

New York State Education Department

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| | Charter School of Educational Excellence |
| | Eduardo LaGuerre |
| | Cindy Lopez |
| | Yonkers City School District |
| | September 2005 |
| | <ul style="list-style-type: none">x Initial Charter Term: 01/12/2004 to 01/11/2009x First Renewal: Short Term 01/12/20 |

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A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and


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|--|-------------|-------------|-------------|-------------|-------------|
| | | | | | |
| | K - Grade 8 | K - Grades8 | K - Grade 8 | K - Grade 8 | K - Grade 8 |

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The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- x Educational Success
- x Organizational Soundness
- x Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the [Performance Framework](#) Benchmarks and Indicators according to the rating scale below, although 1 0 0nBTrf9 546.94 Tm. 0 63ks 1 0 0nr 1 0 0nBTrf9 52092 reA-5(rs)12(. 0 62(wil14)3()-132



The CSO renewal site visit team confirmed that the Charter School of Educational Excellence (CSEE) has met the vast majority of the performance benchmarks in the Performance Framework. CSEE has consisten

Table 3: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup – English Language Learners:

2.b.iii. Proficiency at Grade Level Proficiency See Table 5 and 6 below.

Table 5: Grade Level Proficiency for All Students: 2014-2015

| 2014-2015 | ELA | | | | | Math | | | | |
|-----------|--|------------------------------|--|-----|-----------------|--|------------------------------|--|-----|-----------------|
| | Charter School of Educational Excellence | Yonkers City School District | Variance to Yonkers City School District | NYS | Variance to NYS | Charter School of Educational Excellence | Yonkers City School District | Variance to Yonkers City School District | NYS | Variance to NYS |
| Grade 3 | 53% | 25% | +28 | 31% | +22 | 74% | 31% | +43 | 42 | +32 |
| Grade 4 | 48% | 22% | +26 | 33% | +15 | 70% | 29% | +41 | 43 | +27 |
| Grade 5 | 32% | 17% | +15 | 30% | +2 | 49% | 24% | +25 | 43 | +6 |
| Grade 6 | 37% | 19% | +18 | 31% | +6 | 48% | 26% | +22 | 39 | +9 |
| Grade 7 | 31% | 15% | +16 | 29% | +2 | 58% | 16% | +42 | 35 | +23 |
| Grade 8 | 55% | 22% | +33 | 35% | +20 | 75% | 16% | +59 | 22 | +53 |

Table 7: Grade Level Proficiency for All Students: 2016-2017

| 2016-2017 | ELA | Math |
|--|-----|------|
| Charter School of Educational Excellence | | |
| Yonkers | | |

3.a.i. Regents Testing Outcomes ~~Subgroup Annual Regents Outcomes~~ See Tables 9-11.

In the school's Renewal Application, leaders report that CSEE students in the SWD, EL and ED subgroups show consistent performance well above state average proficiency rates, with variance margins up to 76% in some years on the Algebra I exam. While SWD experienced a significant decrease in performance on the Algebra assessment in 2016, 100% of students in that subgroup achieved proficiency in the following year.

Table 9: Annual Regents Outcomes – Students with Disabilities

| | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|-----------|-----|-----------|-----|-----------|-----|
| | CS | NYS | CS | NYS | CS | NYS |
| Algebra I (Common Core) (levels 3, 4 & 5) | 100% | 26% | 25% | 41% | 100% | 46% |
| Living Environment (>65) | - | | - | | - | |

Table 10: Annual Regents Outcomes – English Language Learners

| | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|-----------|-----|-----------|-----|-----------|-----|
| | CS | NYS | CS | NYS | CS | NYS |
| Algebra I (Common Core) (levels 3, 4 & 5) | 50% | 27% | 100% | 44% | 67% | 46% |
| Living Environment (>65) | - | | - | | - | |

Table 11: Annual Regents Outcomes – Economically Disadvantaged

| | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|-----------|-----|-----------|-----|-----------|-----|
| | CS | NYS | CS | NYS | CS | NYS |
| Algebra I (Common Core) (levels 3, 4 & 5) | 94% | 48% | 94% | 62% | 95% | 67% |
| Living Environment (>65) | - | | - | | 100% | 64% |

3.a.iii. High School Outcomes ~~Aggregate Total Cohort Regents Testing Outcomes~~ CSEE does not yet serve students beyond the eighth grade, so does not have high school outcomes to report.

Instructional leaders, including assistant principals and content area directors assigned to specific grade spans, assume primary responsibility for developing and annually revising comprehensive scope and sequence documents for each subject area. With the support and oversight of instructional leaders, teachers work collaboratively and use schoolwide templates to plan units, daily lesson plans and center activities. School leadership reports that maintaining consistency in its curriculum from year to year helps

platform, which the school's guidance counselor monitors and uses to develop socio-emotional and/or behavior intervention strategies when necessary.

To ensure full compliance with the Dignity for All Students Act (DASA), the school reports in its Renewal Application that leadership provides all CSEE staff members with professional development around anti-bullying and harassment. DASA is also integrated into the school's Code of Conduct and consequence ladder. All classrooms observed during the visit appeared safe and free from bullying and harassment.

CSEE provides multiple ways to facilitate frequent communication and close relationships between leadership, teachers and families. These include regular emails, texts, school, and classroom newsletters. Teachers also update assessment and classwork grades to an accessible online platform in a timely manner. Interviewed parents unanimously expressed feeling grateful for the frequent communication. In addition, CSEE also employs a director of government, parents and external relations who liaises with families, school leadership, and the larger school community.

Four parents participated in the parent focus group with the CSO renewal site visit team. The attending parents were overwhelmingly positive in their comments about the school and the impact it has had on their children. Several recalled the lengths CSEE staff went to in order to remediate their children's academic deficiencies when they entered the school below grade level. Parents also found significant value in the school's athletic and other extra-curricular programs which effectively "develop role models."

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Important Notes:

- x The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation.
- x Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

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| 1a. | Current Ratio |
| 1b. | Unrestricted Days Cash |
| 1c. | Enrollment Variance |
| 1d. | Composite Score |
| | |
| 2a. | Total Margin |
| 2b. | Debt to Asset Ratio |
| 2c. | Debt Service Coverage Ratio |

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Element

their roles and responsibilities, as well as how they interrelate with others at the school, to drive continual improvement in student learning.

CSEE recruits teacher candidates through established pipelines with local colleges. The school provides regular professional development opportunities, uses clear criteria to evaluate all staff, and promotes from within whenever possible to fill vacancies. The school supports its assistant teachers in pthe3og.

The school is faithful to its mission and has implemented

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract and retain such students.

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The school complies with applicable laws, regulations, and the provisions of its charter.

| <u>Element</u> | <u>Indicators</u> |
|---------------------|--|
| 1. Legal Compliance | <ul style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions. |

Over the charter term, CSEE has generally demonstrated substantial compliance with applicable laws and the provisions of its charter. The school abides by the General Municipal Law in any situations in which a conflict of interest may be present and follows the Open Meetings Law to facilitate community stakeholder participation. The school actively protects the rights of students and staff through regularly updated code of conduct and policies. However, the school's board of trustees did not follow the appropriate procedures to gain CSO approval prior to purchasing property to house its proposed high school program. Failure to secure a significant revision for this large expenditure demonstrates patent non-compliance with the terms of the charter agreement.