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

Office of Innovative School Models
Charter Schools Office
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2009 - 2010

Charter School Information and Cover Page

Name of Charter School **Charter School of Educational Excellence**

Address **260 Warburton Avenue**

Yonkers, NY 10701

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

BEDS # **662300860862**

District/CSD of Location **Yonkers City School District**

Charter Entity **State Education Department**

Date School First Opened for Instruction **September 2005**

School Leader **Catalina Castillo**
(print name)

E-mail address of School Leader [redacted]

President, Board of Trustees **Eduardo LaGuerre**
(print name)

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

Statement of Assurances

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

Catalina Castillo
Print Name, School Leader

Signature and Date

Eduardo La Guerre
Print Name, President, Board of Trustees

Signature and Date

CHARNAY C PHAIRE
Notary Public - State of New York
NO. 01PH6180769
Qualified in Westchester County
My Commission Expires 1/14/2012

10/19/10

CHARNAY C. PHAIRE NOTARY PUBLIC STATE OF NEW YORK

Section I
Student Assessment Data

New York State Assessment Results
Grades 3 – 8 ELA and Math

Grades 3 – 8 State ELA Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2009-10 – All Students	3	17	52	28	0	27	73	0	7	39	37	17	0	28	56	16								
General Education Students	3	17	52	28	0	30	70	0	6	36	40	18	0	29	54	17								
Special Education Students	NA	NA	NA	NA	0	0	100	0	25	75	0	0	0	0	100	0								
2008-09 – All Students	0	7	64	30	0	12	82	6	3	24	70	3	0	0	79	21								
General Education Students	0	7	64	30	0	12	82	6	3	24	70	3	0	0	79	21								
Special Education Students	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA								
2007-08 – All Students	12	47	41	0	10	15	75	0	8	42	50	0	0	33	61	6								
General Education Students	11	47	42	0	8	17	75	0	9	39	52	0	0	25	69	6								
Special Education Students	25	50	25	0	25	0	75	0	0	67	33	0	0	100	0	0								
2006-07 – All Students	23	40	35	3	7	47	43	3	8	36	52	4												
General Education Students	23	40	35	3	7	47	43	3	8	36	52	4												
Special Education Students	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA												

New York State Assessment Results

Grades 3 – 8 State Math Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2009-10 – All Students	0	22	39	39	0	5	57	39	6	37	43	15	0	16	24	60								
General Education Students	0	22	39	39	0	5	55	40	6	34	44	16	0	17	25	58								
Special Education Students	NA	NA	NA	NA	0	0	75	25	0	75	25	0	0	0	0	100								
2008-09 – All Students	0	0	55	45	0	4	46	50	0	9	56	35	0	5	42	53								
General Education Students	0	0	55	45	0	4	46	50	0	9	56	35	0	5	42	53								
Special Education Students	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA								
2007-08 – All Students	4	11	82	2	8	10	65	18	0	42	58	0	11	17	44	28								
General Education Students	2	10	85	2	8	11	61	19	0	45	55	0	12	12	47	29								
Special Education Students	25	25	50	0	0	0	100	0	0	0	100	0	0	100	0	0								
2006-07 – All Students	14	24	57	5	23	23	55	0	38	29	29	4												
General Education Students	14	24	57	5	23	23	55	0	38	29	29	4												
Special Education Students	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA												

New York State Assessment Results

NYS English as a Second Language Achievement Test	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		Total Tested	*% Scoring:*				*Total Tested*	*% Scoring:*				*Total Tested*	*% Scoring at or above:*			
			≤54	*55- 64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥ 85*
Listening & Speaking (Gr. K-1)	**2009-10**	**10**	**0**	**30**	**50**	**20**	**9**	**0**	**22**	**56**	**22**	**1**	**0**	**100**	**0**	**0**
	2008-09	8	0	25	50	25	8	0	25	50	25	0				
	2007-08	3	0	33	67	0	3	0	33	67	0	0				
	2006-07	6	100	0	0	0	6	100	0	0	0	0				
Reading &Writing (Gr. K-1)	**2009-10**	**10**	**40**	**50**	**0**	**10**	**9**	**33**	**56**	**0**	**11**	**1**	**100**	**0**	**0**	**0**
	2008-09	8	63	25	13	0	8	63	25	13	0	0				
	2007-08	3	100	0	0	0	3	100	0	0	0	0				
	2006-07	6	100	0	0	0	6	100	0	0	0	0				
Listening & Speaking (Gr. 2-4)	**2009-10**	**4**	**0**	**0**	**100**	**0**	**4**	**0**	**0**	**100**	**0**	**0**				
	2008-09	3	0	0	0	100	3	0	0	0	100	0				
	2007-08	0					0					0				
	2006-07	0					0					0				
Reading &Writing (Gr. 2-4)	**2009-10**	**4**	**0**	**75**	**25**	**0**	**4**	**0**	**75**	**25**	**0**	**0**				
	2008-09	3	0	33	0	67	3	0	33	0	67	0				
	2007-08	0					0					0				
	2006-07	0					0					0				
Listening & Speaking (Gr. 5-6)	**2009-10**	**0**					**0**					**0**				
	2008-09	1	0	0	0	100	1	0	0	0	100	0				
	2007-0-8	2	0	0	100	0	2	0	0	100	0	0				
	2006-07	1	-	-	-	-	1	-	-	-	-	0				
Reading & Writing (Gr. 5-6)	**2009-10**	**0**					**0**					**0**				
	2008-09	1	0	100	0	0	1	0	100	0	0	0				
	2007-08	2	50	0	50	0	2	50	0	50	0	0				
	2006-07	1	-	-	-	-	1	-	-	-	-	0				

Progress Toward Goal Attainment
2009-10

The school's progress toward its charter goals are reviewed in these categories below:

