

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL  
ANNUAL REPORT  
JULY 2012**

I. **School Information and Cover Page**

School Name: Syracuse Academy of Science Charter School

School Leader: Tolga Hayali

Primary address: 1001 Park Ave., Syracuse, NY 13204

School website: WWW.sascs.org

School email: info@sascs.org

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

BEES # 4218800860854

District/CSD of Location: Syracuse City School District

Charter authorizer: New York State Board of Regents

Chair, Board of Trustees: Dr. Fehmi Damkaci

Date school first opened for instruction: 10 Sept. 2003

2011-2012 Enrollment: 568

2011-2012 Grades Served: K, 1, 2, 5, 12

Our signatures below attest that all of the information contained herein is truthful and accurate.

TOLGA HAYALI  
Print Name, Head of Charter School

[Signature] 7-19-2012  
Signature and Date

Fehmi Damkaci  
Print Name, President, Board of Trustees

[Signature] 7-19-2012  
Signature and Date

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### III. New York State School Report Card

Weblink to SASCS' New York State School Report Card:

<https://reportcards.nysed.gov/files/2010-11/AOR-2011-421800860854.pdf>

This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute.

#### Required Forms: Appendices

#### *Appendix A: Progress Toward Charter Goals*

The following Tables reflect suggested formatting for Board of Regents-authorized charter schools. Schools should follow formats prescribed by their respective authorizers.

#### Academic Goals Table

<b>2011-2012 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
90% Pass English Regents	Regents scores	100% of 2012 graduates passed the English Regents	Met
90% Pass Math Regents	Regents scores	100% of 2012 graduates passed a Math Regents	Met
90% L2+L3+L4 in All 8th Grade State Exams	New York State Intermediate Assessments	95.2% L2+L3+L4 in all 8th grade Math, ELA, and Science	Met
Yearly Progress on 8th Grade Math and ELA	New York State Intermediate Assessments	96.25% L2+L3+L4 in all 8th grade Math and ELA	Met
Maintain low percentage of Dropouts	Dropout Rate	The dropout rate for 2011-12 was 3%.	Met
Maintain high attendance rate	Attendance rate	The attendance rate remained high in 2011-12: 95.8%	Met
Increase	Benchmark and	To improve student preparation for New York State	Met

student performance through data analysis	Full Length Exam Analysis	<p>assessments and teacher analysis of student readiness, SASCS continued Benchmark testing for all students in grades 5-12 in 2011-2012. Each core class instructor (for all ELA courses, math for grades 5-8, Algebra, Geometry, Algebra 2, Calculus, Earth Science, Biology, Chemistry, and all History courses) developed benchmark tests prepared with ExamView Software, which are given at the end of the first three quarters to students in grade 5-12. The benchmark tests assess units taught during the quarter, and the ExamView generated questions indicate which SED standard is being assessed for each question. In addition, full length practice exams are given and analyzed to ascertain each students' readiness and progress toward success on the SED exams.</p> <p>Curriculum coordinators provided reports to teachers and met with them to develop action plans and then check for alignment between action plans and lesson plans. Based on the data obtained from these assessments, SASCS began "from the ground up" method of improving performance by several measures, such as assisting grade 5-8 identified at risk students through push-in, pull-out and after school tutoring. The analysis of the full-length practice exams provides information about student progress within a year as well as their possible success at SED and Regents Exams.</p>	
Increase parent involvement and awareness of academic progress	Progress report cards and database	<p>SASCS continued the frequency of its student academic progress reporting in 2011-2012. Instead of the traditional five-week progress reports (two reports per quarter), SASCS sends, on the first Friday of every month a progress report, plus end-of-quarter progress reports (typically resulting in 4 reports home per quarter), which provides more frequent information to parents, particularly those who do not have Internet access, or are uncomfortable with accessing the database for information.</p> <p>Curriculum coordinators also regularly check for type and timeliness of data entry (grades) in database so that information reported to parents is current and accurate.</p>	Met
Expose students to collegiate opportunities to motivate better academic performance	College visits	College guidance offers grade-level and small group college visits, and coaches and teachers escort students to college visits as well. In 2011-2012, SASCS personnel took our students to the following colleges for study sessions, fairs, tours, and interviews: Harvard, SUNY Cortland, SUNY Oswego, Yale, Buffalo State, University of Pennsylvania, Princeton University, Syracuse University, Le Moyne	Met

		College, Bryant & Stratton College, SUNY Cortland, University at Pennsylvania, University of Rochester, New York University, Moore College of Art Design, and Massachusetts Institute of Technology West Point, New Jersey IT, Albany College of Pharmacy & Health, North American College, Niagara University, University at Buffalo, the NACAC National College Fair 2012 - (200 colleges), Princeton, and NYU	
Expose students to motivational speakers to encourage better academic performance	Number of speakers	In 2011-2012 SASCS brought in a number of community, academic and business leaders to speak to our students and encourage them to graduate from college and pursue excellence. Specifically, the speaking engagements have gravitated toward people from backgrounds similar to our students' upbringing. Most of the speakers included personal stories of meager beginnings but not shying away from responsibility and leadership roles. They have encouraged our students to do likewise. Speakers have included Syracuse Chief of Police Frank Fowler, Syracuse Mayor Stephanie Minor, Andrew Maxwell, Representatives of the US ROTC and US Naval Academy, Senator DeFrancisco, Senator Valesky, Meteorologists Wayne Mahar and Matt Stevens, DA Bill Fitzpatrick, Congresswoman Burkle, "Officer Friendly" , Ted & Amy from radio 93Q, Assemblyman William Magnarelli, Representatives from the FBI, and the Syracuse Common Council, among many others.	Met
Increase academic readiness for grade levels	Continues at the elementary school	<p>Grades 2, and 5 were added to grades k, 1, and 6 already in place at the SASCS elementary building in 2011. The carefully selected and annually reviewed curriculum for the elementary grades, was expanded along with summative and formative assessment to gauge students' academic progress and readiness throughout the year. Observational Survey by Mary Clay (first grade only) and Fountas and Pinnell Benchmark System 2nd Edition for grades k,1 and were given 3 times during the year (end of September, January, and May).</p> <p>Grade 3 will be added in 2012-13 and grade 4 in 2013-14.</p> <p>SASCS received a \$25,000 grant from the Central New York Community Foundation, which the school matched to renovate the biology laboratory and provide new high-tech equipment for students in grades 8-12. Renovation will be completed during the 2012-13 school year.</p>	Partially met
Provide real world	Field trips	An important part of the program is a conscientious effort to integrate ELL students into the school	Met

