

The State Education Department
The University of the State of New York

Office of Innovative School Models

Charter Schools Office
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2009 - 2010

Charter School Information and Cover Page

Name of Charter School Elmwood Village Charter School

Primary Address 124 Elmwood Avenue Buffalo, N.Y. 14201

Telephone (716) 886-4581 **Fax** (716) 348-3707

BEDS # 140600860896

District/CSD of Location Buffalo

Charter Entity New York State Education Department

Date School First Opened for Instruction September 6, 2006

School Leader John W. Sheffield

(print name)

E-mail Address of School Leader [REDACTED]

President, Board of Trustees Liz Evans

(print name)

E-mail Address and Phone Number of Board President [REDACTED]

General Instructions

1. Read and follow all instructions. Please be sure to provide all requested information. Do not provide data that are not requested.
2. Questions regarding the completion of these forms should be directed to the appropriate program office:

For assistance with student/teacher attrition rates, call the Charter Schools Office at 518-474-1762.

For assistance with the audit forms, call the Office of Audit Services at 518-473-4516.

All audits for the 2009-10 school year are due to the Department by **5:00 p.m. on November 1, 2010**. Please ensure that they are sent in **electronic form** to both the Charter Schools Office at charterschools@mail.nysed.gov and James Conway in the Office of Audit Services at fsandals33@mail.nysed.gov. Please put "Audit Report" in the subject line of the e-mail.

3. Each person who was a member of a charter school's Board of Trustees during the 2009-10 school year must complete and submit the Disclosure of Financial Interest questionnaire.

4. Submit the annual report as a PDF file (except where otherwise noted) to the Charter Schools Office by **5:00 p.m. November 1, 2010** at charterschools@mail.nysed.gov. Please put "Annual Report" in the subject line of the e-mail. ***Faxed versions will not be accepted.*** The original signed Statement of Assurances must be sent to the Charter Schools Office at the address provided on the cover page above.

Section I

Student Assessment Data

This section refers to the academic achievement of your students on all standardized tests, per your charter, including all State exams. For the State Assessment results in grades 3 - 8, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics. Longitudinal data are being requested back through the 2006-07 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank or enter “NA.”

You must also provide data for grades 9-12 as well (as applicable).

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided:

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment was given;
5. the number of students enrolled in the grade on the date the assessment was given;
6. the number of students who were absent on the date that the assessment was administered;
7. the number of students who were exempted from such assessment per their IEP;
8. the number of students who were exempted from such assessment as a result of their ELL status;
9. the number of students who were actually assessed (this figure must equal the number of students in the grade on the date the test was given minus those who were absent or exempted);
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

Complete a separate chart for each subtest.

Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2009-10 Annual Report

Grades 3 – 8 State ELA Assessments Results

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

New York State Assessment Results

Grades 3 – 8 State Math Assessments Results

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

New York State Assessment Results

Regents Exam	Year	All Students				General Education Students				Students with Disabilities			
		Total Tested	% Scoring:			Total Tested	% Scoring:			Total Tested	% Scoring at or above:		
			≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥85		
Comprehensive English	2009-10												
	2008-09												
	2007-08												
	2006-07												
Math A	2009-10												
	2008-09												
	2007-08												
	2006-07												
Math B	2009-10												
	2008-09												
	2007-08												
	2006-07												
Global History & Geography	2009-10												
	2008-09												
	2007-08												
	2006-07												
US History & Gov't.	2009-10												
	2008-09												
	2007-08												
	2006-07												

New York State Assessment Results

Year	All Students				General Education Students				Students with Disabilities				
	Total Tested	% 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
Living Environment	2009-10												
	2008-09												
	2007-08												
	2006-07												
Phys. Setting/ Earth Science	2009-10												
	2008-09												
	2007-08												
	2006-07												
Phys. Setting/ Chemistry	2009-10												
	2008-09												
	2007-08												
	2006-07												
Phys. Setting/ Physics	2009-10												
	2008-09												
	2007-08												
	2006-07												

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>			
		<i>Total Tested</i>	<i>% Scoring:</i>			<i>Total Tested</i>	<i>% Scoring:</i>			<i>Total Tested</i>	<i>% Scoring at or above:</i>		
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84 ≥ 85</i>
Comp. French	2009-10												
	2008-09												
	2007-08												
	2006-07												
Comp. German	2009-10												
	2008-09												
	2007-08												
	2006-07												
Comp. Hebrew	2009-10												
	2008-09												
	2007-08												
	2006-07												
Comp. Italian	2009-10												
	2008-09												
	2007-08												
	2006-07												
Comp. Latin	2009-10												
	2008-09												
	2007-08												
	2006-07												
Comp. Spanish	2009-10												
	2008-09												
	2007-08												
	2005-06												

New York State Assessment Results

<i>Regents Competency 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>≤54</i>	<i>55-64</i>	<i>65-84</i>		<i>≤54</i>	<i>55-64</i>	<i>≥85</i>
Mathematics	2009-10												
	2008-09												
	2007-08												
	2006-07												
Science	2009-10												
	2008-09												
	2007-08												
	2006-07												
Reading	2009-10												
	2008-09												
	2007-08												
	2006-07												
Writing	2009-10												
	2008-09												
	2007-08												
	2006-07												
Global Studies	2009-10												
	2008-09												
	2007-08												
	2006-07												
US History & Gov't.	2009-10												
	2008-09												
	2007-08												
	2006-07												

New York State Assessment Results

Second Language Proficiency Exams	Year	All Students				General Education Students				Students with Disabilities							
		Total Tested	% Scoring:			Total Tested	% Scoring:			Total Tested	% Scoring at or above:						
			≤54	55- 64	65-84		≥85	≤54	55-64		65-84	≥85	≤54	55-64	65-84	≥85	
French	2009-10																
	2008-09																
	2007-08																
	2006-07																
German	2009-10																
	2008-09																
	2007-08																
	2006-07																
Italian	2009-10																
	2008-09																
	2007-08																
	2006-07																
Latin	2009-10																
	2008-09																
	2007-08																
	2006-07																
Spanish	2009-10																
	2008-09																
	2007-08																
	2006-07																

