

School Information and Cover Page

School Name: Elmwood Village Charter School

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BEDS # 140600860896

District/CSD of Location: Buffalo

Charter authorizer: New York State Education Department

Chair, Board of Trustees: Elizabeth Evans

Date school first opened for instruction: September 2006

2010-11 Enrollment: 198

2010-11 Grades Served: K-6

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

John W. Sheffield  
Print Name, Head of Charter School

John W. Sheffield 7/26/11  
Signature and Date

Elizabeth Evans  
Print Name, President, Board of Trustees

Elizabeth Evans 7/26/11  
Signature and Date

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**New York State School Report Card**

<http://www.elmwoodvillageschool.org/documents/SchoolsReportCard.pdf>

## **Progress Toward Goal Attainment Elmwood Village Charter School**

In the fifth year of operation, the Elmwood Village Charter School continued to be a vibrant school community that met the academic and social needs of 200 students in the city of Buffalo. The school emphasizes social responsibility, arts integration, multi-culturalism, and community alliances, as well as academic performance. The school has 302 students on the waiting list for the upcoming school year and has a low student attrition rate , excluding the students who tested into City Honors, a premiere test-in school in Buffalo that serves grades 5-12, or whose families have moved out of the area. We have a relatively stable faculty with only one classroom teacher and one part-time special subject teacher leaving mid-year to pursue other avenues in their careers. Elmwood Village Charter School has an established and consistent administration and a steadfast board of trustees.

During our fifth year of operation, Elmwood Village Charter School continued to develop new and better techniques of using our data to drive instruction and to better prepare our students to meet and exceed the new and more rigorous Common Core Standards. The Administration increased the common planning time between support staff and classroom teachers, as well as having mentor teachers available for all staff on a more consistent basis. The Special Services Coordinator conducted professional development for all staff on the Response to Intervention (RTI) process, strategies and documentation, as well as how to use both formative and summative data to help develop targeted instruction for each individual child. Elmwood Village Charter School is extremely proud of the academic performance of its students, however it realizes that there is always room for reflection and improvement in all areas. The school nurtures all staff to be reflective daily and to use that reflection to help drive positive academic instruction. EVCS used a variety of assessments in the 2010-2011

school year, including DORA, DOMA, Lexia, DIBLES, Terra Nova, and programmatic assessments. Teachers met quarterly with mentors and the Administration of the school to discuss and reflect on the data provided by these assessments and to strategize how to best use this data to drive high-quality instruction.

The Terra Nova Tests were given in the fall and spring, and with the quick turn-around from CTB McGraw-Hill, we were able to have mentors and administrators meet with the teachers as soon as the scores returned. This helped the teachers to tailor their instruction to each individual child and also helped teachers see where they needed to make adjustments in instruction. This is demonstrated in the assessment data tables, showing an increase across all grade levels in Reading and Math.

The Everyday Mathematics Mid-Year Assessment is taken in February. The assessment helped teachers and support staff make academic decisions about what areas needed to be re-taught and where they could extend for the students who needed enrichment. We also used this assessment to reflect on our pacing of the Math curriculum, develop parallel tasks, and determine where exactly where each child needed more support.

Elmwood Village Charter School employs a full-time Title One Teacher and a highly qualified teacher assistant to deliver Academic Intervention Services to those students who were targeted through New York State Assessments, Terra Nova, DIBELS, the Everyday Mathematics Mid-Year Assessment, DORA/DOMA, and Lexia programs. The data from these assessments was used to help AIS staff pinpoint target areas. These programs were able to show where each student was progressing. The Title One staff is currently using a corrective reading program to address fluency and reading comprehension, and intensive math instruction through a combination of push-in and pull-out services. This year, Title I staff implemented a new early intervention program based on the Ready Recovery model to address

the needs of at-risk readers in the primary grades.

In collaboration with Medaille College, students who were identified through DIBELS and Terra Nova testing as having deficits in reading were offered an intensive reading clinic consisting of two after-school sessions each week for twenty weeks. We have seen progress with the students who attended this program, with both informal and formal assessments. Elmwood Village Charter School has also utilized a variety of community resources including Junior Achievement, a social worker from the county to work with fourth and fifth graders on conflict resolution, and a counselor from Catholic Charities to work with the at-risk students. Americorp and The Boys and Girls Club have also offered summer tutoring sessions for eligible students through their respective programs.

In the 2010-2011 school year, EVCS employed four special education teachers. Three out of four worked with only one grade level and the other special education teacher worked with two grade levels. We continued to provide professional development and support to both special education teachers and general education teachers to perfect co-teaching techniques in order to more efficiently meet the diverse needs of all of our students within the general education setting.

In the 2010-2011 school year, EVCS employed a certified ESL teacher to serve the needs of the increasing number of students with limited English proficiency. The number of students with limited English proficiency increased from 0% in 2009-2010 to 1.5% school-wide in 2010-2011, with 6% of the Kindergarten class receiving ESL services. Based on the home language survey that was distributed to all kindergartner students entering in 2011-2012, it is expected that this number will double in this upcoming year.

Our data has demonstrated that the longer students have been enrolled at Elmwood Village Charter School, the higher they perform on standardized tests and state assessments.

For the 2010-2011 school year, a plan had been put in place to assess all transfer students immediately upon entry into the school in order to develop individual learning plans for each student. This plan was adequately implemented for all grade levels, with the exception of fifth grade, where unfortunately we have the highest percentage of transfer students because of the exodus after fourth grade to City Honors, a premiere test-in school in Buffalo that serves grades 5-12. The plan was not properly implement on the fifth grade level because the classroom teacher left the school to return to district at a pivotal point in the process. Administration and teachers have been researching different assessments that will help us assess new students immediately and will also allow for more frequent progress monitoring. Such a program will be less teacher-dependent and allow for more continuity should a teacher leave or take ill during the course of the school year. Such a program will also allow us to better assess and monitor progress for students who enter the school at any point during the year.

Professional growth is a very important component of Elmwood Village Charter School, and is highly valued by the Board of Trustees, Administration, and staff of the school. The administration worked with the staff and the Board of Trustees to develop a comprehensive plan for professional development that was institutionalized in our charter renewal application. The plan includes goal setting based on assessment data and school expectations, progress monitoring toward goal attainment, classroom visitations, peer observations, data review meetings, mentor teachers, professional development seminars and workshops, and a summative evaluation of all staff members. In addition to the professional development workshops that were arranged by the Board of Trustees at the recommendation of the Director, all teachers and administrators participated in professional workshops on the new Common Core Standards. In addition, all members of the administrative team participated in professional workshops on the new standards for teaching and learning. Teachers and

administrators will continue to participate in professional workshops of this nature throughout the 2011-2012 school year, and teams have already been formed to apply this new information to curriculum development and curriculum alignment to correlate to the new Common Core Standards. Furthermore, the Director of the School is working with teachers and the Board of Trustees to align the school's professional development plan and evaluation criteria to the new standards for teaching. The Board of Trustees and the Administration are confident that EVCS will be prepared to implement the school improvement initiatives resulting from RttT.

It is anticipated that the results of the New York State ELA and Math Assessments will be released to schools on or around August 4, 2011. EVCS is already prepared to analyze the data and use it as part of our professional development during the last two weeks of August.

Elmwood Village Charter School is proud of what we have been able to accomplish. We recognize, however, that success does not happen by accident and it cannot be sustained with complacency. As an entire staff, we strive for a collaborative, reflective, and focused experience that will enable us to continue to meet the diverse needs of our students.

*Student Assessment Data  
New York State Assessment Results  
Grades 3 – 8 ELA and Math  
2010-11 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	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4		
<b>2010-11 – All Students</b>																										
<b>General Education Students</b>																										
<b>Special Education Students</b>																										
<b>2009-10 – All Students</b>	0	16	40	44	0	24	72	4	4	20	52	24	5	18	64	14										
<b>General Education Students</b>	0	5	45	50	0	18	77	5	0	15	55	30	5	15	65	15										
<b>Special Education Students</b>	0	100	0	0	0	67	33	0	20	40	40	0	0	50	50	0										
<b>2008-09 – All Students</b>	4	17	70	9	4	12	80	4	0	26	57	17	0	4	96	0										
<b>General Education Students</b>	0	6	83	11	0	10	86	5	0	17	67	17	0	0	100	0										
<b>Special Education Students</b>	20	60	20	0	25	25	50	0	0	60	20	20	0	25	75	0										
<b>2007-08 – All Students</b>	8	12	60	20	0	20	64	16	0	24	72	4														
<b>General Education Students</b>	10	5	60	25	0	14	71	14	0	15	80	5														
<b>Special Education Students</b>	0	40	60	0	0	50	25	25	0	60	40	0														
<b>2006-07 – All Students</b>	0	38	63	0	23	14	64	0																		
<b>General Education Students</b>	0	29	71	0	11	16	74	0																		
<b>Special Education Students</b>	0	100	0	0	100	0	0	0																		

Appendix A

*New York State Assessment Results*

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

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
<b>2010-11 – All Students</b>																								
<b>General Education Students</b>																								
<b>Special Education Students</b>																								
<b>2009-10 – All Students</b>	0	20	24	56	0	16	36	48	0	12	40	48	0	14	55	32								
<b>General Education Students</b>	0	14	23	64	0	9	41	50	0	5	40	55	0	10	55	35								
<b>Special Education Students</b>	0	67	33	0	0	67	0	33	0	40	40	20	0	50	50	0								
<b>2008-09 – All Students</b>	0	4	65	30	0	0	36	64	0	9	43	48	0	17	58	25								
<b>General Education Students</b>	0	0	61	39	0	0	33	67	0	6	39	56	0	15	55	30								
<b>Special Education Students</b>	0	20	80	0	0	0	50	50	0	20	60	20	0	25	75	0								
<b>2007-08 – All Students</b>	0	8	64	28	0	12	52	36	4	16	52	28												
<b>General Education Students</b>	0	5	65	30	0	10	52	38	0	10	55	35												
<b>Special Education Students</b>	0	20	60	20	0	25	75	0	20	40	40	0												
<b>2006-07 – All Students</b>	0	0	59	41	13	43	35	9																
<b>General Education Students</b>	0	0	53	47	11	37	42	11																
<b>Special Education Students</b>	0	0	100	0	25	75	0	0																

**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>2010-11</b>	3	67	33	0	0	3	67	33	0	0	0	0	0	0	0
	2009-10															
	2008-09															
	2007-08															
	2006-07															
<b>Reading &amp; Writing (Gr. K-1)</b>	<b>2010-11</b>	3	2	1	0	0	3	2	1	0	0	0	0	0	0	0
	2009-10															
	2008-09															
	2007-08															
	2006-07															
<b>Listening &amp; Speaking (Gr. 2-4)</b>	<b>2010-11</b>															
	2009-10															
	2008-09															
	2007-08															
	2006-07															
<b>Reading &amp; Writing (Gr. 2-4)</b>	<b>2010-11</b>															
	2009-10															
	2008-09															
	2007-08															
	2006-07															
<b>Listening &amp; Speaking (Gr. 5-6)</b>	<b>2010-11</b>															
	2009-10															
	2008-09															
	2007-08															
	2006-07															
<b>Reading &amp; Writing (Gr. 5-6)</b>	<b>2010-11</b>															
	2009-10															
	2008-09															
	2007-08															
	2006-07															

*Other Student Assessment Data*  
2010 - 11

Name of Test: Everyday Mathematics Mid-Year Assessment

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	# of Students with Passing Scores (Passing = 75% or above)
1 <sup>st</sup> Grade	2/9/11	26	0	0	0	26	96%
2 <sup>nd</sup> Grade	2/9/11	24	0	0	0	24	79%
3 <sup>rd</sup> Grade	2/9/11	25	0	0	0	25	68%
4 <sup>th</sup> Grade	2/9/11	25	0	0	0	25	72%
5 <sup>th</sup> Grade	2/9/11	23	0	0	0	23	26%
6 <sup>th</sup> Grade	2/9/11	25	0	0	0	25	76%

\* 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."

