**

<b>2011-12 Progress Toward Attainment of Financial Charter Goals</b>			
Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
ECS will move towards greater financial independence,	Unaudited financials and financial statements	ECS planned its budget in the 2011-2012 school year without start-up funding support.	<b>MET OBJECTIVE</b>

lessening dependence on start-up funds and other financial support.			
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ECS continues to work towards meeting financial goals. ECS was a recipient of Charter School Planning and Implementation funding which has helped the school in its start-up years. In addition, the school has made use of other grant funding opportunities including stimulus funding.

ECS has continued to strengthen its financial operations, developing structures to track data through MIP software that can track expenses and revenues. With assistance from accounting consultants, ECS continues to track its progress and goals to ensure financial stability while also planning for its future budget to incorporate reserves.

### CHARTER-SPECIFIC GOALS

2011-12 Progress Toward Attainment of Charter-Specific Goals			
Charter-specific goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
ECS will incorporate music instruction within its curriculum including music instruction with instruments.	Music instruction classes	ECS continued violin instruction for second graders and began instruction for third graders. Instruction in the recorder continued for kindergarten and first graders.	<b>MET OBJECTIVE</b>

ECS incorporated music instruction with instruments for its children. Second and third graders received instruction in the violin and the younger children received instruction in use of the recorder. Learning to play an instrument helps develop many positive skills sets.

2011-12 Progress Toward Attainment of Charter-Specific Goals			
Charter-specific goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective

Teachers will use SMART Boards and technology within classroom instruction to enhance learning and outreach to children.	Classroom lessons	Teachers have been using SMART Boards in their classroom instruction.	<b>MET OBJECTIVE</b>
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ECS continues to incorporate technology within the classroom including the use of SMART Boards as a learning tool. Children are able to participate actively with the SMART Board and teachers have continued to learn about how to incorporate this technology into classroom time. The technology has been helpful in engaging children. In addition the SMART Boards are able to present information in a way that can supplement traditional methods of instruction. Education City is just one of the many interactive websites teachers use as a resource. Teachers have also implemented Student Response Systems of “Clickers,” which they use for quizzes and competitions and to analyze the data gathered to inform instruction. Teachers have found this technology has transformed their practice, as all students together respond to questions, substantially augmenting teachers’ capacity to gauge student learning. Teachers have also implemented *Waterford Early Learning Management* system, which identifies student’s strengths, provides supplemental instruction in areas of need and has the capability of generating achievement reports on demand.

### **MODIFICATIONS TO THE CHARTER**

ECS will continue to review its charter and make necessary modifications as emerging needs become apparent that change is beneficial and will support ECS in meeting its vision and mission for the children.

## APPENDIX B: INSTRUCTIONAL TIMETABLE

<b>2011-12 Instructional Time</b>	
Total number of instructional days for the 2011-12 school year	189 days
First and last day of the 2011-12 school year	September 7, 2011 June 27, 2012
Length of school day	8:00-4:00



# Unaudited Financial Report

## June 30, 2012

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### Appendix C Total Expenditures and Administrative Expenses per Child

**YTD**  
*Actual*

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#### REVENUES-Operations

<i>Public support</i>	
Government grants	169,914
Public School District	3,551,277
<b>Total public support</b>	<b>3,721,191</b>
 <i>Program service fees and other revenues</i>	
Food Program	112,821
Summer Program and Field Trips	1,290
Investment income	
Other income	13,712
<b>Total program service fees and revenues</b>	<b>127,823</b>
 <b>Total Revenues</b>	 <b>3,849,014</b>

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#### EXPENDITURES-Operations

<i>Payroll and related labor costs</i>	
Payroll	1,763,452
Taxes and benefits	413,026
<b>Total personnel services</b>	<b>2,176,478</b>
Taxes and benefits percentage	23%
<i>OTPS</i>	
Contractual Services	84,358
Food	65,309
Maintenance and Repairs/Mechanical System	70,002
Occupancy	620,965
Office Equipment	30,346
Office Expenses	72,385
Other Expenses	9,264
Pupil Supplies/Furniture	296,464
Pupil Transportation - Field Trips	8,839
Professional Costs	156,395
Utilities	68,391
Depreciation	120,000
<b>Total OTPS</b>	<b>1,602,717</b>
 <b>Total operating expenditures</b>	 <b>3,779,195</b>
 <b>REVENUES OVER (UNDER) EXPENDITURES - Operations</b>	 <b>69,819</b>

<b>Total Expenditures and Administrative Expenses per Child</b>	<b>19,184</b>
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Evergreen Charter School  
Un-Audited Balance Sheet  
As of 6/30/2012

**Appendix D Unaudited Financial Statements - Balance Sheet**

01 - UNRESTRICTED  
(In Whole Numbers)

	<u>Current Year</u>
Current Assets	
Cash	218,987
Other Receivables	<u>31,324</u>
Total Current Assets	<u>250,312</u>
Other Assets	
Fixed Assets - Less Accumulated Depreciation	473,426
Security Deposits	<u>3,333</u>
Total Other Assets	<u>476,759</u>
Total Assets	<u>727,070</u>
Liabilities	
Accounts Payable	632
Accrued Expenses	204,875
Due to Related Party	27,717
Refundable Advances	<u>73,463</u>
Total Liabilities	<u>306,688</u>
Net Assets	
Unrestricted	<u>420,382</u>
Total Net Assets	<u>420,382</u>
Total Liabilities and Net Assets	<u>727,070</u>

## **Appendix E: FY 2013 Budget and Narrative**

### **Budget Narrative**

#### **Personnel:**

The personnel for the 2012-13 school year has increased to account for new instructional and support staff needed for the growing needs of the school, as two fourth grade classes have been added. Total for personnel services is \$1,962,944.