<p>experiences for students to increase their cultural understanding</p>		<p>community and locale so that the students make connections outside of their cultural boundaries. This integration is promoted through field trips that are geared at introducing aspects of American culture and functions to which they may not normally be In these and many other activities, ELL students are grouped with American students for more intimate interactions and opportunities to bond with a wider range of students.</p> <p>An important part of the special education program is to encourage resource students to reach outside their comfort zones socially and to go beyond what they may perceive to be their academic limitation. Several resource students participated in the SASCS' internal liberal arts fair competition, and science fair. Some resource and ELL students were selected to enter their projects at the Greater Syracuse Scholastic Science fair. To expand resource students' social boundaries, they take field trips that are geared at building elements of community and enjoyment into their academic careers. This year again, students traveled to Alexandria Bay and took a boat tour of the Thousand Islands region.</p> <p>All elementary classes took field trips at least twice each month to places such as Bridle Path Manor Horse Farm, Baltimore Woods Nature Center, Fort Stanwix, Onondaga Public Library, Rosamond Gifford Zoo, and many other locations and venues. Students were also visited by emergency medical workers and firemen who allowed students to explore their ambulance and fire engines.</p> <p>Junior high and high school students have field trip opportunities during the year, both during the school day and during school holidays. In 2011-12, 7-12 students travelled to Amsterdam, Washington DC, Florida, and Glenn Falls, NY for site-seeing and recreational purposes. During the school day, 10<sup>th</sup> graders attended their annual outing to a live play at Syracuse's OnCenter.</p>	

**Organizational Goals Table**

<b>2011-2012 Progress Toward Attainment of Organizational Charter Goals</b>			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Create	Partnerships	High school students participated in a summer	Met

<p>partnerships with area universities</p>	<p>and programs</p>	<p>program at SUNY Oswego. There they learn science disciplines under the guidance of Oswego professors, and improve their lab skills. The students dorm on the SUNY campus for four weeks, eat their meals in the cafeteria, and get a taste of what college life is like. In 2012, seven students are registered for participation in the SUNY Oswego Science Immersion program.</p> <p>Our target is also to send our students to colleges with SUNY college credits already earned. Such a program was finalized in 2010-11 and we began instruction in the 2011-2012 academic year through a partnership with SUNY ESF. Similar partnerships have been established with the Onondaga County Community College "College Now" program, and Bryant and Stratton College. beginning in 2012-2013 we will be offering OCC courses in English, Social Studies, Math, and Science. In 2013-2014 Bryant &amp; Stratton courses will be offered at SASCS.</p> <p>Our goal is to be able to send our students to college already having earned between 9 and 30 college credits.</p>	
<p>Increase administrative awareness of student engagement during instructional time.</p>	<p>Unannounced 20-minute classroom observations</p>	<p>Two curriculum coordinators , in addition to the director and academic dean observed the teachers each week. With four observers, it ensures that lessons align with the state standards, and classroom management was conducted in such a way that learning was a primary function of each class. Following each observation, the observer met with the teacher and provided feedback and suggestions to improve instruction. Observation and feedback results are regularly reported to the school director.</p> <p>These half-period observations are unannounced and are intended to keep the administration informed of teacher and student performance and to provide information from which decisions regarding what kind, how much and for whom additional training, mentoring or professional development is needed. Each teacher was observed between 3 and 15 times, with new staff members receiving more observations than veteran staff.</p>	<p>Met</p>
<p>Share best instructional practices</p>	<p>Scheduled meetings and contract stipulations</p>	<p>During weekly grade level meetings, teachers also share best practice advice and experiences with one another, both observed and implemented. In addition to all of these observations, the teachers themselves are obligated to complete two peer observations per year. The school-wide goal of all of these observations</p>	<p>Met</p>

		is to improve instructional and classroom management practices.	
Employ qualified graduates	Employees	SASCS offers graduates the opportunity to serve its community by hiring our graduates to our staff. The following graduates have been employed by SASCS: Elizabeth Jones (2007) as a college guidance secretary; Jamal Guins ((2010) as IT staff; Troy McGriff(2011) as TA in the elementary building; and Stephen Wang (2011) as IT staff.	Met
Provide data analysis to drive instruction	Analysis	Two curriculum coordinators continue to schedule and coordinate school-wide testing; gather, compile and analyze student performance data; organize and disseminate information regarding upcoming formative and summative assessments; and identify, track services given and progress of at-risk students.	Met
Professional Development	Attendance and training	<p>Prior to the start of the year, Michele McGrory and Linda Spencer (High School Verification Work Session at OCM BOCES). Jennifer Dorschel, Ahmet Cakar, Kadir Yavus, Linda Spencer, Jenny Hartnett, Amanda Cesta and Tolga Hayali (Building Professional Learning Communities, and Rtl) Pat Barringer, Elizabeth Buecher, Amanda Cesta, Jeff Chaloux, Jeff Clark, Lisa Cole, Rachelann Copland, Lynne Duffy, Erdal Duman, Don Dwyer, Nichole Franke, Michele Greenia, Jenny Hartnett, John LaRosa, Pat McGowan, Ellen Paradise, William Patterson, Nicolas Salibrici, Mehriban Sirin, Michael Smith, Esra Tenkin</p> <p>Taha Uzumcu, Rick Vogt, Patricia Wilson, Ahment Cakar, Sophia Burden, Kevin CoirRachel Donaldsonl, Jennifer Dorschel, January Galligher, Jennifer Kolbasook, Felicia Lawrence, Meghan Miller, Dannielle Perry, Leah Plunkett, Pam Smith, Catherine Stratton, Anna Szczniak, and Bianca Zachary attended a two week, (10, 8 hour days)of training and professional development in the following areas:( IDEA, Rtl, Differentiated Instruction, Engagement &amp; Rigor, Introduction to the Common Core, SIOP, Bullying Awareness and Prevention, Using Electronics in the Classroom, Kim Marshall Evaluation Rubrics, The power of home visits.)</p> <p>per teacher requests: Mehriban Sirin (SUNY ESF Fall teacher Professional Development Symposium), Patrick Barringer (AMTNYS Annual Fall Conference), Alissa Clark and Nicole Franke (NYS AHPERD Annual Conference), Michele Greenia (Teacher Resource Day, STANYS 116<sup>th</sup> Annual Conference) Lisa Cole (Watch Your Student Grow - IEP Alignment that results in Student Progress), Ertugrul Gerdan (Accuplacer Diagnostics Workshop, Michele Greenia (Geospatial &amp; Web 2.0 Technologies for NYS Science) Natalie LoSurdo (BER: Practical Intervention Strategies for</p>	

