

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 - Evergreen Charter School

Primary Address – 605 Peninsula Blvd., Hempstead, NY 11550

Telephone – 516.292.2060 Fax – 516.292.0575

BEDS # 280201860947

District/CSD of Location - Hempstead

Charter Entity – Board of Regents

Date School First Opened for Instruction – September 7th, 2009

School Leader – Rosa Escoto

E-mail Address of School Leader – [REDACTED]

President, Board of Trustees – Gil Bernardino

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

The Board of Trustees

Gil Bernardino
Chairman

Sarah Brewster
Vice Chair

David Boone
Treasurer

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Trustee

General Instructions

1. Read and follow all instructions. Please be sure to provide all requested information. Do not provide data that are not requested.
2. Questions regarding the completion of these forms should be directed to the appropriate program office:

For assistance with student/teacher attrition rates, call the Charter Schools Office at 518-474-1762.

For assistance with the audit forms, call the Office of Audit Services at 518-473-4516.

All audits for the 2009-10 school year are due to the Department by **5:00 p.m. on November 1, 2010**. Please ensure that they are sent in **electronic form** to both the Charter Schools Office at charterschools@mail.nysed.gov and James Conway in the Office of Audit Services at fsandals33@mail.nysed.gov. Please put "Audit Report" in the subject line of the e-mail.

3. Each person who was a member of a charter school's Board of Trustees during the 2009-10 school year must complete and submit the Disclosure of Financial Interest questionnaire.

4. Submit the annual report as a PDF file (except where otherwise noted) to the Charter Schools Office by **5:00 p.m. November 1, 2010** at charterschools@mail.nysed.gov. Please put "Annual Report" in the subject line of the e-mail. ***Faxed versions will not be accepted.*** The original signed Statement of Assurances must be sent to the Charter Schools Office at the address provided on the cover page above.

Section I

Student Assessment Data

This section refers to the academic achievement of your students on all standardized tests, per your charter, including all State exams. For the State Assessment results in grades 3 - 8, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics. Longitudinal data are being requested back through the 2006-07 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank or enter “NA.”

You must also provide data for grades 9-12 as well (as applicable).

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided:

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment was given;
5. the number of students enrolled in the grade on the date the assessment was given;
6. the number of students who were absent on the date that the assessment was administered;
7. the number of students who were exempted from such assessment per their IEP;
8. the number of students who were exempted from such assessment as a result of their ELL status;
9. the number of students who were actually assessed (this figure must equal the number of students in the grade on the date the test was given minus those who were absent or exempted);
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

Complete a separate chart for each subtest.

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2009-10 Annual Report*

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2009-10 – All Students																								
General Education Students																								
Special Education Students																								
2008-09 – All Students																								
General Education Students																								
Special Education Students																								
2007-08 – All Students																								
General Education Students																								
Special Education Students																								
2006-07 – All Students																								
General Education Students																								
Special Education Students																								

N/A

New York State Assessment Results

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2009-10 – All Students																								
General Education Students																								
Special Education Students																								
2008-09 – All Students	N/A																							
General Education Students																								
Special Education Students																								
2007-08 – All Students	N/A																							
General Education Students																								
Special Education Students																								
2006-07 – All Students																								
General Education Students																								
Special Education Students																								

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>															
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>												
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>									
Comprehensive English	2009-10																								
	2008-09																								
	2007-08																								
	2006-07																								
Math A	2009-10	N/A																							
	2008-09																								
	2007-08																								
	2006-07																								
Math B	2009-10																								
	2008-09																								
	2007-08																								
	2006-07																								
Global History & Geography	2009-10																								
	2008-09																								
	2007-08																								
	2006-07																								
US History & Gov't.	2009-10																								
	2008-09																								
	2007-08																								
	2006-07																								

New York State Assessment Results

	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
Living Environment	2009-10															
	2008-09															
	2007-08															
	2006-07															
Phys. Setting/ Earth Science	2009-10	N/A														
	2008-09															
	2007-08															
	2006-07															
Phys. Setting/ Chemistry	2009-10															
	2008-09															
	2007-08															
	2006-07															
Phys. Setting/ Physics	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>
Comp. French	2009-10 2008-09 2007-08 2006-07															
Comp. German	2009-10 2008-09 2007-08 2006-07	N/A														
Comp. Hebrew	2009-10 2008-09 2007-08 2006-07															
Comp. Italian	2009-10 2008-09 2007-08 2006-07															
Comp. Latin	2009-10 2008-09 2007-08 2006-07															
Comp. Spanish	2009-10 2008-09 2007-08 2005-06															

New York State Assessment Results

<i>Regents Competency Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>																											
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>																								
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>																					
Mathematics	2009-10																																				
	2008-09																																				
	2007-08																																				
	2006-07																																				
Science	2009-10	N/A																																			
	2008-09																																				
	2007-08																																				
	2006-07																																				
Reading	2009-10													N/A																							
	2008-09																																				
	2007-08																																				
	2006-07																																				
Writing	209-10																									N/A											
	2008-09																																				
	2007-08																																				
	2006-07																																				
Global Studies	2009-10																																				
	2008-09																																				
	2007-08																																				
	2006-07																																				
US History & Gov't.	2009-10																																				
	2008-09																																				
	2007-08																																				
	2006-07																																				

New York State Assessment Results

<i>Second Language Proficiency Exams</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>							
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>				
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>	
French	2009-10																
	2008-09																
	2007-08																
	2006-07																
German	2009-10	N/A															
	2008-09																
	2007-08																
	2006-07																
Italian	2009-10	N/A															
	2008-09																
	2007-08																
	2006-07																
Latin	2009-10	N/A															
	2008-09																
	2007-08																
	2006-07																
Spanish	2009-10																
	2008-09																
	2007-08																
	2006-07																

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>Beg.</i>	<i>Int.</i>	<i>Adv.</i>	<i>Prof.</i>		<i>Beg.</i>	<i>Int.</i>	<i>Adv.</i>	<i>Prof.</i>		<i>Beg.</i>	<i>Int.</i>	<i>Adv.</i>	<i>Prof.</i>
Listening & Speaking (Gr. K-1)	2009-10	29	0%	3%	52%	45%	28	0%	4%	50%	46%	1	0%	0%	100%	0%
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. K-1)	2009-10	29	17%	41%	24%	17%	28	18%	43%	25%	14%	1	0%	0%	0%	100%
	2008-09															
	2007-08															
	2006-07															
Listening & Speaking (Gr. 2-4)	2009-10		N/A													
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. 2-4)	2009-10		N/A													
	2008-09															
	2007-08															
	2006-07															
Listening & Speaking (Gr. 5-6)	2009-10		N/A													
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. 5-6)	2009-10		N/A													
	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>																											
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>																								
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>																					
Listening & Speaking (Gr. 7-8)	2009-10																																				
	2008-09																																				
	2007-08																																				
	2006-07																																				
Reading & Writing (Gr. 7-8)	2009-10	N/A																																			
	2008-09																																				
	2007-08																																				
	2006-07																																				
Listening & Speaking (Gr. 9-12)	2009-10													N/A																							
	2008-09																																				
	2007-08																																				
	2006-07																																				
Reading & Writing (Gr. 9-12)	2009-10																																				
	2008-09																																				
	2007-08																																				
	2006-07																																				