#### **Fringe:**

Fringe benefits include health, dental, and vision coverage for full time staff. Fringe has been calculated at \$466,568.

#### **OTPS:**

#### **Office Equipment and Office Expenses:**

Office equipment includes office furniture, the copier, fax machine and other office related equipment. Office expenses include postage, supplies, membership dues, fingerprinting, recruitment and insurance. The total for this category is \$93,300.

#### **Pupil Supplies/Furniture:**

This line includes curriculum and instructional supplies, classroom libraries, music, art, physical education and nurse supplies and other items for students. The total for this line is \$181,900.

#### **Pupil Transportation:**

This line includes items related to student transportation (including educational field trips). The total for this line is \$10,000.

#### **Contractual Services:**

Contractual services includes services such as telephone and internet services, technology services, substitute teachers, staff development consultants and other related services. The total for this line is \$151,000.

#### **Utilities:**

This line includes electricity, and gas expenses related to the operation of the school. The total for this line is \$75,000.

#### **Professional Costs:**

Professional costs include legal fees, as well as the reserve fund required by the charter. The total for this line is \$142,000.



# Budget Report

## July 1, 2012 - June 30, 2013

2012 - 2013

*Approved  
Budget*

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**REVENUES-Operations**

*Public support*

Government grants	43,800
Public School District	4,405,678
<i>Total public support</i>	4,449,478

*Program service fees and other revenues*

Food Program	125,000
Other income	10,000
<i>Total program service fees and revenues</i>	135,000

**Total Revenues**

**4,584,478**

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**EXPENDITURES-Operations**

*Payroll and related labor costs*

Payroll	1,962,944
Taxes and benefits	466,568
<i>Total personnel services</i>	2,429,512
Taxes and benefits percentage	<b>24%</b>

*OTPS*

Contractual Services - Schedule 1	151,000
Food	85,000
Insurance	32,000
Maintenance and Repairs/Mechanical System - Schedule 2	71,000
Occupancy	641,266
Office Expenses - Schedule 3	93,300
Pupil Supplies/Furniture - Schedule 4	181,900
Professional Costs - Schedule 5	142,000
Utilities	75,000
<i>Total OTPS</i>	1,472,466

**Total operating expenditures**

3,901,978

**REVENUES OVER (UNDER) EXPENDITURES - Operations**

**682,500**

**Construction costs**

(600,000)

**New classrooms Furniture**

(45,000)

**New Classroom smart boards and computer equipment**

(37,500)

**Construction revenue**

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**REVENUES OVER (UNDER) EXPENDITURES**

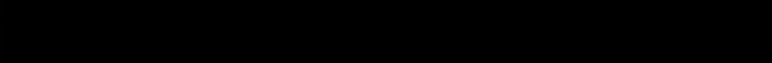
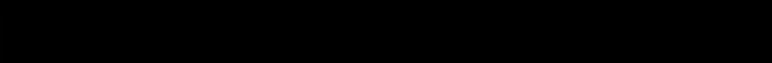
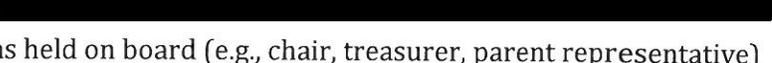
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**Appendix F: Disclosure of Financial Interest Form**

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member**

**Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name (print)** Gil Bernardino
2. **Charter School Name** Evergreen Charter School
3. **Charter Authorizer Entity** NYSED
4. **Home Address** 
5. **Business Address** 
6. **Daytime Phone** 
7. **E-Mail Address** 
8. List all positions held on board (e.g., chair, treasurer, parent representative)  
Board Chair

9. Is the trustee an employee of the school? \_\_\_ **Yes**  **No**

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

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10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_ **Yes**  **No**

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

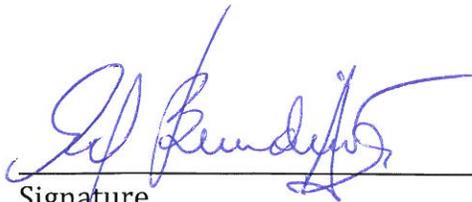
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**11.** Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have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

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
<p>2009-present (since school charter was received)</p>	<p>I am employed by <b>Círculo de la Hispanidad</b>. <b>Círculo de la Hispanidad</b> is the landlord of the building where <b>Evergreen Leases</b>. <b>Círculo</b> has also shared costs with <b>Evergreen</b> and loaned <b>Evergreen</b> funds during operations and start-up.</p>	<p>I have recused myself from voting on issues that may lead to a conflict of interest including discussions involving the lease or related matters.</p>	<p><b>Círculo de la Hispanidad</b> is my employer.</p>

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

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><b>Círculo de la Hispanidad</b></p> <p><b>My role is the Executive Director of Círculo. I am employed by Círculo de la Hispanidad</b></p>	<p><b>Landlord</b></p> <p><b>Círculo has also contributed funds towards several items used by the school including the stage. Círculo also has permitted Evergreen to use all its kitchen appliances and systems to support the needs of the school feeding program.</b></p>	<p><b>\$900,000</b></p>	<p><b>I am an employee of Círculo de la Hispanidad, the organization that has lent funds and materials to Evergreen Charter School.</b></p> <p><b>Sarah Brewster and Ariel Sotelo are also members of the Board who are employed by Círculo de la Hispanidad.</b></p>	<p><b>Recusal from discussion and voting.</b></p>