		<p>Speech-Language Students in Inclusive Classroom), (Setting the Stage: Creating Environments to Enhance outcomes for Students with ASD) , (PWN Workshop)( Join the Circus)( Autism in service, social skills),Nicole Daniel (Writing Effective Grant Proposals), Alissa Clark (NYS AHPERD), Pamela Smith (Mathematics Professional Development Day), Christopher Laurenzo (RTI Process to keep your students from falling too far behind in reading),Jennifer Dorschel (RTI Reading Strategies), Nicole Daniel (Children w/ social, emotional and behavioral challenges), Sophia Burden (Guided Math: Practical Strategies)</p> <p>The staff is encouraged to complete college credits and are reimbursed up to \$1800 annually. The following staff members received reimbursement during 2011-12: Onur Gokce, Ahmet Cakar, Tolga Hayali, Ertugrul Gerdan, Elizabeth Buecher, Virginia Frost, Nicolas Salibrici, and Huseyin Tong. The total amount paid for this benefit in 2011-12 was \$28,002.28</p> <p>To ensure that instructional quality is at the forefront of each staff member’s mind, SASCS administration created a summer teacher program that focuses on instruction. Since 2009, SASCS staff has participated in a summer professional development training program called Summer Institute, which lasts two weeks in August. In preparation for the 2011 meeting, all teachers studied a professional development text, <u>Fires of the Mind</u> by Kathleen Cushman. Groups of staff members discussed how we could use--"what kids can tell us about motivation and mastery", from the chapters of the text, to guide our advisory teams' content and discussions. Staff also shared best practices and methods of student engagement with each other during this training.</p> <p>In the elementary, all teachers of elementary students continue to develop the program entitled Responsive Classroom. “Using the RTI Model for Disruptive and Difficult Student Behaviors” the RTI Model is a foundational part of elementary staff training in the 2011-12 Summer Institute and carried out through the year.</p> <p>Elementary Teachers also received "One Board" Training, and utilized this technology routinely in their lessons.</p> <p>The k-12 also participated in a ½ day professional</p>	
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		development featuring professors from SUNY Oswego' Linguistics Department who provided introductory training to all teachers regarding implementation of the Sheltered Instruction Observation Protocol (SIOP) model.	
Improve athletic program	Improved records, additional teams	Athletic team participation and success boosts the school community. The Varsity Boys Basketball team record remained consistent. JV Boys Basketball team record improved to 7 wins/6 losses. In 2011-12, the girls' varsity basketball and boys' wrestling teams began their first seasons. The elementary school developed Basketball intramural teams and the 7 & 8 grade basketball team was organized and competed with area schools. In 2013 we will be adding Soccer to our existing program. Field and Track, and cross country teams have been successful at meets and invitational play.	

### Financial Goals Table

2011-2012 Progress Toward Attainment of Financial Charter Goals			
Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective

### Charter-Specific Goals Table<sup>1</sup>

2011-2012 Progress Toward Attainment of Charter-Specific Goals			
Charter-specific goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Create an individual academic pathway and career advice	MAP Testing and Guidance Survey	Through math and reading comprehension MAP testing in grades 1-6 at the beginning and end of the school year (September and May), SASCS provides an individual assessment tool for teachers. By testing at the beginning and end of the academic year, individual academic progress is tracked. The test results also show specific areas of academic need, and break down	Making progress toward meeting

<sup>1</sup> Charter-specific goals can include objectives that support the school's model and/or essential characteristic, such as core area of expertise or theme (e.g. technology, arts, etc).

<p>plan for students from cohort 2011 and following.</p>		<p>the data by grade, class or student, thereby providing a foundation for data-driven instruction. in 2011-2012, the September administration of the MAP test was suspended due to a building move. The May assessment was completed, and schedule will be resumed this coming year.</p> <p>The Guidance Department has created a 53-question survey to track the emotional, physical, and academic progress and circumstances through the SASCS school system. In September of 2012-2013, the sixth, seventh and eighth grade students will complete the survey and participate in one-on-one meetings with the school counselor. The assessment analysis, data gathering and one-on-one meetings will continue to take place through graduation, providing individual learning and career plans for all students in grades 6-12.</p>	
<p>Increase number of students competing in and winning awards from academic venues</p>	<p>Number of students competing and number of awards earned</p>	<p>SASCS provides competitive venues for students in all core academic areas and requires participation from all students in grades 9-12. The high school students compete for awards at the school's two internal academic events: the Science Fair and the Liberal Arts Tunnel.</p> <p>Students with high quality projects continue on in regional competitions. In 2012 Greater Syracuse Scholastic Science Fair, Elementary students took home six awards—three Honors Medals and three High Honors Medals. In the high school, students won four Honors Medals, three High Honors Medals, five Highest Honors Medals, fourteen Special Awards and over \$70,000 in college scholarships. Based on their performance at GSSSF 2 students were entered into the International Genius Olympiad and won a second place medal at that competition. Our Science Bowl team placed 2nd against upstate New York teams at the National Organization of Black Chemist and Chemistry Engineers competition held at RIT.</p> <p>Two students participated in ISWEEP competition in Houston TX and brought home an honorable mention award. At the Second Annual Finger Lakes Science Fair, held at Hobart Smith College, our student took first place.</p> <p>At the regional Science Olympiad, our students earned 6 medals, and 3 medals at the Invitational Science Olympiad held at Red Creek Central School.</p> <p>On the mathematics side of the academic program, the SASCS Math Team won the 4nd Place in local</p>	<p>Met</p>

		<p>competition</p> <p>Two students also traveled in June 2012 with a teacher chaperone to Intel's annual competition in Copenhagen. While neither student placed, it was an excellent opportunity for them to participate.</p>	
Increase academic qualification levels for athletes.	GPA	<p>With a strict academic grade point average minimum requirement (2.7 GPA) tied to participation in each game, the athletic program supports the school's academic goals, and gives students the motivation they need to perform well in both areas.</p>	Met

**Appendix B: Instructional Timetable**

This Table is required only of Board of Regents-authorized charter schools.

<b>2011-2012 Instructional Time</b>	
Total number of instructional days for the 2011-2012 school year	182
First and last day of the 2011-2012 school year	9/7/11-6/21/12
Length of school day (please note if schedule varies throughout the week or the year)	7 hours 9:00 - 4:00

*Appendix C: Total Expenditures and Administrative Expenditures per Child*

**TOTAL EXPENDITURES PER PUPIL**

<b>STUDENTS (FTE)</b>	<b>TOTAL EXPENDITURE</b>	<b>EXPENDITURE PER PUPIL</b>
562	\$ 5,918,722	\$ 10,532

**ADMINISTRATIVE EXPENDITURES PER PUPIL**

<b>STUDENTS (FTE)</b>	<b>ADMIN EXPENDITURE</b>	<b>EXPENDITURE PER PUPIL</b>
562	\$ 1,718,891	\$ 3,059

<b>ADMIN EXPENSES</b>	\$ 1,052,988
<b>ADMIN SALARIES</b>	\$ 665,903
<b>TOTAL</b>	\$ 1,718,891

**Appendix D: Unaudited Financial Statements**

4:48 PM  
07/11/12  
Accrual Basis

**Syracuse Academy of Science Charter School**  
**Balance Sheet**  
As of June 30, 2012

Income Statement/ Balance Sheet		Jun 30, 12
<b>ASSETS</b>		
Current Assets		
Checking/Savings		
1050 - Cash and cash equivalents		
1060 - Checking-Key		50,672.64
1061 - Checking-Pathfinder		1,872,284.45
1070 - Escrow Account		26,821.96
1073 - CD3		51,989.64
1076 - MM Deposit Account		401,458.18
Total 1050 - Cash and cash equivalents		<u>2,403,226.67</u>
Total Checking/Savings		2,403,226.67
Other Current Assets		
1210 - Petty Cash		500.00
1230 - State and Fed. Aid Receivable		
1231 - Title I Part A		-610.00
1235 - Title II Part A		-6,360.00
Total 1230 - State and Fed. Aid Receivable		<u>-6,970.00</u>
1250 - Public School Dist. Receivable		
1299 - Uncollectible Receivable		-4,306.00
1250 - Public School Dist. Receivable - Other		4,306.00
Total 1250 - Public School Dist. Receivable		<u>0.00</u>
1290 - Prepaid Expenses		135,497.15
Total Other Current Assets		<u>129,027.15</u>
Total Current Assets		<u>2,532,254.02</u>
Fixed Assets		
1310 - Land, Buildings and Equipment		
1320 - Furniture & Fixture		294,112.01
1340 - Software Sets		36,280.39
1350 - Computer		233,053.72
1360 - Equipment		587,565.48
1363 - Lease Hold Improvement		706,058.43
1364 - Vehicles		26,597.50
1365 - Accum. Depreciation		
1366 - Acc. Depreciation Vehicles		-5,540.75
1370 - Acc. Depreciation/Furn.&Fix.		-161,340.25
1380 - Accum. Depreciation /Software		-16,658.35
1390 - Accum. Depreciation/Computer		-65,743.35
1400 - Accum. Depreciaton/Equipment		-135,107.63

