

**SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL  
ANNUAL REPORT  
JULY 2011**

**I. School Information and Cover Page**

School Name: Syracuse Academy of Science Charter School

School Leader: Tolga Hayali

School email address: hayali@sasc.org

Primary address: 1001 Park Ave., Syracuse NY 13204

School website: www.sasc.org

School email: info@sasc.org

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BEDS #421800860854

District/CSD of Location: Syracuse City School District

Charter authorizer: New York State Board of Regents

Chair, Board of Trustees: Dr. Fehmi Damkaci

Date school first opened for instruction: 10 Sept. 2003

2010-11 Enrollment: 467

2010-11 Grades Served: K, 1, 6-12

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

Tolga Hayali  
Print Name, Head of Charter School

[Signature] 8/11/2011  
Signature and Date

Fehmi Damkaci  
Print Name, President, Board of Trustees

[Signature] 8/11/2011  
Signature and Date

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<b>II. New York State School Report Card</b>
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Weblink to SASCS' New York State School Report Card:

Accountability & Overview Report:

<https://reportcards.nysed.gov/files/2009-10/AOR-2010-421800860854.pdf>

Comprehensive Information Report:

<https://reportcards.nysed.gov/files/2009-10/CIR-2010-421800860854.pdf>

These reports capture school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute.

### III. Appendices

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

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

#### **Academic Goals Table**

<b>2010-11 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
90% Pass English Regents	Regents scores	100% of 2011 graduates passed the English Regents	Met
90% Pass Math Regents	Regents scores	100% of 2011 graduates passed a Math Regents	Met
90% L2+L3+L4 in All 8th Grade State Exams	New York State Intermediate Assessments	94.73% of 8 <sup>th</sup> grade students passed the New York State tests in English Language Arts, Mathematics, and Science	Met
Yearly Progress on 8th Grade Math and ELA	New York State Intermediate Assessments	Results improved and demonstrated yearly progress from 2010 to 2011 in ELA (from 45% in 2010 to 50% in 2011) and Math (from 29% in 2010 to 60% in 2011)	Met
Maintain low percentage of Dropouts	Dropout Rate	The dropout rate for 2010-11 was 0%.	Met
Maintain high attendance rate	Attendance rate	The attendance rate remained high in 2010-11: 95.8%	Met
Increase student performance through data analysis	Benchmark and Full Length Exam Analysis	To improve student preparation for New York State assessments and teacher analysis of student readiness, SASCS implemented Benchmark testing for all students in grades 6-12 in 2010-2011. Each core class instructor (for all ELA courses, math for grades 5-8, Algebra, Geometry, Algebra 2, Calculus, Earth Science, Biology, Chemistry, and all History courses) developed benchmark tests prepared with ExamView Software, which are given at the end of the first three quarters to students in grade 5-12. The benchmark tests assess units taught during the quarter, and the ExamView generated questions indicate which SED standard is being assessed for each question. In addition, full length practice exams are given and analyzed to ascertain each students' readiness and	Met

