

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: Riverhead Charter School

Primary Address: 3685 Middle Country Road Calverton, New York 11933

Telephone: 631- 369- 5800 Fax: 631-369-6687

BEDS # 580602860032

District/CSD of Location: Riverhead, New York

Charter Entity: New York State Board of Regents

Date School First Opened for Instruction: September 2001

School Leader: Dorothy Porteus
(print name)

E-mail Address of School Leader: [REDACTED]

President, Board of Trustees: Donna Bloxon
(print name)

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>	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8						
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4		
2009-10 – All Students	10	45	33	13	3	50	40	7	4	44	4	7	4	17	78	0						
General Education Students	6	44	36	14	0	50	43	7	5	35	50	10	0	16	84	0						
Special Education Students	50	50	0	0	50	50	0	0	0	71	29	0	25	25	50	0						
2008-09 – All Students	3	20	70	7	3	23	71	3	0	29	67	5	0	16	72	12						
General Education Students	0	18	75	7	4	22	70	4	0	22	72	6	0	6	83	11						
Special Education Students	33	33	33	0	0	25	75	0	0	67	33	0	0	43	43	14						
2007-08 – All Students	2	34	49	15	5	28	68	0	3	17	74	6	0	26	74	0						
General Education Students	3	35	51	11	6	19	75	0	0	8	85	8	0	22	78	0						
Special Education Students	0	25	25	50	0	10	0	0	1	44	44	0	0	10	0	0						
2006-07 – All Students	8	36	57	0	6	31	61	3	4	39	54	4	0	56	33	11						
General Education Students*																						
Special Education Students*																						

New York State Assessment Results

Grades 3 – 8 State Math Assessments Results

Year of Test	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8						
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4		
2009-10 – All Students	3	50	35	13	7	27	50	17	0	22	52	26	0	22	43	35						
General Education Students	3	50	33	14	7	25	50	18	0	20	50	30	0	21	42	37						
Special Education Students	0	50	50	0	0	50	0	0	0	29	57	14	0	25	50	25						
2008-09 – All Students	0	12	42	45	0	19	72	9	0	5	77	18	0	12	56	32						
General Education Students	0	7	43	50	0	21	68	0	0	5	74	21	0	0	61	39						
Special Education Students	0	67	33	0	0	0	100	0	0	0	10	0	0	43	43	14						
2007-08 – All Students	0	5	78	18	0	15	73	13	0	29	50	21	5	0	90	5						
General Education Students	3	35	51	11	6	19	75	0	0	8	85	8	0	22	78	0						
Special Education Students	0	25	25	50	0	100	0	0	1	44	44	0	0	10	0	0						
2006-07 – All Students	2	17	62	19	3	18	61	18	4	36	52	8	25	50	13	13						
General Education Students																						
Special Education Students																						

New York State Assessment Results

Regents Exam	Year	All Students				General Education Students				Students with Disabilities						
		Total Tested	≤54	55-64	65-84	≥85	Total Tested	≤54	55-64	65-84	≥85	Total Tested	≤54	55-64	65-84	≥85
Comprehensive English	2009-10															
	2008-09															
	2007-08															
	2006-07															
Math A	2009-10															
	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	<54	55-64	65-84	>85	Total Tested	<54	55-64	65-84	>85	Total Tested	<54	55-64	65-84	>85
Living Environment	2009-10														
	2008-09														
	2007-08														
	2006-07														
Phys. Setting/ Earth Science	2009-10														
	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

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		
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																	
	2008-09																	
	2007-08																	
	2005-06																	

New York State Assessment Results

Regents Competency Test	Year	All Students				General Education Students				Students with Disabilities									
		Total Tested	% Scoring:			Total Tested	% Scoring:			Total Tested	% Scoring at or above:								
			≤54	55-64	65-84		≥85	≤54	55-64		65-84	≥85							
Mathematics	2009-10																		
	2008-09																		
	2007-08																		
	2006-07																		
Science	2009-10																		
	2008-09																		
	2007-08																		
	2006-07																		
Reading	2009-10																		
	2008-09																		
	2007-08																		
	2006-07																		
Writing	2009-10																		
	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

Second Language Proficiency Exams	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									
French	2009-10																				
	2008-09																				
	2007-08																				
	2006-07																				
German	2009-10																				
	2008-09																				
	2007-08																				
	2006-07																				
Italian	2009-10																				
	2008-09																				
	2007-08																				
	2006-07																				
Latin	2009-10																				
	2008-09																				
	2007-08																				
	2006-07																				
Spanish	2009-10																				
	2008-09																				
	2007-08																				
	2006-07																				