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	
Listening & Speaking (Gr. K-1)	2009-10												
	2008-09												
	2007-08												
	2006-07												
Reading & Writing (Gr. K-1)	2009-10												
	2008-09												
	2007-08												
	2006-07												
Listening & Speaking (Gr. 2-4)	2009-10												
	2008-09												
	2007-08												
	2006-07												
Reading & Writing (Gr. 2-4)	2009-10												
	2008-09												
	2007-08												
	2006-07												
Listening & Speaking (Gr. 5-6)	2009-10												
	2008-09												
	2007-0-8												
	2006-07												
Reading & Writing (Gr. 5-6)	2009-10												
	2008-09												
	2007-08												
	2006-07												

New York State Assessment Results

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

New York State Alternate Assessment Results

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

High School Completion Rates

High School Completion	Year	All Students		General Education Students		Students with Disabilities	
		Number Of Students	Percent Graduating	Number Of Students	Percent Graduating	Number Of Students	Percent Graduating
Total Graduates	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. a Regents Diploma	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. a Regents Diploma w/Adv. Designation	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. IEP Diploma	2009-10						
	2008-09						
	2007-08						
	2006-07						
To 4-Year College	2009-10						
	2008-09						
	2007-08						
	2006-07						
To 2-Year College	2009-10						
	2008-09						
	2007-08						
	2006-07						

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>
To Other Post-Secondary	2009-10						
	2008-09						
	2007-08						
	2006-07						
Dropped Out	2009-10						
	2008-09						
	2007-08						
	2006-07						
Entered Approved HS Equivalency Prep Program	2009-10						
	2008-09						
	2007-08						
	2006-07						
Total Non-Completers	2009-10						
	2008-09						
	2007-08						
	2006-07						

Other Student Assessment Data
2009-10

Name of Test: 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*	Level 1	Level 2	Level 3	Level 4
1 st Grade	2/8/10	24	2	0	0	22	0%	9%	50%	41%
2 nd Grade	2/9/10	25	0	0	0	25	16%	12%	44%	28%
3 rd Grade	2/5/10	25	0	0	0	25	12%	12%	48%	28%
4 th Grade	3/15/10	25	0	0	0	25	28%	12%	48%	12%
5 th Grade	1/29/10	25	2	0	0	23	35%	26%	35%	4%
6 th Grade	1/22/10	21	0	0	0	21	33%	24%	38%	5%

* 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
2009-10

Name of Test: Terra Nova **Subtest:** Reading – Fall / Spring

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 M-NCE	Qualitative Level is an NCE of 50 or higher. Percent Attaining:	Other ***
1 st Grade	9/22/09	24	0	0	0	24	56.6	63%	N/A
1 st Grade	6/1/10	25	0	0	0	25	65.6	80%	N/A
2 nd Grade	9/22/09	25	0	0	0	25	53.4	56%	N/A
2 nd Grade	6/1/10	25	0	0	0	25	61.7	60%	N/A
3 rd Grade	9/22/09	25	0	0	0	25	65.8	72%	N/A
3 rd Grade	6/1/10	25	0	0	0	25	70.2	88%	N/A
4 th Grade	9/22/09	25	0	0	0	25	63.0	80%	N/A
4 th Grade	6/1/10	25	0	0	0	25	64.0	80%	N/A
5 th Grade	9/22/09	25	0	0	0	25	57.9	72%	N/A
5 th Grade	6/1/10	25	0	0	0	25	64.2	80%	N/A
6 th Grade	9/22/09	23	0	0	0	23	57.7	74%	N/A
6 th Grade	6/1/10	22	0	0	0	22	59.0	68%	N/A

Other Student Assessment Data
2009-10

Name of Test: Terra Nova

Subtest: Language – Fall / Spring

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 M-NCE	Qualitative Level is an NCE of 50 or higher. Percent Attaining:	Other ***
1 st Grade	9/22/09	24	0	0	0	24	59.1	75%	N/A
1 st Grade	6/1/10	25	0	0	0	25	68.1	76%	N/A
2 nd Grade	9/22/09	25	0	0	0	25	51.6	48%	N/A
2 nd Grade	6/1/10	25	0	0	0	25	53.3	60%	N/A
3 rd Grade	9/22/09	25	0	0	0	25	68.2	76%	N/A
3 rd Grade	6/1/10	25	0	0	0	25	74.7	88%	N/A
4 th Grade	9/22/09	25	0	0	0	25	60.0	68%	N/A
4 th Grade	6/1/10	25	0	0	0	25	61.7	68%	N/A
5 th Grade	9/22/09	25	0	0	0	25	60.5	68%	N/A
5 th Grade	6/1/10	25	0	0	0	25	64.3	80%	N/A
6 th Grade	9/22/09	23	0	0	0	23	58.4	74%	N/A
6 th Grade	6/1/10	22	0	0	0	22	58.2	77%	N/A

Other Student Assessment Data
2009-10

Name of Test: Terra Nova

Subtest: Math – Fall / Spring

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 M-NCE	Qualitative Level is an NCE of 50 or higher. Percent Attaining:	Other ***
1 st Grade	9/22/09	24	0	0	0	24	46.0	46%	N/A
1 st Grade	6/1/10	25	0	0	0	25	61.3	76%	N/A
2 nd Grade	9/22/09	25	0	0	0	25	50.8	48%	N/A
2 nd Grade	6/1/10	25	0	0	0	25	54.7	60%	N/A
3 rd Grade	9/22/09	25	0	0	0	25	64.8	76%	N/A
3 rd Grade	6/1/10	25	1	0	0	24	71.2	83%	N/A
4 th Grade	9/22/09	25	0	0	0	25	57.7	64%	N/A
4 th Grade	6/1/10	25	0	0	0	25	67.1	84%	N/A
5 th Grade	9/22/09	25	0	0	0	25	57.0	72%	N/A
5 th Grade	6/1/10	25	0	0	0	25	63.3	84%	N/A
6 th Grade	9/22/09	23	0	0	0	23	59.7	70%	N/A
6 th Grade	6/1/10	22	0	0	0	22	58.0	68%	N/A