Goal/ Objective: **Desired Level of Attainment**	**Actual Result:** **Observed Level of Attainment**	**Measure Used to Indicate Attainment of the Goal/Objective**	**Was the Goal/ Object-ive Met?** **(Y/N)**	**Explanation if Not Met/** **Efforts to be Undertaken**

<u>Goal 1</u>: **All students will become proficient in reading and writing of the English language.**	Percentage of students at or above Level 3: Grade 3 – 79.4% Grade 4 – 77.3% Grade 5 – 37.5% Grade 6 – 70%	**Measure 1, Absolute Proficiency:** **Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State English Language Arts (ELA) Assessment.**	**Partially**	Fifth grade teachers were new, first year teachers. Additionally, new students were enrolled into the school in fifth grade last year that came in performing 1-2 years below grade level in ELA. This year we plan to: differentiate instruction; use an ELA blocked scheduling; administer the VSI Interim Assessments in ELA every eight weeks to gauge progress and realign instruction where needed; provide students with a daily AIS period to reinforce deficient skills; provide Title I support to students demonstrating deficiencies in reading; and implement an after school program that is designed to target specific ELA grade level skills that align to curriculum and state assessments. An additional ELA teacher and full time writing teacher were hired this year to strengthen and support ELA instruction in the fifth grade. In fourth grade, CSEE has implemented a co-teaching model where students are instructed by two full-time, fully certified teachers along with two teacher assistants to support instruction across all curricular areas. Additional staff in the classrooms will help to reduce the teacher/student ratio so that individualized instruction will be maximized. An ELA consultant will meet with the ELA Support Team every Monday to discuss instructional needs and support lesson planning for the week. Coaching and mentoring will be provided to all staff on ELA strategies through in-classroom coaching and mentoring and demonstration lessons. Ongoing administrative walkthroughs and formal observations will be conducted of all teachers to ensure oversight of effective and continuously enriching instruction.

	<table><tr><th rowspan="3">Grade</th><th colspan="4">Percent of Students at Levels 3 and 4</th></tr><tr><th colspan="2">Charter School Students Enrolled for 2+ Years</th><th colspan="2">All Yonkers District Students</th></tr><tr><th>Percent</th><th>Number Tested</th><th>Percent</th><th>Number Tested</th></tr><tr><td>3</td><td>79.4%</td><td>34</td><td>44.2%</td><td>1,881</td></tr><tr><td>4</td><td>77.3%</td><td>22</td><td>45.2%</td><td>1,794</td></tr><tr><td>5</td><td>37.5%</td><td>32</td><td>38.6%</td><td>1,756</td></tr><tr><td>6</td><td>70.0%</td><td>20</td><td>42.3%</td><td>1,721</td></tr><tr><td>All</td><td>64.8%</td><td>108</td><td>42.6%</td><td>7,152</td></tr></table>	**Measure 2, Comparative Proficiency:** **Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State ELA Assessment will be greater than that of the local school district.**	**Yes**	
	<table><tr><th rowspan="2">Grade</th><th rowspan="2">Cohort Size</th><th colspan="3">Percent at Levels 3 and 4</th><th rowspan="2">Target Achieved</th></tr><tr><th>2008-09</th><th>Target</th><th>2009-10</th></tr><tr><td>4</td><td>29</td><td>96.6%</td><td>96.6%</td><td>79.3%</td><td>No</td></tr><tr><td>5</td><td>43</td><td>90.7%</td><td>90.7%</td><td>55.8%</td><td>No</td></tr><tr><td>6</td><td>24</td><td>75.0%</td><td>75.0%</td><td>70.8%</td><td>No</td></tr><tr><td>All</td><td>96</td><td>88.5%</td><td>88.5%</td><td>66.7%</td><td>No</td></tr></table> <table><tr><th rowspan="2">Grade</th><th rowspan="2">Cohort Size</th><th colspan="3">Percent Performing At or Above 650</th><th rowspan="2">Target Achieved</th></tr><tr><th>2008-09</th><th>Target</th><th>2009-10</th></tr><tr><td>4</td><td>29</td><td>96.6%</td><td>96.6%</td><td>100.0%</td><td>Yes</td></tr><tr><td>5</td><td>43</td><td>90.7%</td><td>90.7%</td><td>90.7%</td><td>Yes</td></tr><tr><td>6</td><td>24</td><td>75.0%</td><td>75.0%</td><td>100.0%</td><td>Yes</td></tr><tr><td>All</td><td>96</td><td>88.5%</td><td>88.5%</td><td>95.8%</td><td>Yes</td></tr></table>	**Measure 3, Value Added to Student Learning:** **Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance and 75% of the students scoring at or above a Level 3 on the State ELA Assessment. If a cohort's baseline performance was above the objective, the cohort will maintain or increase its performance on**	**No**	This target was not achieved; however, when using the previously scaled score of 650 that was the target CSEE strived for this year, all cohorts DID achieve the target. Moving forward our aim is to achieve the levels established by the NYS Regents and we will attempt to do so by continuing to differentiate instruction; using an ELA blocked scheduling; administering the VSI Interim Assessments in ELA every eight weeks to gauge progress and realign instruction where needed; providing students with a daily AIS period to reinforce deficient skills; providing Title I support to students demonstrating deficiencies in reading; and implementing an after school program that is designed to target specific ELA grade level skills that align to curriculum and state assessments. An additional ELA teacher and full time writing teacher were hired this year to strengthen and support ELA instruction in the fifth grade. In fourth grade, CSEE has implemented a co-teaching model