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>				
		N/A			
Elementary Social Studies	2009-10				
	2008-09				
	2007-08				
	2006-07				
Middle Level Social Studies	2009-10				
	2008-09				
	2007-08				
	2006-07				
Secondary Level Social Studies	2009-10				
	2008-09				
	2007-08				
	2006-07				
Secondary Level Science	2009-10				
	2008-09				
	2007-08				
	2006-07				

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High School Completion Rates

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Graduating</i>	<i>Number Of Students</i>	<i>Percent Graduating</i>	<i>Number Of Students</i>	<i>Percent Graduating</i>
Total Graduates	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. a Regents Diploma	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. a Regents Diploma w/Adv. Designation	2009-10	N/A					
	2008-09						
	2007-08						
	2006-07						
Rec'd. IEP Diploma	2009-10						
	2008-09						
	2007-08						
	2006-07						
To 4-Year College	2009-10						
	2008-09						
	2007-08						
	2006-07						
To 2-Year College	2009-10						
	2008-09						
	2007-08						
	2006-07						

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent of Graduates</i>
To Other Post-Secondary	2009-10						
	2008-09						
	2007-08						
	2006-07						
Dropped Out	2009-10	N/A					
	2008-09						
	2007-08						
	2006-07						
Entered Approved HS Equivalency Prep Program	2009-10						
	2008-09						
	2007-08						
	2006-07						
Total Non-Completers	2009-10						
	2008-09						
	2007-08						
	2006-07						

**Other Student Assessment Data
2009-10**

Name of Test: IOWA Test of Basic Skills

Subtest: Reading Skills

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
K	9/09 – 6/10	50	0	0	0	50	75 th percentile	32%	
							51 st – 74 th percentile	58%	
							26 th - 50 th percentile	6%	
							26 th percentile	4%	
1	9/09 – 6/10	48	0	0	0	48	75 th percentile	14.6%	
							51 st – 74 th percentile	47.9%	
							26 th - 50 th percentile	16.7%	
							26 th percentile	20.8%	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

Progress Toward Goal Attainment

Using the table provided below, state each goal as listed in your approved charter, and provide a narrative that describes the type and amount of progress made toward attaining that goal. Provide specific examples, and indicate the measures that were used to determine such progress. These measures must also be the same as those listed in your approved charter. If the goal has not been met, describe why you think it was not met, and the efforts that you will undertake in the following year to attain it.

Charter schools authorized by the Trustees of the State University of New York may attach a copy of their Accountability Plan and a report of the progress made towards meeting the goals and objectives described in the Plan.

Progress Toward Goal Attainment 2009-10

Introduction:

Evergreen Charter School has successfully completed its first year of educating children primarily from the Hempstead community. The school opened with two kindergarten classes and two first grade classes. On the first day of school, we were fully staffed. Due to delays in the construction of our permanent school building, we began our school year at 35 Fulton Ave. On January 18th, the school was relocated to its permanent location at 605 Peninsula Blvd., Hempstead, New York 11550. This is a “green” or LEED (leadership in energy and environmental design) facility that has been awarded the “gold” level of LEED. At Evergreen Charter School, 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 resources.

Evergreen Charter School (ECS) has an active 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, and monthly reminders and notices.

Student Population:

During the 2009-10 school year, our first year of operation, the school provided education to a total of 98 students in kindergarten and first grade. On September 10th, 2009 we began our first year with 91 students. As the year progressed, we added additional students. Our kindergarten classes reached full capacity in October. The first grade averaged 22 students per class during the fall semester; we closed the year with a total of 48 first grade students, 24 students in each class.

Our student ethnic population was as follows: 52% Hispanic, 47% black and 1% white. A total of 91% of our students were eligible for free or reduced meals. In addition, 30% of our students were English language learners, 4% were recent immigrants, and 2% had individualized education plans. Most of our students entered the school without pre-literacy skills or early childhood experiences.

Our Vision:

ECS's vision is to foster individual student growth and development while connecting individuals to the community, 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 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 different cultures; 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 (ECS) provides its students with every possible opportunity to learn. We have a longer school year. Our instructional day begins at 8:00 am and ends at 4:00 pm. Over the course of the school year, this is equivalent to over 20% more instructional time.

Evergreen Charter School (ECS) holds students to high standards. We maintain an energetic, orderly and productive learning environment where teachers focus on teaching and students focus on learning. The school implements a strict code of conduct, provides explicit daily instruction, and reinforces a uniform dress code. Daily school-wide routines reinforce learning expectations and our school's mission. These

structures begin as students enter the building. Every morning, staff members meet students and their parents to greet them. 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. Once a month, the school community meets to celebrate student's academic achievements and perfect attendance. We take this opportunity to reinforce good citizenship qualities. Each month we highlight a specific character trait. Students who best exemplify the targeted character traits are selected by their teachers and classmates. As a learning community, we celebrate the selected students' accomplishments.

Faithfulness to the Charter:

We see in each child the future of our society, our nation and our planet. At ECS we are committed to helping all children reach their potential, expanding the channels of communication by teaching/learning a second language (Spanish), and to exploring our responsibilities for protecting our planet and its resources.

Conservation of Our Earth's Resources- a key goal related to the school culture.

Our students begin the instructional day with a promise to respect themselves, respect others and respect our earth's resources. We also pledge to protect the earth, respect the web of life and to honor the dignity of every member of our global family; hereby, reinforcing the message of every student being a global citizen preparing for the global challenges of the 21st century.

A green curriculum developed by ECS staff was embedded across subject areas of instruction. Conservation and protection of our earth's resources was evident in our everyday life at ECS. It was reflected in the grade-level collaboration amongst the teachers as they developed units of study. Evidence of children's learning was found throughout the school building. We wowed our families, visitors, and ourselves this past year with the students' art work and writing samples displayed on our bulletin boards. Our classrooms were print rich with students' work, and the "Going Green" theme permeated the curriculum.

