

**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 Syracuse Academy of Science Charter School

Primary Address 1001 Park Avenue Syracuse, New York 13204

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Telephone (315) 428-8997 Fax (315) 428-9109

BEDS # 421800860854

District/CSD of Location Syracuse City School District

Charter Entity New York State Board of Regents

Date School First Opened for Instruction September 2003

School Leader Tolga Hayali  
(print name)

E-mail Address of School Leader [REDACTED]

President, Board of Trustees Dr. Fehmi Damkaci  
(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](mailto:charterschools@mail.nysed.gov) and James Conway in the Office of Audit Services at [fsandals33@mail.nysed.gov](mailto: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](mailto: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>	<b>Grade 3</b>				<b>Grade 4</b>				<b>Grade 5</b>				<b>Grade 6</b>				<b>Grade 7</b>				<b>Grade 8</b>			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4												
<b>2009-10 – All Students</b>																	7	48	43	2	5	50	40	5
<b>General Education Students</b>																	8	44	46	3	4	48	43	6
<b>Special Education Students</b>																	0	100	0	0	25	75	0	0
<b>2008-09 – All Students</b>																	0	24	75	2	0	38	60	2
<b>General Education Students</b>																	0	21	77	2	0	39	59	2
<b>Special Education Students</b>																	0	50	50	0	0	0	100	0
<b>2007-08 – All Students</b>																	4	43	53	0	3	57	39	0
<b>General Education Students</b>																	4	43	53	0	2	56	42	0
<b>Special Education Students</b>																	0	50	50	0	25	75	0	0
<b>2006-07 – All Students</b>																	2	43	51	4	2	55	42	2
<b>General Education Students</b>																	2	37	56	4	0	52	47	2
<b>Special Education Students</b>																	0	100	0	0	17	83	0	0

*New York State Assessment Results*

**Grades 3 – 8 State Math Assessments Results**

<i>Year of Test</i>	<b>Grade 3</b>				<b>Grade 4</b>				<b>Grade 5</b>				<b>Grade 6</b>				<b>Grade 7</b>				<b>Grade 8</b>			
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>												
<b>2009-10 – All Students</b>																	<b>5</b>	<b>52</b>	<b>33</b>	<b>10</b>	<b>5</b>	<b>66</b>	<b>19</b>	<b>10</b>
<b>General Education Students</b>																	<b>5</b>	<b>55</b>	<b>30</b>	<b>10</b>	<b>5</b>	<b>65</b>	<b>18</b>	<b>11</b>
<b>Special Education Students</b>																	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>75</b>	<b>25</b>	<b>0</b>
<b>2008-09 – All Students</b>																	<b>0</b>	<b>36</b>	<b>57</b>	<b>8</b>	<b>0</b>	<b>25</b>	<b>69</b>	<b>6</b>
<b>General Education Students</b>																	<b>0</b>	<b>35</b>	<b>57</b>	<b>8</b>	<b>0</b>	<b>24</b>	<b>70</b>	<b>6</b>
<b>Special Education Students</b>																	<b>0</b>	<b>50</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>0</b>
<b>2007-08 – All Students</b>																	<b>4</b>	<b>23</b>	<b>60</b>	<b>13</b>	<b>5</b>	<b>27</b>	<b>56</b>	<b>13</b>
<b>General Education Students</b>																	<b>4</b>	<b>22</b>	<b>61</b>	<b>14</b>	<b>5</b>	<b>23</b>	<b>58</b>	<b>13</b>
<b>Special Education Students</b>																	<b>0</b>	<b>50</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>75</b>	<b>25</b>	<b>0</b>
<b>2006-07 – All Students</b>																	<b>2</b>	<b>29</b>	<b>57</b>	<b>12</b>	<b>8</b>	<b>29</b>	<b>54</b>	<b>8</b>
<b>General Education Students</b>																	<b>2</b>	<b>30</b>	<b>55</b>	<b>13</b>	<b>9</b>	<b>28</b>	<b>54</b>	<b>9</b>
<b>Special Education Students</b>																	<b>0</b>	<b>25</b>	<b>75</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>60</b>	<b>0</b>

**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>
<b>Comprehensive English</b>	<b>2009-10</b>	<b>65</b>	<b>5</b>	<b>12</b>	<b>74</b>	<b>9</b>	<b>56</b>	<b>5</b>	<b>14</b>	<b>70</b>	<b>11</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>
	2008-09	51	27	6	59	8	48	27	6	58	8	3	33	0	67	0
	2007-08	68	21	22	46	13	64	22	17	45	14	4	0	100	0	0
	2006-07	35	29	17	46	9	32	28	9	50	9	3	33	67	0	0
<b>Math A</b>	<b>2009-10</b>	<b>0*</b>														
	2008-09	0*														
	2007-08	50	10	14	68	8	49	10	12	69	8	1	0	100	0	0
	2006-07	75	5	9	73	12	71	6	10	77	13	4	0	100	0	0
<b>Math B</b>	<b>2009-10</b>	<b>2</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	2008-09	4	75	0	25	0	4	75	0	25	0	0	0	0	0	0
	2007-08	12	17	17	58	8	12	17	17	58	8	0	0	0	0	0
	2006-07	3	0	0	100	0	3	0	0	100	0	0	0	0	0	0
<b>Global History &amp; Geography</b>	<b>2009-10</b>	<b>84</b>	<b>29</b>	<b>14</b>	<b>55</b>	<b>2</b>	<b>78</b>	<b>28</b>	<b>15</b>	<b>53</b>	<b>3</b>	<b>6</b>	<b>33</b>	<b>0</b>	<b>67</b>	<b>0</b>
	2008-09	61	26	20	49	5	52	23	21	52	4	9	44	11	33	11
	2007-08	102	35	18	37	9	96	38	15	38	9	6	0	67	33	0
	2006-07	58	40	9	47	5	55	40	5	49	5	3	33	67	0	0
<b>US History &amp; Gov't.</b>	<b>2009-10</b>	<b>59</b>	<b>27</b>	<b>7</b>	<b>56</b>	<b>10</b>	<b>52</b>	<b>29</b>	<b>6</b>	<b>56</b>	<b>10</b>	<b>7</b>	<b>14</b>	<b>14</b>	<b>57</b>	<b>14</b>
	2008-09	50	14	18	50	18	46	13	17	50	50	4	25	25	50	0
	2007-08	57	12	18	44	26	52	13	10	48	29	5	0	100	0	0
	2006-07	38	29	5	47	18	36	28	3	47	19	2	50	50	0	0