*Other Student Assessment Data*  
2010 - 11

Name of Test: Terra Nova

Subtest: Reading – Fall / Spring

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score M-NCE	Qualitative Level is an NCE of 50 or higher. Percent Attaining:	Growth of Students Falling Above an NCE of 50 or Higher
1 <sup>st</sup> Grade	9/22/10	26	0	0	0	26	56.2	62%	
1 <sup>st</sup> Grade	5/24/11	26	0	0	0	25	62.2	80%	Increase 18%
2 <sup>nd</sup> Grade	9/22/10	25	0	0	0	25	62.1	76%	
2 <sup>nd</sup> Grade	5/24/11	24	0	0	0	24	66.4	83%	Increase 7%
3 <sup>rd</sup> Grade	9/22/10	25	0	0	0	25	58.0	60%	
3 <sup>rd</sup> Grade	5/24/11	25	0	0	0	25	62.8	76%	Increase 16%
4 <sup>th</sup> Grade	9/22/10	25	0	0	0	25	68.7	80%	
4 <sup>th</sup> Grade	5/24/11	25	0	0	0	24	73.2	88%	Increase 8%
5 <sup>th</sup> Grade	9/22/10	24	0	0	0	24	47.3	54%	
5 <sup>th</sup> Grade	5/24/11	22	0	0	0	22	53.0	55%	Increase 1%
6 <sup>th</sup> Grade	9/22/10	25	0	0	0	25	58.4	76%	
6 <sup>th</sup> Grade	5/24/11	25	0	0	0	25	61.0	80%	Increase 4%

*Other Student Assessment Data*  
2010 - 11

Name of Test: Terra Nova

Subtest: Language – Fall / Spring

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score M-NCE	Qualitative Level is an NCE of 50 or higher. Percent Attaining:	Growth of Students Falling Above an NCE of 50 or Higher
1 <sup>st</sup> Grade	9/22/10	26	0	0	0	26	56.6	69%	
1 <sup>st</sup> Grade	5/24/11	26	0	0	0	25	59.1	60%	Decrease 9%
2 <sup>nd</sup> Grade	9/22/10	25	0	0	0	25	52.3	60%	
2 <sup>nd</sup> Grade	5/24/11	24	0	0	0	24	60.3	71%	Increase 11%
3 <sup>rd</sup> Grade	9/22/10	25	0	0	0	25	52.6	48%	
3 <sup>rd</sup> Grade	5/24/11	25	0	0	0	25	63.5	72%	Increase 24%
4 <sup>th</sup> Grade	9/22/10	25	0	0	0	25	68.5	80%	
4 <sup>th</sup> Grade	5/24/11	25	0	0	0	24	75.2	96%	Increase 16%
5 <sup>th</sup> Grade	9/22/10	24	0	0	0	24	48.0	50%	
5 <sup>th</sup> Grade	5/24/11	22	0	0	0	22	53.0	64%	Increase 14%
6 <sup>th</sup> Grade	9/22/10	25	0	0	0	25	58.4	84%	
6 <sup>th</sup> Grade	5/24/11	25	0	0	0	25	62.6	84%	Stayed Same

*Other Student Assessment Data*  
2010-11

Name of Test: Terra Nova

Subtest: Math – Fall / Spring

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score M-NCE	Qualitative Level is an NCE of 50 or higher. Percent Attaining:	Growth of Students Falling Above an NCE of 50 or Higher
1 <sup>st</sup> Grade	9/22/10	26	0	0	0	26	47.7	42%	
1 <sup>st</sup> Grade	5/24/11	26	0	0	1	25	56.0	60%	Increase 18%
2 <sup>nd</sup> Grade	9/22/10	25	0	0	0	25	49.0	48%	
2 <sup>nd</sup> Grade	5/24/11	24	0	0	0	24	53.2	54%	Increase 6%
3 <sup>rd</sup> Grade	9/22/10	25	0	0	0	25	55.7	56%	
3 <sup>rd</sup> Grade	5/24/11	25	0	0	0	25	58.3	56%	Stayed Same
4 <sup>th</sup> Grade	9/22/10	25	0	0	0	25	71.4	92%	
4 <sup>th</sup> Grade	5/24/11	25	0	0	1	24	75.9	96%	Increase 4%
5 <sup>th</sup> Grade	9/22/10	24	0	0	0	24	51.3	50%	
5 <sup>th</sup> Grade	5/24/11	22	0	0	0	22	55.8	68%	Increase 18%
6 <sup>th</sup> Grade	9/22/10	25	0	0	0	25	61.7	80%	
6 <sup>th</sup> Grade	5/24/11	25	0	0	0	25	63.1	88%	Increase 8%

*Other Student Assessment Data*  
2010-11

Name of Test: DIBELS

Subtest: Initial Sound Fluency

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (% at Low Risk / Benchmark)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	Sept. 2010	46	0	0	0	46	80%	N/A	N/A
Kindergarten	Jan. 2011	48	0	0	0	48	79%	N/A	N/A

Name of Test: DIBELS

Subtest: Letter Naming Fluency

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (% at Low Risk / Benchmark)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	Sept. 2010	46	0	0	0	46	89%	N/A	N/A
Kindergarten	Jan. 2011	48	0	0	0	48	92%	N/A	N/A
Kindergarten	June 2011	49	0	0	0	49	76%	N/A	N/A
1 <sup>st</sup> Grade	Sept. 2010	26	0	0	0	26	58%	N/A	N/A

*Other Student Assessment Data*  
2010-11

Name of Test: DIBELS

Subtest: Phoneme Segmentation

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (% at Low Risk / Benchmark)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	June 2011	48	0	0	0	48	81%	N/A	N/A
1 <sup>st</sup> Grade	Sept. 2010	26	0	0	0	26	92%	N/A	N/A
1 <sup>st</sup> Grade	Jan. 2011	26	0	0	0	26	96%	N/A	N/A
1 <sup>st</sup> Grade	June 2011	26	0	0	0	26	100%	N/A	N/A

Name of Test: DIBELS

Subtest: Nonsense Word Fluency

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (% at Low Risk / Benchmark)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	Jan. 2011	48	0	0	0	48	73%	N/A	N/A
Kindergarten	June 2011	49	0	0	0	49	84%	N/A	N/A
1 <sup>st</sup> Grade	Sept. 2010	26	0	0	0	26	69%	N/A	N/A
1 <sup>st</sup> Grade	Jan. 2011	26	0	0	0	26	50%	N/A	N/A
1 <sup>st</sup> Grade	June 2011	26	0	0	0	26	69%	N/A	N/A
2 <sup>nd</sup> Grade	Sept. 2010	24	0	0	0	24	75%	N/A	N/A

*Other Student Assessment Data*  
2010-11

Name of Test: DIBELS

Subtest: Oral Reading Fluency

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (% at Low Risk / Benchmark)	Qualitative Level and Percent Attaining**	Other ***
1 <sup>st</sup> Grade	Jan. 2011	26	0	0	0	26	81%	N/A	N/A
1 <sup>st</sup> Grade	June 2011	26	0	0	0	26	85%	N/A	N/A
2 <sup>nd</sup> Grade	Sept. 2010	24	0	0	0	24	79%	N/A	N/A
2 <sup>nd</sup> Grade	Jan. 2011	25	0	0	0	25	92%	N/A	N/A
2 <sup>nd</sup> Grade	June 2011	24	0	0	0	24	79%	N/A	N/A
3 <sup>rd</sup> Grade	Sept. 2010	25	0	0	0	25	72%	N/A	N/A
3 <sup>rd</sup> Grade	Jan. 2011	25	0	0	0	25	72%	N/A	N/A
3 <sup>rd</sup> Grade	June 2011	25	0	0	0	25	60%	N/A	N/A
4 <sup>th</sup> Grade	Sept. 2010	25	0	0	0	25	84%	N/A	N/A
4 <sup>th</sup> Grade	Jan. 2011	25	0	0	0	25	84%	N/A	N/A
4 <sup>th</sup> Grade	June 2011	25	0	0	0	25	84%	N/A	N/A
5 <sup>th</sup> Grade	Sept. 2010	24	0	0	0	24	54%	N/A	N/A
5 <sup>th</sup> Grade	Jan. 2011	23	0	0	0	23	57%	N/A	N/A
5 <sup>th</sup> Grade	June 2011	21	0	0	0	21	57%	N/A	N/A
6 <sup>th</sup> Grade	Sept. 2010	25	0	0	0	25	84%	N/A	N/A
6 <sup>th</sup> Grade	Jan. 2011	25	0	0	0	25	68%	N/A	N/A
6 <sup>th</sup> Grade	June 2011	24	0	0	0	24	71%	N/A	N/A

Elmwood Village Charter School (EVCS)

Progress Toward Goal Attainment

**Absolute Goals:**

<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>
EVCS will decrease the number of continuously enrolled students at Level 1 by 10% on the required ELA state assessments each year.		NYS ELA Assessment		
EVCS will decrease the number of continuously enrolled students at Level 1 by 10% on the required Math state assessments each year.		NYS Math Assessment		
EVCS will increase the number of continuously enrolled students at Level 3 by 10% on the required ELA state assessments each year.		NYS ELA Assessment		
EVCS will increase the number of continuously enrolled students at Level 3 by 10% on the required Math state assessments each year.		NYS Math Assessment		
EVCS will increase its scores accordint to the Commissioner's Performance Index for AYP each year.		NYS Assessments		