		<p>progress toward success on the SED exams.</p> <p>Curriculum coordinators provided reports to teachers and met with them to develop action plans and then check for alignment between action plans and lesson plans. Based on the data obtained from these assessments, SASCS began “from the ground up” method of improving performance by several measures, such as assisting grade 6-8 identified at risk students through push-in, pull-out and after school tutoring. The analysis of the full-length practice exams provides information about student progress within a year as well as their possible success at SED and Regents Exams.</p>	
Increase parent involvement and awareness of academic progress	Progress report cards and database	<p>SASCS also increased the frequency of its student academic progress reporting in 2010-2011. Instead of the established five-week progress reports (two reports per quarter), SASCS increased to monthly (first Friday of every month) plus end-of-quarter progress reports (typically resulting in 4 reports home per quarter), which provides more frequent information to parents, particularly those who do not have Internet access, or are uncomfortable with accessing the database for information.</p> <p>Curriculum coordinators also regularly check for type and timeliness of data entry (grades) in database so that information reported to parents is current and accurate.</p>	Met
Expose students to collegiate opportunities to motivate better academic performance	College visits	<p>College guidance offers grade-level and small group college visits, and coaches and teachers escort students to college visits as well. In 2010-2011, SASCS personnel took our students to the following colleges for study sessions, fairs, tours, and interviews: Harvard, SUNY Cortland, SUNY Oswego, Yale, Buffalo State, University of Pennsylvania, Princeton University, Syracuse University, Le Moyne College, Bryant &amp; Stratton College, SUNY Cortland, University of Miami, Brown University, University of Rochester, New York University, Moore College of Art Design, and Massachusetts Institute of Technology</p>	Met
Expose students to motivational speakers to encourage better academic performance	Number of speakers	<p>In 2010-2011 SASCS brought in a number of community, academic and business leaders to speak to our students and encourage them to graduate from college and pursue excellence. Specifically, the speaking engagements have gravitated toward people from backgrounds similar to our students’ upbringing. Most of the speakers have included personal stories of meager beginnings but not shying away from responsibility and leadership roles. They have encouraged our students to do likewise. Speakers have included Syracuse Chief of Police Frank</p>	Met

		Fowler, Associate Vice President at Syracuse University Yolanda Morgan, Syracuse Mayor Stephanie Meyer, SU Professor and retired Navy Admiral Dr. Rick Wright, Andrew Maxwell, Marcus LaRoubardiere SUNY Oswego Representative, Representatives of the US ROTC and US Naval Academy, Senator DeFrancisco, Korean War Veterans, Assemblyman William Magnarelli, Dr. Gary Scott from SUNY ESF, Lori Clemo ProVost of SUNY Oswego, Cathleen McColgin Provost and Sr. VP of OCC, Representatives from the FBI, and the Syracuse Common Council, among many others.	
Increase academic readiness for grade levels	Start elementary school	<p>Grades k, 1 and 6 were added to SASCS in September, 2010. A carefully selected and annually reviewed curriculum was put in place for the elementary grades, along with summative and formative assessment to gauge students' academic progress and readiness throughout the year. Observational Survey by Mary Clay (first grade only) and Fountas and Pinnell Benchmark System 2nd Edition for grades k and 1 were given 3 times during the year (end of September, January, and May).</p> <p>Grades 2 and 5 will be added in the 2011-12 school year, grade 3 in 2012-13 and grade 4 in 2013-14.</p>	Partially met
Provide real world experiences for students to increase their cultural understanding	Field trips	<p>An important part of the program is a conscientious effort to integrate ELL students into the school community and locale so that the students make connections outside of their cultural boundaries. This integration is promoted through field trips that are geared at introducing aspects of American culture and functions to which they may not normally be exposed such as baseball, bowling, attending a play, visiting a pet store through a special program that allowed students to handle the animals, touring an airport and a fire department. In these and many other activities, ELL students are grouped with American students for more intimate interactions and opportunities to bond with a wider range of students.</p> <p>An important part of the special education program is to encourage resource students to reach outside their comfort zones socially and to go beyond what they may perceive to be their academic limitation. Several resource students went on from SASCS' internal liberal arts fair competition to exhibit their talents at the "Taste of Syracuse" festival during a main stage music performance. To expand resource students' social boundaries, they take field trips that are geared at building elements of community and enjoyment into their academic careers. This year students traveled to</p>	Met

		<p>Alexandria Bay and took a boat tour of the Thousand Islands region.</p> <p>All elementary classes took field trips at least twice each month to places such as Bridle Path Manor Horse Farm, Baltimore Woods Nature Center, Fort Stanwix, Onondaga Public Library, Rosamond Gifford Zoo, and many other locations and venues. Students were also visited by emergency medical workers and firemen who allowed students to explore their ambulance and fire engines.</p> <p>Junior high and high school students have field trip opportunities during the year, both during the school day and during school holidays. In 2010-11, 7-12 students travelled to Istanbul, Turkey, Washington DC, Florida, and Glenn Falls, NY for site-seeing and recreational purposes. During the school day, 10<sup>th</sup> graders attended their annual outing to a live play at Syracuse's OnCenter.</p>	
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### Organizational Goals Table