**Appendix E: FY 2013 Budget**

**Board of Regents-authorized and NYCDoE-authorized schools only**

**Syracuse Academy Of Science Charter School**

<b>FISCAL YEAR 2012-2013</b>		
<b>OPERATIONAL BUDGET</b>		<b>2012-2013</b>
1	Number of Students	625
2	Beginning Cash Balance	1,813,107
<b>REVENUES</b>		
3	"Per Pupil" State&Local Funding	7,312,500
4	Categorical Aids	283,500
5	Federal Grants	353,000
6	Loans	-
7	Donations	-
8	Food Service Reimbrst & Income	185,436
9	Misc. Revenue	1,000
10	Other:	26,329
11	<b>TOTAL REVENUES</b>	<b>8,161,765</b>
<b>EXPENSES</b>		
<b>Instruction</b>		
12	<i>Salaries of Teachers</i>	2,017,600
13	<i>Other Instructional Salaries</i>	259,150
14	<i>Purchased Prof.&amp;Tech. Services</i>	158,750
15	<i>General Supplies</i>	124,000
16	<i>Instructional Equipment &amp; Furniture</i>	30,000
17	<i>Text Books &amp; Test Materials</i>	57,000
18	<i>Transportation</i>	40,000
19	<i>Extracurricilum Activites</i>	181,000
20	<i>Misc. Instructional Expenses</i>	15,000
21	<i>Other:</i>	-
22	<i>Total Instruction Costs</i>	2,882,500
<b>Office and Administration</b>		
23	<i>Salaries of Administration</i>	468,500
24	<i>General Supplies</i>	38,500
25	<i>Supplies&amp;Materials (IT)</i>	116,000
26	<i>Equipment Lease &amp; Rental</i>	30,000
27	<i>Purchased Prof.&amp;Tech. Services</i>	42,000
28	<i>Communication Expense</i>	36,600

***Appendix F: Disclosure of Financial Interest Form***

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name (print)** Fehmi Damkaci\_\_\_\_\_

2. **Charter School Name** Syracuse Academy of Science Charter School\_\_\_\_\_

3. **Charter Authorizer Entity** NYSED\_\_\_\_\_

4. **Home Address** \_\_\_\_\_

5. **Business Address** \_\_\_\_\_

6. **Daytime Phone** \_\_\_\_\_

7. **E-Mail Address** \_\_\_\_\_

8. List all positions held on board (e.g., chair, treasurer, parent representative)  
President\_\_\_\_\_

9. Is the trustee an employee of the school? \_\_\_Yes \_\_\_X\_No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_Yes \_\_\_X\_No

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

11. 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 2-4 above, 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			

12. 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, 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 and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
NONE				
<div style="border: 1px solid black; padding: 5px;"> <p>(PS: I also served on the board of non-profit organization called TERRA Science and Education, which provides services to school. I and none of my relatives do not have any financial interest at Terra foundation as well)</p> </div>				

  
Signature

7-12-12  
Date

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

- 1. Trustee Name (print) Ahmet Ay
- 2. Charter School Name Syracuse Academy of Science Charter School
- 3. Charter Authorizer Entity \_\_\_\_\_
- 4. Home Address\* \_\_\_\_\_
- 5. Business Address\* \_\_\_\_\_
- 6. Daytime Phone\* \_\_\_\_\_
- 7. E-Mail Address\* \_\_\_\_\_

- 8. List all positions held on board (e.g., chair, treasurer, parent representative)  
Member  
Duty: Secretary

- 9. Is the trustee an employee of the school? \_\_\_Yes  No
- If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
\_\_\_\_\_

- 10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_Yes  No
- If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
\_\_\_\_\_

11. 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 2-4 above, 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>Please write "None" if applicable. Do not leave this space blank.</i>			
None	None	None	None

12. 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, 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**.

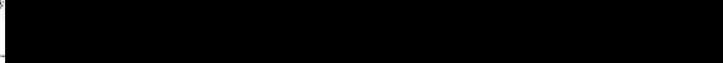
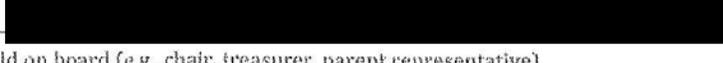
Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None	None	None	None	None

ahmed dy  
Signature

06/29/2012  
Date

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) Patricia Coban
2. Charter School Name Syracuse Academy of Science
3. Charter Authorizer Entity Board of Regents
4. Home Address\* 
5. Business Address\* 
6. Daytime Phone\* 
7. E-Mail Address\* 
8. List all positions held on board (e.g., chair, treasurer, parent representative)  
member

9. Is the trustee an employee of the school? \_\_\_ Yes  No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_ Yes  No

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

11. 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 2-4 above, 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>Please write "None" if applicable. Do not leave this space blank.</i>			
	<i>None</i>		

12. 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, 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.

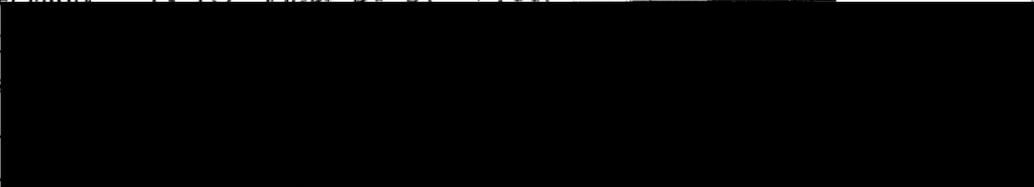
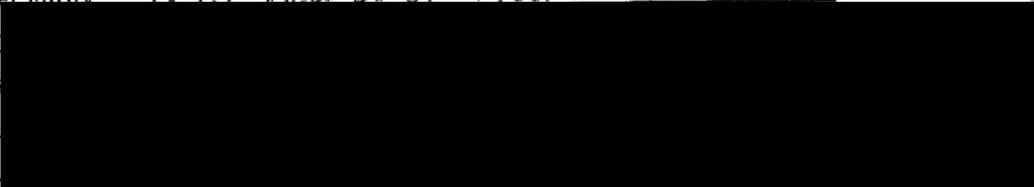
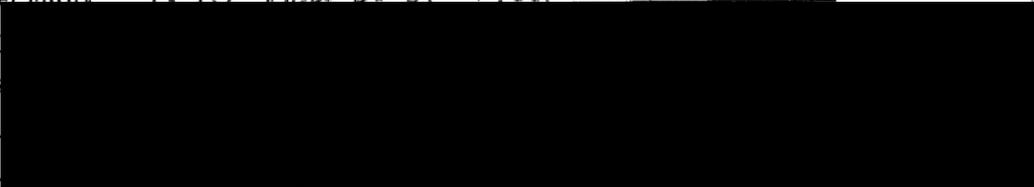
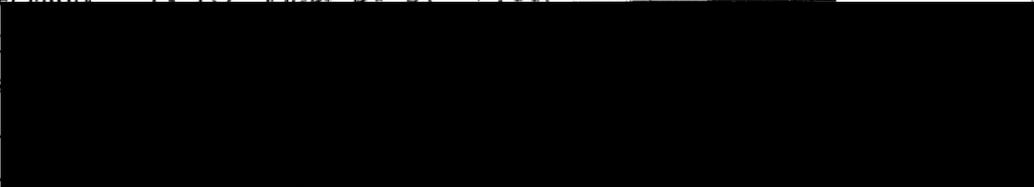
Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
	<i>None</i>			