We were selected to present a workshop at the New York State Bilingual Education Conference, held this past March 2010 in Long Island, entitled: "Evergreen Charter School –Planting Seeds of Knowledge." We shared with workshop participants our "Going Green" units of study, strategies we have implemented to support our English Language Learners, and the best teaching practices that would benefit all students.

Non-fiction books have played a key role in our instructional program. In our science and social studies curriculum, we have embedded the conservation philosophy of ECS. Both grades were involved in studying butterflies and learned by observing their development. Students also planned a vegetable garden, germinated seeds and planted the seedlings. In collaboration with our school custodian and school chef, students cared for the vegetable and herb garden. Students were able to harvest the vegetables which were cooked by our school chef and served at lunch. An extensive flower garden was planted by the children and school custodian to beautify the school. Reuse, reduce and recycle was the on-going theme. Students learned the value of composting and reducing our carbon footprints. This message was also reinforced by the parents as they implemented recycling at home.

As a culminating activity to our "Going Green" unit, our first graders interpreted the Great Kapok Tree. The play focused on the importance of protecting our rainforest, and the impact it has on animal life and our lives. All first grade students played a part in the play/musical to the delight of their parents and relatives.

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. We are proud of the creativity, energy and enthusiasm of our staff. Their strong commitment to achieving the school's mission is evident throughout the school as we move into our second year.

Our classes have a maximum of 25 students. One lead teacher and a teacher assistant were assigned to each kindergarten classroom and provided differentiated instruction in small groups and individually. The lead teachers are certified and have at least three years of teaching experience. Our teacher assistants were also certified teachers who have less than three teaching experience. Our staff was ethnically diverse: 58% was Hispanic; 21% African American and 21% was white; 21% of teachers were male and 79% were females.

In our first year of operation, ECS employed an Administrative Assistant, 2 Administrators; (instructional and business), 4 Classroom Teachers, 2 Teaching Assistants, a Reading Specialist, a Special Education Specialist, an ESL Specialist, a Spanish/Art Teacher, a Social Worker, a Nurse, a 0.5 Physical Education Teacher, a Custodian, a School Chef, and 5 part-time School Aides to supervise meals and recess periods.

Open Doors:

This phrase describes the school's desire to engage the community, particularly the families, in forming a collaborative relationship between the school and the home. Daily communication with parent/guardians is part of our school culture. We share students' daily successes, and challenges. In addition, we call parents when students are absent or excessively late. We hold curriculum conferences when we observe that a student is not progressing academically. We also conduct parent teacher conferences three times per year. We are making a consolidated effort to keep families apprised of and engaged in their children's school life. Our PTA was formed and elections were held last fall. The parent association in conjunction with our school reading specialist, ESL teacher and social worker conducted after school and Saturday workshops.

Progress Toward Goal Attainment - 2009-2010**English Language Arts:****Goal 1: Students will become proficient readers and writers of the English Language.****Background**

The Evergreen Literacy Program provided balanced instruction in reading and writing aligned with the New York State Core Curriculum Standards. Our literacy program is research based and aligned to the recommendations made by the National Reading Panel. It addresses phonemic awareness, phonics, fluency, vocabulary and text comprehension within a balanced literacy approach. The development of a solid foundation in reading skills and strategies is central to students' academic performance in all subject areas. The development of these fundamental skills in the early grades will enhance students' ability to succeed academically.

The curriculum crosswalk as described in the charter has been supplemented to students' limited literacy skills and weak academic foundation. Kindergarten students entered school with little to no knowledge of basic skills such as letter recognition and sounds or how to hold a book or use a pencil. However, having two highly qualified professionals in the classroom provided the extra support and thus helped our students surpass the stated reading goals.

Our kindergarten and first grade students received 120 minutes of literacy instruction daily which consisted of a mini lesson, student active engagement, independent practice, guided reading, and a closure to the lesson. Students shared their learning with one another and accountable talk provided an

immediate assessment of concepts learned. Shared reading was implemented in the content areas of social studies and science. The curriculum crosswalk written in the charter was used as the foundation to create our literacy instructional timeline adhering to the *Teachers College Reading and Writing Workshop* model. The teachers support young readers through read aloud, 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/ text connection and identifying an author's purpose. ECS also incorporated *Wilson Foundations* to further support the development of phonemic awareness and phonics. ECS has used the charter curriculum as a foundation, providing additional supplemental supports as needed to support student growth and development.

2009-2010 Absolute Student Achievement Goals

Goal/Objective: Desired Level of Attainment:

Beginning in the 2009 school year 75% of the kindergarten students and 75% of the first grade students will be proficient in English Language Arts.

Measures Used to Indicate Attainment of the Goal/ Objective

- IOWA Test of Basic Skills(ITBS)
- Fox in the Box
- Fountas and Pinnell

School-wide Level of Attainment: combination of K and 1

All students were tested in English Language Arts including English language learners and students with special needs. The following results reflect ECS student population including students with special needs and English language learners.

- 75 students out of 98 or 76.5% of our students tested scored at level 3 or level 4
- 11 students out of 98 or 11.2% scored at level 2
- 12 students out of 98 or 12.2% scored at level 1

Charter Performance per grade on 2009-10 in ELA (ITBS)

Grade	Population	Date	tested	% of in level 3& 4	% of in level 2	% of in level 1
K (all students)	50	6/10	50	90%	6.0%	4%
1 st (All students)	48	6/10	48	62.5%	16.7%	20.8%

Actual Results:

When the data for each grade is reviewed we met kindergarten goals, but did not meet them for first grade. However when our English Language Learners are removed, we met the benchmark goals in each of the grades.

Fox in the Box Kindergarten:**Absolute Goals:**

Beginning in the 2009-10 school year and continuing annually, seventy-five percent of Kindergarten students will be proficient on the seven subscales of Phonemic Awareness, the four subscales in Phonics and the four subscales in Reading and Oral Expression.