<b>2010-11 Progress Toward Attainment of Organizational Charter Goals</b>			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Create partnerships with area universities	Partnerships and programs	<p>High school students participated in a summer program at SUNY Oswego. There they learn science disciplines under the guidance of Oswego professors, and improve their lab skills. The students dorm on the SUNY campus for four weeks, eat their meals in the cafeteria, and get a taste of what college life is like. In 2011, eleven students are registered for participation in the SUNY Oswego Science Immersion program.</p> <p>Our target is also to send our students to colleges with SUNY college credits already earned. Such a program was finalized in 2010-11 and will begin instruction in the 2011-2012 academic year through a partnership with SUNY ESF. Our goal is to be able to send our students to college already having earned between 9 and 30 college credits.</p> <p>In the 2010-2011 academic year, SASCS solidified its participation as part of a National Science Foundation grants in biotechnology, computer science and chemistry. In 2011-2012, SASCS will be offering workshops for</p>	Met

		teachers and students who are interested in those science areas. This program includes exposing Syracuse University laboratory facilities to our students and teachers for the purpose of creating projects, alongside SU professors and MOST Museum curators who will provide guidance and oversight.	
Increase administrative awareness of student engagement during instructional time.	Unannounced 20-minute classroom observations	<p>In an effort to increase the quality and consistency of daily classroom instruction, in the 2010-2011 school year, two curriculum coordinators were added to the administrative staff. In addition to the director and academic dean, this meant that four people are now observing the teachers each week. With four observers, it ensures that lessons align with the state standards, and classroom management was conducted in such a way that learning was a primary function of each class. Following each observation, the observer met with the teacher and provided feedback and suggestions to improve instruction. Observation and feedback results are regularly reported to the school director.</p> <p>These half-period observations are unannounced and are intended to keep the administration informed of teacher and student performance and to provide information from which decisions regarding what kind, how much and for whom additional training, mentoring or professional development is needed. Each teacher was observed between 3 and 15 times, with new staff members receiving more observations than veteran staff.</p>	Met
Share best instructional practices	Scheduled meetings and contract stipulations	During weekly grade level meetings, teachers also share best practice advice and experiences with one another, both observed and implemented. In addition to all of these observations, the teachers themselves are obligated to complete two peer observations per year. The school-wide goal of all of these observations is to improve instructional and classroom management practices.	Met
Employ qualified graduates	Employees	SASCS offers graduates the opportunity to serve its community by hiring our graduates to our staff. The following graduates have been employed by SASCS: Elizabeth Jones (2007) as a college guidance secretary; Aileen Figueroa (2009) as a junior high tutor; Steven Csiga (2010) as IT staff; Stephen Wang (2011) as IT staff; and DeQuisha Durden (2012) as part-time secretary.	Met
Provide data analysis to drive instruction	Analysis	In 2010-2011, two curriculum coordinators were hired whose jobs include scheduling and coordinating school-wide testing; gathering, compiling and analyzing student performance data; organizing and disseminating information regarding upcoming formative and summative assessments; and identifying, tracking	Met