**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
<b>Living Environment</b>	<b>2009-10</b>	<b>98</b>	<b>22</b>	<b>17</b>	<b>54</b>	<b>6</b>	<b>94</b>	<b>22</b>	<b>18</b>	<b>53</b>	<b>6</b>	<b>4</b>	<b>25</b>	<b>0</b>	<b>75</b>	<b>0</b>
	2008-09	62	2	10	77	11	58	2	10	76	12	4	0	0	100	0
	2007-08	83	14	16	53	17	83	14	14	53	17	0	0	0	0	0
	2006-07	93	18	15	57	10	87	20	8	21	10	8	13	80	0	0
	<b>2009-10</b>	<b>50</b>	<b>30</b>	<b>22</b>	<b>42</b>	<b>6</b>	<b>45</b>	<b>24</b>	<b>24</b>	<b>43</b>	<b>7</b>	<b>5</b>	<b>80</b>	<b>0</b>	<b>20</b>	<b>0</b>
<b>Phys. Setting/ Earth Science</b>	2008-09	36	28	11	53	8	30	30	13	50	7	6	17	0	67	17
	2007-08	11	0	18	73	9	10	0	10	80	10	1	0	0	100	0
	2006-07	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>2009-10</b>	<b>9</b>	<b>56</b>	<b>22</b>	<b>22</b>	<b>0</b>	<b>8</b>	<b>50</b>	<b>25</b>	<b>25</b>	<b>0</b>	<b>1</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Phys. Setting/ Chemistry</b>	2008-09	2	50	0	50	0	1	0	0	100	0	1	100	0	0	0
	2007-08	11	0	18	73	9	10	0	10	80	10	1	0	0	100	0
	2006-07	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>2009-10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Phys. Setting/ Physics</b>	2008-09	2	0	50	0	50	2	0	50	0	50	0	0	0	0	0
	2007-08	2	0	0	100	0	2	0	0	100	0	0	0	0	0	0
	2006-07	10	30	0	60	10	10	30	0	60	10	0	0	0	0	0
	<b>2009-10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>*Integrated Algebra</b>	2009-10	124	27	9	63	2	116	27	9	62	2	8	25	0	75	0
	2008-09	86	38	16	44	1	75	36	19	44	1	11	55	0	45	0

***New York State Assessment Results***

<b><i>Regents Exam</i></b>	<b><i>Year</i></b>	<b><i>All Students</i></b>				<b><i>General Education Students</i></b>				<b><i>Students with Disabilities</i></b>							
		<b><i>Total Tested</i></b>	<b><i>% Scoring:</i></b>				<b><i>Total Tested</i></b>	<b><i>% Scoring:</i></b>				<b><i>Total Tested</i></b>	<b><i>% Scoring at or above:</i></b>				
			<b><i>≤54</i></b>	<b><i>55- 64</i></b>	<b><i>65-84</i></b>	<b><i>≥85</i></b>		<b><i>≤54</i></b>	<b><i>55-64</i></b>	<b><i>65-84</i></b>	<b><i>≥85</i></b>		<b><i>≤54</i></b>	<b><i>55-64</i></b>	<b><i>65-84</i></b>	<b><i>≥ 85</i></b>	
<b>Comp. French</b>	<b>2009-10</b>																
	2008-09																
	2007-08																
	2006-07																
<b>Comp. German</b>	<b>2009-10</b>																
	2008-09																
	2007-08																
	2006-07																
<b>Comp. Hebrew</b>	<b>2009-10</b>																
	2008-09																
	2007-08																
	2006-07																
<b>Comp. Italian</b>	<b>2009-10</b>																
	2008-09																
	2007-08																
	2006-07																
<b>Comp. Latin</b>	<b>2009-10</b>																
	2008-09																
	2007-08																
	2006-07																
<b>Comp. Spanish</b>	<b>2009-10</b>	<b>12</b>	<b>8</b>	<b>0</b>	<b>83</b>	<b>8</b>	<b>11</b>	<b>9</b>	<b>0</b>	<b>82</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>	
	2008-09	5	0	0	40	60	3	0	0	33	67	2	0	0	50	50	
	2007-08	14	0	7	21	71	14	0	7	21	71	0	0	0	0	0	
	2005-06	13	0	0	8	92	13	0	0	8	92	0	0	0	0	0	

***New York State Assessment Results***

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

**New York State Assessment Results**

<i>Second Language Proficiency Exams</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>							
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>				
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>	
<b>French</b>	<b>2009-10</b>																
	2008-09																
	2007-08																
	2006-07																
<b>German</b>	<b>2009-10</b>																
	2008-09																
	2007-08																
	2006-07																
<b>Italian</b>	<b>2009-10</b>																
	2008-09																
	2007-08																
	2006-07																
<b>Latin</b>	<b>2009-10</b>																
	2008-09																
	2007-08																
	2006-07																
<b>Spanish</b>	<b>2009-10</b>	<b>63</b>	<b>5</b>	<b>8</b>	<b>56</b>	<b>32</b>	<b>59</b>	<b>5</b>	<b>8</b>	<b>54</b>	<b>32</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>75</b>	<b>25</b>	
	2008-09	46	28	20	37	15	43	26	21	37	16	3	67	0	33	0	
	2007-08	44	23	7	29	11	41	20	5	63	12	3	67	33	0	0	
	2006-07	61	20	23	48	5	54	17	20	54	4	7	43	43	0	14	

**New York State Assessment Results**

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>
<b>Listening &amp; Speaking (Gr. K-1)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Reading &amp; Writing (Gr. K-1)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Listening &amp; Speaking (Gr. 2-4)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Reading &amp; Writing (Gr. 2-4)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Listening &amp; Speaking (Gr. 5-6)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Reading &amp; Writing (Gr. 5-6)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															