NYS English as a Second Language Achievement Test		New York State Assessment Results														
		All Students				General Education Students				Students with Disabilities						
		Year	Total Tested	% Scoring:			Total Tested	% Scoring:			Total Tested	% Scoring at or above:				
		≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥85	
Listening & Speaking (Gr. K-1)	2009-10	9	22	0	78	0	9	22	0	78	0	0	0	0	0	0
	2008-09	17	0	19	53	29	16	0	13	56	56	1	0	100	0	0
	2007-08	28	3	18	46	31	27	0	23	30	30	1	0	100	0	0
	2006-07	24	0	33	33	33	23	0	33	33	33	1	0	100	0	0
Reading & Writing (Gr. K-1)	2009-10	9	33	33	22	11	9	33	33	22	11	0	0	0	0	0
	2008-09	17	35	18	35	12	16	31	19	38	13	1	0	100	0	0
	2007-08	28	43	36	18	4	27	41	30	15	7	1	0	100	0	0
	2006-07	24	46	38	17	0	23	46	38	17	0	1	0	100	0	0
Listening & Speaking (Gr. 2-4)	2009-10	21	5	5	29	62	21	5	5	22	11	0	0	0	0	0
	2008-09	25	0	0	20	80	24	0	0	21	79	1	0	0	0	100
	2007-08	20	0	0	40	60	20	0	0	40	60	0	0	0	0	0
	2006-07	17	0	0	35	65	12	0	0	42	58	5	0	0	80	20
Reading & Writing (Gr. 2-4)	2009-10	21	10	19	52	19	21	10	19	52	19	0	0	0	0	0
	2008-09	25	0	28	64	8	24	0	29	63	8	1	0	0	100	0
	2007-08	20	0	45	55	0	29	0	45	55	0	0	0	0	0	0
	2006-07	17	6	35	41	18	12	0	42	58	0	5	20	20	0	60
Listening & Speaking (Gr. 5-6)	2009-10	11	0	0	18	82	9	0	0	11	89	2	0	0	50	50
	2008-09	3	0	0	0	100	3	0	0	0	100	0	0	3	0	0
	2007-0-8	NA					NA					NA		NA		
	2006-07	3					3					0	0	0	0	0
Reading & Writing (Gr. 5-6)	2009-10	11	0	0	73	27	9	0	0	67	33	2	0	0	100	0
	2008-09	3	0	0	100	0	3	0	0	100	0	0	0	3	0	0
	2007-08	NA					NA					NA		NA		
	2006-07	3					3					0	0	0	0	0

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
			<i>Total Tested</i>			
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					

High School Completion Rates

High School Completion	Year	All Students		General Education Students		Students with Disabilities	
		Number Of Students	Percent Graduating	Number Of Students	Percent Graduating	Number Of Students	Percent Graduating
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						
	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						
	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: New York State Assessments

Subtest: Science

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 ***
4	5/24/10	30	0	0	0	30	97% proficient		

Name of Test: New York State Assessments

Subtest: Social Studies

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 ***
5	11/16/09	26	0	0	0	26	100% proficient		

**Other Student Assessment Data
2009-10**

Name of Test: Terra Novas

Subtest: Reading

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 ***
1	5/13/10	32	0	0	0	32	42 MDNP		
2	5/13/10	29	0	0	0	29	57		
3	5/13/10	41	0	0	0	41	42		

**Other Student Assessment Data
2009-10**

Name of Test: Terra Novas

Subtest: Math

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 ***
1	5/15/10	32	0	0	0	32	43		
2	5/15/10	29	0	0	0	29	48		
3	5/15/10	41	0	0	0	41	47		