Other Student Assessment Data
2009-10

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 or above Benchmark)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	Sept. 09	25	0	0	0	25	96%	N/A	N/A
Kindergarten	Jan. 2010	25	0	0	0	25	60%	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 or above Benchmark)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	Sept. 09	25	0	0	0	25	88%	N/A	N/A
Kindergarten	Jan. 2010	25	0	0	0	25	84%	N/A	N/A
Kindergarten	May 2010	25	0	0	0	25	83%	N/A	N/A
1 st Grade	Sept. 09	25	0	0	0	25	84%	N/A	N/A

Other Student Assessment Data
2009-10

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 or above Benchmark)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	May 2010	25	0	0	0	25	92%	N/A	N/A
1 st Grade	Sept. 09	25	0	0	0	25	68%	N/A	N/A
1 st Grade	Jan. 2010	25	0	0	0	25	96%	N/A	N/A
1 st Grade	May 2010	25	0	0	0	25	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 or above Benchmark)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	Jan. 2010	25	0	0	0	25	84%	N/A	N/A
Kindergarten	May 2010	25	0	0	0	25	79%	N/A	N/A
1 st Grade	Sept. 09	25	0	0	0	25	76%	N/A	N/A
1 st Grade	Jan. 2010	25	0	0	0	25	68%	N/A	N/A
1 st Grade	May 2010	25	0	0	0	25	76%	N/A	N/A
2 nd Grade	Sept. 09	25	0	0	0	25	76%	N/A	N/A

Other Student Assessment Data
2009-10

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 (Benchmark)	Qualitative Level and Percent Attaining**	Other ***
1 st Grade	Jan. 2010	25	0	0	0	25	92%	N/A	N/A
1 st Grade	May 2010	25	0	0	0	25	92%	N/A	N/A
2 nd Grade	Sept. 09	25	0	0	0	25	68%	N/A	N/A
2 nd Grade	Jan. 2010	25	0	0	0	25	76%	N/A	N/A
2 nd Grade	May 2010	25	0	0	0	25	72%	N/A	N/A
3 rd Grade	Sept. 09	25	0	0	0	25	76%	N/A	N/A
3 rd Grade	Jan. 2010	25	0	0	0	25	80%	N/A	N/A
3 rd Grade	May 2010	25	0	0	0	25	68%	N/A	N/A
4 th Grade	Sept. 09	25	0	0	0	25	52%	N/A	N/A
4 th Grade	Jan. 2010	25	0	0	0	25	56%	N/A	N/A
4 th Grade	May 2010	25	0	0	0	25	64%	N/A	N/A
5 th Grade	Sept. 09	25	0	0	0	25	72%	N/A	N/A
5 th Grade	Jan. 2010	25	0	0	0	25	64%	N/A	N/A
5 th Grade	May 2010	25	0	0	0	25	64%	N/A	N/A
6 th Grade	Sept. 09	23	0	0	0	23	70%	N/A	N/A
6 th Grade	Jan. 2010	23	0	0	0	23	57%	N/A	N/A
6 th Grade	May 2010	23	0	0	0	23	59%	N/A	N/A

Progress Toward Goal Attainment

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

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

Progress toward Goal Attainment 2009-10

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
10% Overall Increase in ELA	83% - 79% 4% Decrease	NYS ELA Assessment	No	As students at EVCS continue to progress, a greater percentage of students test into City Honors School or the Olmsted Gifted and Talented program after fourth grade. Both of these schools serve grades 5 through 12. This contributes to student attrition at the fifth and sixth grade levels. With the proposed addition of 7 th and 8 th grade, it is our hope that this attrition rate will decrease. <hr/> Using the 2010 conversion chart for both years (2009 & 2010) 9% Increase (69%- 78%)

10% Overall Increase in Math	92% - 85% 7% Decrease	NYS Math Assessment	No	<p>As students at EVCS continue to progress, a greater percentage of students test into City Honors School or the Olmsted Gifted and Talented program after fourth grade. Both of these schools serve grades 5 through 12. This contributes to student attrition at the fifth and sixth grade levels. With the proposed addition of 7th and 8th grade, it is our hope that this attrition rate will decrease.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 11% Increase (74% - 85%)</p>
10% Third Grade Increase in ELA	79%-84% 5% Increase	NYS ELA Assessment	No	<p>Looking at the students who have been enrolled at EVCS for more than one continuous year, 56% of those students were in level 4, which was a 47% increase from 08-09. This year we will be using the DORA program in conjunction with the DIBELS, Terra Nova and classroom assessments to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 14% Increase (70% - 84%)</p>
10% Third Grade Increase in Math	95% - 80% 15% Decrease	NYS Math Assessment	No	<p>Looking at the students who have been enrolled at EVCS for more than one continuous year, 50% of those students were in level 4, which was a 41% increase from 08-09. This year we will be using the DOMA program in conjunction with the Terra Nova and classroom assessments to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 24% Increase (56% - 80%)</p>

10% Fourth Grade Increase in ELA	84% - 76% 8% Decrease	NYS ELA Assessment	No	<p>Looking at the students who have been enrolled at EVCS for more than one continuous year 71% of those students have increased their scaled scores. This year we will be using the DORA program in conjunction with the DIBELS, Terra Nova and classroom assessments to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 4% Increase (72% - 76%)</p>
10% Fourth Grade Increase in Math	100% - 84% 16% Decrease	NYS Math Assessment	No	<p>Looking at the students who have been enrolled at EVCS for more than one continuous year 71% of those students have increased their scaled scores. This year we will be using the DORA program in conjunction with the Terra Nova and classroom assessments to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 16% Decrease (100% - 84%)</p>
10% Fifth Grade Increase in ELA	74% - 76% 2% Increase	NYS ELA Assessment	No	<p>EVCS is continuing to work on transitioning the high percentage of students who come through the lottery each year at the fifth grade level. The students are given instruction in small groups to remediate deficits. This year we will be using the DORA program to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 7% Increase (69% - 76%)</p>
10% Fifth Grade Increase in Math	91% - 88% 3% Decrease	NYS Math Assessment	No	<p>EVCS is continuing to work on transitioning the high percentage of students who come through the lottery each year at the fifth grade level. The students are given instruction in small groups to remediate deficits. This year we will be using the DORA program to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 19% Increase (69% - 88%)</p>