		services given and progress of at-risk students.	
Professional Development	Attendance and training	<p>Prior to the start of the year, Suleyman Erkilic (TI-nspire Calculator), Serkan Demiray (AP Statistics Summer Institute, AP Annual Conference, AP Economics), After classroom observations, we decided/encouraged to BER classes (Kadir Yavuz, Catherine Stratton, Patricia Coban, Jennifer Dorschel, Anna Szczesniak, Dawn Hussein, Pamela Smith, Patrick McGowan, Michael Smith, William Patterson, Nicole Frankie, Breanna McIntyre, Rick Vogt, Natalie Losurdo, Lisa Cole), per teacher requests (Ellen Paradise (Best New Young Adult Books), Michele Greenia (Teacher Resource Day, STANYS 115<sup>th</sup> Annual Conference) Alexis Farnsworth (Young Adult Literature), Natalie Losurdo (New NYSED IEP Format), Ertugrul Gerdan (Adventure-based Counseling), Working Successfully with Difficult, Defiant and Unmotivated (Patrick McGowan, Michele Greenia, Ellen Paradise), Natalie Losurdo (Autism Spectrum Disorders), Michele McGrory and Linda Spencer (High School Verification Work Session), Ertugrul Gerdan and Tolga Hayali (Adventure-Based Counseling)</p> <p>The staff is encouraged to take college credits and are reimbursed up to \$1800 annually. The following staff members received reimbursement during 2010-11: Mustafa Coban, Nicolas J. Salibrici, Serkan Demiray, Onur Gokce, Tolga Hayali, Zafer Ergul, Jeffrey Clark. The total amount paid for this benefit in 2010-11 was \$23,235.00.</p> <p>To ensure that instructional quality is at the forefront of each staff member's mind, SASCS administration created a summer teacher program that focuses on instruction. Since 2009, SASCS staff has participated in a summer professional development training program called Summer Institute, which lasts two weeks in August. In preparation for the 2010 meeting, all teachers study a professional development text, <u>Teach Like a Champion</u> by Doug Lemov. Groups of staff members prepared chapter training sessions for the entire staff, and the methods in these books became the baseline and common instructional language and methodology upon which instructional expectations were developed. Staff also shares best practices and methods of student engagement with each other during this training.</p> <p>In the elementary, all teachers of elementary students took part in a one-day professional development program entitled Responsive Classroom. After that day, one of the sixth grade teachers wanted to continue this program, and volunteered to be the program leader. The school</p>	Met

		<p>purchased two sets of materials for this program and the training and scheduled activities in the elementary school continued for the next five months. During May, the elementary participated in a full-day RTI program “Using the RTI Model for Disruptive and Difficult Student Behaviors” which four staff members attended. Following this meeting, the remainder of the staff received training from two teachers who became leaders, and the RTI Model will become a foundational part of elementary staff training in the 2011-12 Summer Institute and carried out through the year.</p>	
<p>Improve athletic program</p>	<p>Improved records, additional teams</p>	<p>Athletic team participation and success boosts the school community. Varsity Boys Basketball team record improved to 22-3 in 2010-11. Junior Varsity Boys Basketball team record improved to In 2010-11, the girls’ varsity basketball and boys’ wrestling teams began their first seasons.</p>	<p>Met</p>

### Financial Goals Table

<b>2010-11 Progress Toward Attainment of Financial Charter Goals</b>			
Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective

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

<b>2010-11 Progress Toward Attainment of Charter-Specific Goals</b>			
Charter-specific goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Create an individual academic pathway and career advice plan for students from cohort 2011 and following.	MAP Testing and Guidance Survey	<p>Through math and reading comprehension MAP testing in grades 6-8 at the beginning and end of the school year (September and May), SASCS provides an individual assessment tool for teachers. By testing at the beginning and end of the academic year, individual academic progress is tracked. The test results also show specific areas of academic need, and break down the data by grade, class or student, thereby providing a foundation for data-driven instruction.</p> <p>The Guidance Department created a 53-question survey to track the emotional, physical, and academic progress and circumstances through the SASCS school system. In 2010-2011, the sixth, seventh and eighth grade students completed the survey and participated in one-on-one meetings with the school counselor. The assessment analysis, data gathering and one-on-one meetings will continue to take place through graduation, providing individual learning and career plans for all students in grades 6-12.</p>	Making progress toward meeting
Increase number of students	Number of students competing and	SASCS provides competitive venues for students in all core academic areas and requires participation from all students in grades 9-12. The high school students	Met

