

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: **Buffalo Academy of Science Charter School**

Primary Address: **190 Franklin St.**

Buffalo NY 14202

Telephone : **716- 854 24 90** Fax: **(716) 854-5039**

BEDS # : **140600860861**

District/CSD of Location: **Buffalo City School District**

Charter Entity: **New York State Board of Regents**

Date School First Opened for Instruction: **September 2004**

School Leader: **Ismail Unlusoy**

E-mail Address of School Leader: **[REDACTED]**

President, Board of Trustees: **Dr. Murat Demirbas**

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

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>	Total Students	Grade 7				Total Students	Grade 8			
		L1	L2	L3	L4		L1	L2	L3	L4
2009-10 – All Students	48	13%	60%	27%	0	56	16%	61%	21%	2%
General Education Students	47	13%	60%	0	0	47	15%	57%	26%	2%
Special Education Students	1	0	100%	28%	0	9	22%	78%	0	0
2008-09 – All Students	55	0	36%	64%	0	54	2%	52%	46%	0
General Education Students	46	0	35%	65%	0	53	2%	51%	47%	0
Special Education Students	9	0	44%	56%	0	1	0	100%	0	0
2007-08 – All Students	44	5%	41%	55%	0	57	5%	60%	35%	0
General Education Students	42	5%	52%	41%	0	57	5%	60%	35%	0
Special Education Students	2	0	100%	0	0	0	0	0	0	0
2006-07 – All Students	42	5%	52%	40%	2%	60	12%	57%	32%	0
General Education Students	42	5%	52%	40%	2%	59	12%	56%	35%	0
Special Education Students	0	0	0	0	0	1	0	100%	0	0

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Total Students	Grade 7				Total Students	Grade 8			
		L1	L2	L3	L4		L1	L2	L3	L4
2009-10 – All Students	48	13%	56%	29%	2%	56	11%	82%	7%	0
General Education Students	47	13%	55%	30%	2%	47	11%	81%	9%	0
Special Education Students	1	0	100%	0	0	9	11%	89%	0	0
2008-09 – All Students	53	2%	19%	77%	2%	54	2%	9%	83%	6%
General Education Students	44	2%	20%	75%	2%	53	2%	9%	83%	6%
Special Education Students	9	0	11%	89%	0	1	0	0	100%	0
2007-08 – All Students	44	2%	36%	57%	5%	56	4%	34%	59%	4%
General Education Students	42	2%	33%	60%	5%	56	4%	34%	59%	4%
Special Education Students	2	0	100%	0	0	0	0	0	0	0
2006-07 – All Students	43	7%	26%	65%	2%	59	8%	47%	44%	0
General Education Students	43	7%	26%	65%	2%	58	9%	47%	45%	0
Special Education Students	0	0	0	0	0	1	0	100%	0	0

New York State Assessment Results

Regents Exam	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
Comprehensive English	2009-10	117	12%	26%	52%	10%	106	9%	25%	55%	11%	11	36%	36%	27%	0.0
	2008-09	141	12%	20%	57%	11%	137	13%	19%	57%	11%	4	0	50%	50%	0
	2007-08	104	13%	27%	51%	10%	92	12%	27%	50%	11%	12	17%	25%	58%	0
	2006-07	101	18%	21%	56%	5%	101	18%	21%	56%	5%	0	0	0	0	0
Math A	2009-10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2008-09	55	29%	27%	43%	0	52	29%	29%	42%	0	3	33%	0	67%	0
	2007-08	134	13%	24%	58%	5%	131	14%	24%	58%	5%	3	0	33%	66%	0
	2006-07	92	14%	23%	57%	7%	86	13%	22%	58%	7%	6	33%	33%	33%	0
Math B	2009-10	3	67%	00	33%	0	3	67%	0	33%	0	0	0	0	0	0
	2008-09	28	86%	10%	4%	0	28	86%	10%	4%	0	0	0	0	0	0
	2007-08	44	89%	11%	0	0	43	88%	12%	0	0	1	100%	0	0	0
	2006-07	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Global History & Geography	2009-10	101	34%	27%	37%	3%	93	31%	28%	38%	3%	8	63%	13%	25%	0
	2008-09	115	32%	17%	48%	3%	110	33%	16%	50%	2%	5	20%	40%	26%	20%
	2007-08	139	39%	15%	39%	7%	136	39%	15%	39%	7%	3	33%	0	33%	33%
	2006-07	94	50%	17%	26%	7%	92	50%	16%	26%	8%	2	50%	50%	0	0
US History & Gov't.	2009-10	65	18%	14%	57%	11%	59	19%	14%	58%	10%	6	17%	17%	50%	17%
	2008-09	96	23%	19%	47%	11%	94	23%	18%	47%	12%	2	0	50%	50%	0%
	2007-08	79	20%	24%	37%	19%	71	20%	24%	35%	21%	8	25%	25%	50%	00
	2006-07	54	19%	15%	56%	11%	53	19%	15%	55%	11%	1	0	0	100%	00