10% Sixth Grade Increase in ELA	96% - 78% 18% Decrease	NYS ELA Assessment	No	<p>EVCS is continuing to work on transitioning the high percentage of students who come through the lottery each year at the fifth grade level. The students are given instruction in small groups to remediate deficits. This year we will be using the DOMA program to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 14% Increase (63% - 77%)</p>
10% Sixth Grade Increase in Math	83% - 87% 4% Increase	NYS Math Assessment	No	<p>EVCS is continuing to work on transitioning the high percentage of students who come through the lottery each year at the fifth grade level. The students are given instruction in small groups to remediate deficits. This year we will be using the DOMA program to help track RTI.</p> <hr/> <p><i>Using the 2010 conversion chart for both years (2009 & 2010)</i> 15% Increase (71% - 86%)</p>
10% Higher than District – Gr. 3 ELA	56% Higher	NYS ELA Assessment	Yes	
10% Higher than District – Gr. 3 Math	52% Higher	NYS Math Assessment	Yes	
10% Higher than District – Gr. 4 ELA	48% Higher	NYS ELA Assessment	Yes	
10% Higher than District – Gr. 4 Math	53% Higher	NYS Math Assessment	Yes	

10% Higher than District – Gr. 5 ELA	50% Higher	NYS ELA Assessment	Yes	
10% Higher than District – Gr. 5 Math	56% Higher	NYS Math Assessment	Yes	
10% Higher than District – Gr. 6 ELA	46% Higher	NYS ELA Assessment	Yes	
10% Higher than District – Gr. 6 Math	57% Higher	NYS Math Assessment	Yes	
75% of all students who attend EVCS consistently and continuously from kindergarten through third grade will score at Level 3 or Level 4 on the New York State Third Grade Assessments in all subjects in which assessments are administered.	ELA: 82% Math: 76%	NYS ELA and Math Assessments	Yes	

Progress toward Goal Attainment Elmwood Village Charter School

In our fourth year of operation, EVCS continued to show gains and was recognized as a high performing school in Buffalo. The school has waiting lists for all grade levels, a relatively stable faculty, an established and consistent administration, and a steadfast board of trustees. With the exception of students moving out of the area or testing into a district honors school, the student body is also stable.

In 2010, a new scaled score conversion chart was released. In order to accurately compare the scores from 2009 to 2010, EVCS applied the more rigorous 2010 conversion scale to our 2009 NYS Assessment results. Using the same chart for both years helped us to more accurately assess student achievement and teacher performance. The application of the more rigorous 2010 conversion scale to our 2009 scores revealed that the school achieved a 9% overall increase on the New York State Assessment in ELA and achieved an 11% overall increase on the New York State Assessment in Math. Compared to the same grade levels in 2010, Elmwood Village Charter School exceeded district performance by 50% in ELA and 55% in Math. Furthermore, in 2010, EVCS surpassed NYS performance by 26% in ELA and 24% in mathematics on NYS Assessments. Our scaled scores on the 2010 NYS Assessments were the highest of any public elementary school in the City of Buffalo, and surpassed most suburban districts. 22% of our students scored in the Level IV range on the ELA Assessment, and 46% of our students scored in the Level IV range on the Mathematics Assessment. These results affirm that our efforts to challenge students to achieve beyond proficiency are meeting with success.

In our fifth year of operation, Elmwood Village Charter School continues 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 State Standards. Using our Terra Nova reports and other assessment data, we continue to better target specific areas of need. Team planning and consultation time have been increased in the weekly schedule. We are concentrating on giving the teachers strategies to interpret and use assessment data to more efficiently differentiate instruction. This year, EVCS implemented the DORA and DOMA programs to help the teachers better implement the Response to Intervention (RTI) method. The Special Services Coordinator conducted in-services in August to help the teachers understand and better utilize RTI.

In collaboration with Medaille College, students who are identified through DIBELS and Terra Nova testing as having deficits in reading are offered two after-school sessions each week of an intensive reading clinic.

EVCS has been working extremely hard on team teaching and optimum utilization of assistants, consultant teachers, and Title I staff. This has enabled us to expanded opportunities for differentiated instruction through the use of learning centers, technology, and academic choice. The teachers are also able to divide the students into small groups to create the most favorable learning opportunities.

Our data has shown us that the longer students have been enrolled at EVCS, the higher they perform on standardized tests and state assessments. This led us to implement a plan to assess transfer students immediately upon their entry into the school in order to identify their learning needs in a timely manner. In addition to programmatic and teacher generated assessments, we have introduced the DORA and DOMA programs to more rapidly assesses and assimilate new students into the academic culture of Elmwood Village Charter School.

In the 2010-2011 school year, we were able to retain a certified teacher to serve as a Title I teaching assistant to work under the direction of our Title I reading and math teacher. Together,

they implement AIS for both reading and math by using a variety of programs to tailor instruction to the students' needs. They are currently using a corrective reading program to address fluency and reading comprehension, pushing into classrooms daily to facilitate small group learning experiences, and implementing an early intervention program in the primary grades. They are using a variety of assessments, including DORA/DOMA, DIBELS, State Assessments, Mid-Year Everyday Mathematics Assessment, and Terra Nova tests to monitor student progress and adjust students' AIS plans.

In the area of Special Education, we have four special education teachers. Three out of the four work with only one grade level, and the fourth works with two grade levels. We are working hard at perfecting our co-teaching techniques so that we are meeting the diverse needs of all of our students within the general education setting. The special education teachers also work with the classroom teachers to introduce a variety strategies that work with a wide-range of learners.

This 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 this year from 0% to 3% school-wide, with 8% of our current kindergarten class receiving ESL services.

Ongoing professional growth is highly valued at EVCS. Our professional development plan is designed to meet the long and short-term objectives of the school. In the 2010-2011 school year, all teachers were once again required to participate in workshops that were arranged by the Board of Trustees at the recommendation of the Director. Throughout the school year, other professional development opportunities are provided for staff either on site or off campus.