  
Signature

7/23/2012  
Date

**Appendix F: Disclosure of Financial Interest Form**

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member**

**Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name:** Sarah Brewster
2. **Charter School Name:** Evergreen Charter School
3. **Charter Authorizer Entity:** New York State Education Department
4. **Home Address:** [REDACTED]
5. **Business Address:** [REDACTED]
6. **Daytime Phone:** [REDACTED]
7. **E-Mail Address:** [REDACTED]
8. List all position held on board (e.g. , chair, treasurer, parent representative)  
Vice Chair

9. Is the trustee an employee of the school? \_\_\_Yes XNo

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

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10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_Yes XNo

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

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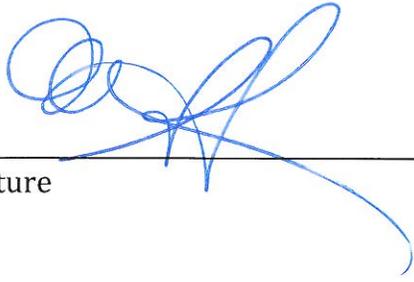
11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior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

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
2009-present (since school charter was received)	I am employed by <b>Círculo de la Hispanidad</b> . <b>Círculo de la Hispanidad</b> is the landlord of the building where <b>Evergreen Leases</b> . <b>Círculo</b> has also shared costs with <b>Evergreen</b> and loaned <b>Evergreen</b> funds during operations and start-up.	I have recused myself from voting on issues that may lead to a conflict of interest including discussions involving the lease or related matters.	<b>Círculo de la Hispanidad</b> is my employer.

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

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><b>Círculo de la Hispanidad</b></p> <p><b>My role is the Housing Case Manager. I am employed by Círculo de la Hispanidad</b></p>	<p><b>Landlord</b></p> <p><b>Círculo has also contributed funds towards several items used by the school including the stage. Círculo also has permitted Evergreen to use all its kitchen appliances and systems to support the needs of the school feeding program.</b></p>	<p><b>\$900,000</b></p>	<p><b>I am an employee of Círculo de la Hispanidad, the organization that has lent funds and materials to Evergreen Charter School.</b></p> <p><b>Gil Bernardino and Sarah Brewster are also members of the Board who are employed by Círculo de la Hispanidad.</b></p>	<p><b>Recusal from discussion and voting.</b></p>

Signature

A handwritten signature in blue ink, consisting of several loops and a long, sweeping tail that extends downwards and to the right.

Date

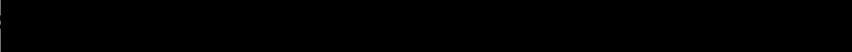
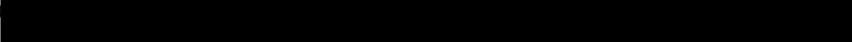
7.18.2012

**Appendix F: Disclosure of Financial Interest Form**

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member**

**Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name:** David Boone
2. **Charter School Name:** Evergreen Charter School
3. **Charter Authorizer Entity:** New York State Education Department
4. **Home Address\*** 
5. **Business Address\*** 
6. **Daytime Phone\*** 
7. **EMail Address\*:** 
8. List all position held on board (e.g. , chair, treasurer, parent representative)  
Treasurer

9. Is the trustee an employee of the school? \_\_\_Yes XNo

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

---

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_Yes XNo

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

---

11. 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 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

<b>Organization conducting business with the school</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest</b>	<b>Steps Taken to Avoid Conflict of Interest</b>
None.	None.	None.	None.	<b>Not applicable.</b>

  
Signature

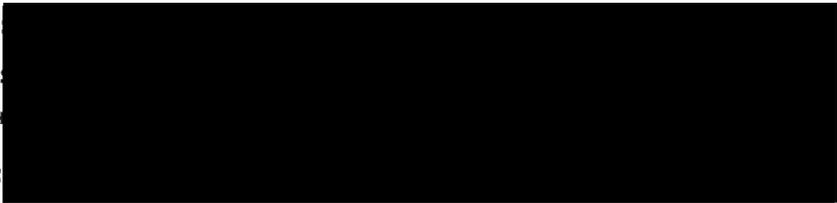
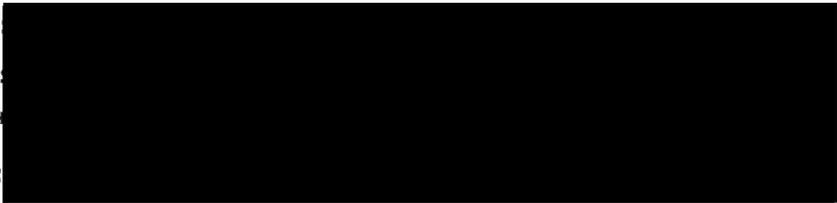
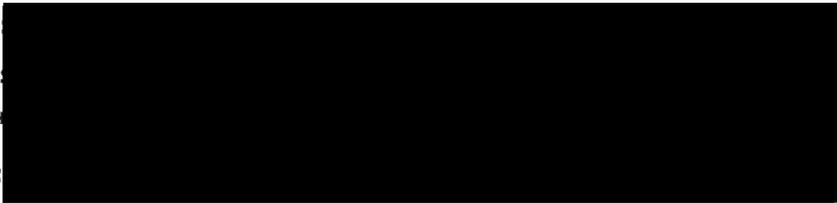
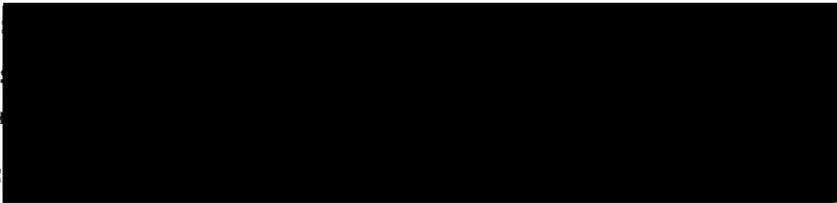
6/18/12  
Date