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	86	36%	12%	50%	2%	82	34%	12%	51%	1%	4	75%	0	25%	0
	2008-09	76	16%	21%	57%	7%	72	14%	22%	57%	7%	4	50%	0	50%	0
	2007-08	131	35%	20%	37%	7%	123	37%	20%	36	7%	8	13%	13%	63%	13%
	2006-07	135	15%	23%	60%	1%	131	16%	23%	60%	2%	4	0	25%	75%	0%
Phys. Setting/ Earth Science	2009-10	63	52%	16%	32%	0	57	49%	16%	35%	0	6	83%	17%	0	0
	2008-09	60	35%	17%	48%	0	55	36%	16%	47%	0	5	20%	20%	60%	0
	2007-08	90	49%	19%	30%	2%	88	49%	19%	30%	2	2	50%	0	50%	0
	2006-07	60	25%	37%	33%	5	60	25%	37%	33%	5	0	0	0	0	0
Phys. Setting/ Chemistry	2009-10	17	94%	0	6%	0	17	94%	0	6%	0	0	0	0	0	0
	2008-09	20	60%	35%	5%	0	20	60%	35%	5%	0	0	0	0	0	0
	2007-08	38	45%	37%	18%	0	36	45%	35%	20%	0	2	50%	50%	0	0
	2006-07	40	45%	35%	20%	0	40	45%	35%	20%	0	0	0	0	0	0
Phys. Setting/ Physics	2009-10	1	0	0	100%	0	1	0	0	100	0	0	0	0	0	0
	2008-09	7	29%	0	71%	0	7	29%	0	71%	0	0	0	0	0	0
	2007-08	5	40%	20%	20%	0	5	40%	20%	20%	0	0	0	0	0	0
	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																
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	35	9%	37%	37%	17%	35	9%	37%	37%	17%	0	-	-	-	-	
	2008-09	43	19%	12%	65%	5%	43	19%	12%	65%	5%	0	-	-	-	-	
	2007-08	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	2005-06	12	8%	8%	42%	42%	12	8%	8%	42%	42%	0	-	-	-	-	

New York State Assessment Results

NYSESLT	Year	All Students					General Education Students					Students with Disabilities				
		Total Tested	% Scoring:				Total Tested	% Scoring:				Total Tested	% Scoring at or above:			
			Advanced	Intermediate	Proficient	Beginner		Advanced	Intermediate	Proficient	Beginner		Advanced	Intermediate	Proficient	Beginner
Listening & Speaking 7-8	2009-10	7	43%	14%	43%	0	7	43%	14%	43%	0	0	0	0	0	0
	2008-09	4	75%	25%	0	0	4	75%	25%	0	0	0	0	0	0	0
	2007-08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2006-07	4	75%	25%	0	0	4	75%	25%	0	0	0	0	0	0	0
Reading & Writing 7-8	2009-10	7	29%	43%	14%	14%	7	29%	43%	14%	14%	0	0	0	0	0
	2008-09	4	25%	50%	0	25%	4	25%	50%	0	25%	0	0	0	0	0
	2007-08	3	0	0	0	100%	0	0	0	0	100%	0	0	0	0	0
	2006-07	4	0	25%	0	75%	4	0	25%	0	75%	0	0	0	0	0
Listening & Speaking 9-12	2009-10	16	38%	13%	50%	0	16	38%	13%	50%	0	0	0	0	0	0
	2008-09	13	23%	46%	31%	0	13	23%	46%	31%	0	0	0	0	0	0
	2007-08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2006-07	6	50%	50%	0	0	6	50%	50%	0	0	0	0	0	0	0
Reading & Writing 9-12	2009-10	16	19%	75%	0	6%	16	19%	75%	0	6%	0	0	0	0	0
	2008-09	13	15%	54%	15%	15%	13	15%	54%	15%	15%	0	0	0	0	0
	2007-08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2006-07	6	17%	33%	33%	17%	6	17%	33%	33%	17%	0	0	0	0	0