		the next administration.		where students are instructed by two full-time, fully certified teachers along with two teacher assistants to support instruction across all curricular areas. Additional staff in the classrooms will help to reduce the teacher/student ratio so that individualized instruction will be maximized. An ELA consultant will meet with the ELA Support Team every Monday to discuss instructional needs and support lesson planning for the week. Coaching and mentoring will be provided to all staff on ELA strategies through in-classroom coaching and mentoring and demonstration lessons. Ongoing administrative walkthroughs and formal observations will be conducted of all teachers to ensure oversight of effective and continuously enriching instruction.
<u>Goal 2:</u> **All students will demonstrate competency in the understanding and application of mathematics computation and problem solving.**	Percentage of students at or above Level 3: Grade 3 – 77.1% Grade 4 – 95.5% Grade 5 – 46.9% Grade 6 – 80%	**Measure 1, Absolute Proficiency:** **Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State Mathematics Assessment.**	**Partially**	Fifth grade teachers were new, first year teachers. Additionally, new students were enrolled into the school in fifth grade last year that came in performing 1-2 years below grade level in math. This year we have hired a math consultant that will provide ongoing PD to teachers by meeting with them to analyze data and strategize lesson planning. The consultant will support instruction by conducting in-classroom coaching and mentoring. She will be instrumental to helping teachers create math groups according to levels and abilities. We have implemented a blocked schedule for math instruction and an AIS period daily to support deficiencies in math through enrichment activities and games. An after school program will be implemented to help build upon and reinforce math skills instructed throughout the regular school day and provide test prep strategies to promote improved test results. Teacher Coaching Days have been added to the school calendar to give teachers 7 half days of

<table>
<tr><td></td><td></td><td></td><td></td><td>targeted PD to hone their skills in effectively implementing math instruction.</td></tr>
<tr><td></td><td>
<table>
<tr><th rowspan="3">Grade</th><th colspan="4">Percent of Students at Levels 3 and 4</th></tr>
<tr><th colspan="2">Charter School Students Enrolled for 2+ Years</th><th colspan="2">All Yonkers District Students</th></tr>
<tr><th>Percent</th><th>Number Tested</th><th>Percent</th><th>Number Tested</th></tr>
<tr><td>3</td><td>77.1%</td><td>35</td><td>49.1%</td><td>1,897</td></tr>
<tr><td>4</td><td>95.5%</td><td>22</td><td>48.6%</td><td>1,824</td></tr>
<tr><td>5</td><td>46.9%</td><td>32</td><td>43.8%</td><td>1,782</td></tr>
<tr><td>6</td><td>80.0%</td><td>20</td><td>42.9%</td><td>1,747</td></tr>
<tr><td>All</td><td>72.5%</td><td>109</td><td>46.2%</td><td>7,250</td></tr>
</table>
</td><td>Measure 2, Comparative Proficiency:
Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Mathematics Assessment will be greater than that of the local school district.</td><td>Yes</td><td></td></tr>
<tr><td></td><td>
<table>
<tr><th rowspan="2">Grade</th><th rowspan="2">Cohort Size</th><th colspan="3">Percent at Levels 3 and 4</th><th rowspan="2">Target Achieved</th></tr>
<tr><th>2008-09</th><th>Target</th><th>2009-10</th></tr>
<tr><td>4</td><td>30</td><td>100.0%</td><td>100.0%</td><td>96.7%</td><td>No</td></tr>
<tr><td>5</td><td>44</td><td>95.5%</td><td>95.5%</td><td>56.8%</td><td>No</td></tr>
<tr><td>6</td><td>24</td><td>100.0%</td><td>100.0%</td><td>83.3%</td><td>No</td></tr>
<tr><td>All</td><td>98</td><td>98.0%</td><td>98.0%</td><td>75.5%</td><td>No</td></tr>
</table>
<table>
<tr><th rowspan="2">Grade</th><th rowspan="2">Cohort Size</th><th colspan="3">Percent Performing At or Above 650</th><th rowspan="2">Target Achieved</th></tr>
<tr><th>2008-09</th><th>Target</th><th>2009-10</th></tr>
<tr><td>4</td><td>30</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>Yes</td></tr>
<tr><td>5</td><td>44</td><td>95.5%</td><td>95.5%</td><td>90.9%</td><td>No</td></tr>
<tr><td>6</td><td>24</td><td>100.0%</td><td>100.0%</td><td>100.0%</td><td>Yes</td></tr>
<tr><td>All</td><td>98</td><td>98.0%</td><td>98.0%</td><td>95.9%</td><td>No</td></tr>
</table>
</td><td>Measure 3, Value Added to Student Learning:
Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance and 75 percent of the students scoring at or above Level 3 on the State Mathematics Assessment. If a cohort's baseline performance was above the objective,</td><td>No</td><td>This target was not achieved; however, when using the previously scaled score of 650 that was the target CSEE strived for this year, all cohorts DID achieve the target. Moving forward our aim is to achieve the levels established by the NYS Regents and we will attempt to do so by continuing to differentiate instruction using data derived from VSI Interim Assessments that are administered every six weeks to gauge progress; creating individualized goals for every student; increasing mathematics instruction with the implementation of a blocked schedule for math; providing PD to teachers with a specific and purposeful goal; and implementing an after school math program that is designed to support the development of test taking skills and strategies.</td></tr>
</table>

<table>
<tr><td></td><td></td><td>the cohort will maintain or increase its performance on the next administration.</td><td></td><td></td></tr>
<tr><td rowspan="2"><u>Goal 3:</u>
All students will demonstrate competency in the understanding and application of scientific reasoning.</td><td>Percent of Fourth Grade Students Enrolled for Two or More Years at Levels 3 and 4:
<table><tr><td colspan="4">Years of <u>Current</u> Charter Goals</td></tr><tr><td colspan="2">2008-2009</td><td colspan="2">2009-2010</td></tr><tr><td>Percent</td><td>Number Tested</td><td>Percent</td><td>Number Tested</td></tr><tr><td>100.0%</td><td>19</td><td>100.0%</td><td>22</td></tr></table></td><td>Measure 1, Absolute Proficiency:
Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State Science Assessment.</td><td>Yes</td><td></td></tr>
<tr><td>Percent of Fourth Grade Charter School Students Enrolled for Two or More Years and All District Fourth Grade Students at Levels 3 and 4:
<table><tr><td colspan="4">Years of <u>Current</u> Charter Goals</td></tr><tr><td colspan="2">2008-09</td><td colspan="2">2009-10</td></tr><tr><td>Charter School</td><td>Local District</td><td>Charter School</td><td>Local District</td></tr><tr><td>100.0%</td><td>84%</td><td>100.0%</td><td>*</td></tr></table>* District comparison data for 2009-10 Science is not yet available at the time of this report.</td><td>Measure 2, Comparative Proficiency:
Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Science Assessment will be greater than that of the local school district.</td><td>Yes</td><td></td></tr>
</table>