Actual Results:

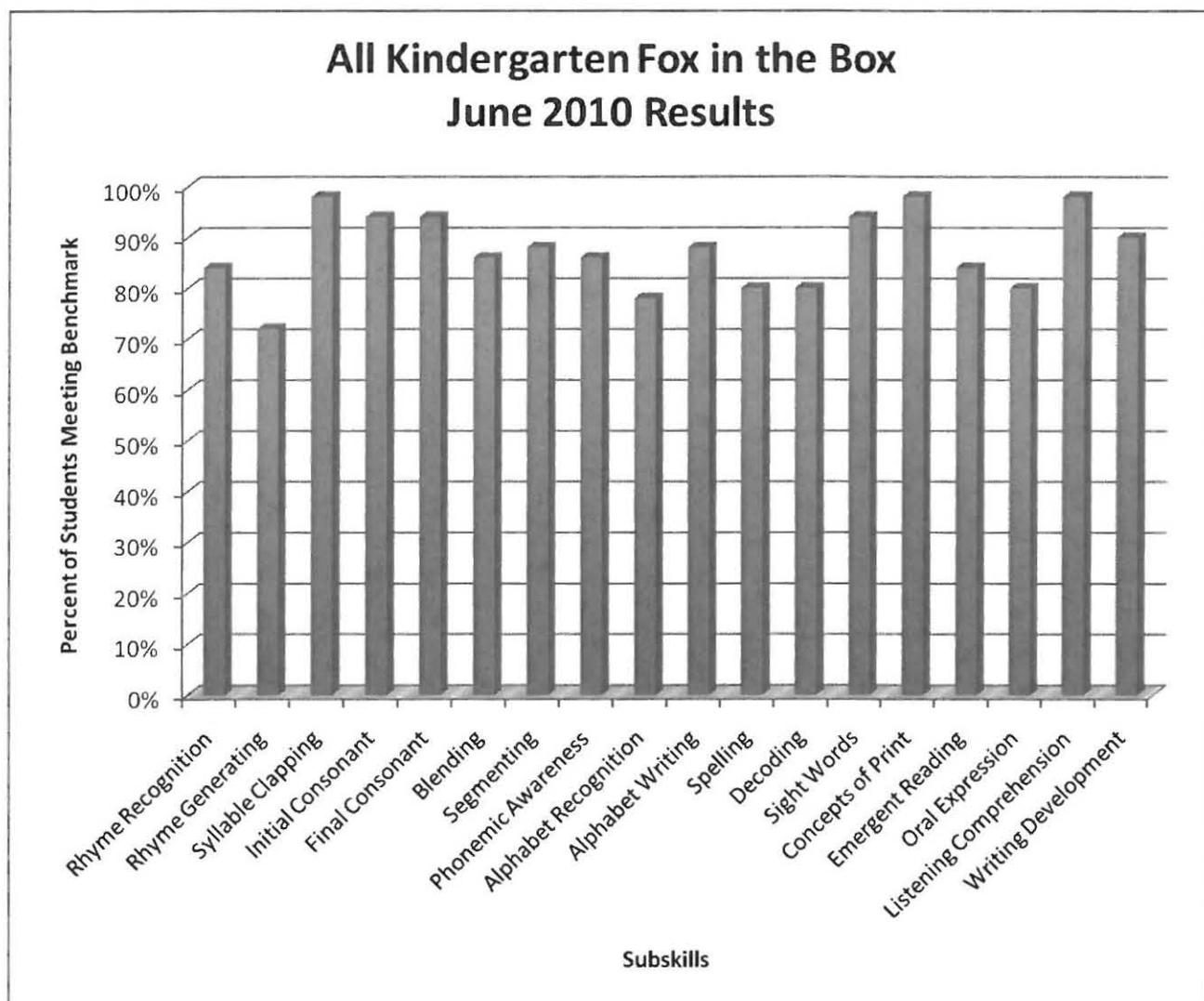
We surpassed this expectation in most sub-skills, with the exception of rhyming words. We attribute this to the large percentage of kindergarten students who are English Language Learners.

Kindergarten Background Information

We implemented the Read Well/Write Well program as per the Charter. In the fall, we realized that Read Well/Write Well was created for a whole class instructional model. This approach was in direct contradiction with the balanced literacy approach that was also written in our charter. In consultation with the Read-Well trainer, we made adjustments to the implementation of the program. The Read Well

consultant trained key staff members to implement Read Well as a reading intervention tool with groups of four to six students. The reading specialist, the special education teacher, and the two teacher assistants were assigned groups of low performing students to be supported with Read Well materials.

As per the Charter, we implemented a balanced literacy approach. The implementation of the Reader's and Writer's workshop model provided students with the opportunity to read books at their independent reading levels, and teachers would also be able to focus on individual students' learning modalities and their needs during the Guided Reading and individual conference components of the lesson. We measured students' growth in reading every six weeks with the Fountas and Pinnell benchmark assessment system. We used the data to track students' progress and to support children who were lagging behind in reading.



1st Grade Background

We had a population of 48 first graders. Nine (9) 1st grade students were English Language Learners at the beginning or intermediate levels of English language acquisition. These students were given the IOWA and Fox in the Box assessments with their classmates. All of our first graders, including our students with special needs, showed significant improvement in literacy skills as measured by the pre and post tests administered in September and again in June. All of our special needs students met standards, performing between the 51st and 75th percentile on the IOWA and level 4 in Fox in the Box.

The first grade students demonstrated a lack of a strong kindergarten foundation. Many of our first graders were on kindergarten level and thus below grade level. Our students were supported individually and in small groups within their classrooms, but were also grouped according to their needs (remediation, support, enrichment) and were provided instruction by the reading specialist, special education teacher and ESL teacher.

ECS continued to modify its instruction to meet the academic needs of students including its group. In the new small groups, teachers reinforced skills the students were learning in the classroom, including reading and writing strategies, sight words, and word families. The reading ability of all students was assessed every six weeks and groups were rearranged utilizing the most current data.

As indicated by our Charter, we assessed all our students with Fountas and Pinnell benchmarks at intervals of approximately six weeks. We used the data to track students' progress, to support children who were lagging behind in reading, to drive the instruction, and to identify students in need for academic intervention.

Our first grade data using Fountas and Pinnel benchmarks indicated that 39 students out of 48 or 81.25% were reading level I books or higher, thus meeting the benchmark for the grade. We also measured students' writing skills through a systematic collection of writing samples. A selection of their writing has been kept in their individual writing portfolios so that authentic data can be used to track students' writing across the grades. We gathered and analyzed data in reading and writing so that we would be able to track students reading/writing growth and thus have the resources to conduct a longitudinal study

Fox in the Box Grade 1:

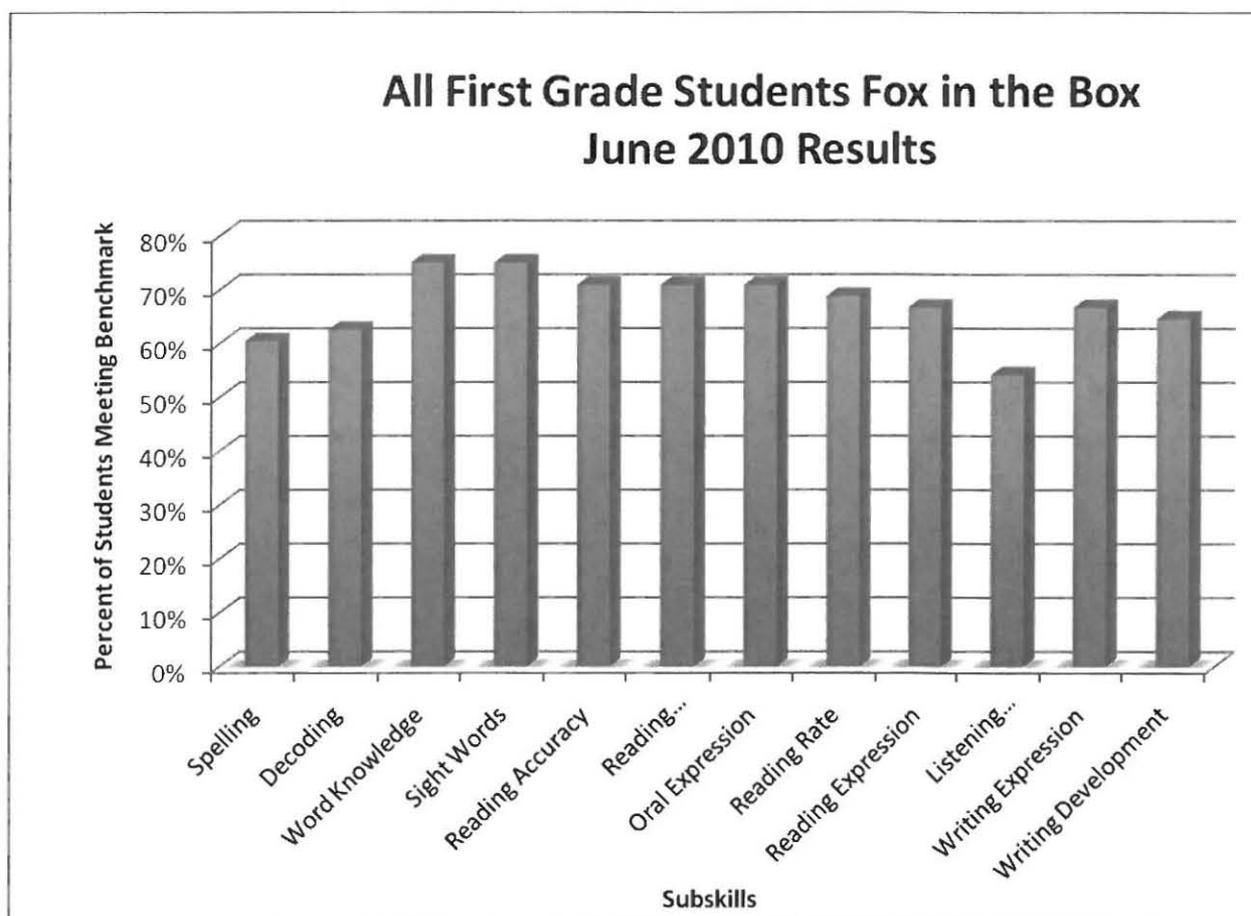
Absolute Goals:

Beginning in the 2009-10 school year and continuing annually, seventy-five percent of our 1st grade students will be proficient on the two subscales in Phonics and the seven subscales in Reading and Oral Expression.

Actual Results:

This goal was met with our English speaking population including our students with special needs. However, when we included our ELLs this goal was not met.

In the sub skills of word knowledge and sight words all students performed well. The graph below indicates student's performance on Fox in a Box post test for each subcategory.



Action Plan

Results from ITBS and Fox in a Box, as well as observational evidence of academic progress (first grade student portfolio), indicated the need to reduce the teacher to student ratio when teaching literacy. Many students need to have more support than they are getting in a class of 25 to 1.

2010-2011 Action Plan:

- For the 2010 -2011 school year we added a certified teacher to support both first grade classes. This teacher assistant alternates days between the two first grade classrooms and targets students who are most in need.
- As per the charter, beginning in 2010- 2011 we need to reduce our students scoring below an NCE of 50 by half as measured by the IOWA Test of Basic Skills. Differentiation of instruction will be a key component in lesson planning, implementation and evaluations.
- ECS teacher assistants will continue to provide literacy intervention for those students in kindergarten and grade 1 who need additional support in developing their print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency and spelling. For this intervention work, ECS will employ the Wilson Foundations Program as a supplement.
- Our special education teacher will push in/pull out in first and second grade classes to support students with IEPs and those students who are lagging behind due to learning or behavioral challenges.
- Our Reading Specialist/Staff Developer will provide supplemental reading instruction to students who are below grade level benchmarks as indicated by ITBS and/or Fox in the Box. Every six weeks, starting on November 15th, all students will be assessed using Fountas and Pinnell Benchmark assessment for literacy and instructional support groups and new instructional literacy groups will be formed.
- In preparation for this year's challenges, selected teachers attended an intensive summer institute at Teachers College on the- Reader's and Writer's Workshop.
- During the last two weeks of August the staff was involved in professional development with an emphasis on differentiated instruction.
- Parent workshops stressing the importance of collaboration between home and school, daily attendance and school punctuality, along with strategies parents can implement to support their children's academic growth are on-going.

Mathematics:

The Charter does not specify absolute math goals for this year. The math curriculum at ECS is designed to ensure that students master math procedures and problem solving skills. In kindergarten and first grade, we implemented enVision Math. This program helps students develop a foundation in math facts, knowledge and problem solving skills.

The subject of mathematics was very challenging for many of our students. First graders who had limited prior schooling entered ECS not being able to identify colors, shapes or numbers. Many of our students speak a language other than English at home and found math story problems especially difficult to understand.

Action Plan

- We added an additional 45 minute period of mathematics three times a week.
- As a team, we are monitoring the results of unit tests and providing small group instruction to those students who are lagging behind.
- Teachers participate in strategic co-planning of lessons to assure we deliver focused math instruction and build on our students' and teachers' strengths.
- A .5 math support teacher was budgeted. However, we are still interviewing for this part time position
- To strengthen the math curriculum, a series of professional development workshops in mathematics have been scheduled.
- The principal attended the National Council of Teachers of Mathematics conference in Baltimore
- Parent workshops on family math are scheduled for the fall and spring.

Professional Development

Our reading specialist supported teachers and students in literacy. Professional development was provided on several levels. Teachers received professional development as a whole group during the start of the school year and at monthly faculty and grade-level meetings. Teachers were also supported through one-on-one coaching with the reading specialist, demonstration lessons and peer observations. The ESL teacher also provided professional development. Both the ESL teacher and the reading specialist worked closely together to identify individual students' needs in language skills and developed groups and strategies to meet those needs.