An important part of our formal professional development plan consists of goal setting and monitoring the progress that each teacher is making toward achieving his/her goals. The process evolves from self-reflection, peer observations, formal classroom observations, recommendations from mentor teachers, and an analysis of student achievement based on assessment data. In the 2010-2011 school year, EVCS is collaborating with other charter schools to participate in the state-wide school improvement initiatives resulting from RttT. Through this collaboration, EVCS expects to be able to offer our teachers access to even more resources and professional development opportunities.

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.

Section II

Charter School Student and Teacher Attrition Rates

Instructions

Separate tables are included for students and teachers. For students, please provide the total **number** who left for the reasons identified in the table. Then provide the highest number of students enrolled during the course of the year. Using that enrollment figure and the total number of students who left during the year (July 1 – June 30), calculate the percent of students who left the school each year (2006-07 through 2009-10). Do not provide averages or FTEs.

For teachers, provide the total number of classroom teachers (e.g., grades K-6, or secondary subject matter classroom teachers). Do not include guidance counselors, social workers, etc. Do not provide FTEs. A part-time teacher is counted as one teacher. If one person teaches more than one subject area, count them once. Also provide the number of special area teachers (e.g., music, technology, special education). Again, count each such teacher only once. Then, provide the total number of teachers who were retained at the end of each school year. For example, if you had seven classroom teachers (e.g., one each K-6) and three special area teachers (for a total of ten teachers), and three were let go (or otherwise decided not to return in 2010-11) at the end of the 2009-10 school year, your teacher attrition rate would be 30 percent. A teacher on leave is not counted toward the attrition rate.

If you have any questions, please call the Charter School Office at 518-474-1762.

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

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	0	0	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	12	14	2	4
Number of students leaving for more restrictive special education setting	0	0	0	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience, honors magnet school)	14	10	4	4
Number leaving for other reasons (undetermined)	0	1	0	0
Total number of students leaving.	26	25	6	8
Highest Number Enrolled (July 1 – June 30)	175	175	150	119
Total Percent Attrition	15%	14%	5%	7%

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

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	12	11	7	6
Number of Special Area Teachers	5	6	6	5
Total Number of Teachers	17	17	13	11
Total Number of Teachers Leaving	4	2	1	1
Total Percent Attrition	24%	12%	8%	8%

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

Section III

Guidelines for Audits of the Financial Statements of Charter Schools

Please see attached independent auditor's report.

The New York charter schools act of nineteen hundred ninety-eight requires that a charter school "shall be subject to the financial audits, the audit procedures, and the audit requirements set forth in the charter. Such procedures and standards shall be applied consistent with generally accepted accounting and audit standards. Independent fiscal audits shall be required at least once annually."

These guidelines are provided to assist charter schools in New York State and their auditors through the annual audit process. The guidelines are also intended to provide some uniformity in the reporting by charter schools and to assist the Board of Regents in meeting its responsibilities for ensuring accountability over public funds and for reporting annually to the Governor and Legislature on the status of charter schools.

Each audit should meet the following minimum standards:

Audit Requirements:

- ❑ An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.
- ❑ The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- ❑ If the charter school spends **\$500,000** or more in federal awards during the fiscal year, an independent audit as prescribed in the federal Office of Management and Budget Circular A-133 must also be completed and filed with the federal government and the State Education Department.

Reporting Requirements:

- ❑ The sample format for the financial statements is provided in accordance with Section 2851 of the Education Law.
- ❑ The financial statements should be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for not-for-profit organizations.
- ❑ All statements required by Financial Accounting Standards Board (FASB) Statement No. 117, *Financial Statements of Not-for-Profit Organizations*, should be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Required note disclosures and others that are deemed appropriate should be included.
- ❑ A supplemental schedule of functional expenses, in a format consistent with the attached, should be included and subject to the auditing procedures applied in the audit of the general purpose financial statements. Such supplemental schedule is not a required part of the general purpose financial statements and should be included for the purposes of additional analysis.
- ❑ When applicable, the auditor should prepare and submit a management letter. A copy of the management letter should be submitted with the financial statements along with the school's corrective action plan to address any weaknesses identified in the report or the management letter.

- Reports (the independent auditor's report on the financial statements, report on compliance, report on internal control over financial reporting, management letter, and federal Single Audit, if applicable) must be submitted in electronic form within 120 days of the end of the charter school fiscal year to the following addresses:

State Education Department
Office of Audit Services
89 Washington Avenue Room 524 EB
Albany, New York 12234
fsandals33@mail.nysed.gov

State Education Department
Charter School Office
89 Washington Avenue Room 462 EBA
Albany, New York 12234
charterschools@mail.nysed.gov

Section IV

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

Please see attached disclosures.

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-2010

Name (print) Marguerite Battaglia-Evans

Name of Charter School Elmwood Village Charter School

Charter Entity SED

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative): Personnel Comm. - Chairperson

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

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

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

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

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

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

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

Marguerite Battaglia - Evans
Signature

June 25, 2010
Date

Subscribed and sworn to before me this 25 day of June, 2010.

Lea G. Dick Notary Public
Lea M. Gladys

LEA G. DICK
Notary Public, State of New York
No. 01DI6178161
Qualified in Erie County
Commission Expires Nov. 19, 2011

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-2010

Name (print) MaryJoan (Mimi) Barnes-Coppola

Name of Charter School ELMWOOD Village Charter School

Charter Entity SED

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative): Vice president

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

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

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

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

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

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

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

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

Walter Barnes-Byron
Signature

6/24/10
Date

Subscribed and sworn to before me this 24 day of June, 2010

Lea G. Dick
Notary Public

Lea M. Gladys

LEA G. DICK
Notary Public, State of New York
No. 01DI6178161
Qualified in Erie County
Commission Expires Nov. 19, 2011

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-2010

Name (print) Shirley L. Courton
Name of Charter School Elmwood Village Charter School
Charter Entity _____
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

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

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

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

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

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

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

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

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

Shirley L. Courton
Signature

6/30/2010
Date

Subscribed and sworn to before me this 30 day of June, 2010

Lea G. Dick
Notary Public

Lea H. Glach

LEA G. DICK
Notary Public, State of New York
No. 01DI6178161
Qualified in Erie County
Commission Expires Nov. 19, 2011