<table>
<tr>
<td rowspan="2"><u>Goal 4:</u>
All students will demonstrate competency in the understanding and application of social, geographical, civic, and world issues.</td>
<td>Percent of Fifth Grade Students Enrolled for Two or More Years at Levels 3 and 4:
<table>
<tr><td colspan="4">Years of <u>Current</u> Charter Goals</td></tr>
<tr><td colspan="2">2008-2009</td><td colspan="2">2009-2010</td></tr>
<tr><td>Percent</td><td>Number Tested</td><td>Percent</td><td>Number Tested</td></tr>
<tr><td>88.9%</td><td>18</td><td>90.0%</td><td>30</td></tr>
</table></td>
<td>Measure 1, Absolute Proficiency:
Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State Social Studies Assessment.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Percent of Fifth Grade Charter School Students Enrolled for Two or More Years and All District Fourth Grade Students at Levels 3 and 4:
<table>
<tr><td colspan="4">Years of <u>Current</u> Charter Goals</td></tr>
<tr><td colspan="2">2008-09</td><td colspan="2">2009-10</td></tr>
<tr><td>Charter School</td><td>Local District</td><td>Charter School</td><td>Local District</td></tr>
<tr><td>88.9%</td><td>86%</td><td>90.0%</td><td>*</td></tr>
</table>
* District comparison data for 2009-10 Social Studies is not yet available at the time of this report.</td>
<td>Measure 2, Comparative Proficiency:
Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Social Studies Assessment will be greater than that of the local school district.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><u>Goal 5:</u>
The school will demonstrate</td>
<td>2009-10 AYP data are not available at the time of this report.
During its current charter period, the school has been</td>
<td>Measure:
Each year, the school will be designated in “Good Standing”</td>
<td>N/A</td>
<td></td>
</tr>
</table>

academic success by making adequate yearly progress as required by NCLB.	designated in "Good Standing".	**under the Federal Title I component of the state's "school accountability system."**		
<u>Goal 6:</u> **The school will demonstrate strong organizational viability by maintaining strong parental support and commitment to the school.**	96.46% of parents surveyed in April 2010 rated the school's academic program excellent or good. Additionally, more than 90% of parents were satisfied or very satisfied with the overall school culture and environment (94.98%), opportunities for family involvement (93.75%), and the quality of their children's teachers (96.67%).	**Measure:** **Each year, the school will achieve 90% parent satisfaction on their annual school based survey.**	**Yes**	

Section II
Charter School Student and Teacher Attrition Rates

Charter School Student Attrition Rates
2009-10

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	0	1	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	6	8	12	8
Number of students leaving for more restrictive special education setting	5	5	4	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	17	22	33	15
Number leaving for other reasons (undetermined)	5	13	9	52
Total number of students leaving.	33	45	58	75
Highest Number Enrolled *(July 1 – June 30)*	*392*	*358*	368	302
Total Percent Attrition	**8.4%**	**12.6%**	**16%**	**25%**

Charter School Teacher Attrition Rates
2009-10

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	15	15	14	13
Number of Special Area Teachers	5	5	6	3
Total Number of Teachers	20	20	20	16
Total Number of Teachers Leaving	2	4	1	10
Total Percent Attrition	**10%**	**20%**	**5%**	**63%**

	2009-10	2008-09	2007-08	2006-07
Number of teachers leaving for geographic reasons (out of state/relocation)	0	0	0	0
Number of teachers leaving to take a position in a school district	0	0	0	0
Number of teachers leaving to take a position in another charter school	1	1	0	0
Number of teachers not retained	1	3	0	0
Number of teachers leaving for other reasons (or undetermined)	0	0	1	10

Section III

Financial Statements

On the following pages are CSEE's 2009-2010 financial statements, including:

- Statement of Financial Position
- Statement of Activities
- Statement of Cash Flows
- Statement of Functional Expenses

Charter School of Educational Excellence

Financial Statements
and
Independent Auditors' Report

June 30, 2010

Charter School of Educational Excellence

Financial Statements

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Vargas, Ghigliotty & Rivera LLP
Certified Public Accountants & Consultants

Independent Auditors' Report

To the Board of Trustees of
Charter School of Educational Excellence
New York, New York

We have audited the accompanying statement of financial position of Charter School of Educational Excellence as of June 30, 2010, and the related statement of activities and cash flows for the year then ended. These financial statements are the responsibility of the Project's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted of The United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free 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 audit provides 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 Charter School of Educational Excellence as of June 30, 2010, and the changes in net assets and its cash flows for the year 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 27, 2010, on our consideration of Charter School of Educational Excellence's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The schedule of functional expenses on page 12 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Vargas, Ghigliotty & Rivera, LLP

New City, New York
October 27, 2010

586 Route 304, New City, NY 10956 | Tel: 845-638-3113 | Fax: 845-638-4817
445 Park Avenue, 9th Fl, New York, NY 10022 | Tel: 212-734-0395 | Fax: 212-734-0954

Charter School of Educational Excellence
Statement of Financial Position
June 30, 2010