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 All Students</i>	<i>Number of Graduates</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	73	66	90%	64	97%	2	3%
	2008-09	53	48	91%	44	90%	4	10%
	2007-08	54	46	79%	39	85%	7	15%
	2006-07	-	-	-	-	-	-	-
Rec'd. a Regents Diploma	2009-10	66	64	97%	62	97%	2	3%
	2008-09	48	40	83%	40	100%	0	0
	2007-08	46	37	80%	37	100%	0	0
	2006-07	-	-	-	-	-	-	-
Rec'd. a Regents Diploma w/Adv. Designation	2009-10	66	1	1%	1	100%	0	0
	2008-09	48	0	0	0	0	0	0
	2007-08	46	1	2%	1	100%	0	0
	2006-07	-	-	-	-	-	-	-
Rec'd. IEP Diploma	2009-10	66	0	0	0	0	0	0
	2008-09	48	0	0	0	0	0	0
	2007-08	46	0	0	0	0	0	0
	2006-07	-	-	-	-	-	-	-
To 4-Year College	2009-10	66	24	36%	24	100%	0	0
	2008-09	48	23	48%	22	96%	1	4%
	2007-08	46	21	46%	19	90%	2	10%
	2006-07	-	-	-	-	-	-	-
To 2-Year College	2009-10	66	38	58%	36	95%	2	5%
	2008-09	48	25	52%	22	88%	3	12%
	2007-08	46	25	54%	20	80%	5	20%
	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 All Students</i>	<i>Total Number of Graduates</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	66	0	0	0	0	0	0
	2008-09	48	0	0	0	0	0	0
	2007-08	46	0	0	0	0	0	0
	2006-07	-	-	-	-	-	-	-
Dropped Out	2009-10	73	3	4%	2	67%	1	33%
	2008-09	53	2	4%	2	100%	0	0
	2007-08	54	6	11%	4	67%	2	33%
	2006-07	-	-	-	-	-	-	-
Entered Approved HS Equivalency Prep Program	2009-10	73	4	5%	4	100%	0	0
	2008-09	53	3	6%	3	100%	0	0
	2007-08	58	2	4%	2	100%	0	0
	2006-07	-	-	-	-	-	-	-
Total Non-Completers	2009-10	73	7	10%	6	86%	1	14%
	2008-09	53	5	92%	5	100%	0	0
	2007-08	54	8	15%	6	75%	2	25%
	2006-07	-	-	-	-	-	-	-

Other Student Assessment Data
2009-10

Name of Test: _____

Subtest: _____

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 ***

* 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 towards Goal Attainment

Name of Charter School: **Buffalo Academy of Science Charter School**
 School Year: **2009-10**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/Objective met? (Y/N)	Explanation if not met
ABSOLUTE GOALS IN ELA				
8TH GR. At least 90% of our students will attain L2+L3+L4 on 8th Grade Examination in 2009-2010	84% of 8th graders attained L2+L3+L4 in 2009-2010	NYS 8th grade ELA Assessment	Yes, very close	100% attained projected goal based on previous year's cut scores. See Below for detailed explanation
ABSOLUTE GOALS IN MATH				
8TH GR. At least 90% of our students will attain L2+L3+L4 on 8th Grade Examination in 2009-2010	87% of 8th graders attained L2+L3+L4 in 2009-2010	NYS 8th grade Math Assessments	Yes, very close	98% attained projected goal based on previous year's cut scores See Below for detailed explanation
GROWTH GOALS IN ELA				
8TH GR. 44% of our students will attain L3+L4 on 8th Grade ELA Examination in 2009-2010	23% of 8th graders attained L3+L4 in 2009-2010	NYS 8th grade ELA Assessment	No	41% attained projected goal based on previous year's cut scores See Below for detailed explanation
GROWTH GOALS IN MATH				
8TH GR. 46% of our students will attain L3+L4 on 8th Grade Math Examination in 2009-2010	7% of 8th graders attained L3+L4 in 2009-2010	NYS 8th grade Math Assessments	No	83% attained projected goal based on previous year's cut scores See Below for detailed explanation
REGENTS EXAM COMPLETION				
90% of our students will have completed the requirements of the Regents diploma within 4 years of their entrance in 9th grade in our school for class of 2010.	85% our students will have completed the requirements of the Regents diploma within 4 years of their entrance in 9th grade in our school in 2009-2010	Five Regent Exam Results and other graduation requirements.	Yes, very close	