LEA G. DICK
Notary Public, State of New York
No. 01DI6178161
Qualified in Erie County
Commission Expires Nov. 19, 2011

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 200~~8~~⁹-2010

Name (print) Liz Evans

Name of Charter School Elmwood Village Charter School

Charter Entity ~~Board of Regents~~ SED

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative): chair, secretary

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

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

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

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

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

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

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	N/A		

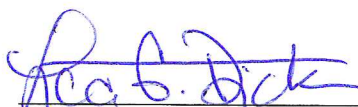


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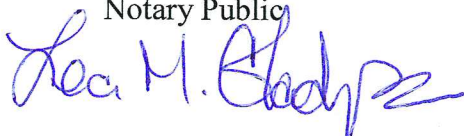
6/24/2010

 Date

Subscribed and sworn to before me this 24 day of June, 2010



 Notary Public



LEA G. DICK
 Notary Public, State of New York
 No. 01D16178161
 Qualified in Erie County
 Commission Expires Nov. 19, 2011

LEA G. DICK
 Notary Public, State of New York
 No. 01D16178161
 Qualified in Erie County
 Commission Expires Nov. 19, 2011

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-2010

Name (print) Concetta Ferguson

Name of Charter School Elmwood Village Charter School

Charter Entity SED

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative): parent representative, treasurer

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

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

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

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

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

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

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

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

Concord NE
Signature

6/24/10
Date

Subscribed and sworn to before me this 24 day of Jun, 2010.

Lea G. Dick
Notary Public

Lea M. Gladys

LEA G. DICK
Notary Public, State of New York
No. 01D16178161
Qualified in Erie County
Commission Expires Nov. 19, 2011

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-2010

Name (print) Kathleen V. Franklin - Adams

Name of Charter School Elmwood Village Charter School

Charter Entity State Education Dept.

Home Address [REDACTED]

Business Address N/A

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative): —

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

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

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

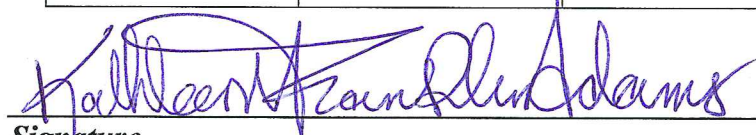
5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes X No

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

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

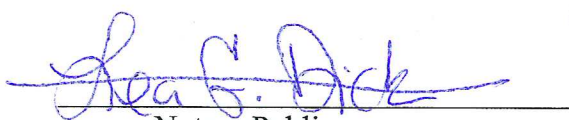
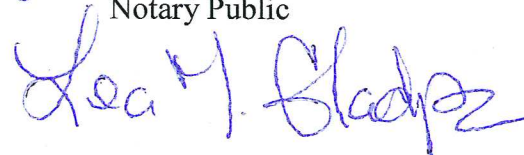
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
N	O	N	E


Signature

24 June 2010
Date

Subscribed and sworn to before me this 24 day of June, 2010


Notary Public


LEA G. DICK
Notary Public, State of New York
No. 01DI6178161
Qualified in Erie County
Commission Expires Nov. 19, 2011

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-2010

Name (print) Catherine Herrick

Name of Charter School Elmwood Village Charter School

Charter Entity SED

Home Address

Business Address

Daytime Phone

E-Mail Address

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Member of Finance Committee

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

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

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

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

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

None

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

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

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

Catherine Herrick
Signature

6/24/10
Date

Subscribed and sworn to before me this 24 day of June, 2010

Lea G. Dick
Notary Public

Lea M. Gladys

LEA G. DICK
Notary Public, State of New York
No. 01DI6178161
Qualified in Erie County
Commission Expires Nov. 19, 2011

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-2010

Name (print) Paul J. Marzello Sr.

Name of Charter School Elmwood Village Charter School

Charter Entity State Ed. Dept.

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

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

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

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

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

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

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

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	NA		

Rafael M. L. Jr.
Signature

6/24/10
Date

Subscribed and sworn to before me this 24 day of June, 2010

Dea C. Dicks
Notary Public

Dea M. Gladys

Notary Public, State of New York
No. 01DI6178161
Qualified in Erie County
Commission Expires Nov. 19, 2011

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-2010

Name (print) Pamela Pollock

Name of Charter School Elmwood Village Charter School

Charter Entity SED

Home Address [REDACTED]

Business Address none

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative): secretary

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

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

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

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

Part-time contract work for Buffalo Hearing + Speech Center; Pre-school / speech pathology services.

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

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

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Buffalo Hearing + Speech Center	Vote		Pamela Pollock self

Pamela K. Pollock
Signature

10-24-2010
Date

Subscribed and sworn to before me this 24 day of June, 2010

Doc G. Dick
Notary Public

Doc M. Gladys

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-2010

Name (print) Matthew E. Ryan

Name of Charter School Elmwood Village Charter School

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Finance Committee

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

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

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

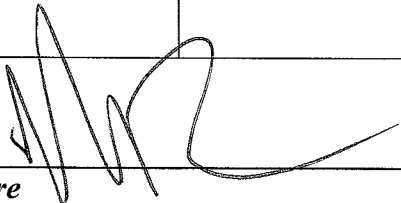
5. Is the trustee an employee or agent of any institutional partner of the School? ____ Yes ☒ No

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

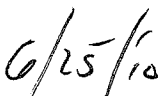
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest



Signature



Date

Subscribed and sworn to before me this _____ day of _____, 20__.

 Notary Public

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-2010

Name (print) PAUL SOUTER

Name of Charter School EMMEODS VILLAGE CHARTER SCHOOL

Charter Entity SEID

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative):

PARENT REP.

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

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





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


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

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

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

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

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
			


Signature

Jan 26, 2010
Date

Subscribed and sworn to before me this 24 day of June, 2010.

Don G. Dade
Notary Public

Notary Public
Lee M. Gladf

LEA G. DICK
Notary Public, State of New York
No. 01D6178161
Qualified in Erie County
Commission Expires Nov. 19, 2011

ELMWOOD VILLAGE CHARTER SCHOOL
FINANCIAL STATEMENTS
WITH ADDITIONAL INFORMATION

June 30, 2010

INDEPENDENT AUDITORS' REPORT

The Board of Trustees
Elmwood Village Charter School

We have audited the accompanying balance sheets of Elmwood Village Charter School (the School) as of June 30, 2010 and 2009 and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and with the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2010 and 2009, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 11, 2010 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards*, and should be considered in assessing the results of our audit.