  
Signature

*7/3/12*  
Date

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012

\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Reverend Sherman Dunmore
2. Charter School Name Synagogue Academy of Science
3. Charter Authorizer Entity NYS Board of Regents
4. Home Address\* 
5. Business Address 
6. Daytime Phone\* 
7. E-Mail Address\* 
8. List all positions held on board (e.g., chair, treasurer, parent representative)  
Community Trustee - Newark Reg.

9. Is the trustee an employee of the school?  Yes  No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?  Yes  No

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

11. 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 2-4 above, 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>Please write "None" if applicable. Do not leave this space blank.</i>			
N/A	N/A	N/A	N/A

12. 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, 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 and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
N/A	N/A	N/A	N/A	N/A

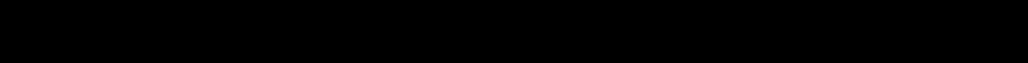
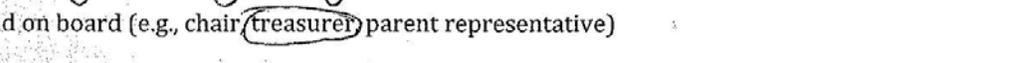
Signature 

Date 7/1/12

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012

\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

- 1. Trustee Name (print) Yildiray Yildirim
- 2. Charter School Name Syracuse Academy of Science
- 3. Charter Authorizer Entity New York State Board of Regents
- 4. Home Address\* 
- 5. Business Address\* 
- 6. Daytime Phone\* 
- 7. E-Mail Address\* 
- 8. List all positions held on board (e.g., chair, treasurer, parent representative)

9. Is the trustee an employee of the school? \_\_\_ Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?

Yes No

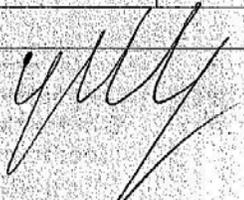
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. 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 2-4 above, 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>Please write "None" if applicable. Do not leave this space blank.</i> <b>NONE</b>			

12. 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, 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 and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> <b>NONE</b>				

Signature 

Date *July 5/2012*

**Appendix G: Board of Trustees Membership Table**

This Table is required of Board of Regents-authorized charter schools, and optional for charter schools authorized by other chartering entities.

List the board membership and the number of board members joining and leaving the board in the 2011-2012 school year.

<b>Current Board Members</b>					
<b>Trustee Name and Email Address</b>	<b>Position on the Board (e.g., Officers or constituent representatives)</b>	<b>Committee affiliation(s)</b>	<b>Voting Member (Yes/No)</b>	<b>Area of expertise, and/or additional role at school (parent, staff member etc.)</b>	<b>Number of terms served and length of each, including date of election and expiration</b>
Dr. Fehmi Damkaci	President	Academic Committee Lead	yes	Chemistry Professor	Elected from August 2006, to now.
Yildiray Yildirim	Treasurer	Financial Committee Lead	yes	Chair of Finance Department	Elected from February 2003, to now.
Sherman Dunmore	Trustee	Community and Academic	yes	Reverend	Elected from May 2006, to now.
Ahmet Ay	Secretary	Academic	yes	Biology and Mathematics Professor at Colgate	Elected from April 2012, to now.
Patricia Coban	Trustee	Academic	yes	Teacher	Elected from February 2003, to now.
<b>Total Members joining the board the 2011-2012 school year</b>					1
<b>Total Members departing the board during the 2011-2012 school year</b>					1

### **Appendix H: Enrollment and Retention Targets**

SASCS is located in and serves in an economically disadvantaged neighborhood, which also includes a number of refugee and immigrant communities. The school distributes flyers written in the native language of several of these immigrant communities (Bosnian, Spanish, and Russian).SASCS also completes a mass mailing of an English language flyer to all families in the local area.

Number of ELL, Special Ed., Free-Reduced Lunch Students					
	2007–08	2008–09	2009–10	2010–11	2011-12
ELL	14 (4%)	10 (3%)	14 (4%)	34 (7%)	32 (6%)
Special Education	27 (8%)	31 (9%)	24 (7%)	34 (7%)	43 (8%)
Free-Reduced Lunch	266 (77%)	235 (76%)	265 (78%)	286 (61%)	401 (71%)

The number of enrolled ELL, special education, and free-reduced lunch students are provided in the above table. SASCS has steady special education students enrolled throughout the years with 7-9% enrollment rate. We have been able increase the number of ELL students (up to 7%)with more aggressive advertisement within the new refugee and immigrant communities. We had steady numbers of free-reduced lunch students (around 77%) until opening K,1,2,5 and 6<sup>th</sup> grades, which have much lower numbers of free-reduced lunch students.

**2011-2012 Progress Toward Attainment of Academic Charter Goals**

Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
90% Pass English Regents	Regents scores	100% of 2012 graduates passed the English Regents	Met
90% Pass Math Regents	Regents scores	100% of 2012 graduates passed a Math Regents	Met
90% L2+L3+L4 in All 8th Grade State Exams	New York State Intermediate Assessments	97% of 8th grade L2+L3+L4 96% of 8th grade L2+L3+L4	Met
Yearly Progress on 8th Grade Math and ELA	New York State Intermediate Assessments		Met
Maintain low percentage of Dropouts	Dropout Rate	The dropout rate for 2011-12 was 3%.	Met
Maintain high attendance rate	Attendance rate	The attendance rate remained high in 2011-12: 95.8%	Met
Increase student performance through data analysis	Benchmark and Full Length Exam Analysis	<p>To improve student preparation for New York State assessments and teacher analysis of student readiness, SASCS continued Benchmark testing for all students in grades 5-12 in 2011-2012. Each core class instructor (for all ELA courses, math for grades 5-8, Algebra, Geometry, Algebra 2, Calculus, Earth Science, Biology, Chemistry, and all History courses) developed benchmark tests prepared with ExamView Software, which are given at the end of the first three quarters to students in grade 5-12. The benchmark tests assess units taught during the quarter, and the ExamView generated questions indicate which SED standard is being assessed for each question. In addition, full length practice exams are given and analyzed to ascertain each students' readiness and progress toward success on the SED exams.</p> <p>Curriculum coordinators provided reports to teachers and met with them to develop action plans and then check for alignment between action plans and lesson plans. Based on the data obtained from these assessments, SASCS began "from the ground up" method of improving performance by several measures, such as assisting grade 5-8 identified at risk students through push-in, pull-out and after school tutoring. The analysis of the full-length practice exams provides information about student progress within a year as well as their possible success at SED and Regents Exams.</p>	Met