ASSETS

Current Assets	
Cash - Operating	$ 51,578
Due from Government Agencies (Note 4)	290,799
Prepaid Expenses	66,038
Total Current Assets	408,415
Fixed Assets	
Leasehold Improvements	3,146,287
Equipment, Furniture and Fixtures	820,851
	3,967,138
Less: Accumulated Depreciation	(1,077,695)
Total Fixed Assets	2,889,443
Other Assets	
Security Deposits	24,567
Deferred Financing Cost, Net (Note 5)	41,442
Total Other Assets	66,009
Total Assets	$ 3,363,867

LIABILITIES AND NET ASSETS

Current Liabilities	
Accounts Payable and Accrued Expenses	$ 141,441
Accrued Payroll and Related Expenses	348,229
Management Fee Payable (Note 7)	124,683
Capital Lease Obligation, Current Portion (Note 8)	4,888
Loan Payable, Current Portion (Note 9)	203,307
Total Current Liabilities	822,548
Long-Term Liabilities	
Loan Payable, Net of Current Portion (Note 9)	2,782,477
Total Long-Term Liabilities	2,782,477
Total Liabilities	3,605,025
Net Assets	
Unrestricted Net Assets (Deficit)	(241,158)
Total Net Assets	(241,158)
Total Liabilities and Net Assets	$ 3,363,867

See accompanying notes and independent auditors' report.

Charter School of Educational Excellence
Statement of Activities
For the year ended June 30, 2010

PUBLIC SUPPORT AND REVENUE	Unrestricted	Temporarily Restricted	Total
Resident Student Enrollment	$ 4,617,750	$ -	$ 4,617,750
Food Service	-	221,261	221,261
Federal Funding	-	389,466	389,466
State Funding	-	10,015	10,015
Corporate Contributions	29,593	-	29,593
Interest Income	834	-	834
Total Public Support and Revenue	4,648,177	620,742	5,268,919
Net Assets Released From Restrictions	620,742	(620,742)	-
Total Support and Revenue	5,268,919	-	5,268,919
EXPENSES			
Program Services			
Regular Education	4,073,770	-	4,073,770
Special Education	318,789	-	318,789
	4,392,559	-	4,392,559
Supporting Services			
Management and General	765,600	-	765,600
Total Expenses	5,158,159	-	5,158,159
Change in Net Assets	110,760	-	110,760
Net Assets, Beginning of Year	(351,918)	-	(351,918)
Net Assets, End of Year	$ (241,158)	$ -	$ (241,158)

See accompanying notes and independent auditors' report.

Charter School of Educational Excellence
Statement of Cash Flows
For the year ended June 30, 2010

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in Net Assets	$ 110,760
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:	
Depreciation and Amortization	341,364
Changes in Assets and Liabilities	
(Increase) / Decrease in:	
Due from Government Agencies	(81,699)
Accounts Receivable	9,372
Prepaid Expenses	(36,554)
Increase / (Decrease) in:	
Accounts Payable and Accrued Expenses	167,972
Accrued Payroll and Related Expenses	61,813
Total Adjustments	462,268
Net Cash Provided by Operating Activities	573,028
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchases of Leasehold Improvements	(77,093)
Purchases of Equipment, Furniture and Fixtures	(442,301)
Net Cash Used In Investing Activities	(519,394)
CASH FLOWS FROM FINANCING ACTIVITIES:	
Repayments of Capital Lease Obligation	(13,592)
Repayments of Loan Payable	(112,085)
Net Cash Used In Financing Activities	(125,677)
NET DECREASE IN CASH	(72,043)
CASH - BEGINNING OF YEAR	123,621
CASH - END OF YEAR	$ 51,578
Supplemental Disclosures:	
Cash paid during the year for interest	$ 138,850

See accompanying notes and independent auditors' report.

NOTE 1 - ORGANIZATION

Charter School of Educational Excellence (the "School") is a charter school for children located in Yonkers, New York. In the first year of operation (2005-2006), the school operated grades kindergarten through fourth. In the school year ended June, 2007 it opened a fifth grade. The school plans to add one grade per year until a grade sixth is reached. It educates children in a completely nondiscriminatory and secular basis. The founders and supporters of the School believe that access to a public education of high quality for all children is the foremost issue. The School was chartered during April 2004.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting
The accompanying financial statements were prepared on the accrual basis of accounting in accordance with generally accepted accounting principles.

Basis of Presentation
Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, *Financial Statements of Not-for-Profit Organizations*. Under SFAS 117, it is required to report information regarding financial position and activities according to the following three classes of net assets: Unrestricted net assets have no donor restrictions and have met all legal and donor requirements; Temporarily restricted net assets are temporarily restricted by donor stipulations and requirements; and Permanently restricted net assets are permanently restricted by donor stipulations and requirements.

Use of Estimates in the Preparation of Financial Statements
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 certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Contributions
The School records contributions received as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires, that is, when a stipulation time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. All contributions received in the year ended 2010 were unrestricted.

Recognition of Revenue
Government contract revenue is recognized as earned in the period services are provided and costs are incurred.

Cash and Cash Equivalents
For the purposes of the statement of cash flows, the Organization considers all highly liquid investments available for current use with an initial period of three months or less to be cash equivalents.

Income Tax Status
The Organization is a not-for-profit corporation organized under the laws of the State of New York. It is exempt from federal income taxes under Section 501 (c)(3) of the Internal Revenue Code.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Leasehold Improvements Furniture and Fixtures, and Equipment
Leasehold improvements, furniture and equipment are valued at cost less accumulated depreciation. Depreciation is computed on a straight line basis over the estimated useful lives of the related assets or the term of the lease agreement. Normal replacement and maintenance costs are charged to earnings as incurred, and major renewals and improvements are capitalized. Upon disposition, the cost and related accumulated depreciation is removed from the accounts and the resulting gain or loss for the period. The School capitalizes assets with cost of $500 and over. Depreciation is calculated based on the useful lives of the assets as follows:

Leasehold Improvements	20 Years
Equipment and Furniture	3 - 10 Years

Functional Allocation of Expenses
Expenses relating to more than one function are allocated to program service and management and general based on employee time estimates or other appropriate usage factors.