Most teachers took advantage of the Teacher College summer institute to further develop their literacy teaching skills. Our Reading Specialist and ESL specialist attended the ASCD National Conference with the goal of learning about differentiated instruction. The school principal attended a state conference and a national conference on charter schools; and the director of finance attended a conference on school finances.

Spanish as a Second Language:

Goal: Students will develop fluency in Spanish.

Results: We are meeting this goal.

Students received formal Spanish instruction daily. We adhered to the topics identified in the curriculum crosswalk and presented the concepts orally through experience charts and music. Students practiced oral communication daily. Parents report that their children are practicing Spanish at home and with neighbors.

Content-area level A books were purchased in Spanish to support our "going green" curriculum. In addition, a Spanish module of the 100 Book Challenge was purchased. The 100 Book Challenge in Spanish provided students the opportunity to take Spanish books home, thus making it possible for Spanish speaking parents to be able to read to and with their children. The level A/B books which are supported by visuals and a simple sentence pattern provided our non-Spanish-speaking parents an opportunity to learn Spanish collaboratively with their child.

Parent Satisfaction Survey:

Goal : Each year families will express satisfaction with the school's program, based on the school's Family Survey in which at least 75% of all families provided a positive response to each of the survey items.

Results: We surpassed the expectations for this goal.

An anonymous family survey was conducted in June to assess parent satisfaction with the instruction their children are receiving at ECS. Ninety-eight surveys were distributed (one per family) and 80 surveys were returned. The survey and verbal testimonials showed that parents are very satisfied with the instruction, academic expectations and school home communication. They praised the level of safety and the reinforcement of respect for self and others as a key factor for choosing ECS. They expressed satisfaction with the open door policy of the school, the nurturing environment provided for their children and the respect shown to them by every member of the staff.

At Evergreen Charter School, we worked to create the best academic and social environment for our diverse group of students and their parents.

The school has gone through a comprehensive independent financial audit. The accounting firm Condon O'Meara McGinty & Donnelly LLP has analyzed our budget and expenditures, policies and procedures and has issued the attached report.

Section II

Charter School Student and Teacher Attrition Rates

Instructions

Separate tables are included for students and teachers. For students, please provide the total **number** who left for the reasons identified in the table. Then provide the highest number of students enrolled during the course of the year. Using that enrollment figure and the total number of students who left during the year (July 1 – June 30), calculate the percent of students who left the school each year (2006-07 through 2009-10). Do not provide averages or FTEs.

For teachers, provide the total number of classroom teachers (e.g., grades K-6, or secondary subject matter classroom teachers). Do not include guidance counselors, social workers, etc. Do not provide FTEs. A part-time teacher is counted as one teacher. If one person teaches more than one subject area, count them once. Also provide the number of special area teachers (e.g., music, technology, special education). Again, count each such teacher only once. Then, provide the total number of teachers who were retained at the end of each school year. For example, if you had seven classroom teachers (e.g., one each K-6) and three special area teachers (for a total of ten teachers), and three were let go (or otherwise decided not to return in 2010-11) at the end of the 2009-10 school year, your teacher attrition rate would be 30 percent. A teacher on leave is not counted toward the attrition rate.

If you have any questions, please call the Charter School Office at 518-474-1762.

**Charter School Student Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	1			
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	8			
Number of students leaving for more restrictive special education setting	4			
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	5			
Number leaving for other reasons (undetermined)	2			
Total number of students leaving.	20			
Highest Number Enrolled (July 1 – June 30)	99			
Total Percent Attrition	20%			

**Charter School Teacher Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	7			
Number of Special Area Teachers	5			
Total Number of Teachers	12			
Total Number of Teachers Leaving	4			
Total Percent Attrition	33%			

	2009-10	2008-09	2007-08	2006-07
Number of teachers leaving for geographic reasons (out of state/relocation)	0			
Number of teachers leaving to take a position in a school district	0			
Number of teachers leaving to take a position in another charter school	0			
Number of teachers not retained	4			
Number of teachers leaving for other reasons (or undetermined)	0			

Section III

Guidelines for Audits of the Financial Statements of Charter Schools

The New York charter schools act of nineteen hundred ninety-eight requires that a charter school “shall be subject to the financial audits, the audit procedures, and the audit requirements set forth in the charter. Such procedures and standards shall be applied consistent with generally accepted accounting and audit standards. Independent fiscal audits shall be required at least once annually.”

These guidelines are provided to assist charter schools in New York State and their auditors through the annual audit process. The guidelines are also intended to provide some uniformity in the reporting by charter schools and to assist the Board of Regents in meeting its responsibilities for ensuring accountability over public funds and for reporting annually to the Governor and Legislature on the status of charter schools.

Each audit should meet the following minimum standards:

Audit Requirements:

- ❑ An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.
- ❑ The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- ❑ If the charter school spends **\$500,000** or more in federal awards during the fiscal year, an independent audit as prescribed in the federal Office of Management and Budget Circular A-133 must also be completed and filed with the federal government and the State Education Department.

Reporting Requirements:

- ❑ The sample format for the financial statements is provided in accordance with Section 2851 of the Education Law.
- ❑ The financial statements should be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for not-for-profit organizations.
- ❑ All statements required by Financial Accounting Standards Board (FASB) Statement No. 117, *Financial Statements of Not-for-Profit Organizations*, should be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Required note disclosures and others that are deemed appropriate should be included.
- ❑ A supplemental schedule of functional expenses, in a format consistent with the attached, should be included and subject to the auditing procedures applied in the audit of the general purpose financial statements. Such supplemental schedule is not a required part of the general purpose financial statements and should be included for the purposes of additional analysis.
- ❑ When applicable, the auditor should prepare and submit a management letter. A copy of the management letter should be submitted with the financial statements along with the school’s corrective action plan to address any weaknesses identified in the report or the management letter.
- ❑ Reports (the independent auditor’s report on the financial statements, report on compliance, report on internal control over financial reporting, management letter, and federal Single Audit, if applicable)

must be submitted in electronic form within 120 days of the end of the charter school fiscal year to the following addresses:

State Education Department
Office of Audit Services
89 Washington Avenue Room 524 EB
Albany, New York 12234
fsandals33@mail.nysed.gov

State Education Department
Charter School Office
89 Washington Avenue Room 462 EBA
Albany, New York 12234
charterschools@mail.nysed.gov

SAMPLE FINANCIAL STATEMENTS

Sample financial statements are provided for illustrative purposes. Charter schools and their auditors should consult applicable standards when determining the specific requirements that apply to their schools. The auditor should not consider these examples to be all-inclusive or a substitute for professional judgment.