<p>Increase parent involvement and awareness of academic progress</p>	<p>Progress report cards and database</p>	<p>SASCS continued the frequency of its student academic progress reporting in 2011-2012. Instead of the traditional five-week progress reports (two reports per quarter), SASCS sends, on the first Friday of every month a progress report, plus end-of-quarter progress reports (typically resulting in 4 reports home per quarter), which provides more frequent information to parents, particularly those who do not have Internet access, or are uncomfortable with accessing the database for information.</p> <p>Curriculum coordinators also regularly check for type and timeliness of data entry (grades) in database so that information reported to parents is current and accurate.</p>	<p>Met</p>
<p>Expose students to collegiate opportunities to motivate better academic performance</p>	<p>College visits</p>	<p>College guidance offers grade-level and small group college visits, and coaches and teachers escort students to college visits as well. In 2011-2012, SASCS personnel took our students to the following colleges for study sessions, fairs, tours, and interviews: Harvard, SUNY Cortland, SUNY Oswego, Yale, Buffalo State, University of Pennsylvania, Princeton University, Syracuse University, Le Moyne College, Bryant &amp; Stratton College, SUNY Cortland, University at Pennsylvania, University of Rochester, New York University, Moore College of Art Design, and Massachusetts Institute of Technology West Point, New Jersey IT, Albany College of Pharmacy &amp; Health, North American College, Niagara University, University at Buffalo, the NACAC National College Fair 2012 - (200 colleges), Princeton, and NYU</p>	<p>Met</p>
<p>Expose students to motivational speakers to encourage better academic performance</p>	<p>Number of speakers</p>	<p>In 2011-2012 SASCS brought in a number of community, academic and business leaders to speak to our students and encourage them to graduate from college and pursue excellence. Specifically, the speaking engagements have gravitated toward people from backgrounds similar to our students' upbringing. Most of the speakers included personal stories of meager beginnings but not shying away from responsibility and leadership roles. They have encouraged our students to do likewise. Speakers have included Syracuse Chief of Police Frank Fowler, Syracuse Mayor Stephanie Minor, Andrew Maxwell, Representatives of the US ROTC and US Naval Academy, Senator DeFrancisco, Senator Valesky, Meteorologists Wayne Mahar and Matt Stevens, DA Bill Fitzpatrick, Congresswoman Burkle, "Officer Friendly" , Ted &amp; Amy from radio 93Q, Assemblyman William Magnarelli, Representatives from the FBI, and the Syracuse Common Council, among many others.</p>	<p>Met</p>
<p>Increase academic</p>	<p>Continues at the elementary</p>	<p>Grades 2, and 5 were added to grades k, 1, and 6 already in place at the SASCS elementary building in</p>	<p>Partially met</p>

<p>readiness for grade levels</p>	<p>school</p>	<p>2011. The carefully selected and annually reviewed curriculum for the elementary grades, was expanded along with summative and formative assessment to gauge students' academic progress and readiness throughout the year. Observational Survey by Mary Clay (first grade only) and Fountas and Pinnell Benchmark System 2nd Edition for grades k,1 and were given 3 times during the year (end of September, January, and May).</p> <p>Grade 3 will be added in 2012-13 and grade 4 in 2013-14.</p> <p>SASCS received a \$25,000 grant from the Central New York Community Foundation, which the school matched to renovate the biology laboratory and provide new high-tech equipment for students in grades 8-12. Renovation will be completed during the 2012-13 school year.</p>	
<p>Provide real world experiences for students to increase their cultural understanding</p>	<p>Field trips</p>	<p>An important part of the program is a conscientious effort to integrate ELL students into the school community and locale so that the students make connections outside of their cultural boundaries. This integration is promoted through field trips that are geared at introducing aspects of American culture and functions to which they may not normally be In these and many other activities, ELL students are grouped with American students for more intimate interactions and opportunities to bond with a wider range of students.</p> <p>An important part of the special education program is to encourage resource students to reach outside their comfort zones socially and to go beyond what they may perceive to be their academic limitation. Several resource students participated in the SASCS' internal liberal arts fair competition, and science fair. Some resource and ELL students were selected to enter their projects at the Greater Syracuse Scholastic Science fair. To expand resource students' social boundaries, they take field trips that are geared at building elements of community and enjoyment into their academic careers. This year again, students traveled to Alexandria Bay and took a boat tour of the Thousand Islands region.</p> <p>All elementary classes took field trips at least twice each month to places such as Bridle Path Manor Horse Farm, Baltimore Woods Nature Center, Fort Stanwix, Onondaga Public Library, Rosamond Gifford Zoo, and many other locations and venues. Students were also visited by emergency medical workers and firemen who allowed students to explore their ambulance and fire engines.</p>	<p>Met</p>

		Junior high and high school students have field trip opportunities during the year, both during the school day and during school holidays. In 2011-12, 7-12 students travelled to Amsterdam, Washington DC, Florida, and Glenn Falls, NY for site-seeing and recreational purposes. During the school day, 10 <sup>th</sup> graders attended their annual outing to a live play at Syracuse's OnCenter.	

**FINANCIAL STATEMENTS**  
**SYRACUSE ACADEMY OF SCIENCE**  
**CHARTER SCHOOL**  
**JUNE 30, 2012 AND 2011**

# SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL

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DISCENZA  
CPAS

HELPING OUR CLIENTS'  
VISIONS ADD UP

## INDEPENDENT AUDITOR'S REPORT

To the Board of Directors  
Syracuse Academy of Science Charter School  
Syracuse, New York

We have audited the accompanying statement of financial position of Syracuse Academy of Science Charter School (a nonprofit organization) as of June 30, 2012 and 2011, 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, 2012 and 2011, 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 31, 2012 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.