NOTE 3 – INVESTMENTS

Pursuant to the provisions described in Statement of Financial Accounting Standards ("SFAS") No. 157, *Fair Value Measurements*, the School categorizes its financial instruments into a three-level fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value into three board levels. The fair value hierarchy gives the highest priority to quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). Valuation of assets and liabilities traded in less active dealer or broker markets that have significant observable inputs are classified as Level 2. Level 2 valuations are usually obtained from third-party pricing service valuations for identical or similar assets. If the inputs used to measure fair value fall within different levels of the hierarchy, the category level is based on the lowest priority level input that is significant to the fair value measurement of the instrument.

The School's investments at June 30, 2010 consists of money market account totaling $7,130, which is classified as Level 2 in the fair value hierarchy.

NOTE 4 – PUPIL ENROLLMENT AND OTHER REVENUES FROM GOVERMENT

Under the School's Charter School Agreement and the Charter School Act, the School is entitled to receive funding from both State and Federal sources that are available to public schools. These funds include State pupil enrollment funds and Federal food subsidies and Title I, IIA, IID, IV and V funds. The calculation of the amounts to be paid to the School under these programs is determined by the State, and is based on complex laws and regulations, enrollment levels, and economic information related to the home school district of the children enrolled in the school. If these regulations, some of which are relatively new in the State of New York, were to change, or other factors included in the calculations were to change, the level of funding that the School receives could vary significantly.

NOTE 4 – PUPIL ENROLLMENT AND OTHER REVENUES FROM GOVERMENT (continued)

Amount due from government agencies and included as revenues in the statement of activities, consist of the following as of June 30, 2009:

Resident Student Enrollment	$ 24,459
Federal Funding	259,236
State Funding	7,104
	$ 290,799

NOTE 5 – DEFERRED FINANCING COST

Costs relating to obtaining the loan are capitalized and amortized over the term of the related debt using a straight-line method. Totol loan cost were $57,383 and accumulated amortization at June 30, 2010 was $15,941. Amortization of deferred financing costs charged to operations was $3,826 for 2010. When a loan is paid in full, any unamortized financing costs are removed from the related accounts and charged to operations.

NOTE 6 – DEFINED CONTRIBUTION PLAN

The School offers a 401(k) plan (the "Plan") for substantially all of its employees. Employees are eligible for the plan immediately upon employment and participation in the Plan is voluntary. Employees may contribute up to 15% of their annual compensation to the Plan, limited to a maximum annual amount as set periodically by the Internal Revenue Service. The School matches the employee contribution 100% up to 4% of the employee's annual compensation. The School's contribution recognized in the statement of activities was $21,118 for 2010. The Plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

NOTE 7 – DUE TO VICTORY SCHOOLS, INC.

Management Fee Payable
Victory Schools, Inc. (VSI) manages the operations of the School under a management agreement entered into by the School and Victory. The agreement was executed on March 30, 2004. Per the term of the agreement, Victory assumes responsibility for task and functions associated with the educational services to be provided to the children enrolled as student at the School in accordance with the term of the Charter and the Charter of Schools Act, subject to the appropriate oversight from the school's Board of trustees.

In providing the above services as per the original agreement, Victory was to be paid a management fee in the amount equal to product of the total full-time equivalent enrollment of students in the Charter School as defined under Section 119.1 of New York State Commissioner of Education Regulations multiplied. The Per Pupil Fee shall be increased or decreased each year by the percentage increase or decrease in the Final Adjusted Expense Per Pupil for charter schools in the Yonkers City school district as calculated by the New York State Education Department annually.

Pursuant to the terms of a verbally agreed-upon amendment to this agreement, Victory has proposed to reduce the Per Pupil Fee retroactively to 2006.

NOTE 7 – DUE TO VICTORY SCHOOLS, INC. (continued)

Victory is entitled to receive the management fees on a bi-monthly basis. Any VSI Fee, or portion thereof, not paid within (30) days of its due date shall bear interest at an annualized rate of 7.5% per annum on the outstanding past due amount, provided such past due payments are not as a result of the Yonkers School District's failure to timely remit the Adjusted Expense Per Pupil to the Charter School. As of June 30, 2010, Victory Schools, Inc. is due $124,683 in management fees.

Loan Payable

Victory has provided a secured credit agreement to the School, dated January 1, 2004, which allows the school to access up to $300,000. The unpaid amount shall bear interest at an annual rate of 9.85%. For the period February 2004 through June 2006, Victory voluntarily waived the interest charge. Due to the cash flow shortages of the school, Victory has allowed the school to exceed the amount of the agreement at various times throughout the year. During the fiscal year 2007, the annual interest rate was reduced to 7.5%.

On July 1, 2007, the management fee payable, the loan payable and accrued interest were converted over to a

NOTE 8 – CAPITAL LEASE

The School has entered into several capital equipment leases expiring at various dates through 2011. The aggregate lease payments were discounted at the inception of the lease and the net present value was recorded as a liability. The fair value of the related equipment was recorded as an asset and is amortized over the life of the related leases.

Future minimum lease payments and the present value of payments under the capital lease obligations are as follows:

Year Ending June 30,	
2011	$ 4,888
	4,888
Less Current Portion	(4,888)
Long-Term Portion	$ -

NOTE 9 – LOAN PAYABLE

In July 2005, the School entered into a $1,500,000 loan payable for the renovation, rehabilitation and construction of leasehold improvements to the facilities where the school is located. The loan term is for fifteen years and bears interest at 8% per annum and matures on April 1, 2021.