The following sample financial statements are attached:

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

Explanations are provided below for certain key terms included in the sample financial statements:

Revenue:

Public School District:

Revenue - Resident Student Enrollment - Revenue from public school districts based on resident students attending the charter school and each district's adjusted expense per student or the agreed upon amount per student.

Revenue - Students with Disabilities - Revenue from public school districts for aid attributable to special education services or programs provided by the charter school to a student with a disability enrolled in the charter school.

Other Revenue from Public School Districts - Revenues from public school districts other than those defined above.

State Grants: Report state funded grants or other apportionments received directly from the State of New York.

Federal Grants: Report federal funded grants or other apportionments received directly from the federal government or through the State of New York.

Private Grants: Report privately funded grants or other apportionments received.

Program Service Expenses:

Regular Education: Report instructional activities involving the teaching of students, instructional supervision, developing and utilizing learning materials and related services in the classroom or learning environment.

Special Education: Report instructional activities involving the teaching of students with Individualized Education Programs, or those receiving special education services, instructional supervision, developing and utilizing learning materials and related services in the classroom or learning environment.

Other Program: Services other than instructional provided to students, i.e., community services, health services, food services, athletic services, music and theatre arts, and other student activities.

Supporting Service Expenses:

Management and General: Activities related to the overall management and direction of the school that are not identifiable with a particular program or fundraising activity. Management and general expenses typically include the organization oversight, board expenses, business management, record keeping, budgeting, financing and other administrative activities.

Fundraising: Activities related to publicizing and conducting fund-raising campaigns, maintaining donor mailing lists, conducting special fund-raising events, activities involved in the solicitation of contributions from individuals, foundations, government agencies, etc.

Schedule of Functional Expenses:

The schedule of functional expenses must present, in reasonable detail, the nature of the expenses incurred in each category of program and supporting services reported in the activity statement. The sample schedule shows the typical level of detail expected. Charter schools are encouraged to add additional categories if it will enhance the reader's understanding of the schedule. Likewise, classifications not used, or not material to the school's presentation, may be eliminated.

If not otherwise presented, charter schools employing management companies should obtain and provide in note disclosure a breakdown of contracted services fees in a similar format to the schedule of functional expenses to facilitate comparisons among districts.

Note on Allocation of Expenses: Charter schools must use allocation methods that are fair and reasonable. Such allocation methods, as well as the statistical basis used to calculate allocation percentages, should be documented and retained for review upon audit. Salaries of employees who perform tasks for more than one program must be allocated among all programs for which they work. The cost of supplies that are purchased for distribution among multiple programs must be allocated among these programs if direct charges are not possible. Allocation percentages should be reviewed, at a minimum, on an annual basis and adjusted as necessary.

Sample Statement of Financial Position
Charter School Name
Statement of Financial Position
As of June 30, 20XX

	As of June 30, 20XX
Assets	
Current Assets	
Cash and cash equivalents	\$
State and Federal Aid Receivable	
Contributions receivable	
Other Receivables, Net	
Short-term Investments	
Inventories	
Prepaid Expenses	
Total Current Assets	_____
Assets restricted to investment in land, buildings and equipment	
Land, Buildings and Equipment	
Long-term Investments	
Total Assets	\$ _____
Liabilities	
Current Liabilities	
Accounts Payable	\$
Accrued Liabilities	
Other Liabilities	
Deferred Revenues	
Current Portion of Long-term Debt	
Total Current Liabilities	_____
Long-term Debt	
Total Liabilities	_____
Net Assets	
Unrestricted	
Temporarily restricted	
Permanently restricted	
Total Net Assets	_____
Total Liabilities and Net Assets	\$ _____

**Sample Statement of Activities
Charter School
Statement of Activities
For the Year Ended June 30, 20XX**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, gains and other support:				
Public School District:				
Revenue - Resident Student Enrollment				
Revenue - Students with Disabilities				
Other Revenue from Public School Districts				
State Grants				
Federal Grants				
Private grants				
Contributions				
Investment Income				
Other Income				
Net Assets Released from Restrictions				
Total Revenues, Gains and Other Support				
Expenses:				
<u>Program Expenses:</u>				
Regular Education				
Special Education				
Other Program				
<u>Supporting Services:</u>				
Management and General				
Fundraising				
Total Expenses				
Change in Net Assets				
Net Assets Beginning of Year				
Net Assets End of Year				

Sample Statement of Cash Flows
Charter School Name
Statement of Cash Flows
For the Year Ended June 30, 20XX

	20XX
Cash flows from operating activities:	
Revenues from School Districts	\$
Grant revenues	
Contributions and fund-raising activities	
Miscellaneous sources	
Payments to vendors for goods and services rendered	()
Payments to charter school personnel for services rendered	()
Interest payments	()
Net cash provided by operating activities	_____
Cash flows from investing activities:	
Purchase of equipment	()
Net cash used by investing activities	()
Cash flows from financing activities:	
Principal payments on long-term debt	()
Net cash provided by investing activities	()
Net increase in cash	
Cash at beginning of year	_____
Cash at ending of year	\$ _____
Reconciliation of change in net assets to net cash provided by operating activities:	
Change in net assets	\$
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	
(Increase) Decrease in assets:	
Accounts receivable	
Increase (Decrease) in liabilities:	
Accounts payable	
Accrued liabilities	()
Net cash provided by operating activities	\$ _____

Sample Schedule of Functional Expenses
Charter School Name
Schedule of Functional Expenses
For the Year Ended June 30, 20XX

	Program Services			Supporting Services		Total
	Regular Education	Special Education	Other Program	Fundraising & Special Events	Management and General	
Salaries	\$	\$	\$	\$	\$	\$
Employee Benefits and Payroll Taxes						
Accounting/Auditing Fees						
Board Expenses						
Consultants - Computer						
Consultants – Education						
Contracted Services – Management Co.						
Contracted Services - Other						
Equipment Rental/Lease						
Food						
Insurance						
Interest Expense						
Legal						
Library						
Maintenance & Repairs						
Occupancy						
Printing						
Supplies & Materials						
Other Expenses						
Staff Development						
Telephone						
Textbooks						
Transportation (Student)						
Travel						
Utilities						
Vehicle Rental/Lease						
Depreciation and Amortization						
Total Expenses	\$	\$	\$	\$	\$	\$

Audit information attached in separate report.