*Testone, Marshall & Desonza LLP*

October 31, 2012  
Syracuse, New York

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**  
**STATEMENTS OF FINANCIAL POSITION**  
**JUNE 30, 2012 AND 2011**

	<b>2012</b>	<b>2011</b>
<b>ASSETS</b>		
<b>CURRENT ASSETS:</b>		
Cash and cash equivalents	\$ 1,622,540	\$ 1,860,444
Restricted cash - extraclassroom funds	9,477	1,726
State and federal aid receivable	258,014	92,831
Other receivables, net	4,070	119,308
Due from related party	12,000	-
Prepaid expenses	84,834	52,000
Total current assets	1,990,935	2,126,309
PROPERTY AND EQUIPMENT, NET	1,610,106	930,004
TOTAL	\$ 3,601,041	\$ 3,056,313
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable	\$ 124,304	\$ 27,555
Accrued liabilities	300,596	263,402
Extraclassroom funds	9,477	1,726
Deferred rent	162,749	-
Total current liabilities	597,126	292,683
UNRESTRICTED NET ASSETS	3,003,915	2,763,630
TOTAL	\$ 3,601,041	\$ 3,056,313

See Notes to Financial Statements

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**  
**STATEMENTS OF ACTIVITIES**  
**FOR THE YEARS ENDED JUNE 30, 2012 AND 2011**

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	<u>2012</u>	<u>2011</u>
Revenue, Gains, and Other Support:		
Public School Districts:		
Revenue, resident student enrollment	6,665,902	\$ 5,355,039
Revenue, students with disabilities	120,811	158,084
Other revenue from public school districts	26,396	21,051
State grants	5,340	3,218
Federal grants	436,057	451,616
Other income	55,643	33,250
Total revenues, gains and other support	<u>7,310,149</u>	<u>6,022,258</u>
Expenses:		
Program Expenses:		
Regular education	5,064,351	3,495,701
Special education	279,943	320,692
Total program expenses	<u>5,344,294</u>	<u>3,816,393</u>
Management and General	<u>1,725,570</u>	<u>1,236,519</u>
Total expenses	<u>7,069,864</u>	<u>5,052,912</u>
INCREASE IN UNRESTRICTED NET ASSETS	240,285	969,346
UNRESTRICTED NET ASSETS - BEGINNING OF YEAR	<u>2,763,630</u>	<u>1,794,284</u>
UNRESTRICTED NET ASSETS - END OF YEAR	<u>\$ 3,003,915</u>	<u>\$ 2,763,630</u>

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See Notes to Financial Statements

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**  
**STATEMENT OF FUNCTIONAL EXPENSES**  
**FOR THE YEAR ENDED JUNE 30, 2012**

	<b>2012</b>			
	<u>Regular Education</u>	<u>Special Education</u>	<u>Management and General</u>	<u>Total</u>
<b>Payroll and Related Expenses:</b>				
Salaries	\$2,260,222	\$ 185,772	\$ 650,201	\$3,096,195
Employee benefits and payroll taxes	573,176	47,110	164,886	785,172
Total payroll and related expenses	<u>2,833,398</u>	<u>232,882</u>	<u>815,087</u>	<u>3,881,367</u>
<b>Building Occupancy:</b>				
Board expenses	-	-	1,672	1,672
Occupancy	610,667	-	67,852	678,519
Equipment rental / lease	27,196	-	3,022	30,218
Total building occupancy	<u>637,863</u>	<u>-</u>	<u>72,546</u>	<u>710,409</u>
<b>Services:</b>				
Food	164,788	-	-	164,788
Insurance	11,140	-	39,497	50,637
Legal	-	-	44,956	44,956
Payroll	-	-	16,922	16,922
Total services	<u>175,928</u>	<u>-</u>	<u>101,375</u>	<u>277,303</u>
<b>Administrative:</b>				
Accounting / auditing fees	-	-	16,821	16,821
Fixed asset disposals	24,067	-	-	24,067
Field trip expense	33,669	-	-	33,669
Maintenance and repairs	44,355	-	296,838	341,193
Marketing	17,948	-	-	17,948
Other expenses	197,734	-	-	197,734
Printing	11,983	-	17,244	29,227
Postage and delivery	-	-	13,836	13,836
Retirement expense	154,091	12,665	44,328	211,084
Staff development	12,798	34,396	15,643	62,837
Staff recruitment	862	-	3,450	4,312
Supplies and materials	552,968	-	146,989	699,957
Telephone	12,553	-	20,481	33,034
Dues and subscriptions	-	-	10,598	10,598
Consulting fees	148,090	-	44,235	192,325
Travel	61,340	-	-	61,340
Utilities	-	-	90,021	90,021
Total administrative	<u>1,272,458</u>	<u>47,061</u>	<u>720,484</u>	<u>2,040,003</u>
Total expenses before depreciation	4,919,647	279,943	1,709,492	6,909,082
Depreciation	<u>144,704</u>	<u>-</u>	<u>16,078</u>	<u>160,782</u>
<b>TOTAL</b>	<u><b>\$5,064,351</b></u>	<u><b>\$ 279,943</b></u>	<u><b>\$1,725,570</b></u>	<u><b>\$7,069,864</b></u>

See Notes to Financial Statements

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**  
**STATEMENT OF FUNCTIONAL EXPENSES**  
**FOR THE YEAR ENDED JUNE 30, 2011**

	2011			
	<u>Regular Education</u>	<u>Special Education</u>	<u>Management and General</u>	<u>Total</u>
Payroll and Related Expenses:				
Salaries	\$1,717,867	\$ 239,560	\$ 520,328	\$2,477,755
Employee benefits and payroll taxes	457,350	42,631	132,906	632,887
Total payroll and related expenses	<u>2,175,217</u>	<u>282,191</u>	<u>653,234</u>	<u>3,110,642</u>
Building Occupancy:				
Board expenses	-	-	11,425	11,425
Occupancy	185,041	-	20,560	205,601
Equipment rental / lease	8,275	-	919	9,194
Total building occupancy	<u>193,316</u>	<u>-</u>	<u>32,904</u>	<u>226,220</u>
Services:				
Food	103,271	-	-	103,271
Insurance	8,383	-	29,723	38,106
Legal	-	-	13,058	13,058
Payroll	-	-	12,540	12,540
Total services	<u>111,654</u>	<u>-</u>	<u>55,321</u>	<u>166,975</u>
Administrative:				
Accounting / auditing fees	-	-	15,505	15,505
Field trip expense	17,242	-	-	17,242
Maintenance and repairs	32,248	-	215,813	248,061
Marketing	24,873	-	-	24,873
Other expenses	148,033	-	-	148,033
Printing	14,648	-	21,079	35,727
Postage and delivery	-	-	11,715	11,715
Retirement expense	137,231	20,490	41,926	199,647
Staff development	26,535	18,011	16,024	60,570
Staff recruitment	463	-	1,854	2,317
Supplies and materials	364,203	-	96,813	461,016
Telephone	5,959	-	9,723	15,682
Dues and subscriptions	-	-	11,535	11,535
Consulting fees	83,604	-	24,972	108,576
Travel	39,428	-	-	39,428
Bad debt expenses	-	-	14,651	14,651
Utilities	41,305	-	4,589	45,894
Total administrative	<u>935,772</u>	<u>38,501</u>	<u>486,199</u>	<u>1,460,472</u>
Total expenses before depreciation	3,415,959	320,692	1,227,658	4,964,309
Depreciation	<u>79,742</u>	<u>-</u>	<u>8,861</u>	<u>88,603</u>
TOTAL	<u>\$3,495,701</u>	<u>\$ 320,692</u>	<u>\$1,236,519</u>	<u>\$5,052,912</u>