Explanation₁ Due to an unexpected change in middle school ELA and Math Test cut scores, BASCS couldn't reach its projected goals that are:

Middle School ELA:

1. 90% of our students will attain L2+L3+L4 on 8th Grade ELA Examination in 2009-2010.
2. 44% of our students will attain L3+L4 on 8th Grade ELA Examination in 2009-2010.

Middle School Math

1. 90% of our students will attain L2+L3+L4 on 8th Grade Math Examination in 2009-2010.
2. 46% of our students will attain L3+L4 on 8th Grade Math Examination in 2009-2010.

Such results clearly demonstrate that many of our students are in between level two and level three in Middle school Math and ELA State Test. To improve students' test scores in both areas, our school has put the following changes in place as of 2010-2011 school year.

1. We implemented a school wide daily reading program SSR (Sustained Silent Reading). Students are scheduled to report their advisory room to read silently for 17 minutes every day.
2. In addition to SSR, Middle school classes have been scheduled to meet as a whole class in the morning and in small groups (less than 10) in the afternoon in Math and ELA classes.
3. Lastly, we have adopted two full scale ELA practice tests one in October and the other is in April to identify student's strengths and weaknesses early in the year and observe the improvement throughout the year.
4. We hired a new teacher to teach 8th Grade ELA.
5. We have adopted Nancie Atwell's Writing Program entitled; "Lessons That Change Writers." Nancie Atwell who is attributed with developing the Writer's Workshop Model, will be presenting to several of our faculty members at an upcoming workshop.

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	0	0	1	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	10	7	10	22
Number of students leaving for more restrictive special education setting	0	0	0	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	26	26	19	30
Number leaving for other reasons (undetermined)	23	28	20	9
Total number of students leaving.	59	59	50	61
Highest Number Enrolled (July 1 – June 30)	392	435	410	318
Total Percent Attrition	15.1%	15.1%	12.2%	17.3%

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

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	32	34	34	28
Number of Special Area Teachers	9	7	7	5
Total Number of Teachers	41	41	41	33
Total Number of Teachers Leaving	12	5	5	9
Total Percent Attrition	29%	12.2%	12.2%	27.0%

	2009-10	2008-09	2007-08	2006-07
Number of teachers leaving for geographic reasons (out of state/relocation)	0	1	1	0
Number of teachers leaving to take a position in a school district	3	2	1	5
Number of teachers leaving to take a position in another charter school	1	0	0	0
Number of teachers not retained	4	2	0	0
Number of teachers leaving for other reasons (or undetermined)	4	0	3	4

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

**BUFFALO ACADEMY OF
SCIENCE
CHARTER SCHOOL**

Financial and Compliance Report

June 30, 2010 and 2009

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Dopkins & Company, LLP

CERTIFIED PUBLIC ACCOUNTANTS AND CONSULTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Buffalo Academy of Science Charter School
Buffalo, New York

We have audited the accompanying statements of financial position of Buffalo Academy of Science Charter School (the School) as of June 30, 2010 and 2009, and the related statements of activities, functional expenses, and cash flows for the years then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Buffalo Academy of Science Charter School as of June 30, 2010 and 2009, and the results of its operations and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 21, 2010 on our consideration of the Buffalo Academy of Science Charter School's internal control over financial reporting and our tests of compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Dopkins & Company, LLP