<p>Students who do not participate in the NYS assessment exams because of IEP prescriptions will demonstrate continuous yearly improvement on those tests and assessments taken in accordance with their IEP's.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>Elmwood Village Charter School did not have any special education students this year, that were exempted from the NYS Assessments.</p>
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**Comparative Goals:**

<p>By the end of the 2<sup>nd</sup> full charter term, students in grade 3 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS ELA assessments for their grade level.</p>				
<p>By the end of the 2<sup>nd</sup> full charter term, students in grade 4 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS ELA assessments for their grade level.</p>				
<p>By the end of the 2<sup>nd</sup> full charter term, students in grade 5 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS</p>				

<p>ELA assessments for their grade level.</p>				
<p>By the end of the 2<sup>nd</sup> full charter term, students in grade 6 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS ELA assessments for their grade level.</p>				
<p>By the end of the 2<sup>nd</sup> full charter term, students in grade 7 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS ELA assessments for their grade level.</p>	N/A	N/A	N/A	<p>Elmwood Village Charter School is currently expanding. We did not have a 7<sup>th</sup> grade this year. Grade 7 will be added this upcoming year 2011-2012.</p>
<p>By the end of the 2<sup>nd</sup> full charter term, students in grade 8 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS ELA assessments for their grade level.</p>	N/A	N/A	N/A	<p>Elmwood Village Charter School is currently expanding. We did not have an 8<sup>th</sup> grade this year. Grade 8 will be added in the 2012-2013 school year.</p>
<p>By the end of the 2<sup>nd</sup> full charter term, students in grade 3 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS Math assessments for</p>				

their grade level.				
By the end of the 2 <sup>nd</sup> full charter term, students in grade 4 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS Math assessments for their grade level.				
By the end of the 2 <sup>nd</sup> full charter term, students in grade 5 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS Math assessments for their grade level.				
By the end of the 2 <sup>nd</sup> full charter term, students in grade 6 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS Math assessments for their grade level.				
By the end of the 2 <sup>nd</sup> full charter term, students in grade 7 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS Math assessments for their grade level.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have a 7 <sup>th</sup> grade this year. Grade 7 will be added this upcoming year 2011-2012.

<p>By the end of the 2<sup>nd</sup> full charter term, students in grade 8 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS Math assessments for their grade level.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>Elmwood Village Charter School is currently expanding. We did not have an 8<sup>th</sup> grade this year. Grade 8 will be added in the 2012-2013 school year.</p>
<p>By the end of the 2<sup>nd</sup> full charter term, students in grade 3 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS ELA assessments.</p>				
<p>By the end of the 2<sup>nd</sup> full charter term, students in grade 4 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS ELA assessments.</p>				
<p>By the end of the 2<sup>nd</sup> full charter term, students in grade 5 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS ELA assessments.</p>				
<p>By the end of the 2<sup>nd</sup> full charter term, students in grade 6 who have been continuously enrolled at</p>				

EVCS will meet or exceed the State average in proficiency on NYS ELA assessments.				
By the end of the 2 <sup>nd</sup> full charter term, students in grade 7 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS ELA assessments.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have a 7 <sup>th</sup> grade this year. Grade 7 will be added this upcoming year 2011-2012.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 8 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS ELA assessments.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have an 8 <sup>th</sup> grade this year. Grade 8 will be added in the 2012-2013 school year.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 3 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Math assessments.				
By the end of the 2 <sup>nd</sup> full charter term, students in grade 4 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Math assessments.				
By the end of the 2 <sup>nd</sup> full				

charter term, students in grade 5 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Math assessments.				
By the end of the 2 <sup>nd</sup> full charter term, students in grade 6 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Math assessments.				
By the end of the 2 <sup>nd</sup> full charter term, students in grade 7 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Math assessments.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have a 7 <sup>th</sup> grade this year. Grade 7 will be added this upcoming year 2011-2012.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 8 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Math assessments.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have an 8 <sup>th</sup> grade this year. Grade 8 will be added in the 2012-2013 school year.
By the end of the 2 <sup>nd</sup> full charter term, students who have been continuously enrolled at EVCS will meet or exceed the State average in	100% in Levels 3 & 4. 20% - Proficient 80% - Mastery	NYS Science Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the renewed charter. EVCS will strive to maintain this goal during the period of this charter term.

proficiency on NYS Science assessments.				
By the end of the 2 <sup>nd</sup> full charter term, students who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Social Studies assessments.	95% of the students received 75% or above.	School Assessment based on NYS Social Studies Standards		State Average Not Available

**Growth Goals:**

75% of the students in grade 3 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS ELA assessment.				
75% of the students in grade 4 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS ELA assessment.				
75% of the students in grade 5 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS ELA assessment.				
75% of the students in grade 6 who are continuously enrolled at EVCS will maintain a Level				

2/10

3 or increase to a Level 4 on the NYS ELA assessment.				
75% of the students in grade 7 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS ELA assessment.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have a 7 <sup>th</sup> grade this year. Grade 7 will be added this upcoming year 2011-2012.
75% of the students in grade 8 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS ELA assessment.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have an 8 <sup>th</sup> grade this year. Grade 8 will be added in the 2012-2013 school year.
75% of the students in grade 3 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS Math assessment.				
75% of the students in grade 4 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS Math assessment.				
75% of the students in grade 5 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS Math				

assessment.				
75% of the students in grade 6 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS Math assessment.				
75% of the students in grade 7 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS Math assessment.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have a 7 <sup>th</sup> grade this year. Grade 7 will be added this upcoming year 2011-2012.
75% of the students in grade 8 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS Math assessment.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have an 8 <sup>th</sup> grade this year. Grade 8 will be added in the 2012-2013 school year.

**Other Goals:**

Once enrolled in EVCS, 80% of students will re-enroll for the following year, as measured by yearly enrollment data.	86% of the students are returning.	Yearly Enrollment Data	Yes	Of the 14% of students not returning, 43% tested into City Honors, 21% moved out of the area, 3.5% received scholarships to private schools, and 3.5% tested into the Arts Academy. Discounting students who were admitted into City Honors and students who moved out of the area, student attrition would have been only 5%.
80% of responding parents will report they are satisfied with EVCS, as measured by an annual survey.	98.9% of responding parents report that they are satisfied with EVCS.	Annual Parent Survey	Yes	

*Appendix B: Instructional Timetable*

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

<b>2010-11 Instructional Time</b>	
Total number of instructional days for the 2010-11 school year	185
First and last day of the 2010-11 school year	9/1/10 – 6/23/11
Length of school day (please note if schedule varies throughout the week or the year)	7 hrs.

Appendix C  
Elmwood Village Charter School  
Total Expenditures and Administrative Expenditures per Child  
6/30/2011

<u>Total Expenditures per Child</u>	<u>\$ 9,955</u>
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(Note - above number does not include capital expenditures or debt service. If these were included the Expenditures per Child would be \$11,530)

<u>Total Administrative Expenditures per Child</u>	<u>\$ 4,204</u>
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**DRAFT**

**ELMWOOD VILLAGE CHARTER SCHOOL  
FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2011**



**KIRISITS & ASSOCIATES**  
CPAS, PLLC  
CERTIFIED PUBLIC ACCOUNTANTS

ACCOUNTANT'S COMPILATION REPORT

The Board of Directors  
Elmwood Village Charter School  
Buffalo, New York

We have compiled the accompanying balance sheet of Elmwood Village Charter School as of June 30, 2011, and the related statement of activities for the year then ended (historical and budgeted). We have not audited or reviewed the accompanying financial statements and, accordingly, do not express an opinion or provide any assurance about whether the financial statements are in accordance with accounting principles generally accepted in the United States of America. The budgeted statement of activities information for the year ended June 30, 2011, is presented for supplementary analysis purposes only.

Management is responsible for the preparation and fair presentation of the financial statements and supplementary budgeted information in accordance with accounting principles generally accepted in the United States of America and for designing, implementing, and maintaining internal control relevant to the preparation and fair presentation of the financial statements and the supplementary budgeted information.

Our responsibility is to conduct the compilation in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants. The objective of the compilation is to assist management in presenting financial information in the form of financial statements and supplementary budgeted information without undertaking to obtain or provide any assurance that there are no material modifications that should be made to the financial statements and supplementary budgeted information.

The accompanying annual budget of Elmwood Village Charter School for the year ending June 30, 2011 has not been compiled or examined by us, and accordingly, we do not express an opinion or any other form of assurance on it.

Management has elected to omit substantially all of the disclosures and the statement of cash flows required by accounting principles generally accepted in the United States of America. If the omitted disclosures and statement of cash flows were included in the financial statements, they might influence the user's conclusions about the organization's financial position, results of operations, and cash flows. Accordingly, these financial statements are not designed for those who are not informed about such matters.