**New York State Assessment Results**

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

*New York State Alternate Assessment Results*

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
<b>Elementary Social Studies</b>	<b>2009-10</b>					
	2008-09					
	2007-08					
	2006-07					
<b>Middle Level Social Studies</b>	<b>2009-10</b>					
	2008-09					
	2007-08					
	2006-07					
<b>Secondary Level Social Studies</b>	<b>2009-10</b>					
	2008-09					
	2007-08					
	2006-07					
<b>Secondary Level Science</b>	<b>2009-10</b>					
	2008-09					
	2007-08					
	2006-07					

*High School Completion Rates*

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Graduating</i>	<i>Number Of Students</i>	<i>Percent Graduating</i>	<i>Number Of Students</i>	<i>Percent Graduating</i>
<b>Total Graduates</b>	<b>2009-10</b>	<b>52</b>	<b>95</b>	<b>48</b>	<b>96</b>	<b>4</b>	<b>75</b>
	2008-09	52	100	41	100	11	100
	2007-08	28	100	25	100	3	100
	2006-07	20	100	20	100	0	0
<b>Rec'd. a Regents Diploma</b>	<b>2009-10</b>	<b>29</b>	<b>56</b>	<b>26</b>	<b>90</b>	<b>3</b>	<b>10</b>
	2008-09	34	65	24	71	10	30
	2007-08	25	89	22	79	3	11
	2006-07	20	100	20	100	0	0
<b>Rec'd. a Regents Diploma w/Adv. Designation</b>	<b>2009-10</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>100</b>	<b>0</b>	<b>0</b>
	2008-09	7	13	6	86	1	14
	2007-08	0	0	0	0	0	0
	2006-07	0	0	0	0	0	0
<b>Rec'd. IEP Diploma</b>	<b>2009-10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	2008-09	0	0	0	0	0	0
	2007-08	0	0	0	0	0	0
	2006-07	0	0	0	0	0	0
<b>To 4-Year College</b>	<b>2009-10</b>	<b>29</b>	<b>56</b>	<b>28</b>	<b>97</b>	<b>1</b>	<b>3</b>
	2008-09	31	65	24	77	7	23
	2007-08	19	68	18	64	1	4
	2006-07	15	75	15	75	0	0
<b>To 2-Year College</b>	<b>2009-10</b>	<b>17</b>	<b>33</b>	<b>15</b>	<b>88</b>	<b>2</b>	<b>12</b>
	2008-09	12	23	9	75	3	27
	2007-08	3	11	2	7	1	4
	2006-07	1	5	1	5	0	0

<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>
<b>To Other Post-Secondary</b>	<b>2009-10</b>	<b>6</b>	<b>12</b>	<b>5</b>	<b>83</b>	<b>1</b>	<b>17</b>
	2008-09	1	3	0	0	1	3
	2007-08	1	4	1	4	0	0
	2006-07	0	0	0	0	0	0
<b>Dropped Out</b>	<b>2009-10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	2008-09	0	0	0	0	0	0
	2007-08	0	0	0	0	0	0
	2006-07	0	0	0	0	0	0
<b>Entered Approved HS Equivalency Prep Program</b>	<b>2009-10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	2008-09	0	0	0	0	0	0
	2007-08	0	0	0	0	0	0
	2006-07	0	0	0	0	0	0
<b>Total Non-Completers</b>	<b>2009-10</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>67</b>	<b>1</b>	<b>33</b>
	2008-09	0	0	0	0	0	0
	2007-08	0	0	0	0	0	0
	2006-07	0	0	0	0	0	0

**Other Student Assessment Data  
2009-10**

Name of Test: \_\_\_\_\_

Subtest: \_\_\_\_\_

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade*</b>	<b>Score (Indicate Type of Score, e.g., NCE)</b>	<b>Qualitative Level and Percent Attaining**</b>	<b>Other ***</b>

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

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

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

## **Progress Toward Goal Attainment**

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

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

**Progress Toward Goal Attainment  
2009-10**

<b>Goal/Objective: Desired Level of Attainment</b>	<b>Actual Result: Observed Level of Attainment</b>	<b>Measure Used to Indicate Attainment of the Goal/Objective</b>	<b>Was the Goal/ Objective Met? (Y/N)</b>	<b>Explanation if Not Met/Efforts to be Undertaken</b>
<b>90% Pass English Regents for class of 2010</b>	<b>100%</b>	<b>Regents Exam Results</b>	<b>Yes</b>	<b>N/A</b>
<b>90% Pass Math Regents for class of 2010</b>	<b>100%</b>	<b>Regents Exam Results</b>	<b>Yes</b>	<b>N/A</b>
<b>90% L2 + L3 + L4 in 8<sup>th</sup> grade ELA</b>	<b>95%</b>	<b>ELA NYS Exam Results</b>	<b>Yes</b>	<b>N/A</b>
<b>90% L2 + L3 + L4 in 8<sup>th</sup> grade Math</b>	<b>95%</b>	<b>Math NYS Exam Results</b>	<b>Yes</b>	<b>N/A</b>
<b>48% L3 + L4 in 8<sup>th</sup> grade ELA</b>	<b>45%</b>	<b>ELA NYS Exam Results</b>	<b>No</b>	<b>See Below</b>
<b>41% L3 + L4 in 8<sup>th</sup> grade Math</b>	<b>29%</b>	<b>Math NYS Exam Results</b>	<b>No</b>	<b>See Below</b>

This year's 8<sup>th</sup> grade class did not meet our projected goal of 48% in ELA. However, based on last year's scoring system 49% scored at level 3 and level 4. With such a substantial percentage of students evidencing the potential of passing the ELA exam, we have determined that implementing a literacy program will be beneficial. A Certified English teacher has been added to our staff to work with students. The focus will be in supplementing the regular classroom instruction. Each student's strengths and weaknesses will be provided to better enable the teacher to customize the needs of each student.

This year's 8<sup>th</sup> grade class did not meet our projected goal of 41% in Math. However, based on last year's scoring system 75% scored at level 3 and level 4. With such a substantial percentage of students evidencing the potential of passing the Math exam, we have determined that implementing a supplemental program will be beneficial. A Certified Math teacher has been added to our staff to work with students. The focus will be in supplementing the regular classroom instruction. Each student's strengths and weaknesses will be provided to better enable the teacher to customize the needs of each student. It should also be noted that four of the students who scored a Level 2 passed the Integrated Algebra Regents Exam in June of 2010.