CERTIFIED PUBLIC ACCOUNTANTS

October 21, 2010

- 1 -

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

STATEMENTS OF FINANCIAL POSITION

June 30, 2010 and 2009

ASSETS	2010	2009
Current Assets		
Cash	\$ 503,586	\$ 445,888
Cash - escrow funds	25,027	-
Accounts receivable:		
School districts and grants	250,669	6,240
Insurance recovery	4,557	-
Inventory	9,974	-
Prepaid expenses	83,635	10,182
Total current assets	877,448	462,310
Security Deposits	78,024	78,024
Property and Equipment, net	590,997	574,059
Total assets	\$ 1,546,469	\$ 1,114,393
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 512,701	\$ 562,305
Refundable advances	-	51,594
Total current liabilities	512,701	613,899
Deferred revenue	100,000	-
Unrestricted Net Assets	933,768	500,494
Total liabilities and net assets	\$ 1,546,469	\$ 1,114,393

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

STATEMENTS OF ACTIVITIES
Years Ended June 30, 2010 and 2009

	2010	2009
Revenue and support:		
Program service fees:		
Regular education	\$ 3,935,448	\$ 4,263,961
Special education	233,918	213,056
Grants and other	357,705	436,024
Total revenue	<u>4,527,071</u>	<u>4,913,041</u>
Operating expenses:		
Program services:		
Regular education	3,395,493	3,553,578
Special education	258,961	297,699
General and administrative	439,343	540,532
Total expenses	<u>4,093,797</u>	<u>4,391,809</u>
Change in unrestricted net assets	433,274	521,232
Unrestricted net assets (deficit), beginning of year	<u>500,494</u>	(20,738)
Unrestricted net assets, end of year	<u>\$ 933,768</u>	<u>\$ 500,494</u>

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

STATEMENTS OF FUNCTIONAL EXPENSES
Years Ended June 30, 2010 and 2009

	2010				2009			
	Program Services		General and Administrative	Total	Program Services		General and Administrative	Total
	Regular Education	Special Education			Regular Education	Special Education		
Salaries	\$ 1,990,918	\$ 141,750	\$ 229,731	\$ 2,362,399	\$ 2,040,316	\$ 178,876	\$ 239,051	\$ 2,458,243
Payroll taxes and fringe benefits	517,631	49,673	61,110	628,414	538,162	56,123	64,016	658,301
Depreciation	106,078	8,077	12,684	126,839	126,773	8,191	14,996	149,960
Insurance	21,638	1,648	19,522	42,808	27,056	1,748	24,148	52,952
Interest expense	-	-	24	24	-	-	12,333	12,333
Loss on disposal of fixed assets	-	-	-	-	-	-	15,012	15,012
Marketing	-	-	17,260	17,260	-	-	35,604	35,604
Miscellaneous	519	39	-	558	5,320	344	-	5,664
Office and computer supplies	-	-	4,309	4,309	-	-	5,989	5,989
Postage and delivery	8,741	666	947	10,354	8,972	580	962	10,514
Printing and publications	22,947	1,747	359	25,053	27,358	371	89	27,818
Professional fees	-	-	21,899	21,899	-	-	48,238	48,238
Rent	379,624	28,907	44,519	453,050	374,378	24,189	43,433	442,000
Repairs, maintenance and janitorial	128,196	9,762	2,277	140,235	125,314	10,303	2,802	138,419
Security and utilities	69,613	5,301	7,504	82,418	69,085	4,464	7,367	80,916
Service charges and fees	-	-	9,034	9,034	-	-	11,495	11,495
Staff recruiting and development	14,983	1,141	2,927	19,051	30,761	1,987	5,945	38,693
Staff parking	33,232	2,530	826	36,588	36,288	2,345	892	39,525
Telephone	7,300	556	1,473	9,329	17,229	1,113	3,439	21,781
Textbooks and school supplies	76,362	5,815	-	82,177	103,417	5,569	-	108,986
Transportation	7,795	594	2,938	11,327	12,659	818	4,721	18,198
Uniforms	9,916	755	-	10,671	10,490	678	-	11,168
	\$ 3,395,493	\$ 258,961	\$ 439,343	\$ 4,093,797	\$ 3,553,578	\$ 297,699	\$ 540,532	\$ 4,391,809