**DRAFT**

July 21, 2011

Elmwood Village Charter School

Balance Sheet

June 30, 2011

(See accountants' report)

**DRAFT**

**ASSETS**

Cash	\$	1,736,837.06
Receivables		8,537.28
Prepaid expenses		25,850.87
Property and equipment, net		207,680.84
Rental deposit		<u>23,075.00</u>
Total Assets	\$	<u>2,001,981.05</u>

**LIABILITIES AND NET ASSETS**

Liabilities:

Accounts payable	\$	79,285.02
Line of credit		0.00
Accrued expenses		190,306.34
Deferred revenue		0.00
Refundable grants		<u>0.00</u>
Total Liabilities		<u>269,591.36</u>

Net Assets:

Unrestricted		1,732,389.69
Temporarily restricted		<u>0.00</u>
Total Net Assets		<u>1,732,389.69</u>

Total Liabilities and Net Assets	\$	<u>2,001,981.05</u>
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**Elmwood Village Charter School**  
**Statement of Activities**  
**For the year ended June 30, 2011 (Historical and Budgeted)**  
(See accountants' report)

**DRAFT**

	YTD Actual	YTD Budget	Favorable (Unfavorable) Variance	Annual Budget
Change in unrestricted net assets:				
Revenue and support:				
State Aid	\$ 2,366,284.45	\$ 2,085,800.00	\$ 280,484.45	\$ 2,085,800.00
Special education	158,640.92	107,900.00	50,740.92	107,900.00
Federal grants	76,044.60	76,000.00	44.60	76,000.00
Contributions	9,765.51	0.00	9,765.51	0.00
Interest Income	4,493.87	2,200.00	2,293.87	2,200.00
Field trips	2,097.95	0.00	2,097.95	0.00
Fundraising income	32,553.23	20,000.00	12,553.23	20,000.00
Other Income	9,654.53	0.00	9,654.53	0.00
Total revenue and support	<u>2,659,535.06</u>	<u>2,291,900.00</u>	<u>367,635.06</u>	<u>2,291,900.00</u>
Expenses				
Instructional:				
Instructional salaries	654,681.86	637,200.00	(17,481.86)	637,200.00
Food service	9,947.22	14,200.00	4,252.78	14,200.00
Instructional materials	28,675.98	32,000.00	3,324.02	32,000.00
Classroom supplies	15,416.97	30,000.00	14,583.03	30,000.00
Field trips	12,862.62	13,000.00	137.38	13,000.00
Special education	248,487.60	223,000.00	(25,487.60)	223,000.00
Student services	786.06	1,000.00	213.94	1,000.00
Transportation	0.00	0.00	0.00	0.00
Uniforms	0.00	0.00	0.00	0.00
Student testing and assessment	10,976.40	13,000.00	2,023.60	13,000.00
Conferences	233.85	0.00	(233.85)	0.00
Total instructional	<u>982,068.56</u>	<u>963,400.00</u>	<u>(18,668.56)</u>	<u>963,400.00</u>
Administrative:				
Administrative salaries	175,817.01	159,020.00	(16,797.01)	159,020.00
Staff development	7,475.86	22,000.00	14,524.14	22,000.00
Consultants	9,438.50	10,000.00	561.50	10,000.00
Dues and memberships	2,883.00	3,600.00	717.00	3,600.00
Recruitment	2,846.00	3,000.00	154.00	3,000.00
Meetings	0.00	0.00	0.00	0.00
Total administrative	<u>198,460.37</u>	<u>197,620.00</u>	<u>(840.37)</u>	<u>197,620.00</u>
Maintenance:				
Maintenance salaries	59,166.33	55,900.00	(3,266.33)	55,900.00
Contracted services	1,524.55	0.00	(1,524.55)	0.00
Custodial supplies	13,824.90	40,060.00	26,235.10	40,060.00
Equipment repair	27,388.29	20,600.00	(6,788.29)	20,600.00
Total maintenance	<u>101,904.07</u>	<u>116,560.00</u>	<u>14,655.93</u>	<u>116,560.00</u>
General:				
Payroll taxes	84,787.17	103,500.00	18,712.83	103,500.00
Employee benefits	162,080.61	190,000.00	27,919.39	190,000.00
Pension expense	68,461.38	76,500.00	8,038.62	76,500.00
Occupancy	228,633.66	230,900.00	2,266.34	230,900.00
Utilities	47,127.57	53,000.00	5,872.43	53,000.00
Insurance	33,284.79	42,200.00	8,915.21	42,200.00
Office supplies	11,934.33	10,000.00	(1,934.33)	10,000.00
Telephone	5,900.92	7,000.00	1,099.08	7,000.00
Technology	24,821.38	20,000.00	(4,821.38)	20,000.00
Postage	2,099.89	1,600.00	(499.89)	1,600.00
Administrative printing	663.99	1,500.00	836.01	1,500.00
Advertising & marketing	778.90	1,200.00	421.10	1,200.00
Contracted services	6,271.80	6,000.00	(271.80)	6,000.00
Professional fees	88,148.31	53,140.00	(35,008.31)	53,140.00
Depreciation & amortization	59,086.51	127,100.00	68,013.49	127,100.00
Miscellaneous	6,413.11	3,900.00	(2,513.11)	3,900.00
Fundraising expense	11,612.82	5,000.00	(6,612.82)	5,000.00
Interest expense	2,868.02	81,675.00	78,806.98	81,675.00
Total general	<u>844,975.16</u>	<u>1,014,215.00</u>	<u>169,239.84</u>	<u>1,014,215.00</u>
Total expenses	<u>2,127,408.16</u>	<u>2,291,795.00</u>	<u>164,386.84</u>	<u>2,291,795.00</u>
Change in net assets \$	<u>\$ 532,126.90</u>	<u>\$ 105.00</u>	<u>\$ 532,021.90</u>	<u>\$ 105.00</u>
Net assets - beginning	<u>1,200,262.79</u>			
Net assets - ending \$	<u>1,732,389.69</u>			

FINAL  
Approved by BOT on 4/27/11

## Elmwood Village Charter School Operating Budget - Assumptions July 1, 2011 - June 30, 2012

<b>1 )</b>	<b>School District Payments - State Aid</b>		
		Per Student	\$ 12,005
		Enrollment	250
			3,001,250
	Enrollment projection:		
		K	50
		1st grade	50
		2nd grade	25
		3rd grade	25
		4th grade	25
		5th grade	25
		6th grade	25
		7th grade	25
			250
<b>2 )</b>	<b>Grants:</b>		
	Title I Grants		70,000
	Title II a		8,600
			78,600
<b>3 )</b>	<b>Special education</b>		
	Public Excess Cost Charge:		
		Number of students	7.00
		Weight	0.9
		Number of students	5.00
		Weight	1.65
		District's AOE/TAPU	8,868
		District's Public Excess Cost Ratio	0.836
			107,900
<b>4 )</b>	<b>Fundraising</b>	Income - projected	20,000
		Estimated expense	(5,000)
			15,000
<b>5 )</b>	<b>Field trips</b>	Collect \$0 per student (recorded in revenue)	-
		Cost of \$62.50 per student (recorded in expense)	(15,750)
			(15,750)
<b>6 )</b>	<b>Interest income:</b>	Estimate =	\$ 2,200
<b>7 )</b>	<b>Salaries:</b>		
	Instructional Salaries		659,400
	Instructional Aides		166,550
	Special Ed salaries		253,500
	Professional		78,400
	Food Service		26,000
	Administration		223,980
	Maintenance		76,500
			1,484,330

**Elmwood Village Charter School  
Operating Budget - Assumptions  
July 1, 2011 - June 30, 2012**

<b>8 )</b>	<b>Instructional consultants</b>								
		Americorps - paid directly to Americorps							41,500
		Outsourced dance instruction							15,000
									56,500
<b>9 )</b>	<b>Payroll taxes:</b>					Total salaries X			10.5%
<b>10 )</b>	<b>Health Ins:</b>								
		Health insurance is provided for all full-time personnel.							
						# of		Health ins \$	
						Empl		Per month	
		Increase in health ins	20.00%		Family	15	X	1,330	239,400
		EVCS contributing	\$ 1,040 /mo		Emp contr		X	(200)	(36,000)
					Single	20	X	500	120,000
					Buy-Out	4	X	2,000	8,000
				Total		39			331,400
<b>11 )</b>	<b>Pension: NYSTRS</b>								12.00%
<b>12 )</b>	<b>Nursing services</b>		\$40/hr X 2 hrs/day						located in salaries
			Supplies						1,000
									1,000
<b>13 )</b>	<b>Special ed coord</b>		\$65/hr X 2 hrs/day						located in salaries
<b>14 )</b>	<b>Special Education Services</b>								
			RR provided by EVCS SPED teacher.						32,000
			All Speech & OT services are provided directly by BPS.						32,000
			504 Services/contracts						6,000
									70,000
<b>15 )</b>	<b>Educational materials</b>								
			Books						30,000
			Classroom paper & supplies						30,000
									60,000
<b>16 )</b>	<b>Student testing &amp; assessment</b>		\$65 per student						16,250
<b>17 )</b>	<b>Professional development</b>								
			Staff development						10,000
			Travel & conferences						10,000
									20,000
<b>18 )</b>	<b>Consultants</b>								
			Consultants						10,000
									10,000
<b>19 )</b>	<b>Rent</b>		Per contact with Savarino						241,100
						Additional rent			14,400
			Interim space - (est \$12/sq ft - 3,240 sq ft)						38,880





FINAL  
Approved by BOT on 4/27/11

Elmwood Village Charter School									
Operating Budget - Assumptions									
July 1, 2011 - June 30, 2012									
			Security system						1,000
			Lunchroom equip						1,000
			Computer equip						4,500
			Computers - Teachers						1,500
									90,000

FINAL

Approved by BOT on 4/27/11

## Elmwood Village Charter School

## Projected Operating Budget

July 1, 2011 - June 30, 2012

	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	Total
<b>Revenue</b>													
School District Payments (State Aid)	-		300,125	300,125	300,125	300,125	300,125	300,125	300,125	300,125	300,125	300,125	3,001,250
Grants - Federal, State & Private			7,860	7,860	7,860	7,860	7,860	7,860	7,860	7,860	7,860	7,860	78,600
Special Education	-	-	10,790	10,790	10,790	10,790	10,790	10,790	10,790	10,790	10,790	10,790	107,900
Fundraising	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,630	20,000
Field trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest income	180	180	180	180	180	180	180	180	180	180	180	220	2,200
Other income													-
<b>Total Revenue</b>	<b>1,850</b>	<b>1,850</b>	<b>320,625</b>	<b>3,209,950</b>									
<b>Expenses</b>													
<b>Instructional:</b>													
Instructional salaries	-	31,401	62,802	62,802	62,802	62,802	62,802	62,802	62,802	62,802	62,802	62,781	659,400
Instructional aides	-	7,931	15,863	15,863	15,863	15,863	15,863	15,863	15,863	15,863	15,863	15,852	166,550
Professional salaries	-	3,734	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,463	78,400
Instructional consultants			5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	5,650	56,500
Student services - nursing			100	100	100	100	100	100	100	100	100	100	1,000
Spec Ed salaries		12,072	24,142	24,142	24,142	24,142	24,142	24,142	24,142	24,142	24,142	24,150	253,500
Special Ed services			7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	70,000
Food service aide	-	1,238	2,477	2,477	2,477	2,477	2,477	2,477	2,477	2,477	2,477	2,469	26,000
Educational materials	36,700	10,630	9,730	1,210	-	-	-	-	-	-	960	770	60,000
Library books	1,000	1,000	-	-	-	-	-	-	-	-	-	-	2,000
Student testing & assessment	-	-	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	16,250
Field trips @ \$55 per student	-		1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,530	15,750
<b>Administrative:</b>													
Salaries	18,670	18,670	18,670	18,670	18,670	18,670	18,670	18,670	18,670	18,670	18,670	18,610	223,980
Staff Recruitment	500	500	-	-	-	-	-	-	-	-	-	-	1,000
Student recruitment	1,000	1,000											2,000
Professional Development	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,630	20,000
Consultants	830	830	830	830	830	830	830	830	830	830	830	870	10,000
Dues & Memberships	300	300	300	300	300	300	300	300	300	300	300	300	3,600
Board Development	170	170	170	170	170	170	170	170	170	170	170	130	2,000
<b>Maintenance:</b>													
Maintenance salary	6,370	6,370	6,370	6,370	6,370	6,370	6,370	6,370	6,370	6,370	6,370	6,430	76,500
Bldg maint & other occupancy	450	450	450	450	450	450	450	450	450	450	450	450	5,400
Contracted services	790	790	790	790	790	790	790	790	790	790	790	810	9,500
Custodial supplies	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,070	13,500
Equipment repair	2,390	2,390	2,390	2,390	2,390	2,390	2,390	2,390	2,390	2,390	2,390	2,330	28,620
<b>General:</b>													
Payroll taxes	9,920	10,050	12,080	12,460	12,010	12,330	13,280	14,150	19,810	13,260	13,330	13,220	155,900
Health Insurance	27,620	27,617	27,617	27,617	27,617	27,617	27,617	27,617	27,617	27,617	27,617	27,610	331,400
Pension	2,240	8,410	14,580	14,580	14,580	14,580	14,580	14,580	14,580	14,580	14,580	14,530	156,400