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

<p>competing in and winning awards from academic venues</p>	<p>number of awards earned</p>	<p>compete for awards at the school's two internal academic events: the Science Fair and the Liberal Arts Tunnel.  Students with high quality projects continue on in regional competitions. In 2011 Greater Syracuse Scholastic Science Fair, SASCS students came away from the competition with 6 top awards and 12 special awards in the senior high division, including a \$10,000 scholarship awarded to a junior, and a full expenses paid trip to compete in Intel International Science Fair in Los Angeles. On the mathematics side of the academic program, the SASCS MathCounts Team won the 2nd Place in Central New York Chapter Competition at Lockheed Martin Corporation in 2011.</p>	
<p>Increase academic qualification levels for athletes.</p>	<p>GPA</p>	<p>With a strict academic grade point average minimum requirement (2.4 GPA) tied to participation in each game, the athletic program supports the school's academic goals, and gives students the motivation they need to perform well in both areas.</p>	<p>Met</p>

**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	181
First and last day of the 2010-11 school year	September 8, 2010 – June 24, 2011
Length of school day (please note if schedule varies throughout the week or the year)	7 hours

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

<b>TOTAL EXPENDITURES PER PUPIL</b>		
<b>STUDENTS (FTE)</b>	<b>TOTAL EXPENDITURE</b>	<b>EXPENDITURE PER PUPIL</b>
451	\$ 5,023,254	\$ 11,138
<b>ADMINISTRATIVE EXPENDITURES PER PUPIL</b>		
<b>STUDENTS (FTE)</b>	<b>ADMIN EXPENDITURE</b>	<b>EXPENDITURE PER PUPIL</b>
451	\$ 2,069,712	\$ 4,589
<b>ADMIN EXPENSES</b>	\$ 1,548,480	
<b>ADMIN SALARIES</b>	\$ 521,232	
<b>TOTAL</b>	\$ 2,069,712	

**Appendix D: Unaudited Financial Statements**

**Statements of Financial Position**  
**June 30, 2011 and 2010**

	<u>2011</u>	<u>2010</u>
<b>Assets</b>		
<b>Current Assets</b>		
Cash and cash equivalents	\$ 1,861,087	\$ 594,000
Restricted cash - extra classroom funds	1,726	4,000
State and federal aid receivable	88,321	129,000
Other receivables, net	111,973	640,000
Prepaid expenses	<u>53,344</u>	<u>47,000</u>
<b>Total Current Assets</b>	2,116,451	1,414,000
<b>Property and Equipment, Net of Accumulated Depreciation</b>	<u>931,110</u>	<u>594,000</u>
<b>Total Assets</b>	<u>\$ 3,047,561</u>	<u>\$ 2,009,000</u>
<b>Liabilities and Net Assets</b>		
<b>Current Liabilities</b>		
Accounts payable	\$ 21,216	\$ 21,000
Accrued liabilities	263,930	189,000
Restricted cash - extra classroom funds	1,726	4,000
Deferred Revenue	<u>0</u>	<u>0</u>
<b>Total Current Liabilities</b>	286,872	215,000
<b>Long-Term Debt, Net of Current Portion</b>	<u>0</u>	<u>0</u>
<b>Total Liabilities</b>	286,872	215,000
<b>Net Assets</b>		
Unrestricted	<u>2,760,689</u>	<u>1,794,000</u>
<b>Total Liabilities and Net Assets</b>	<u>\$ 3,047,561</u>	<u>\$ 2,009,000</u>