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

STATEMENTS OF CASH FLOWS
Years Ended June 30, 2010 and 2009

	2010	2009
Cash Flows From Operating Activities		
Cash receipts from school districts and grants	\$ 4,278,031	\$ 4,913,712
Cash paid for operating expenses	(1,034,460)	(1,416,248)
Cash paid for payroll, taxes and benefits	(3,047,849)	(3,068,647)
Restricted interest income	27	-
Interest paid	(24)	(12,333)
Net cash provided by operating activities	195,725	416,484
Cash Flows From Investing Activities		
Deposit into escrow account	(25,000)	-
Purchases of property and equipment	(113,027)	(126,818)
Decrease in accounts receivable, landlord	-	188,015
Net cash provided by (used in) investing activities	(138,027)	61,197
Cash Flows From Financing Activities		
Net repayments under note payable, bank	-	(300,000)
Net increase in cash	57,698	177,681
Cash at beginning of year	445,888	268,207
Cash at end of year	\$ 503,586	\$ 445,888
Reconciliation of change in unrestricted net assets to net cash provided by operating activities:		
Change in unrestricted net assets:	\$ 433,274	\$ 521,232
Adjustments to reconcile change in net assets net cash provided by operating activities:		
Depreciation expense	126,839	149,960
Interest income	(27)	-
Loss on disposal of equipment	-	15,012
(Increase) decrease in accounts receivable	(248,986)	671
Increase in inventory	(9,974)	-
Increase in prepaid expenses	(73,453)	(6,958)
Decrease in accounts payable and accrued expenses	(80,354)	(185,152)
Decrease in refundable advances	(51,594)	(78,281)
Increase in deferred revenue	100,000	-
Net cash provided by operating activities	\$ 195,725	\$ 416,484
Supplemental Schedule of Cash Flow Information		
Fixed asset purchases included in accounts payable	\$ 30,750	\$ -

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

Note 1. Nature of Activities and Significant Accounting Policies

Nature of activities:

Buffalo Academy of Science Charter School (the School) was chartered on January 12, 2004 to operate as an independent school covering Grades 7 through 12. The School's Charter was renewed on January 15, 2009 to extend through June 30, 2012. Revenues are derived principally from the New York State Education Department and the Buffalo Public Schools.

A summary of the School's significant accounting policies follows:

Cash:

The School maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. The School has not experienced any losses on such accounts and, in this regard, the School believes it is not exposed to any significant credit risk on cash.

Cash - escrow funds:

Cash in escrow funds represents cash where use is limited by legal requirements and held in an escrow account. These assets represent amounts required by statute to be reserved for possible dissolution. As of June 30, 2010 and 2009, respectively, there are escrow funds amounting to \$25,027 and \$-0- on the accompanying statements of financial position.

Accounts receivable:

Accounts receivable are shown gross, with uncollectible amounts recognized under the direct write-off method. No allowance for uncollectible accounts has been provided since it is believed that such allowance would not be material.

Inventory:

Inventory, consisting of school supplies, is stated at the lower of cost (first in, first out) or market.

Contributions:

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

Contributions received and unconditional promises to give are measured at their fair values and are reported as an increase in net assets. The School reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

Note 1. Nature of Activities and Significant Accounting Policies (Continued)

Contributions (continued):

The School reports gifts of land, buildings and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. Absent explicit donor stipulations about how long those long-lived assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

Donor restricted contributions whose time and/or purpose restrictions are met in the same reporting period are reported as unrestricted support in the statements of activities.

The School has no temporarily restricted or permanently restricted net assets.

Property and equipment:

Property and equipment are recorded at cost. Depreciation has been provided using the straight-line method over two to fifteen years. Expenditures for minor equipment, maintenance and repairs are charged to expense as incurred.

Included in property and equipment are assets purchased with funds from governmental agencies that have certain restrictions as to type and term of use.

Refundable advances:

Refundable advances arise from grants and contracts where cash has been received in advance of the related expenditures or are amounts due to funding agencies for retroactive adjustments.

Deferred revenue:

Deferred revenue also arises when the School receives resources before it has legal claim to them, as when grant monies are received prior to incurring qualifying expenditures. In subsequent periods, when both recognition criteria are met, the liability for deferred revenues is removed and revenues are recorded.

Income taxes:

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code.

Effective July 1, 2009, the School adopted the accounting standard regarding accounting for uncertainty in income taxes. This standard clarifies the financial statement recognition and measurement criteria of tax positions taken or expected to be taken in a tax return. There was no effect of adopting this standard on the financial statements.