*Appendix F: Disclosure of Financial Interest Form*

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member**

**Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name:** Gladys Rodriguez
2. **Charter School Name:** Evergreen Charter School
3. **Charter Authorizer Entity:** New York State Education Department
4. **Home Address\*** 
5. **Business Address\*** 
6. **Daytime Phone\*** 
7. **EMail Address\*:** 
8. List all position held on board (e.g. , chair, treasurer, parent representative)  
Secretary

9. Is the trustee an employee of the school? \_\_\_ Yes X No

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

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10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_ Yes X No

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

---

11. 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 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

<b>Organization conducting business with the school</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest</b>	<b>Steps Taken to Avoid Conflict of Interest</b>
None.	None.	None.	None.	None.

Melody Rod  
Signature

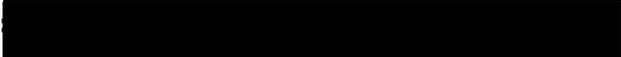
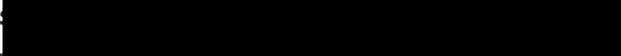
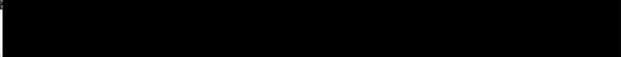
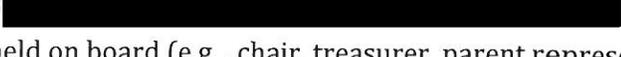
7/17/12  
Date

**Appendix F: Disclosure of Financial Interest Form**

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member**

**Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name:** James Mullin
2. **Charter School Name:** Evergreen Charter School
3. **Charter Authorizer Entity:** New York State Education Department
4. **Home Address\*** 
5. **Business Address\*** 
6. **Daytime Phone\*** 
7. **EMail Address\*:** 
8. List all position held on board (e.g. , chair, treasurer, parent representative)  
Trustee

9. Is the trustee an employee of the school? \_\_\_Yes XNo

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

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10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_Yes XNo

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

---

11. 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 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

<b>Organization conducting business with the school</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest</b>	<b>Steps Taken to Avoid Conflict of Interest</b>
None.	None.	None.	None.	Not applicable.

  
Signature

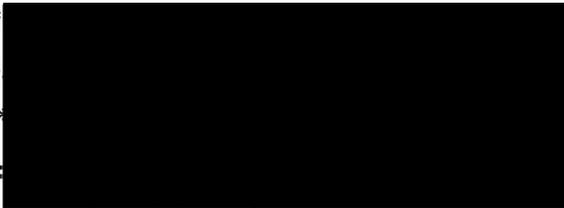
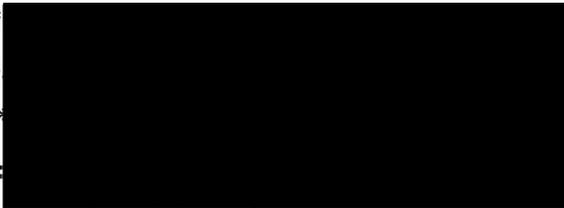
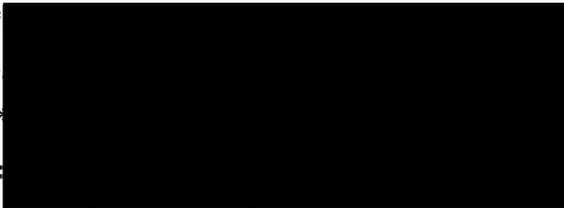
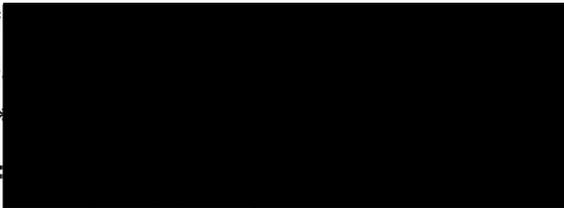
6/20/12  
Date

**Appendix F: Disclosure of Financial Interest Form**

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member**

**Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name:** Rebecca Sanin
2. **Charter School Name:** Evergreen Charter School
3. **Charter Authorizer Entity:** New York State Education Department
4. **Home Address\*** 
5. **Business Address\*** 
6. **Daytime Phone\*** 
7. **EMail Address\*:** 
8. List all position held on board (e.g. , chair, treasurer, parent representative)  
Trustee

9. Is the trustee an employee of the school? \_\_\_Yes XNo

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

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10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_Yes XNo

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

---

11. 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 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None.	None.	None.	None.	None.