In October 2006 another similar loan with the same institution was obtained. The loan was for $480,000 and had a term of 36 months, with interest payable monthly at 8.25%. A balloon payment of $421,919 is required at term end of December, 2009.

In July 2007, the School converted the management fee payable, loan payable and the accrued interest to a term loan (See Note 7 for details). The loan was for $1,493,186 and had a term of 120 months, with interest payable monthly at 7.5% per annum and matures on June 2017.

NOTE 9 – LOAN PAYABLE (continued)

The leasehold improvements and equipment, which have a depreciated value of $2,707,587, serve as collateral for the loan. Future scheduled payments of principal under the terms of these agreements are as follows for the years ending June 30:

June 30,	Amount
2011	$ 203,307
2012	220,073
2013	238,223
2014	265,456
2015	278,920
Thereafter	1,779,805
	2,985,784
Less Current Portion	(203,307)
Long-Term Portion	$ 2,782,477

NOTE 10 – COMMITMENTS AND CONTINGENCIES

Occupancy Lease

The School has entered into a non-cancelable operating lease for its classroom facilities. Future minimum lease payments as of June 30 are as follows:

Year Ending June 30,	Amount
2011	$ 21,704
2012	22,355
2013	23,026
2014	23,716
2015	24,428
Thereafter	105,264
	$ 220,493

Audits by Funding Sources

The School participates in a number of Federal and State programs. These programs require that the School complies with certain requirement of laws, regulations, contracts, and agreements applicable to the program in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or result of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

NOTE 11 – CONCENTRATION OF RISK

The School is dependent on various government agencies for funding, and is responsible for meeting the requirements of such agencies. If the school was to lose students or the related government funding, it could have a substantial effect on its ability to continue operations.

NOTE 12 – SUBSEQUENT EVENTS

In accordance with Statement of Financial Accounting Standards No. 165, *Subsequent Events*, the School has evaluated subsequent events between the statement of financial position date of June 30, 2010 and October 27, 2010, the date the financial statements were issued.

As of the date of the auditor's report, the Organization was in the final stage of securing financing by means of a bond issuance. The proceeds of the bond issuance will be used to finance the construction of improvements, construction of additional space and to refinance existing long-term debt (See Note 9)

Supplemental Information

Charter School of Educational Excellence
Schedule of Functional Expenses
For the year ended June 30, 2010

Personnel Expenses	Regular Education	Special Education	Total Programs	Support Services	Total
Salaries	$ 1,922,783	$ 149,904	$ 2,072,687	$ -	$ 2,072,687
Fringe Benefits	310,495	24,207	334,702	-	334,702
Payroll Taxes and Related Expenses	184,231	14,363	198,594	-	198,594
Total Personnel and Related Expenses	2,417,509	188,474	2,605,983	-	2,605,983
Operating Expenses					
Contracted Services - Management Co.	-	-	-	753,600	753,600
Consultants - Education	16,246	9,150	25,396	-	25,396
Food	176,702	7,082	183,784	-	183,784
Insurance	67,578	5,269	72,847	-	72,847
Supplies and Materials	39,740	3,098	42,838	-	42,838
Textbooks	44,524	3,471	47,995	-	47,995
Telephone	34,125	2,660	36,785	-	36,785
Occupancy	260,617	20,318	280,935	-	280,935
Utilities	55,522	4,329	59,851	-	59,851
Printing	4,855	379	5,234	-	5,234
Professional Development	39,362	3,069	42,431	-	42,431
Advertising	3,748	292	4,040	-	4,040
Auditing Fees	-	-	-	12,000	12,000
Maintenance and Repairs	154,681	12,059	166,740	-	166,740
Transportation	273,329	21,309	294,638	-	294,638
Amortization	3,549	277	3,826	-	3,826
Depreciation	313,126	24,412	337,538	-	337,538
Interest Expense	128,808	10,042	138,850	-	138,850
Other Expenses	39,749	3,099	42,848	-	42,848
Total Operating Expenses	1,656,261	130,315	1,786,576	765,600	2,552,176
TOTAL EXPENSES	$ 4,073,770	$ 318,789	$ 4,392,559	$ 765,600	$ 5,158,159

Vargas, Ghigliotty & Rivera LLP
Certified Public Accountants & Consultants

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on and Audit of Financial Statements Performed in Accordance with Government Auditing Standards

To the Board of Trustees of
Charter School of Educational Excellence
New York, New York

We have audited the financial statements of Charter School of Educational Excellence as of and for the year ended June 30, 2010 and have issued our report thereon dated October 27, 2010. 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

In planning and performing our audit, we considered Charter School of Educational Excellence'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 Charter School of Educational Excellence's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization'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 combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

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 Charter School of Educational Excellence'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*.

This report is intended solely for the information and use of management, Board of Trustees, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

New City, New York
October 27, 2010

Section IV
Disclosures of Financial Interest by Charter School Trustees

On the following pages are trustee disclosure forms for the 2009-10 Charter School of Educational Excellence board members, including:

- Eduardo LaGuerre
- Carlos Medina
- Carol Russo
- Ismail Ibrahim
- John A. Falco
- James Killoran
- James Siegel
- John Torres
- Nadine Burns-Lyons
- Sobeida Cruz

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) *Eduardo LaGuerre*

Name of Charter School Charter School of Educational Excellence

Charter Entity

Home Address [redacted]

Business Address [redacted]

Daytime Phone [redacted]

E-Mail Address [redacted]

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

2. Is the trustee an employee of the School? ___Yes _X_No

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

4. Is the trustee an employee or agent of the management company? ___Yes _X_ No

5. Is the trustee an employee or agent of any institutional partner of the School? __Yes _X_No

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

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

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

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

Signature

August 7th, 2010
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) Carlos Medina

Name of Charter School Charter School of Educational Excellence

Charter Entity SED

Home Address [redacted]

Business Address [redacted]