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

Note 1. Nature of Activities and Significant Accounting Policies (Continued)

Income taxes (continued):

It is highly certain that some positions taken for income tax purposes would be sustained upon examination by the taxing authorities, while others are subject to uncertainty about the merits of the position taken or the amount of the position that would be ultimately sustained. The benefit of a tax position is recognized in the financial statements only to the extent that an uncertain tax position (if any) is attributable to the School.

The tax returns for the tax years 2007 through 2010 remain subject to examination by the Internal Revenue Service for U.S. Federal tax purposes and also by New York State for state tax purposes.

Use of estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Reclassifications:

Certain amounts in the financial statement for the year ended June 30, 2009 have been reclassified with no effect on the change in unrestricted net assets, to be consistent with the classifications adopted for the year ended June 30, 2010.

Subsequent events:

Subsequent events have been evaluated through October 21, 2010, which is the date the financial statements were available to be issued.

Note 2. Functional Allocation of Expenses

The cost of providing various school activities has been summarized on a functional basis in the accompanying financial statements. Accordingly, certain costs have been allocated between the program and supporting services benefited.

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

Note 3. Property and Equipment

Property and equipment consists of the following at June 30, 2010 and 2009:

	2010	2009
Equipment	\$ 380,805	\$ 268,867
Furniture and fixtures	275,201	346,293
Leasehold improvements	489,828	386,897
	<u>1,145,834</u>	<u>1,002,057</u>
Less accumulated depreciation	<u>554,837</u>	<u>427,998</u>
	<u>\$ 590,997</u>	<u>\$ 574,059</u>

Note 4. Pension Plan

The School participates in the New York State Teachers' Retirement System (NYSTRS). This is a cost sharing multiple employer public employee retirement system. The System offers a wide range of plans and benefits, which are related to years of service and final average salary, vesting of retirement benefits, death and disability.

The New York State Teachers' Retirement Board administers NYSTRS. The System provides benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. NYSTRS issues a publicly available financial report that contains financial statements and required supplementary information for the System. The report may be obtained by writing to NYSTRS, 10 Corporate Woods Drive, Albany, New York 12211-2395.

The System is noncontributory, except for employees who joined the System after July 27, 1976, who contribute 3% of their salary, and employees in the System more than ten years are no longer required to contribute. Pursuant to Article 11 of the Education Law, the New York State Teachers' Retirement Board establishes rates annually for NYSTRS.

The School is required to contribute at an actuarially determined rate, which is 6.19% and 7.63% of eligible salary for the years ended June 30, 2010 and 2009, respectively. The School contributions made to the System were equal to 100% of the required contributions for each year. Required contributions paid and expensed for the current and two preceding years were:

Years ended	Employee and Employer Contributions Paid	Expense
June 30, 2010	<u>\$ 207,085</u>	<u>\$ 124,740</u>
June 30, 2009	<u>\$ 395,592</u>	<u>\$ 153,087</u>
June 30, 2008	<u>\$ -</u>	<u>\$ 181,701</u>

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

Note 4. Pension Plan (Continued)

The expense for the years ended June 30, 2010 and 2009 are included under payroll taxes and fringe benefits in the accompanying statements of functional expenses.

Note 5. Note Payable, Bank

The School has a line of credit agreement with a bank with a maximum borrowing capacity of \$300,000. Borrowed amounts bear interest at the prime rate plus 1.75%. The note is secured by all assets of the School. Outstanding borrowings on this line of credit were \$-0- at June 30, 2010 and 2009.

Note 6. Leases

The School leases its facility under a non-cancelable operating lease that expires August 31, 2021. Future minimum payments, by year and in the aggregate, under the lease is comprised of the following at June 30, 2010:

<u>Years ending June 30,</u>	
2011	\$ 455,260
2012	455,260
2013	466,641
2014	468,918
2015	468,918
Thereafter	<u>2,522,059</u>
Total minimum lease payments	<u>\$ 4,837,056</u>

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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF THE FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees
Buffalo Academy of Science Charter School
Buffalo, New York

We have audited the financial statements of Buffalo Academy of Science Charter School (the School) as of and for the year ended June 30, 2010, and have issued our report thereon dated October 21, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the School and the New York State Education Department and is not intended to be and should not be used by anyone other than those specified parties.