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FINAL

Approved by BOT on 4/27/11

**Elmwood Village Charter School**  
**Projected Operating Budget**  
**July 1, 2011 - June 30, 2012**

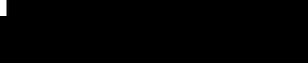
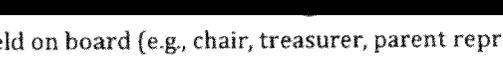
	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	Total
Rent	24,530	24,530	24,530	24,530	24,530	24,530	24,530	24,530	24,530	24,530	24,530	24,550	294,380
Utilities	4,900	4,250	4,410	3,120	690	5,030	6,740	7,060	5,200	4,530	3,310	3,760	53,000
Insurance	4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	49,680
Office supplies & expense	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,580	1,620	19,000
Equipment maintenance	330	330	330	330	330	330	330	330	330	330	330	370	4,000
Postage	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Printing	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Advertising & marketing	330	330	330	330	330	330	330	330	330	330	330	370	4,000
Telephone	830	830	830	830	830	830	830	830	830	830	830	870	10,000
Technology	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,670	1,630	20,000
Contracted services (copier lease)	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Professional Fees	5,560	5,560	5,560	5,560	5,560	5,560	5,560	5,560	5,560	5,560	5,560	5,510	66,670
Payroll processing fees	120	120	120	120	120	120	120	120	120	120	120	80	1,400
Miscellaneous	170	170	170	170	170	170	170	170	170	170	170	130	2,000
Bank charges	40	40	40	40	40	40	40	40	40	40	40	60	500
Fundraising	420	420	420	420	420	420	420	420	420	420	420	380	5,000
Depreciation	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Building depreciation	5,590	5,590	5,590	5,590	5,590	5,590	5,590	5,590	5,590	5,590	5,590	5,570	67,060
Interest expense	280	280	280	280	280	280	280	280	280	280	280	220	3,300
Interest expense - Building	6,530	6,530	6,530	6,530	6,530	6,530	6,530	6,530	6,530	6,530	6,530	6,545	78,375
<b>Total expenses</b>	<b>175,270</b>	<b>211,223</b>	<b>288,513</b>	<b>279,083</b>	<b>274,993</b>	<b>279,653</b>	<b>282,313</b>	<b>283,503</b>	<b>287,303</b>	<b>280,083</b>	<b>279,893</b>	<b>279,685</b>	<b>3,201,515</b>
<b>Increase in net assets</b>	<b>(173,420)</b>	<b>(209,373)</b>	<b>32,112</b>	<b>41,542</b>	<b>45,632</b>	<b>40,972</b>	<b>38,312</b>	<b>37,122</b>	<b>33,322</b>	<b>40,542</b>	<b>40,732</b>	<b>40,940</b>	<b>8,435</b>
	<b>(173,420)</b>	<b>(382,793)</b>	<b>(350,681)</b>	<b>(309,139)</b>	<b>(263,507)</b>	<b>(222,535)</b>	<b>(184,223)</b>	<b>(147,101)</b>	<b>(113,779)</b>	<b>(73,237)</b>	<b>(32,505)</b>	<b>8,435</b>	
<b>Cash Flow</b>													
<b>Add: Non-Cash Expenditures &amp; Proceeds from Line of Credit</b>													
State Aid cash payments	500,208		500,208		500,208		500,208		500,208		500,210		3,001,250
Proceeds from Line of Credit	-		-		-		-		-		-		-
Proceeds from Long Term Debt	938,840												938,840
Planned use of cash reserves	450,000												450,000
Depreciation	10,590	10,590	10,590	10,590	10,590	10,590	10,590	10,590	10,590	10,590	10,590	10,570	127,060
	<b>1,899,638</b>	<b>10,590</b>	<b>510,798</b>	<b>10,590</b>	<b>510,798</b>	<b>10,590</b>	<b>510,798</b>	<b>10,590</b>	<b>510,798</b>	<b>10,590</b>	<b>510,800</b>	<b>10,570</b>	<b>4,517,150</b>
<b>Less: Capital Equipment Purchases &amp; Payments on Line of Credit</b>													
State Aid revenue recognition	-	-	(300,125)	(300,125)	(300,125)	(300,125)	(300,125)	(300,125)	(300,125)	(300,125)	(300,125)	(300,125)	(3,001,250)
Resve for dissolution (required by SED)	(50,000)												(50,000)
Purchase of Building	(540,000)	(500,000)	(301,200)										(1,341,200)
Capital equipment purchases	(10,000)	(5,000)	(75,000)										(90,000)
Payment of debt - building purch	(2,100)	(2,100)	(2,100)	(2,100)	(2,100)	(2,100)	(2,100)	(2,100)	(2,100)	(2,100)	(2,100)	(2,060)	(25,160)
Payment of Line of Credit													
	<b>(602,100)</b>	<b>(507,100)</b>	<b>(678,425)</b>	<b>(302,225)</b>	<b>(302,185)</b>	<b>(4,507,610)</b>							
<b>Cash at Beg of year</b>	<b>-</b>												
<b>Net cash inflow/outflow</b>	<b>1,124,118</b>	<b>(705,883)</b>	<b>(135,515)</b>	<b>(250,093)</b>	<b>254,205</b>	<b>(250,663)</b>	<b>246,885</b>	<b>(254,513)</b>	<b>241,895</b>	<b>(251,093)</b>	<b>249,307</b>	<b>(250,675)</b>	<b>17,975</b>
<b>YTD cash inflow/outflow</b>	<b>1,124,118</b>	<b>418,235</b>	<b>282,720</b>	<b>32,627</b>	<b>286,832</b>	<b>36,169</b>	<b>283,054</b>	<b>28,541</b>	<b>270,436</b>	<b>19,343</b>	<b>268,650</b>	<b>17,975</b>	

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Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2010-11

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

1. Trustee Name (print) Liz Evans
2. Charter School Name Elmwood Village Charter School
3. Charter Authorizer Entity SED
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)  
chair

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>				

*[Handwritten Signature]*  
Signature

*7/20/11*  
Date

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2010-11

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

- 1. Trustee Name (print) Marguerite Battaglia
- 2. Charter School Name Elmwood Village Charter School
- 3. Charter Authorizer Entity NYS Board of Regents
- 4. Home Address\* [REDACTED]
- 5. Business Address\* [REDACTED]
- 6. Daytime Phone\* [REDACTED]
- 7. E-Mail Address\* [REDACTED]
- 8. List all positions held on board (e.g., chair, treasurer, parent representative)  
member of nominating committee and personal committee

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>		

*Marguerite Bettelheim*  
 \_\_\_\_\_  
 Signature

*July 19, 2011*  
 \_\_\_\_\_  
 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	O	N	E

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	O	N	E	

Kathleen van Plinfdams 21 July 2011  
 Signature Date

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2010-11

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

1. Trustee Name (print) Pamela K. Pollock
2. Charter School Name Elmwood Village Charter School
3. Charter Authorizer Entity SED
4. Home Address\* 
5. Business Address\* None
6. Daytime Phone\* 
7. E-Mail Address\* 
8. List all positions held on board (e.g., chair, treasurer, parent representative)  
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.

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

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2010-11**

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

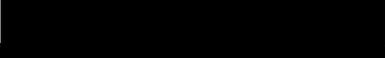
1. Trustee Name (print) MARY IDAN BARNES - COPPOLA

2. Charter School Name ELMWOOD VILLAGE SCHOOL

3. Charter Authorizer Entity SEID

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)  
Board Member  
Vice-Chair

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.

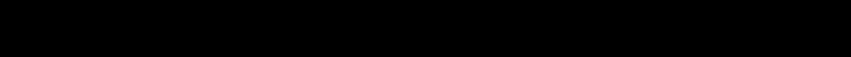
\_\_\_\_\_



Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2010-11

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

1. Trustee Name (print) Catherine Herrick
2. Charter School Name Elmwood Village Charter School
3. Charter Authorizer Entity SED
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)  
trustee, finance committee

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.

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Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2010-11

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

- 1. Trustee Name (print) Matthew Ryan
- 2. Charter School Name Elmwood Village 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)  
Vice President of Board

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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;">NONE</p>			

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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;">NONE</p>				

Signature

Date

7/21/11

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2010-11

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

- 1. Trustee Name (print) Concetta Ferguson
- 2. Charter School Name Elmwood Village Charter School
- 3. Charter Authorizer Entity State Education Department
- 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)  
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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; margin-left: 200px;">None</p>			

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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; margin-left: 200px;">None</p>				

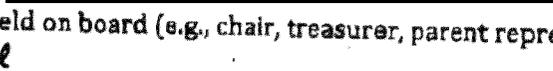
Signature Conceal

Date 7/15/11

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

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2010-11**

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

- 1. Trustee Name (print) Frank Horsh
- 2. Charter School Name Elmwood Village Charter School
- 3. Charter Authorizer Entity SED
- 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)  
Trustee

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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; margin: 0;">None</p>			

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.