## ***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**

	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
Number of students leaving for lack of transportation	2	4	0	1
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	4	8	9	14
Number of students leaving for more restrictive special education setting	0	0	0	1
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	11	29	27	25
Number leaving for other reasons (undetermined)	8	3	0	0
Total number of students leaving.	25	44	36	41
Highest Number Enrolled (July 1 – June 30)	330	349	350	350
<b>Total Percent Attrition</b>	<b>8</b>	<b>13</b>	<b>10</b>	<b>12</b>

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

	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
Number of Classroom Teachers	20	22	18	18
Number of Special Area Teachers	11	6	9	7
Total Number of Teachers	31	28	27	25
Total Number of Teachers Leaving	5	6	5	4
<b>Total Percent Attrition</b>	<b>16</b>	<b>21</b>	<b>18.5</b>	<b>16</b>

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

### 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](mailto:fsandals33@mail.nysed.gov)

State Education Department  
Charter School Office  
89 Washington Avenue Room 462 EBA  
Albany, New York 12234  
[charterschools@mail.nysed.gov](mailto:charterschools@mail.nysed.gov)

## ***SAMPLE FINANCIAL STATEMENTS***

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

The following sample financial statements are attached:

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

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

### **Revenue:**

#### **Public School District:**

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

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

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

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

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

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

### **Program Service Expenses:**

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

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

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

### **Supporting Service Expenses:**

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

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

### **Schedule of Functional Expenses:**

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

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

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

**Syracuse Academy of Science  
Charter School**

Financial Statements

June 30, 2010 and 2009

# Syracuse Academy of Science Charter School

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## Independent Auditors' Report

Board of Directors  
Syracuse Academy of Science Charter School

We have audited the accompanying statement of financial position of Syracuse Academy of Science Charter School (a nonprofit organization) as of June 30, 2010 and 2009, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the years then ended. These financial statements are the responsibility of the Organization'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 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 Syracuse Academy of Science Charter School as of June 30, 2010 and 2009, and the changes in its net assets 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 15, 2010 on our consideration of Syracuse Academy of Science Charter School's internal control over financial reporting and on our tests of its 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.



Syracuse, New York  
October 15, 2010

# Syracuse Academy of Science Charter School

Statement of Financial Position

June 30, 2010 and 2009

	<u>2010</u>	<u>2009</u>
<b>Assets</b>		
<b>Current Assets</b>		
Cash and cash equivalents	\$ 594,019	\$ 1,021,298
Restricted cash, extra classroom funds	4,372	5,367
State and federal aid receivable	129,071	5,883
Other receivables, net	640,113	58,137
Prepaid expenses	47,300	28,165
	<u>1,414,875</u>	<u>1,118,850</u>
Total current assets	1,414,875	1,118,850
<b>Property and Equipment, Net</b>	<u>594,532</u>	<u>520,801</u>
Total assets	<u>\$ 2,009,407</u>	<u>\$ 1,639,651</u>
<b>Liabilities and Net Assets</b>		
<b>Current Liabilities</b>		
Accounts payable	\$ 21,056	\$ 25,942
Accrued liabilities	189,375	216,475
Restricted cash, extra classroom funds	4,372	5,367
Deferred revenue	320	-
	<u>215,123</u>	<u>247,784</u>
Total current liabilities	215,123	247,784
<b>Long-Term Debt, Net of Current Portion</b>	<u>-</u>	<u>-</u>
Total liabilities	215,123	247,784
<b>Net Assets</b>		
Unrestricted	<u>1,794,284</u>	<u>1,391,867</u>
Total liabilities and net assets	<u>\$ 2,009,407</u>	<u>\$ 1,639,651</u>

See notes to financial statements

# Syracuse Academy of Science Charter School

## Statement of Activities and Changes in Net Assets

Years Ended June 30, 2010 and 2009

	2010			Totals
	Unrestricted	Temporarily Restricted	Permanently Restricted	
<b>Revenue, Gains, and Other Support</b>				
Public School District:				
Revenue, resident student enrollment	\$ 3,500,950	\$ -	\$ -	\$ 3,500,950
Revenue, students with disabilities	143,989	-	-	143,989
Other revenue from public school districts	19,831	-	-	19,831
State grants	2,372	-	-	2,372
Federal grants	323,678	-	-	323,678
Other income	36,461	-	-	36,461
<b>Total revenues, gains, and other support</b>	<b>4,027,281</b>	<b>-</b>	<b>-</b>	<b>4,027,281</b>
<b>Expenses</b>				
Program expenses:				
Regular education	2,271,876	-	-	2,271,876
Special education	184,747	-	-	184,747
Other program	-	-	-	-
<b>Total program expenses</b>	<b>2,456,623</b>	<b>-</b>	<b>-</b>	<b>2,456,623</b>
Supporting services:				
Management and general	1,168,241	-	-	1,168,241
Fundraising and special events	-	-	-	-
<b>Total supporting services</b>	<b>1,168,241</b>	<b>-</b>	<b>-</b>	<b>1,168,241</b>
<b>Total expenses</b>	<b>3,624,864</b>	<b>-</b>	<b>-</b>	<b>3,624,864</b>
Increase in net assets	402,417	-	-	402,417
<b>Net Assets, Beginning of Year</b>	<b>1,391,867</b>	<b>-</b>	<b>-</b>	<b>1,391,867</b>
<b>Net Assets, End of Year</b>	<b>\$ 1,794,284</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,794,284</b>