September 11, 2010

ELMWOOD VILLAGE CHARTER SCHOOL

Balance Sheets

June 30,	2010	2009
Assets		
Current assets:		
Cash	\$ 1,089,860	\$ 898,955
Grants and other receivables (Note 2)	48,607	18,922
Prepaid expenses	58,992	59,377
	<u>1,197,459</u>	<u>977,254</u>
Property and equipment, net (Note 3)	241,183	285,793
	<u>\$ 1,438,642</u>	<u>\$ 1,263,047</u>
Liabilities and Net Assets		
Current liabilities:		
Current portion of long-term debt (Note 5)	\$ 5,429	\$ 3,668
Accounts payable	68,768	34,316
Accrued expenses	149,825	134,301
	<u>224,022</u>	<u>172,285</u>
Long-term debt (Note 5)	14,358	13,037
Net assets:		
Unrestricted	1,199,787	1,076,060
Temporarily restricted	475	1,665
	<u>1,200,262</u>	<u>1,077,725</u>
	<u>\$ 1,438,642</u>	<u>\$ 1,263,047</u>

See accompanying notes.

ELMWOOD VILLAGE CHARTER SCHOOL

Statements of Activities

For the years ended June 30,	2010	2009
Changes in unrestricted net assets:		
Support and revenue:		
Public school districts:		
Revenue - resident student enrollment	\$ 1,803,748	\$ 1,777,797
Revenue - students with disabilities	161,489	136,866
Federal grants	85,979	256,096
Contributions	4,125	4,880
Special event revenues, net of \$8,474 and \$4,922	18,957	16,611
Other income	26,404	15,715
Net assets released from restriction	1,515	-
Total support and revenue	2,102,217	2,207,965
Expenses:		
Program expenses:		
Regular education	1,096,383	1,132,178
Special education	361,228	235,838
Other program	91,364	84,595
Supporting services:		
Management and general	429,515	324,334
Total expenses	1,978,490	1,776,945
Change in unrestricted net assets	123,727	431,020
Changes in temporarily restricted net assets:		
Contributions	325	1,665
Net assets released from restrictions	(1,515)	-
Change in temporarily restricted net assets	(1,190)	1,665
Change in net assets	122,537	432,685
Net assets - beginning	1,077,725	645,040
Net assets - ending	\$ 1,200,262	\$ 1,077,725

See accompanying notes.

ELMWOOD VILLAGE CHARTER SCHOOL

Statements of Cash Flows

For the years ended June 30,	2010	2009
Operating activities:		
Change in net assets	\$ 122,537	\$ 432,685
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Depreciation	55,978	55,982
Changes in other operating assets and liabilities:		
Grants and other receivables	(29,685)	17,771
Prepaid expenses	385	11,290
Accounts payable	34,452	(13,047)
Accrued expenses	15,524	16,939
Net operating activities	199,191	521,620
Investing activities:		
Property and equipment expenditures	(3,957)	(89,376)
Financing activities:		
Principal payments on long-term debt	(4,329)	(7,600)
Net change in cash	190,905	424,644
Cash - beginning	898,955	474,311
Cash - ending	\$ 1,089,860	\$ 898,955

See accompanying notes.

Notes to Financial Statements

1. Summary of Significant Accounting Policies:

Organization and Purpose:

Elmwood Village Charter School (the School) operates a charter school in the City of Buffalo, New York (the City) approved by the New York State Education Department Board of Regents. The School currently offers classes from kindergarten through sixth grade. The School has been chartered through 2011 at which time the charter may be renewed, upon application, for five more years.

Subsequent Events:

The School has evaluated events and transactions for potential recognition or disclosure in the financial statements through September 11, 2010 (the date the financial statements were available to be issued).

Cash:

Cash in financial institutions potentially subjects the School to concentrations of credit risk, since it may exceed insured limits at various times throughout the year.

Accounts Receivable:

Accounts receivable are stated at the amounts management expects to collect from outstanding balances. Balances that are outstanding after management has used reasonable collection efforts are written off through a charge to bad debts expense and a credit to accounts receivable. An allowance for doubtful accounts is considered unnecessary by management because all significant amounts deemed uncollectible are written off each year.

Property and Equipment:

Property and equipment is stated at cost net of accumulated depreciation. Depreciation is provided over estimated asset service lives. Maintenance and repairs are charged to operations as incurred; significant improvements are capitalized.

Temporarily Restricted Net Assets:

Temporarily restricted net assets are those whose use by the School has been limited by donors to a specific purpose or time period. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified as unrestricted net assets, and reported in the statement of activities as net assets released from restrictions.

Enrollment Fees:

The School is reimbursed based on the approved operating expense per pupil of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved operating expense per pupil and the full time equivalent enrollment of the students in the Charter School residing in the district. The School's enrollment fees are received primarily from the City.

Fees and Grants:

The School is the recipient of awards and reimbursements from federal, state and local sources. The awards and reimbursements are subject to compliance and financial audits by the funding source. Management believes no significant adjustments are necessary to recognized amounts.

Income Taxes:

The School is a 501(c)(3) organization exempt from taxation under Section 501(a) of the Internal Revenue Code.

Management believes that the School is no longer subject to examination by federal and state taxing authorities for years prior to 2007.

Use of Estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

Cost Allocation:

The School's costs of providing its various programs and activities have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Reclassifications:

The 2009 financial statements have been reclassified to conform with the presentation adopted for 2010.

2. Grants and Other Receivables:

	2010	2009
Grants	\$ 40,018	\$ 4,793
Other	8,589	14,129
	<u>\$ 48,607</u>	<u>\$ 18,922</u>

3. Property and Equipment:

	2010	2009
Leasehold improvements	\$ 138,257	\$ 136,107
Instructional equipment	201,466	199,659
Office equipment	56,041	48,630
	<u>395,764</u>	<u>384,396</u>
Less accumulated depreciation	154,581	98,603
	<u>\$ 241,183</u>	<u>\$ 285,793</u>

4. Short-Term Borrowings:

The School has available a \$160,000 unsecured bank demand line of credit with interest payable at prime plus 1%. The line is subject to the usual terms and conditions applied by the bank for working capital financing, and is annually reviewed and renewed. There were no borrowings on this line at June 30, 2010 and 2009.