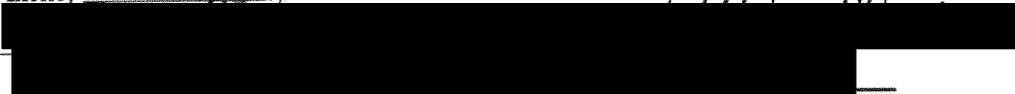
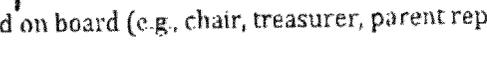
Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; margin: 0;">None</p>				

Signature Frank Houston Date July 26, 2011

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2010-11

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

- 1. Trustee Name (print) Paul J. Marzello Sr.
- 2. Charter School Name Elmwood Village Charter School
- 3. Charter Authorizer Entity SEN
- 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

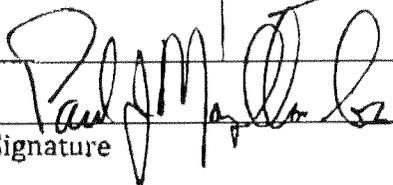
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; margin-left: 100px;"><del>None</del></p>			

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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; margin-left: 100px;"><del>None</del></p>				

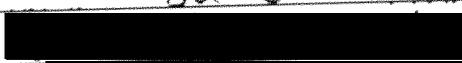
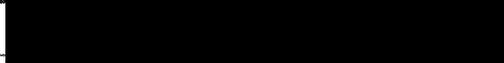
Signature 

Date 7.28.11

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

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2010-11**

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

- 1. Trustee Name (print) PAUL E SOUTER (Paul Souter)
- 2. Charter School Name Elmwood Village Charter School
- 3. Charter Authorizer Entry SED
- 4. Home Address\* 
- 5. Business Address\* same
- 6. Daytime Phone\* 
- 7. E-Mail Address\* 
- 8. List all positions held on board (e.g., chair, treasurer, parent representative)  
PARENT REPR

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.

Fax (716) 348-3707

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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; text-align: center;">None</p>			

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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; text-align: center;">None</p>				

  
 \_\_\_\_\_  
 Signature

7/28/11  
 \_\_\_\_\_  
 Date

**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 2010-11 school year.

<b>Current Board Members</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</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>
Mimi Barnes Coppola		Nominating	Founder, educator	Aug. 2007-June 2010 (elected 8/15/07) July 2010-June 2013 (re-elected 6/24/10)
Marguerite Battaglia-Evans		Nominating	Founder, educator	June 2006-June 2009 (elected 6/2006) July 2009-June 2012 (re-elected 6/17/09)
Liz Evans	Chair	Nominating, Finance/Audit	Founder	Oct. 2006-June 2009 (elected 10/18/06) July 2009-June 2012 (re-elected 6/17/09)
Concetta Ferguson	Parent Representative	Finance	Parent	July 2009-June 2012 (elected 6/17/2009)
Kathy Franklin-Adams			Educator	Aug. 2006-Aug. 2008 (elected 7/19/06) Aug 2008-June 2011
Catherine Herrick		Finance	Community member	Aug. 2008-June 2011 (elected 8/16/08)
Frank Housh			Lawyer	July 2010-June 2013 (elected 6/24/10)
Paul Marzello			Educator, business owner	July 2009-June 2012 (elected 6/17/09) (resigned 1/11)
Pamela Pollock	Secretary		Educator	Aug. 2007-June 2010 (elected 8/07) July 2010-June 2013 (re-elected 6/24/10)

Matthew Ryan		Finance	Financial sector	May 2010-June 2010 (elected 5/12/10) July 2010-June 2013 (re-elected 6/24/10)
<b>Total Members joining the board the 2010-11 school year</b>				0
<b>Total Members departing the board during the 2010-11 school year</b>				1

**School Information and Cover Page**  
Progress Toward Goal Attainment  
Elmwood Village Charter School

**School Name:** Elmwood Village Charter School

**School Leader:** John Sheffield

**School email address:** [jsheffield@elmwoodvillageschool.org](mailto:jsheffield@elmwoodvillageschool.org)

**Primary address:** 124 Elmwood Ave., Buffalo, NY 14201

**School website:** [www.elmwoodvillageschool.org](http://www.elmwoodvillageschool.org)

**Telephone:** (716) 886-4581

**Fax:** (717) 348-3707

**BEDS #** 140600860896

**District/CSD of Location:** Buffalo

**Charter authorizer:** Board of Regents

**Chair, Board of Trustees:** Elizabeth Evans

**Date school first opened for instruction:** September 2006

**2010-11 Enrollment:** 198

**2010-11 Grades Served:** K-6

## **Progress Toward Goal Attainment**

### **Elmwood Village Charter School**

In the fifth year of operation, the Elmwood Village Charter School continued to be a vibrant school community that met the academic and social needs of 200 students in the city of Buffalo. The school emphasizes social responsibility, arts integration, multi-culturalism, and community alliances, as well as academic performance. The school had 302 students on the waiting list for the upcoming school year and had a low student attrition rate, excluding the students who tested into City Honors, a premiere test-in school in Buffalo that serves grades 5-12, or whose families have moved out of the area. We have a relatively stable faculty with only one classroom teacher and one part-time special subject teacher leaving mid-year to pursue other avenues in their careers. Elmwood Village Charter School has an established and consistent administration and a steadfast board of trustees.

During our fifth year of operation, Elmwood Village Charter School continued to develop new and better techniques of using our data to drive instruction and to better prepare our students to meet and exceed the new and more rigorous Common Core Standards. The Administration increased the common planning time between support staff and classroom teachers, as well as having mentor teachers available for all staff on a more consistent basis. The Special Services Coordinator conducted professional development for all staff on the Response to Intervention (RTI) process, strategies and documentation, as well as how to use both formative and summative data to help develop targeted instruction for each individual child. Elmwood Village Charter School is extremely proud of the academic performance of its students, however we realize that there is always room for reflection and improvement in all areas. The school nurtures all staff to be reflective daily and to use that reflection to help drive positive academic instruction. EVCS used a variety of assessments in the 2010-2011 school year, including New York State Assessments, DORA, DOMA, Lexia, DIBLES, Terra Nova, and programmatic assessments. Teachers met quarterly with mentors and the Administration of the school to discuss and reflect on the data provided by these assessments and to strategize how to best use this data to drive high-quality instruction.

The Terra Nova Tests were given in the fall and spring, and with the quick turn-around from CTB McGraw-Hill, we were able to have mentors and administrators meet with the teachers as soon as the scores returned. This helped the teachers to tailor their instruction to each individual child and also helped teachers see where they needed to make adjustments in instruction. This is demonstrated in the assessment data tables, showing an increase across all grade levels in Reading and Math.

The Everyday Mathematics Mid-Year Assessment is taken in February. The assessment helped teachers and support staff make academic decisions about what areas needed to be re-taught and where they could extend for the students who needed enrichment. We also used this assessment to reflect on our pacing of the Math curriculum, develop parallel tasks, and determine which skills needed to be developed further.

Elmwood Village Charter School employs a full-time Title I Teacher and a highly qualified teacher assistant to deliver academic intervention services to those students who were targeted through New York State Assessments, Terra Nova, DIBELS, the Everyday Mathematics Mid-Year Assessment, DORA/DOMA, and Lexia programs. The data from these assessments was used to help AIS staff pinpoint target areas. In the 2010-2011 year, the Title I staff used a corrective reading program to address fluency and reading comprehension deficits, and intensive math instruction through a combination of push-in and pull-out services. In the 2010-2011 school year, Title I staff implemented a new early intervention program based on the Reading Recovery model to address the needs of at-risk readers in the primary grades.

In collaboration with Medaille College, students who were identified through DIBELS as having deficits in reading fluency were offered an intensive reading clinic consisting of two after-school sessions each week for twenty weeks. We have seen progress with the students who attended this program, with both informal and formal assessments. Elmwood Village Charter School has also utilized a variety of community resources including Junior Achievement, a social worker from the county to work with fourth and fifth graders on conflict resolution, and a counselor from Catholic Charities to work with the at-risk students. Americorp and The Boys and Girls Club have also offer tutoring sessions for eligible students through their respective programs.

In the 2010-2011 school year, EVCS employed four special education teachers. Three out of four worked with only one grade level and the other special education teacher worked with two grade levels. The number of full-time special education teachers at EVCS was increased to six for the 2011-2012 school year in order to provide services to the increasing number of students with special needs, as well as enabling the school to fully implement RTI. We continued to provide professional development and support to both special education teachers and general education teachers to perfect co-teaching techniques in order to more efficiently meet the diverse needs of all of our students within the general education setting. The school employs both a Special Services Coordinator and an Academic Program Coordinator to consistently oversee the implementation of this professional development.

In the 2010-2011 school year, EVCS employed a certified ESL teacher to serve the needs of the increasing number of students with limited English proficiency. The number of students with limited English proficiency increased from 0% in 2009-2010 to 1.5% school-wide in 2010-2011, with 6% of the Kindergarten class receiving ESL services. In the 2011-2012 school year, the percentage of students with limited English proficiency increased from 1.5% to 2.8% school-wide.

Our data has demonstrated that the longer students have been enrolled at Elmwood Village Charter School the higher they perform on standardized tests and New York State Assessments. For the 2010-2011 school year, a plan had been put in place to assess all transfer students immediately upon entry into the school in order to develop individual learning plans for each student. This plan was adequately implemented for all grade levels, with the exception of fifth grade where, unfortunately, we have the highest percentage of transfer students because of the exodus after fourth grade to City Honors, a premiere test-in school in Buffalo that serves grades 5-12. The plan was not properly implemented on the fifth grade level because the classroom teacher left the school to return to district at a pivotal point in the process. The Administration and teachers researched different assessments to help us assess new students immediately that would also allow for more frequent progress monitoring. After much deliberation, the school chose to use the STAR Assessments, which are less teacher-dependent and allow for more continuity should a teacher leave or take ill during the course of

the school year. The STAR Assessments will also allow us to better assess and monitor progress for students who enter the school at any point during the year.

Students who transfer into EVCS in fifth grade are, on average, significantly below benchmark in both reading and mathematics. Our data shows us that on average, it takes two full academic years at our school before these students are performing at the same level as students who have been continuously enrolled at EVCS. In order to facilitate this progress on the middle school level where classes are departmentalized, EVCS developed a schedule that allows for more than the required number of weekly minutes in the core subjects of ELA and mathematics. Our longer school day allows us to incorporate reading and math labs into our daily schedule to provide interventions and extension activities for all students, and still provide the students with special subjects and ancillary courses.