Daytime Phone [redacted]

E-Mail Address [redacted]

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

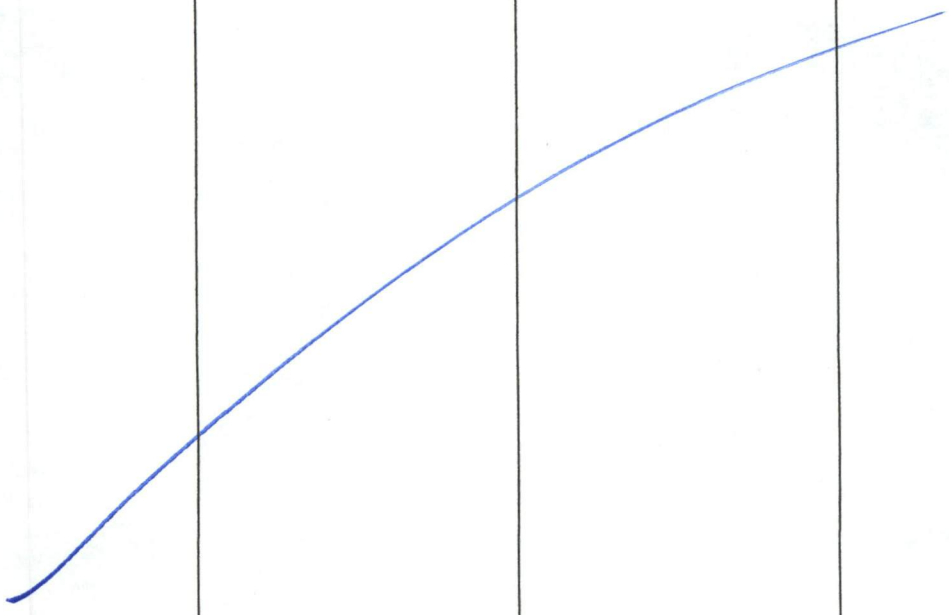
2. Is the trustee an employee of the School? ____**Yes** ____**No**

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

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

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

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

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

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

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

R M Meo

Signature

10/18/10

Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) Carol Russo

Name of Charter School Charter School of Educational Excellence

Charter Entity [redacted]

Home Address [redacted]

Business Address [redacted]

Daytime Phone [redacted]

E-Mail Address [redacted]

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

2. Is the trustee an employee of the School? ____**Yes** __✓__**No**

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

4. Is the trustee an employee or agent of the management company? ____**Yes** ____**No** ✓

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

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

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

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

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

Carol Russo
Signature

July 2012
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) ISMAIL IBRAHIM

Name of Charter School CHARTER SCHOOL EDUCATIONAL EXCELLENCE

Charter Entity [redacted]

Home Address [redacted]

Business Address [redacted]

Daytime Phone [redacted]

E-Mail Address [redacted]

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

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

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

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

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

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

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

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

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

Signature

2/12/10
Date

ELBERT SHAMSID-DEEN
Commissioner of Deeds
City of Yonkers, New York State
Term Expires April 30, 2011

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) John A. Falco

Name of Charter School Charter School For Educational Excellence

Charter Entity _____

Home Address [redacted]

Business Address [redacted]

Daytime Phone [redacted]

E-Mail Address [redacted]

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

2. Is the trustee an employee of the School? ____**Yes** X **No**

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

4. Is the trustee an employee or agent of the management company? ____**Yes** X **No**

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

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

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

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

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

Signature

2/11/10
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) James Killoran

Name of Charter School Yonkers School of Excellence

Charter Entity _____

Home Address [redacted]

Business Address [redacted]

Daytime Phone [redacted]

E-Mail Address [redacted]

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

2. Is the trustee an employee of the School? ____**Yes** ✓**No**

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

4. Is the trustee an employee or agent of the management company? ____**Yes** ✓**No**

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

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

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

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

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

Signature

Date 8/12/10

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) James Singh

Name of Charter School Charter School of Educational Excellence

Charter Entity [redacted]

Home Address [redacted]

Business Address [redacted]

Daytime Phone [redacted]

E-Mail Address [redacted]

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

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

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

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

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

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

Date(s)	**Nature of Financial Interest/Transaction**	**Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)**	**Name of person holding interest or engaging in transaction and relationship to yourself**
	My mother is a consultant for Victory - which is a consultant to the Charter School.	I will not participate in any decision making process regarding my mothers employment.	Alice Singh (Mother)

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

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

Signature

Date 7/9/10

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) John Tores

Name of Charter School Charter School of Education Excellence

Charter Entity _____

Home Address [redacted]

Business Address [redacted]

Daytime Phone [redacted]

E-Mail Address [redacted]

1. List all positions held on board (e.g., chair, treasurer, parent representative): I have only serve as trustee and Lead Information Technology and Development Committee.

2. Is the trustee an employee of the School? ____**Yes** ✓**No**

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

4. Is the trustee an employee or agent of the management company? ____**Yes** ✓**No**

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

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

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

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

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

Signature

7/28/10

Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) Nadine Burns-Lyons

Name of Charter School Charter School of Educational Excellence

Charter Entity _____

Home Address [redacted]

Business Address [redacted]

Daytime Phone [redacted]

E-Mail Address [redacted]

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

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

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

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

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

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

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

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

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

Nadine Burns-Lyons
Signature

9/29/2010
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) Sobeida Cruz

Name of Charter School Charter School of Educational Excellence

Charter Entity _____

Home Address [redacted]

Business Address [redacted]

Daytime Phone [redacted]

E-Mail Address [redacted]

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

2. Is the trustee an employee of the School? ____**Yes** ✓ **No**

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

4. Is the trustee an employee or agent of the management company? ____**Yes** ✓ **No**

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

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

none

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

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

NONE

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

Sofrida Ruiz
Signature

7-29-2010
Date