Rebecca Jan

6/20/2012

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Signature

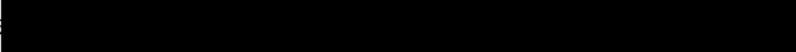
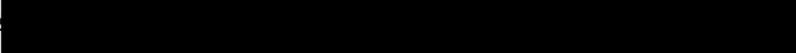
Date

**Appendix F: Disclosure of Financial Interest Form**

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member**

**Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name:** Luis Ras
2. **Charter School Name:** Evergreen Charter School
3. **Charter Authorizer Entity:** New York State Education Department
4. **Home Address\*** 
5. **Business Address\*** 
6. **Daytime Phone\*** 
7. **EMail Address\*** 
8. List all position held on board (e.g. , chair, treasurer, parent representative)  
Trustee

9. Is the trustee an employee of the school? \_\_\_Yes XNo

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

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10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_Yes XNo

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

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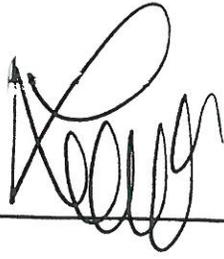
11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior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

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

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

<b>Organization conducting business with the school</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest</b>	<b>Steps Taken to Avoid Conflict of Interest</b>
Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Signature

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the bottom.

Date

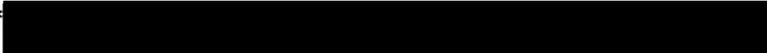
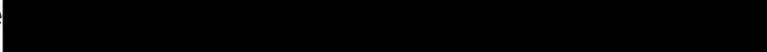
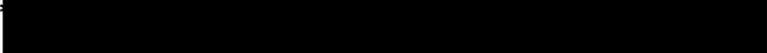
7/18/12

**Appendix F: Disclosure of Financial Interest Form**

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member**

**Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name:** Ariel Sotelo
2. **Charter School Name:** Evergreen Charter School
3. **Charter Authorizer Entity:** New York State Education Department
4. **Home Address\*** 
5. **Business Address\*** 
6. **Daytime Phone\*** 
7. **EMail Address\*** 
8. List all position held on board (e.g. , chair, treasurer, parent representative)  
Parent representative

9. Is the trustee an employee of the school? \_\_\_Yes XNo

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

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10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_Yes XNo

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

---

11. 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 2-4 above, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
2009-present (since school charter was received)	I am employed by Círculo de la Hispanidad. Círculo de la Hispanidad is the landlord of the building where Evergreen Leases. Círculo has also shared costs with Evergreen and loaned Evergreen funds during operations and start-up.	I have recused myself from voting on issues that may lead to a conflict of interest including discussions involving the lease or related matters.	Círculo de la Hispanidad is my employer.

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

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><b>Círculo de la Hispanidad</b></p> <p><b>My role is the Housing Case Manager. I am employed by Círculo de la Hispanidad</b></p>	<p><b>Landlord</b></p> <p><b>Círculo has also contributed funds towards several items used by the school including the stage. Círculo also has permitted Evergreen to use all its kitchen appliances and systems to support the needs of the school feeding program.</b></p>	<p><b>\$900,000</b></p>	<p><b>I am an employee of Círculo de la Hispanidad, the organization that has lent funds and materials to Evergreen Charter School.</b></p> <p><b>Gil Bernardino and Sarah Brewster are also members of the Board who are employed by Círculo de la Hispanidad.</b></p>	<p><b>Recusal from discussion and voting.</b></p>

A handwritten signature in black ink, appearing to be 'A. Smith', written in a cursive style with a long horizontal stroke extending to the right.

7-21-2012

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Signature

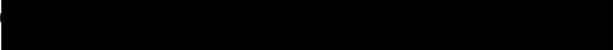
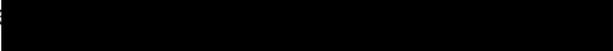
Date

**Appendix F: Disclosure of Financial Interest Form**

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member**

**Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name:** Yvonne Mowatt
2. **Charter School Name:** Evergreen Charter School
3. **Charter Authorizer Entity:** New York State Education Department
4. **Home Address:** 
5. **Business Address:** 
6. **Daytime Phone:** 
7. **EMail Address:** 
8. List all position held on board (e.g. , chair, treasurer, parent representative)  
Trustee

9. Is the trustee an employee of the school? \_\_\_Yes XNo

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

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10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_Yes XNo

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

---

11. 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 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

<b>Organization conducting business with the school</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest</b>	<b>Steps Taken to Avoid Conflict of Interest</b>
<b>None.</b>	<b>None.</b>	<b>None.</b>	<b>None.</b>	<b>Not applicable.</b>

*J. M. Munt*  
Signature

6/20/2012  
Date

**Appendix G: Board of Trustees Membership Table**

This Table is required of Board of Regents-authorized charter schools, and optional for charter schools authorized by other chartering entities.

List the board membership and the number of board members joining and leaving the board in the 2011-2012 school year.

<b>Current Board Members</b>					
<b>Trustee Name and Email Address</b>	<b>Position on the Board (e.g., Officers or constituent representatives)</b>	<b>Committee affiliation(s)</b>	<b>Voting Member (Yes/No)</b>	<b>Area of expertise, and/or additional role at school (parent, staff member etc.)</b>	<b>Number of terms served and length of each, including date of election and expiration</b>
Gil Bernardino	Chair	Executive Committee Finance Committee Educational and Accountability Committee Personnel Committee	Yes	Education, management, community relations, finance	2009-2011 2011-2014 Commencing and ending at school fiscal year
Sarah Brewster	Vice Chair	Executive Committee Finance Committee Educational and Accountability Committee Personnel Committee	yes	Education, management, community relations, finance, law, personnel	2009-2012 2012-2015 Commencing and ending at school fiscal year
David Boone	Treasurer	Executive Committee Finance Committee	yes	Finance, community relations	2009-2010 2010-2013 Commencing and ending at school fiscal year
Gladys Rodriguez	Secretary	Executive Committee Personnel Committee	yes	Personnel, community relations	2009-2012 2012-2015 Commencing and ending at school fiscal year