See notes to financial statements

# Syracuse Academy of Science Charter School

## Statement of Activities and Changes in Net Assets

Years Ended June 30, 2010 and 2009

	2009			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
<b>Revenue, Gains, and Other Support</b>				
Public School District:				
Revenue, resident student enrollment	\$ 3,410,263	\$ -	\$ -	\$ 3,410,263
Revenue, students with disabilities	198,442	-	-	198,442
Other revenue from public school districts	20,833			20,833
State grants	2,463	-	-	2,463
Federal grants	274,336	-	-	274,336
Other income	26,100	-	-	26,100
	<u>3,932,437</u>	<u>-</u>	<u>-</u>	<u>3,932,437</u>
<b>Expenses</b>				
Program expenses:				
Regular education	2,137,207	-	-	2,137,207
Special education	205,950	-	-	205,950
Other program	-	-	-	-
	<u>2,343,157</u>	<u>-</u>	<u>-</u>	<u>2,343,157</u>
Supporting Services:				
Management and general	993,146	-	-	993,146
Fundraising and special events	-	-	-	-
	<u>993,146</u>	<u>-</u>	<u>-</u>	<u>993,146</u>
Total expenses	<u>3,336,303</u>	<u>-</u>	<u>-</u>	<u>3,336,303</u>
Increase in net assets	596,134	-	-	596,134
<b>Net Assets, Beginning of Year</b>	<u>795,733</u>	<u>-</u>	<u>-</u>	<u>795,733</u>
<b>Net Assets, End of Year</b>	<u>\$ 1,391,867</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,391,867</u>

See notes to financial statements

# Syracuse Academy of Science Charter School

## Statement of Functional Expenses

Years Ended June 30, 2010 and 2009

	2010					Total
	Regular Education	Special Education	Other Program	Fundraising and Special Events	Management and General	
<b>Payroll and Related Expenses</b>						
Salaries	\$ 1,412,830	\$ 116,063	\$ -	\$ -	\$ 402,722	\$ 1,931,615
Employee benefits and payroll taxes	346,376	29,086	-	-	96,181	471,643
Total payroll and related expenses	1,759,206	145,149	-	-	498,903	2,403,258
<b>Building Occupancy</b>						
Board expenses	-	-	-	-	1,802	1,802
Occupancy	-	-	-	-	177,393	177,393
Equipment rental/lease	7,381	-	-	-	8,000	15,381
Total building occupancy	7,381	-	-	-	187,195	194,576
<b>Services</b>						
Food	67,008	-	-	-	-	67,008
Insurance	6,969	-	-	-	24,414	31,383
Legal	-	-	-	-	16,067	16,067
Payroll	-	-	-	-	9,080	9,080
Total services	73,977	-	-	-	49,561	123,538
<b>Administrative</b>						
Accounting/auditing fees	-	-	-	-	10,450	10,450
Fixed asset disposals	12,414	-	-	-	-	12,414
Field trip expense	6,883	-	-	-	-	6,883
Maintenance and repairs	23,156	-	-	-	154,146	177,302
Marketing	9,952	-	-	-	-	9,952
Other expenses	7,194	-	-	-	16,214	23,408
Printing	2,900	-	-	-	4,168	7,068
Postage and delivery	106	-	-	-	11,829	11,935
Retirement expense	64,828	6,282	-	-	18,546	89,656
Staff development	10,014	33,316	-	-	12,453	55,783
Staff recruitment	546	-	-	-	2,232	2,778
Supplies and materials	227,547	-	-	-	60,144	287,691
Telephone	7,854	-	-	-	12,708	20,562
Dues and subscriptions	-	-	-	-	5,324	5,324
Consulting fees	33,352	-	-	-	9,878	43,230
Travel	24,566	-	-	-	4,206	28,772
Bad debt expense	-	-	-	-	4,306	4,306
Utilities	-	-	-	-	40,147	40,147
Total administrative	431,312	39,598	-	-	366,751	837,661
Total expenses before depreciation	2,271,876	184,747	-	-	1,102,410	3,559,033
Depreciation	-	-	-	-	65,831	65,831
Total expenses	\$ 2,271,876	\$ 184,747	\$ -	\$ -	\$ 1,168,241	\$ 3,624,864

See notes to financial statements

# Syracuse Academy of Science Charter School

## Statement of Functional Expenses

Years Ended June 30, 2010 and 2009

	2009					Total
	Regular Education	Special Education	Other Program	Fundraising and Special Events	Management and General	
<b>Payroll and Related Expenses</b>						
Salaries	\$ 1,406,502	\$ 155,138	\$ -	\$ -	\$ 381,762	\$ 1,943,402
Employee benefits and payroll taxes	333,445	25,809	-	-	66,987	426,241
Total payroll and related expenses	1,739,947	180,947	-	-	448,749	2,369,643
<b>Building Occupancy</b>						
Board expenses	-	-	-	-	1,117	1,117
Occupancy	650	-	-	-	171,055	171,705
Equipment rental/lease	3,298	-	-	-	3,559	6,857
Total building occupancy	3,948	-	-	-	175,731	179,679
<b>Services</b>						
Food	66,062	-	-	-	-	66,062
Insurance	6,729	-	-	-	23,680	30,409
Legal	2,783	-	-	-	18,627	21,410
Payroll	-	-	-	-	9,045	9,045
Total services	75,574	-	-	-	51,352	126,926
<b>Administrative</b>						
Accounting/auditing fees	-	-	-	-	10,470	10,470
Fixed asset disposals	-	-	-	-	8,442	8,442
Field trip expense	4,315	-	-	-	-	4,315
Maintenance and repairs	18,553	-	-	-	62,676	81,229
Marketing	5,801	-	-	-	-	5,801
Other expenses	7,443	-	-	-	4,178	11,621
Printing	2,614	-	-	-	2,497	5,111
Postage and delivery	544	-	-	-	9,830	10,374
Retirement expense	95,193	8,548	-	-	14,144	117,885
Staff development	13,854	15,075	-	-	6,142	35,071
Staff recruitment	4,327	-	-	-	-	4,327
Supplies and materials	125,897	1,380	-	-	44,071	171,348
Telephone	9,061	-	-	-	13,852	22,913
Interest expense	-	-	-	-	5,952	5,952
Consulting fees	26,217	-	-	-	17,969	44,186
Travel	3,919	-	-	-	2,411	6,330
Utilities	-	-	-	-	59,157	59,157
Total administrative	317,738	25,003	-	-	261,791	604,532
Total expenses before depreciation	2,137,207	205,950	-	-	937,623	3,280,780
Depreciation	-	-	-	-	55,523	55,523
Total expenses	\$ 2,137,207	\$ 205,950	\$ -	\$ -	\$ 993,146	\$ 3,336,303