Professional growth is a very important component of Elmwood Village Charter School, and is highly valued by the Board of Trustees, Administration, and staff of the school. The Administration worked with the staff and the Board of Trustees to develop a comprehensive plan for professional development that was institutionalized in our charter renewal application. The plan includes goal setting based on assessment data and school expectations, progress monitoring toward goal attainment, classroom visitations, peer observations, data review meetings, mentor teachers, professional development seminars and workshops, and a summative evaluation of all staff members. In addition to the professional development workshops that were arranged by the Board of Trustees at the recommendation of the Director, all teachers and administrators participated in professional workshops through a BOCES Network Team on the new Common Core Standards. In addition, all members of the administrative team participated in professional workshops on the new standards for teaching and learning. Teachers and administrators will continue to participate in professional workshops of this nature throughout the 2011-2012 school year, and teams have already been formed to apply this new information to curriculum development and curriculum alignment to correlate to the new Common Core Standards. Furthermore, the Director of the School is working with teachers and the Board of Trustees to align the school's professional development plan and evaluation criteria to the new standards for teaching. The Board of Trustees and the

Administration are confident that EVCS will be prepared to implement the school improvement initiatives resulting from RttT.

The New York State Assessments are an integral component of our overall assessment plan. The data generated by these assessments, along with other local measures adopted by the school, is used to develop intervention plans for students, professional improvement plans for teachers, and an evaluation of curriculum and instruction.

On the 2011 New York State Assessments, EVCS surpassed the state average by 16.2% in ELA and 19.7% in mathematics. For the grades that EVCS serves, students surpassed Buffalo Public Schools by 40.6% in ELA and 53.2% in mathematics. EVCS had 100% of its students score at or above proficiency in fourth grade mathematics and science, with 72% exceeding proficiency in mathematics and 80% exceeding proficiency in science. Our fourth grade was recognized by Business First, a prominent business journal, for superior performance in both ELA and mathematics, making EVCS the only public school in Buffalo, with the exception City Honors, to have received this distinction. Our fourth and sixth grades had the highest percentage of students meeting or exceeding proficiency standards on the mathematics assessment of all schools in Erie County. Students with special education needs at EVCS surpassed the State average by 13.5% in ELA and 31.4% in mathematics. For the 2010-2011 school year, EVCS surpassed all of its goals as part of the RttT school improvement initiatives, and continues to meet AYP toward the goal of proficiency for all students.

In the 2011-2012 school year, EVCS is gradually making the shift from the old New York State Standards to the new National Common Core Standards. In order to better meet the challenges of the new curriculum and State Assessments, EVCS has changed its internal testing. We will no longer be administering the Terra Nova Tests at the beginning and end of every year. Instead, we will use the STAR Assessments throughout the year, which will give us more immediate feedback on each student's progress. The STAR Assessments also create a more accurate baseline for each child, which will help us monitor student progress more precisely and allow us to design specific interventions for at-risk students and extension activities for more accelerated students. Since the STAR Assessments are given throughout the year on the computer, they have greater similarity to the PARCC Assessments. The STAR Assessments are

woven seamlessly into the curriculum and are not a “testing event” like the Terra Nova Tests and State Assessments. This will reduce the amount of large blocks of instructional time lost to testing, and will minimize test anxiety, especially with younger children. The STAR Assessments also generate detailed reports on each skill tested, giving teachers immediate data for the purpose of differentiating instruction.

Elmwood Village Charter School is proud of what we have been able to accomplish. We recognize, however, that success does not happen by accident and it cannot be sustained with complacency. As an entire staff, we strive for a collaborative, reflective, and focused experience that will enable us to continue to meet the diverse needs of our students.

*Student Assessment Data  
New York State Assessment Results  
Grades 3 – 8 ELA and Math  
2010-2011 Annual Report*

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

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
<b>2010-11 – All Students</b>	12	24	52	12	0	20	52	28	5	41	50	5	4	20	72	4								
<b>General Education Students</b>	0	22	61	17	0	9	59	32	6	33	56	6	0	15	80	5								
<b>Special Education Students</b>	43	29	29	0	0	100	0	0	0	75	25	0	20	40	40	0								
<b>2009-10 – All Students</b>	0	16	40	44	0	24	72	4	4	20	52	24	5	18	64	14								
<b>General Education Students</b>	0	5	45	50	0	18	77	5	0	15	55	30	5	15	65	15								
<b>Special Education Students</b>	0	100	0	0	0	67	33	0	20	40	40	0	0	50	50	0								
<b>2008-09 – All Students</b>	4	17	70	9	4	12	80	4	0	26	57	17	0	4	96	0								
<b>General Education Students</b>	0	6	83	11	0	10	86	5	0	17	67	17	0	0	100	0								
<b>Special Education Students</b>	20	60	20	0	25	25	50	0	0	60	20	20	0	25	75	0								
<b>2007-08 – All Students</b>	8	12	60	20	0	20	64	16	0	24	72	4												
<b>General Education Students</b>	10	5	60	25	0	14	71	14	0	15	80	5												
<b>Special Education Students</b>	0	40	60	0	0	50	25	25	0	60	40	0												
<b>2006-07 – All Students</b>	0	38	63	0	23	14	64	0																
<b>General Education Students</b>	0	29	71	0	11	16	74	0																
<b>Special Education Students</b>	0	100	0	0	100	0	0	0																

8 of 24

*New York State Assessment Results*

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

9  
of  
24

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
<b>2010-11 – All Students</b>	4	28	28	40	0	0	28	72	0	32	50	18	0	4	60	36								
<b>General Education Students</b>	0	22	28	50	0	0	18	82	0	22	56	22	0	0	65	35								
<b>Special Education Students</b>	14	43	29	14	0	0	<sup>100</sup>	0	0	75	25	0	0	20	40	40								
<b>2009-10 – All Students</b>	0	20	24	56	0	16	36	48	0	12	40	48	0	14	55	32								
<b>General Education Students</b>	0	14	23	64	0	9	41	50	0	5	40	55	0	10	55	35								
<b>Special Education Students</b>	0	67	33	0	0	67	0	33	0	40	40	20	0	50	50	0								
<b>2008-09 – All Students</b>	0	4	65	30	0	0	36	64	0	9	43	48	0	17	58	25								
<b>General Education Students</b>	0	0	61	39	0	0	33	67	0	6	39	56	0	15	55	30								
<b>Special Education Students</b>	0	20	80	0	0	0	50	50	0	20	60	20	0	25	75	0								
<b>2007-08 – All Students</b>	0	8	64	28	0	12	52	36	4	16	52	28												
<b>General Education Students</b>	0	5	65	30	0	10	52	38	0	10	55	35												
<b>Special Education Students</b>	0	20	60	20	0	25	75	0	20	40	40	0												
<b>2006-07 – All Students</b>	0	0	59	41	13	43	35	9																
<b>General Education Students</b>	0	0	53	47	11	37	42	11																
<b>Special Education Students</b>	0	0	<sup>100</sup>	0	25	75	0	0																

**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>2010-11</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	2009-10															
	2008-09															
	2007-08															
	2006-07															
<b>Reading &amp; Writing (Gr. K-1)</b>	<b>2010-11</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	2009-10															
	2008-09															
	2007-08															
	2006-07															
<b>Listening &amp; Speaking (Gr. 2-4)</b>	<b>2010-11</b>															
	2009-10															
	2008-09															
	2007-08															
	2006-07															
<b>Reading &amp; Writing (Gr. 2-4)</b>	<b>2010-11</b>															
	2009-10															
	2008-09															
	2007-08															
	2006-07															
<b>Listening &amp; Speaking (Gr. 5-6)</b>	<b>2010-11</b>															
	2009-10															
	2008-09															
	2007-0-8															
	2006-07															
<b>Reading &amp; Writing (Gr. 5-6)</b>	<b>2010-11</b>															
	2009-10															
	2008-09															
	2007-08															
	2006-07															

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New York State Assessment Results

NYS English as a Second Language Achievement Test	Year	All Students				General Education Students				Students with Disabilities									
		Total Tested	% Scoring:				Total Tested	% Scoring:				Total Tested	% Scoring at or above:						
			<54	55-64	65-84	>85		<54	55-64	65-84	>85		<54	55-64	65-84	>85			
	<b>2010-11</b>																		
Listening & Speaking (Gr. 7-8)	2009-10																		
	2008-09																		
	2007-08																		
	2006-07																		
	<b>2010-11</b>																		
Reading & Writing (Gr. 7-8)	2009-10																		
	2008-09																		
	2007-08																		
	2006-07																		
	<b>2010-11</b>																		
Listening & Speaking (Gr. 9-12)	2009-10																		
	2008-09																		
	2007-08																		
	2006-07																		
	<b>2010-11</b>																		
Reading & Writing (Gr. 9-12)	2009-10																		
	2008-09																		
	2007-08																		
	2006-07																		

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**Elmwood Village Charter School (EVCS)**

**Progress Toward Goal Attainment**

**Absolute Goals:**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/Objective Met? (Y / N)	Explanation if Not Met / Efforts to be Undertaken
<p>EVCS will decrease the number of continuously enrolled students at Level 1 by 10% on the required ELA state assessments each year.</p>	<p>Increased at level 1 by 12%</p>	<p>New York State English Language Arts Assessment</p>	<p>No</p>	<p>Elmwood Village Charter School increased in Level One in Grade 3 by 12% (3 students) and in Grade 5 by 1% (1 student). In Grade 4, Level 1 remained at 0%, and in Grade 6, Level One decreased by 1%. In Grade 3, the population of special education students is 28% of the class, with 12% (3 students) of those special education students having severe disabilities. The increase in the length of the test for Grade 3 proved to be very difficult for that 12%. EVCS is continuing to work on different techniques with our Occupational Therapist to build stamina with all of the children. Elmwood Village Charter School has implemented several new programs this year, as well as increasing the support staff in the building. EVCS has added two additional special education teachers and two additional academic intervention assistants. We have added the Successful Reader program implemented in grades 5-7. EVCS has switched their universal screening programs to include STAR Reading and Math assessments. This program is also integrated into our Response To Intervention programs. We are continuing to use a corrective reading program with grades 1-4, and with the additional support staff we are able to implement it more often.</p>
<p>EVCS will decrease the number of continuously enrolled students at Level 1 by 10% on the required Math state assessments each year.</p>	<p>Increased at level 1 by 4%</p>	<p>New York State Mathematics Assessment</p>	<p>No</p>	<p>Elmwood Village Charter School increased by 4% (1 student) from 0% last year in Grade 3. Grades 4-6 remained at 0%. Additional staff and re-evaluating our programs, will help to keep all classes at 0%.</p>