**Appendix E: FY 2012 Budget and Narrative**

SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL		
Operational Budget	Budget	Remarks
<b>School Year</b>	<b>11-12</b>	
1 <i>Number of Students</i>	594	
2		
3 Beginning Fund Balance (July 1st)	1,942,351	Surplus from 2010-2011 Fiscal Year
4		
5 <b>REVENUES</b>		
6		
7 Revenues, gains, other support		
8 Rev. Resident Student Enrollment	6,318,000	594 students
9 Rev.-Student with Disabilities	201,600	Revenue for students with disabilities, 32 students @ \$6,300
10 Other Rev. From Public School D	24,200	Textbook and Library Aid
11 State Grants	13,812	Free and Reduced Student Lunch Program Reimbursements & Government Donated foods
12 Federal Grants	467,124	Title I, II, IV, V Grants, and Federal & Lunch Reimbursements
13 Other Income:	93,940	Lunch Register, Erate, Interest Income
15 <b>TOTAL REVENUES</b>	<u>7,118,676</u>	
16		
17 <b>EXPENSES</b>		
18		
19 <i>Payroll &amp; Related Expenses</i>		
20 Salaries		
21 Gross Salary	3,369,244	85 FTE employees ( administrators, teachers and support staff)
22 Employer Tax Expenses	254,278	FICA-Social Security and Medicaid Taxes
23 Health Benefits	557,803	12 months @ \$46,484 per month
24 NYTRS-Pension Plan	314,194	11.00 % of teachers' wages
25 Staff Development	67,000	Workshops & Tuition Reimbursements
26 Travel	25,000	Various
27 Unemployment	12,000	
28 Worker's Compensation	28,000	\$7,000 for each quarter
29 <i>Total Payroll &amp; Related Expenses</i>	<u>4,627,518</u>	
30		
31 <i>Building Occupancy</i>		

32	Board Expenses	12,000	
33	Equipment Rental/Lease	15,000	Copy Machine & Other Equipment Rental
34	Rent	504,000	12 months @ \$42,000 per month
35	Maintenance and Repairs	295,500	Painting, Waxing, Repair, renovations Equipment Maintenance etc.
36	<i>Total Building Occupancy</i>	<u>826,500</u>	
37			
38	<b>Services</b>		
39	Food	121,100	10 months @ 12,110 per month
40	Insurance	45,700	Commercial & Umbrella, Disability, Student Accident, Directors & Officers
41	Legal	15,000	10 months @ 1,500 per month
42	Payroll Services	13,000	12 months @ \$1083 per month
43	<i>Total Services</i>	<u>194,800</u>	
44			
45	<b>Administrative</b>		
46	Accounting/Auditing Fees	18,500	Year End Audit & Consultation Services
47	Communication Expense	21,600	Internet & Telephone 12 months @ \$1,800 per month
48	Consultant -Administrative	20,400	Purchased professional Services
49	Consultant -Computer	12,500	Purchased professional Services
50	Consultants- Education	140,000	Purchased professional Services & Terranova Evaluations
51	Contracted Services-Other	40,000	
52	Extra Curricular Activities	85,000	Science Fair, Science Olympiad, and sports activities
53	Field Trip Expenses	16,000	Various Field Trips & Transportation for sports activities
56	Marketing	25,000	Outreach & enrollment: print & mailing
57	Membership	14,000	
58	Other Expenses	1,000	
59	Postage and Delivery	15,000	12 months @ \$1,250 per month
60	Printing	30,000	Publication of forms, magazines, brochures etc.
61	Refreshments & Drinks	20,000	Various
63	Staff Recruitment	8,000	Newspaper Advertisements
64	Supplies and Materials	436,250	Classroom, Office, Textbook, School supplies & Equipment Purchase
65	Utilities	88,500	Electric, Gas, Water
67	<i>Total Administrative</i>	<u>991,750</u>	
68			

69	<b>Capital Outlay &amp; Other</b>		
70	Lease Hold Improvement	174,000	
71	Capital Improvement	110,000	Equipment & Furniture Purchase
72	Loan Payback		
73	<i>Total Capital Outlay &amp; Other</i>	<u>284,000</u>	
74			
75	<b>TOTAL EXPENSES (Line 29+36+43+67+73)</b>	<u><b>6,924,568</b></u>	
76			
77	<b>Ending Fund Balance (Line 3 + 15- 75)</b>	<u><b>2,136,459</b></u>	

### ***Section IV.4 Charter Revisions***

In May 2010, SASCS received an approval from SED to add grades K-6 to its current 7-12 grade configuration. The school will be operating in two separate facilities to accommodate the expansion. The total maximum enrollment for the 2011-12 school year is 600 students. In 2012-13, 3rd graders will be added with maximum of 48 students and in 2013-14, 4th graders with a maximum of 48 students. During 2013-14 educational year, SASCS will reach its maximum capacity with 696 total students.