See notes to financial statements

# Syracuse Academy of Science Charter School

## Statement Cash Flows

Years Ended June 30, 2010 and 2009

	<u>2010</u>	<u>2009</u>
<b>Cash Flows from Operating Activities</b>		
Revenues from School Districts	\$ 3,078,489	\$ 3,660,511
Grant Revenues	214,761	312,151
Miscellaneous sources	24,565	(4,584)
Payment to vendors for goods and services rendered	(1,161,182)	(874,090)
Payment to charter school personnel for services rendered	(2,432,584)	(2,369,643)
Interest payments	-	(5,952)
	<u>(275,951)</u>	<u>718,393</u>
<b>Net cash provided by (used in) operating activities</b>		
	<u>(275,951)</u>	<u>718,393</u>
<b>Cash Flows Used in Investing Activities</b>		
Purchase of equipment	<u>(151,328)</u>	<u>(53,862)</u>
<b>Cash Flows Used in Financing Activities</b>		
Principal payments of long-term debt	<u>-</u>	<u>(98,817)</u>
<b>Net increase (decrease) in cash and cash equivalents</b>	<u>(427,279)</u>	<u>565,714</u>
<b>Cash and Cash Equivalents, Beginning</b>	<u>1,021,298</u>	<u>455,584</u>
<b>Cash and Cash Equivalents, Ending</b>	<u><u>\$ 594,019</u></u>	<u><u>\$ 1,021,298</u></u>
<b>Reconciliation of Increase in Net Assets to Net Cash Provided by (Used in) Operating Activities</b>		
Increase in net assets	\$ 402,417	\$ 596,134
Adjustment to reconcile increase in net assets to net cash provided by (used in) operating activities:		
Depreciation	65,831	55,523
Loss on disposals	11,766	8,442
(Increase) decrease in assets:		
State and federal aid receivable	(123,188)	33,174
Other receivables	(581,976)	18,631
Prepaid expenses	(19,135)	(16,165)
Increase (decrease) in liabilities:		
Accounts payable	(4,886)	21,097
Accrued liabilities	(27,100)	1,557
Deferred revenue	320	-
	<u>320</u>	<u>-</u>
<b>Net cash provided by (used in) operating activities</b>	<u><u>\$ (275,951)</u></u>	<u><u>\$ 718,393</u></u>

See notes to financial statements

# **Syracuse Academy of Science Charter School**

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Notes to Financial Statements  
June 30, 2010 and 2009

## **1. Description of Organization and Summary of Significant Accounting Policies**

### **Nature of Activities**

Syracuse Academy of Science Charter School was organized and is operated exclusively for educational purposes pursuant to Article 56 of the Education law and in accordance with the charter agreement between the board and the board of regents as approved by the Board of Regents on January 15, 2003. A provisional charter was issued for a term of five years incorporating them as an education corporation under the name Syracuse Academy of Science Charter School, located in the City of Syracuse, County of Onondaga, and State of New York. The charter was renewed in January 2008 for 4.5 years through June 30, 2012.

The corporation was created as a nonstock corporation organized and operated exclusively for educational purposes as defined in section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), and no part of its earnings or net income shall inure to the benefit of any individual, and no officer, member, or employee of the corporation shall receive or be entitled to receive any pecuniary profit from the operations thereof, except reasonable compensation for services.

### **Basis of Accounting**

The Academy follows the practice of recording revenues when earned and expenses when incurred. Investment income is recognized on the accrual basis. Pledges for contributions are recorded as support in the period in which they are made unless the pledge specifies that it is for use in future periods, in which case it is discounted to the present value. Gifts received, other than in cash, are recorded at their fair market value at the date of gift. Contributions are recorded as received and considered to be available for unrestricted use unless specifically restricted by the donor.

Contributions which are restricted by the donor for a particular purpose are deemed to be earned and reported as support when the Academy has incurred expenditures in compliance with the specific restrictions. Such amounts received but not yet earned are reported as temporarily restricted support and then reclassified to unrestricted net assets upon expiration of the time restriction.

### **Basis of Presentation**

The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

# **Syracuse Academy of Science Charter School**

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Notes to Financial Statements  
June 30, 2010 and 2009

## **1. Description of Organization and Summary of Significant Accounting Policies (Continued)**

### **Income Tax Status**

The Academy is a non-profit organization exempt from income taxes on qualifying net income. The Academy qualifies as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and is classified by the Internal Revenue Service as other than a private foundation. The Academy is not subject to examination by the U.S. federal or state taxing authorities for years prior to 2007.

Management is unaware of any unrelated business activities that may be subject to unrelated business income tax or any activities that would jeopardize the Academy's exempt status.

### **Use of Estimates**

The preparation of financial statements in conformity with generally accepted accounting principles 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.

### **Restricted and Unrestricted Revenue and Support**

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions.

Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions. Federal grant awards are classified as refundable advances until expended for the purposes of the grants since they are conditional promises to give.

### **Cash and Cash Equivalents**

For purposes of these financial statements, the Academy considers all unrestricted highly liquid investments with an initial maturity of three months or less to be cash equivalents.

# **Syracuse Academy of Science Charter School**

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Notes to Financial Statements  
June 30, 2010 and 2009

## **1. Description of Organization and Summary of Significant Accounting Policies (Continued)**

### **Accounts Receivable**

Accounts receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts receivable. At June 30, 2010 and 2009, the Academy had an allowance for doubtful accounts of \$4,306 and \$-0-, respectively. If amounts become uncollectible, they will be charged to operations when that determination is made.

### **Subsequent Events**

The Academy has evaluated subsequent events through October 15, 2010, which is the date of the financial statements were available to be issued.

### **Property and Equipment**

Property and equipment purchases are recorded at historical cost at acquisition or fair market value at date of donation. Expenditures for fixed assets in excess of \$500 and with an expected life greater than one year are capitalized; the fair value of donated assets is similarly capitalized. Depreciation expense is recorded on all property and equipment on a straight-line basis over their estimated useful lives. Depreciation expense amounted to \$66,070 and \$55,523 for June 30, 2010 and 2009, respectively.

### **Donated Materials, Services, Property and Equipment**

Donated materials and services are reflected as contributions at their estimated values with an offsetting charge to expense. Only those materials for which there is an objective basis of valuation are reflected in the financial statements. All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. There were no property and equipment donations at June 30, 2010 and 2009, respectively.