Board members continued

Trustee Name and Email Address	Position on the Board (e.g., Officers or constituent representatives)	Committee affiliation(s)	Voting Member (Yes/No)	Area of expertise, and/or additional role at school (parent, staff member etc.)	Number of terms served and length of each, including date of election and expiration
James Mullin	Trustee	Educational and Accountability Committee	yes	Education, school and community relations	2010-2010 2010-2013 Commencing and ending at school fiscal year
Rebecca Sanin	Trustee	Educational and Accountability Committee	Yes	Education, law	2009-2011 2011-2014 Commencing and ending at school fiscal year
Luis Ras	Trustee	Finance Committee Personnel Committee	yes	Law, finance	2009-2012 2012-2015 Commencing and ending at school fiscal year
Ariel Sotelo	Trustee	Finance Committee Educational and Accountability Committee	Yes	Parent representative, management, community relations, law	2009-2011 2011-2014 Commencing and ending at school fiscal year
Yvonne Mowatt	Trustee	Executive Committee Finance Committee Personnel Committee	yes	Finance, management, personnel, community relations	2009-2010 2010-2013 Commencing and ending at school fiscal year

<b>Total Members joining the board the 2011-2012 school year</b>	0
<b>Total Members departing the board during the 2011-2012 school year</b>	0

**EVERGREEN CHARTER SCHOOL**

**Financial Statements  
and  
Accompanying Information  
For the Years Ended  
June 30, 2012  
and  
June 30, 2011**

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Independent Auditors' Report

To the Board of Trustees of  
Evergreen Charter School

We have audited the accompanying statements of financial position of Evergreen Charter School (the "School") as of June 30, 2012 and June 30, 2011 and the related statements of activities, functional expenses and cash flows for the years then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits 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 audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2012 and June 30, 2011 and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 4, 2012 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, contract and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Condon O'Meara McGinty & Donnelly LLP

**EVERGREEN CHARTER SCHOOL**

**Statements of Financial Position**

**Assets**

	<b>June 30</b>	
	<b>2012</b>	<b>2011</b>
<b>Current assets</b>		
Cash	\$ 218,987	\$ 144,036
Government contracts receivable	-	131,237
Other receivables	54,499	24,077
Prepaid expenses	28,762	54,399
Total current assets	302,248	353,749
<b>Property and equipment, net</b>	664,710	461,356
<b>Total assets</b>	<b>\$ 966,958</b>	<b>\$ 815,105</b>

**Liabilities and Unrestricted Net Assets**

<b>Liabilities</b>		
Accounts payable and accrued expenses	\$ 319,576	\$ 267,775
Due to related party	27,717	58,717
Total liabilities	347,293	326,492
<b>Unrestricted net assets</b>	619,665	488,613
<b>Total liabilities and unrestricted net assets</b>	<b>\$ 966,958</b>	<b>\$ 815,105</b>

See notes to financial statements.

**EVERGREEN CHARTER SCHOOL**  
**Statements of Activities**

	<b>For the Year Ended June 30</b>	
	<u>2012</u>	<u>2011</u>
<b>Support and revenue</b>		
Public School Districts –		
Resident student enrollment	\$ 3,551,277	\$ 2,750,604
Other	68,175	-
State grants	111,681	86,363
Federal grants	81,990	162,434
Other	<u>16,143</u>	<u>24,714</u>
Total support and revenue	<u>3,829,266</u>	<u>3,024,115</u>
<b>Expenses</b>		
Program services		
Regular education	3,021,639	2,191,843
Special education	<u>94,017</u>	<u>92,430</u>
Total program services	3,115,656	2,284,273
Supporting services		
Management and general	<u>582,558</u>	<u>415,053</u>
Total expenses	<u>3,698,214</u>	<u>2,699,326</u>
<b>Increase in unrestricted net assets     before non-operating revenue</b>	131,052	324,789
Non-operating revenue – capital	<u>-</u>	<u>65,000</u>
<b>Increase in unrestricted net assets</b>	<b>131,052</b>	<b>389,789</b>
<b>Unrestricted net assets, beginning of year</b>	<u>488,613</u>	<u>98,824</u>
<b>Unrestricted net assets, end of year</b>	<u>\$ 619,665</u>	<u>\$ 488,613</u>

See notes to financial statements.

EVERGREEN CHARTER SCHOOL

Statements of Functional Expenses  
For the Years Ended June 30, 2012 and June 30, 2011