Dyckins & Company, LLP
CERTIFIED PUBLIC ACCOUNTANTS

October 21, 2010

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2010**

Section I - Summary of Auditors' Results

Financial Statements

Type of auditors' report issued: Unqualified

The independent auditors' report included an unqualified opinion on the basic financial statements for the year ended June 30, 2010.

Internal control over financial reporting:

- Material weaknesses identified? Yes No
 - Significant deficiencies identified that are not considered to be material weaknesses? Yes No
- Noncompliance material to financial statements noted? Yes No

Federal Awards

The School received Federal Awards of less than \$500,000 during the reporting period. Therefore, the Federal Awards section is not applicable.

Internal control over major programs:

- Material weaknesses identified? Yes No
- Significant deficiencies identified that are not considered to be material weaknesses? Yes None reported

Type of auditors' report issued on compliance for major programs. The School received Federal Awards of less than \$500,000 during the reporting period.

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of Circular A-133? Yes No

Identification of major programs: None

Auditee qualifies as low-risk auditee? Yes No

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS (Continued)
Year Ended June 30, 2010**

Section II. Findings Relating to the Financial Statement Audit as Required to be Reported in Accordance with Generally Accepted Government Auditing Standards

A. Material weaknesses in internal control

None

B. Significant deficiencies in internal control

None

Section III. Findings and Questioned Costs for Federal Awards

Not applicable

Section IV. Immaterial Instance of Non-Compliance

Not applicable

BUFFALO ACADEMY OF SCIENCE CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS (Continued)
Year Ended June 30, 2010

Section V. Summary Schedule of Prior Audit Findings

The prior year report disclosed no findings in the Schedule of Findings and Questioned Costs and no uncorrected or unresolved findings exist from the prior audit's Summary of Prior Audit Findings.

Section IV

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

Name (print) : Murat Demirbas

Name of Charter School: Buffalo Academy of Science Charter School

Charter Entity:

Home Address : [REDACTED]

Business Address: [REDACTED]

Daytime Phone : [REDACTED]

E-Mail Address: [REDACTED]

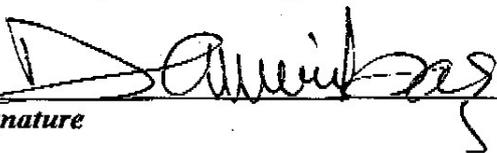
1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative): Member 2005-2009, President 2009-current
2. Is the trustee an employee of the School? Yes No
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.
4. Is the trustee an employee or agent of the management company? Yes No
5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

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

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

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

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



Signature

10/25/2010

Date

Section IV

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

Name (print) Dr. Mustafa Gokcek

Name of Charter School 1

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

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

Member

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

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

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

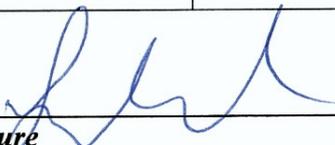
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes X No

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

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

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

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



Signature

10/25/10

Date

Section IV

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

Name (print) : *Kameylah A. Hakim*

Name of Charter School: *Buffalo Academy of Science Charter School*

Charter Entity: (Leave Blank)

Home Address :



Business Address:



Daytime Phone : (



E-Mail Address:



1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative): *member 2007 - present*
2. Is the trustee an employee of the School? Yes No
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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

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

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

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

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

Karruph A. Hal
Signature

10/25/2010
Date

Section IV

...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 **Disclosure of Financial Interest by a Charter School Trustee**, and in the six month period prior to such service **Annual Report 2009-10** such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose your employment status, salary, etc.

Name (print) : Ismail Unlusoy

Name of Charter School: Buffalo Academy of Science 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): **Member**
2. Is the trustee an employee of the School? **Yes** **No**
3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.
Director: Director provides leadership and is otherwise responsible for planning, implementing, supervising, and assessing all programs and services provided by the school, and consistent with the school's charter.
\$87,000 annual, August 2009.
4. Is the trustee an employee or agent of the management company? **Yes** **No**
5. Is the trustee an employee or agent of any institutional partner of the School? **Yes** **No**

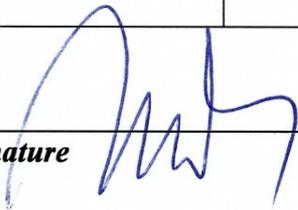
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to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

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

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

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

Signature



10/25/2010

Date