### **New Accounting Pronouncements**

In June 2009, the FASB issued a new accounting standard related to subsequent events. Effective June 30, 2009, the Academy adopted the standard which provides guidance on accounting for and disclosure of events that occur after the balance sheet date but before financial statements are issued or are available to be issued. The adoption of this standard did not have a material effect on the Academy's financial statements.

The Financial Accounting Standards Board (FASB) issued an interpretation regarding Accounting for Uncertainty in Income Taxes. This interpretation clarifies the accounting for uncertainty in income taxes recognized in an enterprise's financial statements in accordance with FASB ASC 740-10. This interpretation is effective for fiscal years beginning after December 15, 2008. The Academy has adopted the provisions of the pronouncement and the adoption did not impact the amounts reported in the Academy's financial statements.

# Syracuse Academy of Science Charter School

Notes to Financial Statements  
June 30, 2010 and 2009

## 1. Description of Organization and Summary of Significant Accounting Policies (Continued)

In June 2009, the FASB established the FASB Accounting Standards Codification ("Codification") as the sole source of authoritative accounting principles generally accepted in the United States of America. As a result, all references to accounting literature will conform to the appropriate reference within the Codification. The adoption of the Codification did not have any impact on the Academy's financial statements.

### Functional Allocation of Expenses

The costs of providing the various programs have been summarized on a functional basis in the Statement of Activities. The costs are functionalized on a direct basis, where possible. Indirect costs are allocated on the basis of direct costs to total costs by function.

## 2. Other Receivable

There was \$644,418 and \$56,975 of other receivables that related to Charter school payments and tuition at June 30, 2010 and 2009, respectively.

The Academy grants credit to New York State and also school districts located within the Central New York State region.

## 3. Property and Equipment

Property and equipment consists of the following at June 30:

	<u>2009</u>	<u>2008</u>
Equipment and furnishings	\$ 490,680	\$ 409,859
Reading books and textbooks	101,604	101,604
Leasehold improvements	216,725	207,925
Vehicles	26,598	-
Computer software and hardware	<u>119,127</u>	<u>112,723</u>
	954,734	832,111
Accumulated depreciation	<u>(360,202)</u>	<u>(311,310)</u>
	<u>\$ 594,532</u>	<u>\$ 520,801</u>

# Syracuse Academy of Science Charter School

Notes to Financial Statements  
June 30, 2010 and 2009

## 4. Commitments

The Academy leases office space under an operating lease. The Academy renewed the lease through June 30, 2014.

The Academy entered into three operating leases with IKON Financial Services for copiers. The first lease is for forty-eight months, starting as of March 31, 2009. The total monthly payment is \$487. The second lease is for thirty-six months, starting November, 2007. The total monthly payment is \$333. The third lease is for forty-eight months, starting March 2010. The total monthly payment is \$303.

The following is a schedule of future minimum rental payments required under the above leases as of June 30, 2010:

2011	\$ 193,021
2012	198,977
2013	204,608
2014	207,684
2015	-
	<u>\$ 804,290</u>

Rent expense amounted to \$177,393 and \$171,705 for June 30, 2010 and 2009, respectively.

## 5. Retirement Expense

The Academy 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, except that 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. Effective January 2010, Tier 4 members contribute 3.5% of their salary for the entire membership of this tier.

# Syracuse Academy of Science Charter School

Notes to Financial Statements  
June 30, 2010 and 2009

## 5. Retirement Expense (Continued)

The Academy is required to contribute at an actuarially determined rate. The Academy contributions made to the System were equal to 100% of the contributions required for each year. The required contributions for the current year and two preceding years were:

	<u>NYSTRS</u>
2009 - 2010	\$ 86,180
2008 - 2009	115,757
2007 - 2008	139,866

## 6. Tax-Deferred Annuity Plan

During the year ended June 30, 2009, the Academy entered into a tax-deferred annuity plan qualified under Section 403(b) of the Internal Revenue Code. The plan covers employees working over 1,000 hours in a twelve-month period or more than twenty hours per week. The Academy matches up to \$780 per participant in each calendar year. Employees may make contributions to the plan up to the maximum amount allowed by the Internal Revenue Code if they wish. Plan expenses were \$3,475 and \$2,128 for June 30, 2010 and 2009, respectively.

## 7. Concentrations of Credit Risk

Financial instruments that potentially subject the Academy to concentrations of credit risk consist principally of cash and revenues.

### Cash

The Academy has checking accounts held at a financial institution used for day to day operations. Accounts at each bank are guaranteed by the Federal Deposit Insurance Corporation (FDIC). The FDIC insurable limit is \$250,000 per depositor per bank. Throughout the year, the Academy's cash balances may exceed FDIC insured limits.

### Revenue

The majority of the Academy's program service fees come from New York State and School Districts within New York State. The School's support is, therefore, directly dependent on state spending.

## 8. Line of Credit

The Academy has a \$25,000 revolving line of credit. Bank advances plus any unpaid accrued interest on the credit line are payable on demand and carry an interest rate of 7.00% at both June 30, 2010 and 2009, respectively. Any borrowings are secured by inventory, equipment, and deposit accounts. As of June 30, 2010 and 2009, there were no outstanding borrowings.

**Independent Auditors' Report on Internal Control over  
Financial Reporting and on Compliance and Other Matters  
Based on an Audit of Financial Statements Performed in  
Accordance with *Government Auditing Standards***

Board of Directors  
Syracuse Academy of Science Charter School

We have audited the financial statements of Syracuse Academy of Science Charter School (the Academy) (a nonprofit organization) as of June 30, 2010, and for the year then ended, and have issued our report thereon dated October 15, 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 Academy'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 Academy's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control over financial reporting.

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

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

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Academy'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 management of Syracuse Academy of Science Charter School, Board of Directors, New York State Education Department, and is not intended to be and should not be used by anyone other than these specified parties.