See Notes to Financial Statements

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**  
**STATEMENTS OF CASH FLOWS**  
**FOR THE YEARS ENDED JUNE 30, 2012 AND 2011**

	<b>2012</b>	<b>2011</b>
Cash Flows from Operating Activities:		
Revenues from public school districts	\$ 6,916,347	\$ 6,054,979
Grant revenues	276,358	500,708
Miscellaneous sources	55,499	23,616
Payments to vendors for goods and services rendered	(2,776,984)	(1,852,188)
Payments to charter school personnel for services rendered	(3,844,173)	(3,036,615)
Net cash provided by operating activities	627,047	1,690,500
Cash Flows from Investing Activities:		
Purchase of equipment	(864,951)	(424,075)
Net Increase (Decrease) in Cash and Cash Equivalents	(237,904)	1,266,425
Cash and Cash Equivalents - Beginning of Year	1,860,444	594,019
Cash and Cash Equivalents - End of Year	\$ 1,622,540	\$ 1,860,444
Reconciliation of Increase in Net Assets to Net Cash Provided by Operating Activities:		
Increase in net assets	\$ 240,285	\$ 969,346
Adjustments to reconcile increase in net assets to net cash provided by operating activities:		
Depreciation	160,782	88,603
Loss on disposal of property and equipment	24,067	-
Bad debt expense	-	14,651
(Increase) decrease in assets:		
State and federal aid receivable	(165,183)	36,240
Other receivables	103,238	506,154
Prepaid expenses	(32,834)	(4,700)
Increase (decrease) in liabilities:		
Accounts payable	96,749	6,499
Accrued liabilities	199,943	74,027
Deferred revenue	-	(320)
Net cash provided by operating activities	\$ 627,047	\$ 1,690,500

See Notes to Financial Statements

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2012 AND 2011**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Nature of Activities**

Syracuse Academy of Science Charter School ( the “Academy”) 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 original charter was renewed in January 2008 for 4.5 years through June 30, 2012 for grades 7 through 12. This charter was revised on May 17, 2010 to include kindergarten through grade 6 through June 30, 2012. In 2012 the charter was again renewed for a five year period through June 30, 2017.

The Academy 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.

**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  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2012 AND 2011**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Income Tax Status**

The Syracuse Academy of Science Charter School is a not-for-profit organization exempt from income taxes on qualifying net income. The Academy 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 2009.

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.

**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**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2012 AND 2011**

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)**

**Other Receivable**

Other receivables 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, 2012 and 2011, the Academy had no allowance for doubtful accounts. If amounts become uncollectible, they will be charged to operations when that determination is made.

**Property and Equipment**

Property and equipment purchases are recorded at 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 the estimated useful lives of the related assets. Depreciation expense amounted to \$160,782 and \$88,603 for June 30, 2012 and 2011, respectively.

**Functional Allocation of Expenses**

The costs of providing the various programs have been summarized on a functional basis in the statement of functional expenses. 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.

**Subsequent Events**

The Academy has evaluated subsequent events through October 31, 2012, which is the date the financial statements were available to be issued.

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2012 AND 2011**

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**2. OTHER RECEIVABLES**

There was \$4,070 and \$119,308 of other receivables that related to Academy payments and tuition at June 30, 2012 and 2011, respectively.

The Academy grants credit to New York State and also public 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>2012</u>	<u>2011</u>
Equipment and furnishings	\$ 826,439	\$ 560,176
Reading books and textbooks	101,604	101,604
Leasehold improvements	931,268	516,725
Vehicles	49,993	26,597
Computer software and hardware	<u>264,914</u>	<u>173,707</u>
	2,174,218	1,378,809
Accumulated depreciation	<u>(564,112)</u>	<u>(448,805)</u>
	<u>\$ 1,610,106</u>	<u>\$ 930,004</u>

**4. COMMITMENTS**

The Academy leases space under two operating leases at separate locations. The first lease commenced in June 2011 for 15 years through April 2026 with a 4% annual escalation clause. The total monthly payment is \$22,000. The second lease commenced in August 2011 for fifteen years, with a 4 % annual escalation clause. The total monthly payment is \$20,417.

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 payments are \$487, \$303 and 2,391 expiring March 2013, February 2014 and October 2015, respectively.

(Continued)

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2012 AND 2011**

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**4. COMMITMENTS (CONT'D)**

The following is a schedule of future minimum lease payments as of June 30, 2012:

YEAR ENDING JUNE 30,	AMOUNT
2013	563,246
2014	581,752
2015	582,226
2016	595,569
2017	619,392
Thereafter	<u>6,777,470</u>
TOTAL	<u>\$ 9,719,655</u>

Rent expense amounted to \$678,519 and \$205,601 for years ending June 30, 2012 and 2011, 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 for employees who joined prior to July 27, 1976. For employees who joined the System after July 27, 1976 and prior to January 1, 2010, employees contribute 3% of their salary, except that employees in the System more than ten years are no longer required to contribute. For employees who joined after January 1, 2010, employees in NYSTRS contribute 3.5% throughout their active membership. Pursuant to Article 11 of the Education Law, the New York State Teachers' Retirement Board establishes rates annually for NYSTRS.

(Continued)

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2012 AND 2011**

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**5. RETIREMENT EXPENSE (CONT'D)**

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>
2011-2012	\$ 323,593
2010-2011	165,141
2009-2010	86,180

**6. TAX DEFERRED ANNUITY PLAN**

The Academy has 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. Plan expenses were \$2,665 and \$2,687 for the year ended June 30, 2012 and 2011, 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 are guaranteed by the Federal Deposit Insurance Corporation (FDIC). Throughout the year, the Academy's cash balances may exceed FDIC insured limits.

**Revenues**

The majority of the Academy's revenues are from New York State and public school districts within New York State. The Academy's support is, therefore, directly dependent on New York 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, 2012 and 2011, respectively. Any borrowings are secured by inventory, equipment, and deposit accounts. As of June 30, 2012 and 2011, there were no outstanding borrowings.

(Continued)

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2012 AND 2011**

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**9. RELATED PARTY**

The Academy began leasing office space from Terra Science and Education, Inc. ("Terra") during the year ended June 30, 2011. Terra has a common board member on both Terra's as well as the Academy Board of Trustees. This board member abstains from voting matters affecting both the Academy and Foundation. Total rent paid to Terra for the years ended June 30, 2012 and June 30, 2011 was \$678,519 and \$205,601 respectively. Amounts due from Terra amounted to \$12,000 at June 30, 2012. Terra also holds \$84,834 of security deposits due to the Academy at the termination of the building leases.



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**INDEPENDENT AUDITOR'S 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**

To the Board of Directors  
Syracuse Academy of Science  
Syracuse, New York

We have audited the financial statements of Syracuse Academy of Science (the "Academy") (a nonprofit organization) as of June 30, 2012 and 2011, and for the years then ended, and have issued our report thereon dated October 31, 2012. 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**

Management of the Academy is responsible for establishing and maintaining effective 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 Organization's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the 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, Board of Directors, and New York State Education Department, and is not intended to be and should not be used by anyone other than these specified parties.

*Testone, Marshall & Susenya LLP*

October 31, 2012  
Syracuse, New York