5. Long Term Debt

	2010	2009
Equipment loans, varying monthly installments, interest ranging from 5% to 17.375%, secured by related equipment, due from August 2011 through February 2015.	\$ 19,787	\$ 16,705
Less current portion	5,429	3,668
	<u>\$ 14,358</u>	<u>\$ 13,037</u>

Aggregate maturities on long-term debt subsequent to June 30, 2010 are:

2011	\$ 5,429
2012	4,628
2013	4,985
2014	3,912
2015	833
	<u>\$ 19,787</u>

6. Contingencies:

The School is involved in various legal proceedings which, in the opinion of management, will not have a material adverse effect upon the financial position of the School.

7. Retirement Plan:

The School participates in the New York State Teachers' Retirement System (TRS) which is a cost-sharing multiple employer, public employee retirement system. TRS offers a wide range of plans and benefits which are related to years of service and final average salary, vesting of retirement benefits, death and disability.

New York State Teachers' Retirement System:

TRS is administered by the New York State Teachers' Retirement Board and provides benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. TRS issues a publicly available financial report that contains financial statements and required supplementary information for the system. The report may be obtained by writing to the New York State Teachers' Retirement System, 10 Corporate Woods Drive, Albany, NY 12211-2395.

Funding Policies:

TRS is noncontributory except for employees who joined after July 27, 1976 who contribute 3% of their salary. Pursuant to Article 11 of the Education Law, rates are established annually by the New York State Teachers' Retirement Board at an actuarially determined rate. The rate is 6.19% of the annual covered payroll for the year ended June 30, 2010, and 7.63% for the year ended June 30, 2009.

The School's required contributions for the years ended June 30, 2010 and 2009 were \$45,355 and \$48,433.

8. Operating Lease:

The School leases property under the terms of a non-cancelable operating lease. Rental expense was \$234,507 and \$232,911 for the years ended June 30, 2010 and 2009.

Future minimum annual rentals due are:

2011	\$ 216,900
2012	216,900
2013	241,100
2014	241,100
2015	241,100
Thereafter	3,253,700
	<hr/>
	\$ 4,410,800

9. Cash Flows Information

Noncash investing and financing activities excluded from the 2010 and 2009 statements of cash flows include \$7,411 and \$14,000 of equipment acquired through long-term debt financing.

**INDEPENDENT AUDITORS' REPORT
ON ADDITIONAL INFORMATION**

The Board of Trustees
Elmwood Village Charter School

Our report on our audits of the basic financial statements of Elmwood Village Charter School for 2010 and 2009 appears on page 1. Those audits were made for the purpose of forming an opinion on the basic financial statements taken as a whole. The additional information on page 9 is presented for purposes of additional analysis, and is not a required part of the financial statements. Such information has been subjected to the auditing procedures applied in the audits of the financial statements and, in our opinion, is fairly stated in all material respects in relation to the financial statements taken as a whole.



September 11, 2010

Additional Information
Schedule of Expenses

For the year ended June 30, 2010 (with comparative totals for 2009)

	2010					2009
	Regular Education	Special Education	Other Program	Management and General	Total	Total
Salaries	\$ 589,801	\$ 176,560	\$ 56,309	\$ 123,320	\$ 945,990	\$ 827,980
Employee benefits and taxes	161,936	48,476	15,460	33,860	259,732	234,621
Advertising	-	-	-	731	731	2,912
Contracted services	42,302	67,850	-	36,908	147,060	77,058
Dues and subscriptions	2,040	611	195	426	3,272	2,682
Insurance	-	-	-	37,471	37,471	23,569
Interest	-	-	-	2,670	2,670	1,684
Occupancy	146,209	43,768	13,959	30,571	234,507	232,911
Postage	-	-	-	2,183	2,183	1,712
Student activities	11,771	-	-	-	11,771	17,891
Printing	786	235	75	165	1,261	982
Supplies and materials	10,792	-	-	-	10,792	25,763
Office expense	-	2,800	-	7,191	9,991	8,662
Other expenses	3,456	1,035	330	722	5,543	3,205
Payroll processing	-	-	-	1,609	1,609	1,484
Professional fees	-	-	-	129,064	129,064	61,910
Repairs and maintenance	21,449	6,421	2,048	4,485	34,403	36,305
Staff development	5,389	-	-	-	5,389	16,314
Technology	17,362	-	-	-	17,362	40,059
Telephone	3,505	1,049	335	732	5,621	6,102
Textbooks	13,143	-	-	-	13,143	36,820
Travel	170	51	16	36	273	9,771
Utilities	26,606	7,965	2,540	5,563	42,674	50,566
	1,056,717	356,821	91,267	417,707	1,922,512	1,720,963
Depreciation	39,666	4,407	97	11,808	55,978	55,982
Total	\$ 1,096,383	\$ 361,228	\$ 91,364	\$ 429,515	\$ 1,978,490	\$ 1,776,945

See auditors' report on additional information.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT
AUDITING STANDARDS**

The Board of Trustees
Elmwood Village Charter School

We have audited the financial statements of Elmwood Village Charter School (the School) as of and for the year ended June 30, 2010, and have issued our report thereon dated September 11, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Trustees, management, New York State Department of Education, federal awarding agencies and pass-through entities. It is not intended to be and should not be used by anyone other than these specified parties.

James G. Ziegler, Jr.

September 11, 2010

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

John W. Sheffield
Print Name, School Leader

John W. Sheffield 10/29/10
Signature and Date

Liz Evans
Print Name, President, Board of Trustees

Liz Evans 10/29/10
Signature and Date

LEA G. DICK
Notary Public, State of New York
No. 01DI6178161
Qualified in Erie County
Commission Expires Nov. 19, 2011

Lea G. Dick *Lea M. Gladys*
10/29/10