*ParenteBeard LLC*

Syracuse, New York  
October 15, 2010

To the Board of Directors of  
Syracuse Academy of Science Charter School

In planning and performing our audit of the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of Syracuse Academy of Science Charter School as of and for the year ended June 30, 2010, in accordance with auditing standards generally accepted in the United States of America, we considered Syracuse Academy of Science Charter School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Syracuse Academy of Science Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Syracuse Academy of Science Charter School's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

This communication is intended solely for the information and use of management, the Board of Directors, and others within the organization, and is not intended to be and should not be used by anyone other than these specified parties.



Syracuse, New York  
October 15, 2010

**Syracuse Academy of Science  
Charter School Extraclassroom  
Activity Funds**

Financial Statements

June 30, 2010

# **Syracuse Academy of Science Charter School Extraclassroom Activity Funds**

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## Independent Auditors' Report

Board of Directors of the  
Syracuse Academy of Science Charter School  
Extraclassroom Activity Funds

We have audited the accompanying statement of assets, liabilities, and fund balance arising from cash transactions of the extraclassroom activity funds of the Syracuse Academy of Science Charter School as of June 30, 2010, and the related statement of cash receipts and disbursements for the year ended June 30, 2010. These financial statements are the responsibility of the Syracuse Academy of Science Charter School Extraclassroom Activity Funds' management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the minimum program for audits of financial records of New York State School Districts. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The School's policy is to prepare the financial statements of the extraclassroom activity funds on the basis of cash receipts and disbursements, as explained in Note 1 to the financial statements. Accordingly, the accompanying statement of assets, liabilities, and fund balance arising from cash transactions, and statement of cash receipts and disbursements are not intended to present financial position and results of operations in conformity with accounting principles generally accepted in the United States of America.

In our opinion, the aforementioned statements present fairly the cash and fund balance of the extraclassroom activity funds of Syracuse Academy of Science Charter School as of June 30, 2010 arising from cash transactions and cash collected and disbursements made for the year then ended on the basis of accounting described in Note 1.



Syracuse, New York  
October 15, 2010

# **Syracuse Academy of Science Charter School Extraclassroom Activity Funds**

Statement of Assets, Liabilities and Fund Balance Arising from Cash Transactions

June 30, 2010

## **Assets**

Cash

\$ 4,372

## **Fund Balance**

Aggregate of all funds

\$ 4,372

## **Syracuse Academy of Science Charter School Extraclassroom Activity Funds**

### Statement of Cash Receipts and Disbursements

Year Ended June 30, 2010

	<u>Cash Balance June 30, 2009</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Cash Balance June 30, 2010</u>
Drama Club	\$ -	\$ 933	\$ 790	\$ 143
Field Trip	392	4,148	3,454	1,086
Science Club	44	-	44	-
Senior Club	374	4,471	3,533	1,312
Student Activities	3,446	2,686	5,279	853
Student Athletic	160	1,106	938	328
Student Government	1,473	-	823	650
Yearbook Club	(526)	3,526	3,000	-
	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Total	<u>\$ 5,363</u>	<u>\$ 16,870</u>	<u>\$ 17,861</u>	<u>\$ 4,372</u>

*See notes to financial statements*

# Syracuse Academy of Science Charter School Extraclassroom Activity Funds

Notes to Financial Statements

June 30, 2010

## 1. Summary of Significant Accounting Policies

The accounting policies of the Extraclassroom Activity Funds conform to the basis of accounting mandated by the New York State Education Department. In accordance with this system, the funds maintain their accounting records using the cash basis of accounting. Under this basis of accounting, revenues are recognized when cash is received, and expenditures are recognized when cash is disbursed.

## 2. Additional Disclosure

The transactions of the extraclassroom activity funds are not considered part of the reporting entity of the Syracuse Academy of Science Charter School. Consequently, such transactions are not included in the financial statements of the School. Cash receipts, and the segregation of transactions by individual fund, are reflected in the attached statement of cash receipts and disbursements as they were recorded in the accounting records. The cash balance outstanding as of June 30, 2010 is reflected on the financial statements as both an asset and a liability in accordance with the State Education Department guidelines.

## 3. Cash

The cash balance of the extraclassroom activity fund is comprised of the following as of:

	<u>June 30, 2010</u>
Cash, checking	<u>\$ 4,372</u>



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.

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

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>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</b>
NONE	NONE	NONE	NONE

  
 \_\_\_\_\_  
*Signature*

10/23/10  
 \_\_\_\_\_  
*Date*

**Name (print)** Fehmi Damkaci  
**Name of Charter School** Syracuse Academy of Science Charter School  
**Charter Entity** The Board of Regents  
**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): PRESIDENT
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.

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

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>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</b>
NONE	NONE	NONE	NONE

*fel-jel*  
 \_\_\_\_\_  
*Signature*

10-12-10  
 \_\_\_\_\_  
*Date*

**Name (print)** Yildiray Yildirim  
**Name of Charter School** Syracuse Academy of Science Charter School  
**Charter Entity** The Board of Regents  
**Home Address** [REDACTED]  
**Business Address** [REDACTED]  
**Daytime Phone** [REDACTED]  
**E-Mail Address** [REDACTED]

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

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

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>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</b>
NONE	NONE	NONE	NONE

*Signature*



*Date*

**Name (print)** Birol Ozturk  
**Name of Charter School** Syracuse Academy of Science Charter School  
**Charter Entity** The Board of Regents  
**Home Address** [REDACTED]  
**Business Address** \_\_\_\_\_  
**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): SECRETARY
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.

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



*Section IV*

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

**Name (print)** Patricia Coban

**Name of Charter School** Syracuse Academy of Science Charter School

**Charter Entity** The Board of Regents

**Home Address** [REDACTED]

**Business Address** \_\_\_\_\_

**Daytime Phone** [REDACTED]

**E-Mail Address** [REDACTED]

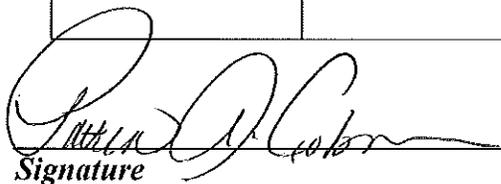
1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative): MEMBER
  
2. Is the trustee an employee of the School? \_\_\_Yes X No
  
3. If you checked Yes, please provide a description of the position you hold and your responsibilities, 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.

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

10-12-10  
 Date