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Sarah Brewster

Name of Charter Evergreen Charter School

Charter Entity _____

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address: [REDACTED]

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

- Vice President, current
- Executive Committee, Member, current
- Financial Committee, Member, current
- Education Committee, Member, current
- Personnel Committee, Member, current

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

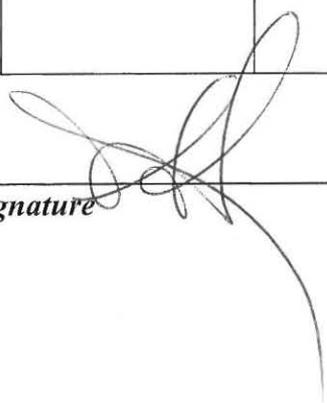
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to 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
Throughout the Year	I am an employee of Circulo de la Hispanidad. Circulo de la Hispanidad is the landlord of the school	I have recused myself from voting on issues including the lease.	I am an employee of the agency that is the landlord of the school.

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
Circulo de la Hispanidad	Circulo lent money to Evergreen Charter School during its start up year to help establish the school	The amount of money borrowed from Circulo was over \$500,000.	I am an employee of Circulo de la Hispanidad, the organization that lent money to Evergreen Charter School during its start up year.

Signature



Date

October 29, 2010

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Gil Bernardino

Name of Charter School Evergreen Charter School

Charter Entity

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address: [REDACTED]

6. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

- President, current
- Executive Committee, chair, current
- Financial Committee, Member, current
- Education Committee, Member, current
- Personnel Committee, Member, current

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

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

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

10. 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
Throughout the Year	I am the Founder and Executive Director of Circulo de la Hispanidad. Circulo de la Hispanidad is the landlord of the school	I have recused myself from voting on issues that may lead to a conflict of interest including the lease.	I am an employee of the agency that is the landlord of the school.

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
Circulo de la Hispanidad	Circulo lent money to Evergreen Charter School during its start up year to help establish the school	The amount of money borrowed from Circulo was over \$500,000.	I am an employee of Circulo de la Hispanidad, the organization that lent money to Evergreen Charter School during its start up year.



Signature

10/29/10

Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Luis Ras

Name of Charter Evergreen Charter School

Charter Entity _____

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address: [REDACTED]

11. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Trustee, Current
Finance Committee, Current
Personnel Committee, Current

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

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

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

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

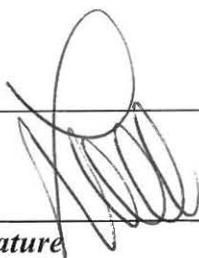
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to 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.		

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

11/17/10

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) David Boone

Name of Charter Evergreen Charter School

Charter Entity

Home Address [REDACTED]

Business Address [REDACTED]
[REDACTED]

Daytime Phone [REDACTED]

E-Mail Address: [REDACTED]

16. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

- Treasurer, Current
- Executive Committee, Member, Current
- Financial Committee, Chair, Current

Is the trustee an employee of the School? ___ Yes X No

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

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

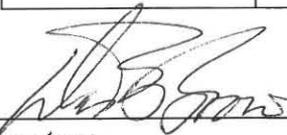
19. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes X No

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		

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

10/29/10

 Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Gladys Rodriguez

Name of Charter School School Evergreen Charter School

Charter Entity

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address: [REDACTED]

20. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Secretary, Current
Executive Committee, Current

21. Is the trustee an employee of the School? ___ **Yes** **X** **No**

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

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

24. 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.		

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

Madys P. ...

Date

10/29/10

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Ariel Sotelo

Name of Charter School Evergreen Charter School

Charter Entity

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address: [REDACTED]

25. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

- Trustee, Current
- Parent Representative
- Educational Committee, Current
- Personnel Committee, Current

26. Is the trustee an employee of the School? ___ **Yes** **X** **No**

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

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

29. 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
Throughout the Year	I am an employee of Circulo de la Hispanidad. Circulo de la Hispanidad is the landlord of the school	I have recused myself from voting on issues that made lead to a conflict of interest including discussions involving the lease.	I am an employee of the agency that is the landlord of the school.

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
Circulo de la Hispanidad.	Circulo lent money to Evergreen Charter School during its start up year to help establish the school.	The amount of money borrowed from Circulo was over \$500,000.	I am an employee of Circulo de la Hispanidad, the organization that lent money to Evergreen Charter School during its start up year.

Signature



Date

10/29/10

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) James Mullin

Name of Charter Evergreen Charter School

Charter Entity

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address: [REDACTED]

30. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Trustee, Current
Educational Committee, Current

31. Is the trustee an employee of the School? ___ **Yes** **X** **No**

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

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

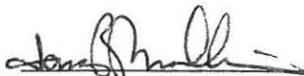
34. Is the trustee an employee or agent of any institutional partner of the School? ___ **Yes** **X** **No**

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.		

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
Adelphi University.	Adelphi University School of social work has a social work intern that is doing her internship at the school.	The value of the time in calculated in volunteer hours. The intern works approximately 14 hours a week with the agency. This is a volunteer internship.	I am an employee of Adelphi University. The university has an intern that works with Evergreen Charter School students.



 Signature

Oct 29, 2010

 Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Yvonne Mowatt

Name of Charter School Evergreen Charter School

Charter Entity

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address: [REDACTED]

35. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Trustee, Current
Personnel Committee, Current

36. Is the trustee an employee of the School? ___ **Yes** **X** **No**

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

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

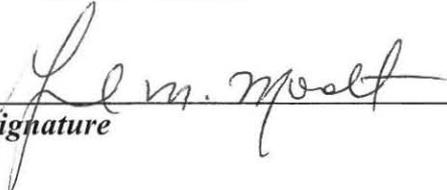
39. Is the trustee an employee or agent of any institutional partner of the School? ___ **Yes** **X** **No**

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.		

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
Girl Scouts of Nassau County.	Girl Scouts of Nassau County has a troop that operates in Evergreen Charter School.	The troop does not have a cost. If individuals are able to pay dues to support troop events they do.	I am an employee of the Girl Scouts of Nassau County. The Girl Scouts have a troop at Evergreen Charter School.



Signature

10/28/2010

Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Rebecca Sanin

Name of Charter School School Evergreen Charter School

Charter Entity

Home Address [REDACTED]

Business Address

Daytime Phone [REDACTED]

E-Mail Address: [REDACTED]

40. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Trustee, Current
Educational Committee, Member, Current

41. Is the trustee an employee of the School? ___ **Yes** **X** **No**

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

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

44. 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.		

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.		

Rebecca Jari
Signature

10/29/10
Date

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.

Rosa Escoto
Print Name, School Leader

Rosa Escoto 10/29/10
Signature and Date

GIL BERNARDINO
Print Name, President, Board of Trustees

Gil Bernardino 10/29/10
Signature and Date