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**

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/Efforts to be Undertaken

75% of the students who have enrolled at RCS for at least 3 or more school years will achieve proficiency in ELA.	63% proficiency	NYSTP Results Grades 3, 4, 5, 6 and date of school enrollment	No	The state cut points were raised significantly this year causing lower performances levels. If the cut points remained near where they were last year, the % of students achieving proficiency would have been about 88%
75% of the students who have enrolled at RCS for a least 3 or more school years will achieve proficiency in Math.	73% proficiency	NYSTP Results Grades 3, 4, 5, 6 and date of school enrollment	No	The state cut points were raised significantly this year causing lower performances levels. If the cut points remained near where they were last year, the % of students achieving proficiency would have been 95%
The percentage of students meeting or exceeding state standards in ELA who have been enrolled at the school for at least 3 years will meet or exceed the percentage of students in the Riverhead Central School District.	Riverhead Central School 54% proficient	NYSTP Results for RCS and RCSD Grades 3,4,5, 6 and date of school enrollment	Yes	
The percentage of students meeting or exceeding state standards in math who have been enrolled at the school for at least 3 years will meet or exceed the percentage of students in the Riverhead Central School District.	Riverhead Central School 64% proficient	NYSTP Results for RCS and RCSD Grades 3,4,5, 6 and date of school enrollment	Yes	
All grades will demonstrate yearly progress with yearly gains by same student cohorts.	ELA Grade 4 666→673 Grade 5 660→673 Grade 6 663→665 Math Grade 4 702→683 674→692 680→688	NYSTP Results for Grades 3,4,5, and 6 Scale Scores 2009 and 2010 and date of enrollment	Yes with the exception of grade 4 math assessments	Our building space was not sufficient to accommodate multiple testing locations as well as instructional materials being lost in the fire. I believe staff and students had a difficult time recovering from the effects of the fire.

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	33	2	* Data not available
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	14	8	5	* Data not available
Number of students leaving for more restrictive special education setting	8	4	4	* Data not available
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	8	32	6	* Data not available
Number leaving for other reasons (undetermined)	10	14	21	34
Total number of students leaving.	31	**91	38	34
Highest Number Enrolled (July 1 – June 30)	230	244	287	310
Total Percent Attrition	13.4	37.0	13.2	10.9

* Edison Management Company data system no longer available

**Much of this attrition took place in the summer of 08. (The uncertainty surrounding our Charter Renewal throughout the spring and summer of 08 greatly impacted our retention rates. Surrounding districts used the uncertainty of renewal as an opportunity to encourage our parents to register their children back in the home districts and also continued to discourage our parents with transportation issues.) The good news, however, is that the number of students who left during the school year declined significantly over prior years. Only 13 students left during the 08-09 school year.

Charter School Teacher Attrition Rates

2009-10

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	17	16	17	13
Number of Special Area Teachers	9	10	11	4
Total Number of Teachers	26	26	28	17
Total Number of Teachers Leaving	5	5	5	2
Total Percent Attrition	19.2	19.2	17.8	11.7

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

* Edison Management Company data system no longer available

Section IV

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

Name (print) Donna Bloxon

Name of Charter School Riverhead Charter School

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):

Board president 6/10 - present
" Trustee 6/09 - 6/10

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
	<i>None</i>		

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
	<i>None</i>		

Donna Blanton

 Signature

10.12.10

 Date

Section IV

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

Name (print) Deborah A Rutigliano

Name of Charter School Riverhead Charter School

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):

Trustee-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
	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			

Deborah Q Rutigliano

Signature

10/29/10

Date

Section IV

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

Name (print) Susan Heintz

Name of Charter School Riverhead Charter School

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):

2010 - Vice President, 2009 co-treasurer,
2007 - 2008 Secretary, 2002 - 2006 Trustee.
1999 - 2002 parent rep., recruiter, committee participant

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

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

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

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

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

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

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

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

Susan Heintz

 Signature

10/12/10

 Date

Section IV

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

Name (print) James Leslie

Name of Charter School Riverhead Charter School

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):

President (Past)
Trustee 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		

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
	<i>NONE</i>		

James Lisle

Signature

10/12/10

Date

Section IV

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

Name (print) Harry H. Stand
Name of Charter School Riverhead
Charter Entity _____
Home Address _____
Business Address N/A
Daytime Phone _____
E-Mail Address N/A

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

Secretary, Treasurer Current

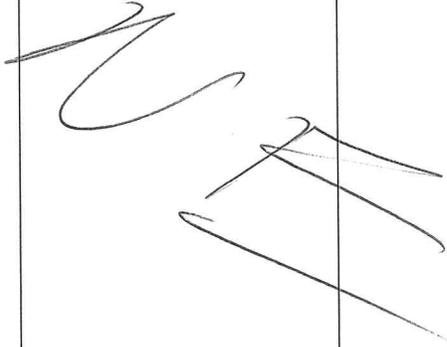
2. Is the trustee an employee of the School? ___ Yes No

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
			

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

Henry [Signature]

 Signature

11-1-10

 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.

Deborah Porteus
Print Name, School Leader

Deborah Porteus 11/11/10
Signature and Date

Donna Bloxon
Print Name, President, Board of Trustees

Donna Bloxon 11-1-10
Signature and Date

JOHN J. CULLINANE
Notary Public, State of New York
No. 01CU6046739
Qualified in Queens County
Commission Expires Aug. 21, 2012

John Cullinane