***This information can be found in our Charter on page 48.***

<b>Table 1: Projected Enrollment for the Third Charter Term</b>			
<b>Grade Level</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-17</b>
K	48	48	48
1	48	48	48
2	48	48	48
3	0	48	48
4	0	0	48
5	48	48	48
6	48	48	48
7	60	60	60
8	60	60	60
9	60	60	60
10	60	60	60
11	60	60	60
12	60	60	60
<b>TOTALS</b>	<b>600</b>	<b>648</b>	<b>696</b>

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) Fehmi Dambaci
2. Charter School Name Syracuse Academy of Science Charter School
3. Charter Authorizer Entity 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)  
Trustee, President

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**.

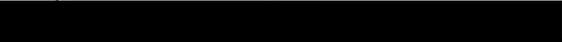
Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>None</i> <i>Please write "None" if applicable. Do not leave this space blank.</i>				
			<i>P.S. Terra Science and Education which provided few services to as board member.</i>	<i>SASCS, I</i>

*for [Signature]* \_\_\_\_\_ Date 7/29/2011

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

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

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

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

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

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i> None			

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

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

Signature Out of State Date 7/29/2012

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

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

*Please write "None" if applicable. Do not leave this space blank.*

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

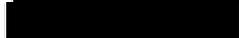
Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken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

Signature  Date 10/11/2011

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

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
None			

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

Out of country 7/29/11  
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.

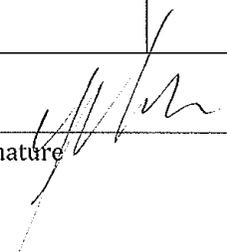
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

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>				

Signature

Date



10/1/2011

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) Patricia Coban
2. Charter School Name Syracuse Academy of Science Charter School
3. Charter Authorizer Entity 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)  
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.

Teaching Assistant - Kindergarten class - Start date: 8/25/2011 Salary: \$1,000.00 Bi-weekly

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
8/25/10-6/24/11	Teaching Assistant/ Salary based	Did not vote, did not participate in discussion related to the position.	Myself

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

Signature  Date 7/29/2011

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) Rev Sherman Dunmore
2. Charter School Name Syracuse Academy of Science
3. Charter Authorizer Entity 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)  
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.

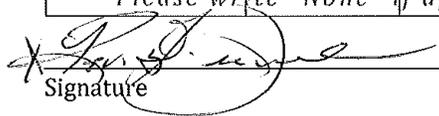
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE	NONE	NONE	NONE

*Please write "None" if applicable. Do not leave this space blank.*

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

*Please write "None" if applicable. Do not leave this space blank.*

  
Signature

12/1/11  
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>
Fehmi Damkaci	President	Academic Committee Lead	Professor of Chemistry, SUNY Oswego	Terms: 2 Start: Aug. 2006-Present
Yildiray Yilderim	Vice President Treasurer	Financial Committee Lead	Professor and Chair of Finance Dept. at Syracuse University	Terms: 3
Birol Ozturk	Secretary	Financial and Academic Committees	Professor, Research post doctoral Northeastern University, involved with science project development	Terms: 1 Start: Aug. 2009-Present
Rev. Sherman Dunmore	Member	Community and Academic	Former parent, community leader	Terms: 2 Start: Aug. 2006-Present
Patricia Coban	Member	Academic	Former parent; former teacher	Terms: 3 Start: Aug. 2003-Present
<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>				0