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<p>EVCS will increase the number of continuously enrolled students at Level 3 by 10% on the required ELA state assessments each year.</p>	<p>Decreased at level 3 by 2%</p>	<p>New York State English Language Arts Assessment</p>	<p>No</p>	<p>Elmwood Village Charter School had decreased in Grade 3 by 32%, and in Grade 5 by 19%. EVCS increased by 24% in Grade 4 and also increased in Grade 6 by 4%. Elmwood Village Charter School has exceeded both Erie County and the Buffalo City School District when comparing the scaled scores of the New York State Assessments. The increase in the length of the test for Grade 3 proved to be very difficult for that 12%. EVCS is continuing to work on different techniques with our Occupational Therapist to build stamina with all of the children. Each year the Elmwood Village Charter School had a big influx of new students in the fifth grade, due to the fact that we lose about 40% of our students to a high achieving test-in school (City Honors). We have made several changes to help increase the skill base of the students that are new to our school. Elmwood Village Charter School has implemented several new programs this year, as well as increasing the support staff in the building. EVCS has added two additional special education teachers and two additional academic intervention assistants. We have added the Successful Reader program implemented in grades 5-7. EVCS has switched their universal screening programs to include STAR Reading and Math assessments. This program is also integrated into our Response To Intervention programs. We are continuing to use a corrective reading program with grades 1-4, and with the additional support staff we are able to implement it more often.</p>
<p>EVCS will increase the number of continuously enrolled students at Level 3 by 10% on the required Math state assessments each year.</p>	<p>Increased at level 3 by 26%</p>	<p>New York State Mathematics Assessment</p>	<p>Yes</p>	<p>Elmwood Village Charter School will strive to continue to meet this goal each year of our charter.</p>
<p>EVCS will increase its scores according to the Commissioner's Performance Index for AYP each year.</p>	<p>ELA: Decreased by 29 Math: Decreased by 17 Science: Increased by 2</p>	<p>New York State Assessments</p>	<p>No</p>	<p>Elmwood Village Charter School is in good standing and has met AYP for this year. EVCS will continue to work hard on increasing the performance index for AYP each year of our charter. We have put the STAR Reading and Math in place to help teachers detect any missing skills as early as possible allowing them to employ</p>

				interventions as early as possible. We have added more support staff, two additional special education teachers, and two additional academic intervention assistants. We have also added the Successful Reader program for grades 5-7. This program allows the students to really address and learn each English Language Arts skill. In grades 1-4 we are using a corrective reading program. The additional staff make it possible to do both of the programs every day in addition to their ELA block.
Students who do not participate in the NYS assessment exams because of IEP prescriptions will demonstrate continuous yearly improvement on those tests and assessments taken in accordance with their IEP's.	N/A	N/A	N/A	Elmwood Village Charter School did not have any special education students this year that were exempted from the NYS Assessments.

**Comparative Goals:**

By the end of the 2 <sup>nd</sup> full charter term, students in grade 3 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS ELA assessments for their grade level.	Exceeded by 38%	New York State English Language Arts Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 4 who have been continuously enrolled at EVCS will out-perform the district of location in	Exceeded by 52%	New York State English Language Arts Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.

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proficiency by 20% on NYS ELA assessments for their grade level.				
By the end of the 2 <sup>nd</sup> full charter term, students in grade 5 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS ELA assessments for their grade level.	Exceeded by 30%	New York State English Language Arts Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 6 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS ELA assessments for their grade level.	Exceeded by 41%	New York State English Language Arts Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 7 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS ELA assessments for their grade level.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have a 7 <sup>th</sup> grade this year. Grade 7 will be added this upcoming year 2011-2012.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 8 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have an 8 <sup>th</sup> grade this year. Grade 8 will be added in the 2012-2013 school year.

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ELA assessments for their grade level.				
By the end of the 2 <sup>nd</sup> full charter term, students in grade 3 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS Math assessments for their grade level.	Exceeded by 40%	New York State Mathematics Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 4 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS Math assessments for their grade level.	Exceeded by 65%	New York State Mathematics Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 5 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS Math assessments for their grade level.	Exceeded by 37%	New York State Mathematics Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 6 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS	Exceeded by 64%	New York State Mathematics Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.

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Math assessments for their grade level.				
By the end of the 2 <sup>nd</sup> full charter term, students in grade 7 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS Math assessments for their grade level.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have a 7 <sup>th</sup> grade this year. Grade 7 will be added this upcoming year 2011-2012.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 8 who have been continuously enrolled at EVCS will out-perform the district of location in proficiency by 20% on NYS Math assessments for their grade level.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have an 8 <sup>th</sup> grade this year. Grade 8 will be added in the 2012-2013 school year.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 3 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS ELA assessments.	Exceeded by 8%	New York State English Language Arts Assessments	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 4 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS ELA assessments.	Exceeded by 23%	New York State English Language Arts Assessments	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.

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By the end of the 2 <sup>nd</sup> full charter term, students in grade 5 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS ELA assessments.	Exceeded by 1%	New York State English Language Arts Assessments	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 6 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS ELA assessments.	Exceeded by 20%	New York State English Language Arts Assessments	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 7 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS ELA assessments.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have a 7 <sup>th</sup> grade this year. Grade 7 will be added this upcoming year 2011-2012.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 8 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS ELA assessments.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have an 8 <sup>th</sup> grade this year. Grade 8 will be added in the 2012-2013 school year.

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By the end of the 2 <sup>nd</sup> full charter term, students in grade 3 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Math assessments.	Exceeded by 8%	New York State Mathematics Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 4 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Math assessments.	Exceeded by 33%	New York State Mathematics Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 5 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Math assessments.	Exceeded by 2%	New York State Mathematics Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 6 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Math assessments.	Exceeded by 33%	New York State Mathematics Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.

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By the end of the 2 <sup>nd</sup> full charter term, students in grade 7 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Math assessments.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have a 7 <sup>th</sup> grade this year. Grade 7 will be added this upcoming year 2011-2012.
By the end of the 2 <sup>nd</sup> full charter term, students in grade 8 who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Math assessments.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have an 8 <sup>th</sup> grade this year. Grade 8 will be added in the 2012-2013 school year.
By the end of the 2 <sup>nd</sup> full charter term, students who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Science assessments.	100% in Levels 3 & 4. 20% - Proficient 80% - Mastery	New York State Science Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
By the end of the 2 <sup>nd</sup> full charter term, students who have been continuously enrolled at EVCS will meet or exceed the State average in proficiency on NYS Social Studies assessments.	N/A	N/A	N/A	Elmwood Village Charter School did not have a state average to compare our scores with.  Elmwood Village Charter School had score in the proficiency and mastery range.

**Growth Goals:**

<p>75% of the students in grade 3 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS ELA assessment.</p>	<p>78%</p>	<p>New York State English Language Arts Assessment</p>	<p>Yes</p>	<p>Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.</p>
<p>75% of the students in grade 4 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS ELA assessment.</p>	<p>80%</p>	<p>New York State English Language Arts Assessment</p>	<p>Yes</p>	<p>Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.</p>
<p>75% of the students in grade 5 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS ELA assessment.</p>	<p>55%</p>	<p>New York State English Language Arts Assessment</p>	<p>No</p>	<p>Each year the Elmwood Village Charter School had a big influx of new students in the fifth grade, due to the fact that we lose about 40% of our students to a high achieving test-in school (City Honors). We have made several changes to help increase the skill base of the students that are new to our school. We have put a full time special education teacher in there to co-teach with the general education teacher. We have also added more support services to help the students assimilate their skill base to our curriculum and standards. We have begun the STAR Reading program in our school to help us identify any student who may need more intensive instruction in the area of Math. We have additionally added the Successful Reader program which is implemented 4 days a week.</p>
<p>75% of the students in grade 6 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS ELA</p>	<p>76%</p>	<p>New York State English Language Arts Assessment</p>	<p>Yes</p>	<p>Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.</p>

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assessment.				
75% of the students in grade 7 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS ELA assessment.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have a 7 <sup>th</sup> grade this year. Grade 7 will be added this upcoming year 2011-2012.
75% of the students in grade 8 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS ELA assessment.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have an 8 <sup>th</sup> grade this year. Grade 8 will be added in the 2012-2013 school year.
75% of the students in grade 3 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS Math assessment.	68%	New York State Mathematics Assessment	No	With seeing a decrease this year, we made changes to how the curriculum is delivered. We have placed a full time teacher assistant, who currently holds a bachelors degree and is working on her masters on education, in with the third grade general education teacher. We have begun the STAR Math program in our school to help us identify any student who may need more intensive instruction in the area of Math. We have also added more academic support services to help the students to reach the skill base they need to meet the standards.
75% of the students in grade 4 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS Math assessment.	100%	New York State Mathematics Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
75% of the students in grade 5 who are	68%	New York State	No	Each year the Elmwood Village Charter School had a big influx of new students in the fifth grade, due to the fact that we lose about

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continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS Math assessment.		Mathematics Assessment		40% of our students to a high achieving test in school (City Honors). We have made several changes to help increase the skill base of the students that are new to our school. We have put a full time special education teacher in there to co-teach with the general education teacher. We have also added more support services to help the students assimilate their skill base to our curriculum and standards. We have begun the STAR Math program in our school to help us identify any student who may need more intensive instruction in the area of Math.
75% of the students in grade 6 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS Math assessment.	96%	New York State Mathematics Assessment	Yes	Elmwood Village Charter School has met this goal in the first year of the second charter term. EVCS will strive to maintain this goal during the period of this charter term.
75% of the students in grade 7 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS Math assessment.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have a 7 <sup>th</sup> grade this year. Grade 7 will be added this upcoming year 2011-2012.
75% of the students in grade 8 who are continuously enrolled at EVCS will maintain a Level 3 or increase to a Level 4 on the NYS Math assessment.	N/A	N/A	N/A	Elmwood Village Charter School is currently expanding. We did not have an 8 <sup>th</sup> grade this year. Grade 8 will be added in the 2012-2013 school year.

**Other Goals:**

<b>Once enrolled in EVCS, 80% of students will re-enroll for the following year, as measured by yearly enrollment data.</b>	<b>86% of the students are returning.</b>	<b>Yearly Enrollment Data</b>	<b>Yes</b>	<b>Of the 14% of students not returning, 43% tested into City Honors, 21% moved out of the area, 3.5% received scholarships to private schools, and 3.5% tested into the Arts Academy. Discounting students who were admitted into City Honors and students who moved out of the area, student attrition would have been only 5%.</b>
<b>80% of responding parents will report they are satisfied with EVCS, as measured by an annual survey.</b>	<b>98.9% of responding parents report that they are satisfied with EVCS.</b>	<b>Annual Parent Survey</b>	<b>Yes</b>	<b>Elmwood Village Charter School will continue to strive to meet this goal each year of the charter.</b>

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