	2012				2011			
	Program Services		Supporting Services		Program Services		Supporting Services	
	Regular Education	Special Education	General	Total	Regular Education	Special Education	General	Total
Salaries and wages	\$ 1,354,512	\$ 52,547	\$ 362,965	\$ 1,770,024	\$ 1,006,674	\$ 52,547	\$ 266,842	\$ 1,326,063
Payroll taxes and fringe benefits	315,622	11,391	84,356	411,369	219,995	11,391	56,071	287,457
Professional fees	118,785	-	41,495	160,280	13,607	-	18,803	32,410
Consultants – education	45,250	-	-	45,250	19,389	-	-	19,389
Contracted services – other	15,031	-	-	15,031	21,689	-	-	21,689
Equipment rental/lease	11,544	-	3,524	15,068	8,277	-	2,315	10,592
Food	58,381	1,731	-	60,112	44,816	-	-	44,816
Insurance	24,197	1,219	7,760	33,176	26,878	1,219	7,853	35,950
Library	18,497	-	-	18,497	-	-	-	-
Maintenance and repairs	38,827	-	11,854	50,681	21,297	-	5,952	27,249
Occupancy	566,019	23,898	31,048	620,965	469,713	24,041	25,987	519,741
Other expenses	36,966	-	1	36,967	61,756	-	-	61,756
Printing	2,177	-	-	2,177	498	-	-	498
Supplies and materials	236,225	3,231	6,140	245,596	108,080	3,232	2,854	114,166
Staff development	20,776	-	-	20,776	12,589	-	-	12,589
Telephone	11,438	-	3,492	14,930	9,901	-	2,767	12,668
Textbooks	1,358	-	-	1,358	900	-	-	900
Transportation (student)	8,839	-	-	8,839	8,855	-	-	8,855
Travel	265	-	-	265	-	-	-	-
Utilities	47,029	-	2,475	49,504	55,819	-	2,938	58,757
Depreciation and amortization	89,901	-	27,448	117,349	81,110	-	22,671	103,781
<b>Total</b>	<b>\$ 3,021,639</b>	<b>\$ 94,017</b>	<b>\$ 582,558</b>	<b>\$ 3,698,214</b>	<b>\$ 2,191,843</b>	<b>\$ 92,430</b>	<b>\$ 415,053</b>	<b>\$ 2,699,326</b>

See notes to financial statements.

**EVERGREEN CHARTER SCHOOL**

**Statements of Cash Flows**

	<b>For the Year Ended June 30</b>	
	<u><b>2012</b></u>	<u><b>2011</b></u>
<b>Cash flows from operating activities</b>		
Increase in net assets	\$ 131,052	\$ 389,789
Adjustments to reconcile increase in net assets to net cash provided by operating activities		
Depreciation and amortization	117,349	103,781
(Increase) decrease in assets		
Government contracts receivable	131,237	26,173
Other receivables	(30,422)	47,301
Prepaid expenses	25,637	(54,399)
Increase (decrease) in liabilities		
Accounts payable and accrued expenses	51,801	(9,775)
Due to related party	(31,000)	(121,963)
Net cash provided by operating activities	<u>395,654</u>	<u>380,907</u>
<b>Cash flows from investing activities</b>		
Purchase of furniture and equipment	(83,777)	(191,000)
Purchase of leasehold improvements	<u>(236,926)</u>	<u>(111,682)</u>
Net cash (used in) investing activities	<u>(320,703)</u>	<u>(302,682)</u>
<b>Net increase in cash</b>	<b>74,951</b>	<b>78,225</b>
<b>Cash, beginning of year</b>	<u><b>144,036</b></u>	<u><b>65,811</b></u>
<b>Cash, end of year</b>	<u><b>\$ 218,987</b></u>	<u><b>\$ 144,036</b></u>

See notes to financial statements.

**EVERGREEN CHARTER SCHOOL****Notes to Financial Statements  
June 30, 2012 and June 30, 2011****Note 1 – Nature of organization and summary of accounting policies**Nature of organization

The Evergreen Charter School (the “School”) is a New York State nonprofit corporation. The School’s primary goal is to nurture the intellectual, physical and social development of children, through a comprehensive program that promotes academic excellence and prepares its students for success in school and in life.

Basis of presentation

The accompanying financial statements have been prepared in conformity with the disclosure and display requirements of the Accounting Standards for *Financial Statements of Not-for-Profit Organizations*. Accordingly, the net assets of the School are reported in each of the following three classes: (a) unrestricted net assets, (b) temporarily restricted net assets, and (c) permanently restricted net assets.

Net assets of the restricted classes are created only by donor-imposed restrictions on their use. Donor-restricted contributions whose restrictions are met in the same accounting period are reported as unrestricted contributions.

As of June 30, 2012 and June 30, 2011, the School has no temporarily or permanently restricted net assets.

Funding

The School is funded through various contracts with the New York State Department of Education and through tuition based upon a per pupil allocation from the school districts in which the students are enrolled.

Allowance for doubtful accounts

As of June 30, 2012 and June 30, 2011, the School’s management has determined that there are no potentially uncollectible receivables and thus, an allowance for doubtful accounts is not necessary. Such estimate is based on management’s experience, the aging of the receivables, subsequent receipts and current economic conditions.

**EVERGREEN CHARTER SCHOOL****Notes to Financial Statements (continued)****June 30, 2012 and June 30, 2011****Note 1 – Nature of organization and summary of accounting policies (continued)****Property and equipment**

Leasehold improvements and furniture and equipment are recorded at cost. Leasehold improvements are amortized over ten years. The School is using a ten year amortization period due to the nature of its relationship and lease agreement with Circulo de la Hispanidad, Inc. (the "Agency"). Furniture and equipment is being depreciated on the straight-line method over the estimated useful lives of the related assets, which range from three to five years.

**Revenue**

All contributions are considered to be available for unrestricted use unless specifically restricted by the donor.

All other revenue sources, including government grants and program service fees, are recorded as revenue when earned.

For grants restricted for property and equipment purchases without express grantor stipulation as to how or how long the property and equipment must be used, it is the School's policy to classify the grant revenue as unrestricted non-operating revenue in the year of the purchases and depreciate the property and equipment over their useful lives.

**Volunteer services**

A number of volunteers have donated time to the School. While these contributed services are important in assisting the School in carrying out its operations, these volunteer services have not been recorded in the accompanying statements of activities because they do not meet the criteria for recording such services.

**Functional expenses and allocations**

The costs of providing the various programs and other activities have been summarized on a functional basis. Accordingly, certain costs have been allocated between the program and supporting services benefited.

**Use of estimates**

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

**EVERGREEN CHARTER SCHOOL**

**Notes to Financial Statements (continued)  
June 30, 2012 and June 30, 2011**

**Note 1 – Nature of organization and summary of accounting policies (continued)**

Concentrations of credit risk

The School's financial instruments that are potentially exposed to concentrations of credit risk consist primarily of cash and receivables. The School places its cash with what it believes to be quality financial institutions. The School has not experienced any losses in such accounts to date. The School's receivables consist principally of amounts due from government contracts. The School's management monitors its cash and the collectibility of its receivables. The School believes no significant concentrations of credit risk exist with respect to its cash and receivables.

Reclassifications

Certain items from the 2011 fiscal year financial statements have been reclassified for comparative purposes.

Subsequent events

The School has evaluated events and transactions for potential recognition or disclosure through October 4, 2012, which is the date the financial statements were available to be issued.

**Note 2 – Accounts receivable – government contracts**

Reimbursements under government contracts are subject to audits by the various government agencies. The effects of any potential audit disallowances for these contracts has been recognized in these financial statements. Management is of the opinion that the School has accrued sufficient amounts for any potential audit disallowances.

**Note 3 – Property and equipment**

A summary of the property and equipment as of June 30, 2012 and 2011 is as follows:

	<u>2012</u>	<u>2011</u>
Leasehold improvements	\$ 448,608	\$ 211,682
Furniture and equipment	<u>458,582</u>	<u>374,805</u>
Sub-total	907,190	586,487
Less: accumulated depreciation and amortization	<u>242,480</u>	<u>125,131</u>
Total	<u>\$ 664,710</u>	<u>\$ 461,356</u>

**EVERGREEN CHARTER SCHOOL**

**Notes to Financial Statements (continued)  
June 30, 2012 and June 30, 2011**

**Note 4 – Commitments**

In January 2010, the School entered into a 5-year lease agreement with Círculo de la Hispanidad (the “Agency”) for space for its facility. In addition to the space rented according to the January 2010 lease, the School rented additional space within the facility during the 2011 and 2012 fiscal years. The Agency and the School are currently negotiating the terms of a revised lease agreement to include the additional space used, including future space. As of June 30, 2012, annual future payments under the lease agreement are as follows:

<u>Fiscal Year</u>	<u>Amount</u>
2013	\$ 652,000
2014	652,000
2015	<u>380,000</u>
Total	<u>\$ 1,684,000</u>

Rent expense totaled to approximately \$621,000 and \$489,000 for the years ended June 30, 2012 and June 30, 2011, respectively.

**Note 5 – Retirement plan**

The School sponsors a non-contributory 403(b) plan that covers all eligible employees. An eligible employee can defer a portion of his/her compensation not to exceed limits set by the Internal Revenue Code for a 403(b) plan.

**Note 6 – Related party transactions**

The Chairman of the Board of Trustees of the School is the Executive Director of the Agency, a not-for-profit organization. During the 2012 and 2011 fiscal years, the School reimbursed the Agency approximately \$62,000 and \$153,000, respectively, for expenses incurred by the Agency relating to the School’s start up costs, including capital expenditures (leasehold improvements for the building of a gym and furniture and equipment), repairs and maintenance, professional services, supplies, insurance, etc. In addition, in January 2010, the School entered into a five-year lease agreement with the Agency to rent space (see note 4).

**Note 7 – Tax status**

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code (the “Code”). In addition, the School has been determined by the Internal Revenue Service to be a publicly supported organization and not a private foundation within the meaning of Section 509(a)(1). As of June 30, 2012, no amounts have been recognized for uncertain income tax positions. The School’s tax returns for the 2009 fiscal year and forward are subject to the usual review by the appropriate authorities.

**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**

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**CONDON  
O'MEARA  
MCGINTY &  
DONNELLY LLP**

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Certified Public Accountants

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To the Board of Trustees of  
Evergreen Charter School

We have audited the financial statements of Evergreen Charter School (the "School") as of and for the year ended June 30, 2012, and have issued our report thereon dated October 4, 2012. 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.

**Internal Control Over Financial Reporting**

Management of the School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures 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 over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

*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 controls 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 over financial reporting 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 financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses as defined above.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free of 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*.

We noted certain matters that we have reported to the School in a separate letter dated October 4, 2012.

This report is intended for the information and use of the Board of Trustees, management, others within the School and the New York State Department of Education and is not intended to be and should not be used by anyone other than these specific parties.

Condon O'Meara McElroy & Donnelly LLP

**EVERGREEN CHARTER SCHOOL**

**Schedule of Findings and Questioned Costs  
For the Year Ended June 30, 2012**

Section I – Summary of Auditors’ Results

**Financial Statements**

Type of auditors’ report issued:		<u>Unqualified</u>
Internal control over financial reporting:		
Material weakness(es) identified?	_____ Yes	√   No
Significant deficiency(ies) identified that are not considered to be material weakness(es)?	_____ Yes	√   None noted
Noncompliance material to financial statements noted?	_____ Yes	√   No

**EVERGREEN CHARTER SCHOOL**

**Status of Prior Year's Findings  
For the Year Ended June 30, 2012**

<b><u>Item #</u></b>	<b><u>Description of Condition</u></b>	<b><u>Status of Corrective Action</u></b>
11-01	Financial Reporting	This 2011 finding has been corrected in the current year.