

**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** Southside Academy Charter School

**Primary Address** 2200 Onondaga Creek Blvd, Syracuse, NY 13207

**Telephone** (315) 476-3019 **Fax** (315) 476-6639

**BEDS #** 421800860845

**District/CSD of Location** Syracuse City School District

**Charter Entity** New York State Education Department

**Date School First Opened for Instruction** Fall 2002

**School Leader** Christine Mevec  
(print name)

**E-mail Address of School Leader** [REDACTED]

**President, Board of Trustees** Kevin Walsh  
(print name)

**E-mail Address of Board President** [REDACTED]

**Phone Number of Board President** [REDACTED]

*Southside Academy Charter School  
New York State Assessment Results  
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																				
	Score	Score	Score	Score	Score	Score	Score	Score																				
2009-10 – All Students	27.9	44.1	22.1	5.9	11.1	65.3	19.4	4.2	13.6	50.6	33.3	2.5	18.6	45.7	34.3	1.4	11.9	45.2	40.5	2.4	0.0	66.7	33.3	0.0	0.0	64.7	35.3	0.0
General Education Students	24.6	44.3	24.6	6.6	9.2	64.6	21.5	4.6	10.5	51.3	35.5	2.6	12.5	48.4	37.5	1.6	5.1	48.7	43.6	2.6	0.0	64.7	35.3	0.0	0.0	64.7	35.3	0.0
Special Education Students	57.1	42.9	0.0	0.0	28.6	71.4	0.0	0.0	60.0	40.0	0.0	0.0	83.3	16.7	0.0	0.0	100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0	0.0
2008-09 – All Students	1.4	30.1	67.1	1.4	0.0	22.7	76.0	1.3	0.0	19.2	75.6	5.1	0.0	23.4	66.0	10.6	0.0	18.2	81.8	0.0	0.0	34.4	62.5	3.1	0.0	34.4	62.5	3.1
General Education Students	1.4	30.6	66.7	1.4	0.0	22.7	76.0	1.3	0.0	17.1	77.6	5.3	0.0	23.9	65.2	10.9	0.0	17.4	82.6	0.0	0.0	33.3	63.3	3.3	0.0	33.3	63.3	3.3
Special Education Students	-	-	-	-	-	-	-	-	0.0	100.0	0.0	0.0	-	-	-	-	-	-	-	-	50.0	50.0	-	-	50.0	50.0	-	-
2007-08 – All Students	8.3	40.3	45.8	5.6	10.5	31.6	50.0	7.9	4.0	36.0	58.0	2.0	0.0	38.1	61.9	0.0	0.0	42.5	57.5	0.0	6.1	63.6	30.3	0.0	6.1	63.6	30.3	0.0
General Education Students	6.0	37.3	49.3	6.0	5.7	34.3	52.9	5.7	0.0	31.3	62.5	6.3	0.0	35.3	64.7	0.0	0.0	36.1	63.9	0.0	6.3	62.5	31.3	0.0	6.3	62.5	31.3	0.0
Special Education Students	33.3	66.7	0.0	0.0	100.0	0.0	0.0	0.0	40.0	60.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	66.7	33.3	0.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0	0.0
2006-07 – All Students	11.6	31.9	50.7	5.8	10.9	41.3	47.8	0.0	12.0	60.0	28.0	0.0	4.0	62.0	30.0	4.0	9.5	61.9	28.6	0.0	20.8	50.0	29.2	0.0	20.8	50.0	29.2	0.0
General Education Students	8.1	30.6	54.8	6.5	4.8	42.9	52.4	0.0	4.8	61.9	33.3	0	4.8	59.5	31.0	4.8	10.3	59.0	30.8	0.0	21.7	47.8	30.4	0.0	21.7	47.8	30.4	0.0
Special Education Students	50.0	33.3	16.7	0.0	-	-	-	-	50.0	50.0	0.0	0.0	0.0	75.0	25.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0	0.0





**Other Student Assessment Data**  
2009-10

Name of Charter School: Southside Academy Charter School

Name of Test: Northwest Evaluation Association Measures of Academic Progress      Subtest: Reading

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 (Mean RIT)	Percent Attaining Above Grade Level	Score (Mean NCE)
2	Testing Window: April 27 - May 19	73	0	0	0	73	185.5	48%	43.3
3		69	1	0	0	68	192.0	26%	38.9
4		74	4	0	0	70	201.3	30%	43.1
5		81	0	0	0	81	210.3	46%	48.8
6		70	1	0	0	69	210.3	39%	43.2
7		42	0	0	0	42	221.2	57%	54.9
8		19	1	0	0	18	222.5	50%	51.9

\* 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.

Name of Test: Northwest Evaluation Association Measures of Academic Progress Subtest: Language Usage

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 (Mean RIT)	Percent Attaining Above Grade Level	Score (Mean NCE)
2	Testing Window: April 27 - May 19	73	1	0	0	72	187.1	39%	42.5
3		69	0	0	0	69	195.5	28%	41.5
4		74	1	0	0	73	203.3	32%	43.8
5		81	1	0	0	80	210.6	46%	47.9
6		70	2	0	0	68	212.8	41%	46.1
7		42	0	0	0	42	219.2	48%	52.5
8		19	2	0	0	17	220.1	41%	49.4

Name of Test: Northwest Evaluation Association Measures of Academic Progress Subtest: Math

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 (Mean RiT)	Percent Attaining Above Grade Level	Score (Mean NCE)
2	Testing Window: April 27 - May 19	73	0	0	0	73	184.8	36%	38.9
3		69	0	0	0	69	197.3	31%	41.3
4		74	1	0	0	73	205.1	27%	40.5
5		81	0	0	0	81	217.2	42%	47.2
6		70	1	0	0	69	222.1	49%	47.7
7		42	0	0	0	42	229.8	57%	52.0
8		19	1	0	0	18	229.2	44%	45.7

**Southside Academy Charter School  
Progress toward Goal Attainment  
2009-10**

<b>Goal/Objective: Desired Level of Attainment</b>	<b>Actual Result: Observed Level of Attainment</b>	<b>Measure Used to Indicate Attainment of the Goal/Objective</b>	<b>Was the Goal/ Objective Met? (Y/N)</b>	<b>Explanation if Not Met/Efforts to be Undertaken</b>
<p><b>Goal 1: Absolute Performance</b> Each year, 75 percent of all tested students who are enrolled in at least their third year will perform at or above Level 3 on the New York State exams.</p>	See below.	New York State ELA and Math exams.	No.	See below.
<p><b>Goal 2: Student Growth</b> Each year, Southside Academy Charter School will be in the 65<sup>th</sup> percentile or higher of public schools nationally as measured by the percentage of students that meet or exceed the beginning of year to end of year Measure of Academic Progress (MAP) growth on the Northwest Evaluation Association (NWEA) assessments administered (all students using a pooled mean.).</p>	See below.	Northwest Education Association's Measure of Academic Progress (Reading, Language Usage, and Mathematics)	No.	See below.
<p><b>Goal 3: Comparative Performance</b> Each year, the percent of all tested students who are enrolled in at least their third year and performing at or above Level 3 on the state exams will be greater than that of students in the same tested grades in Syracuse City School District.</p>	See below.	New York State ELA and Math exams	Yes	

Goal #1

Southside did not achieve its absolute performance goal of reaching 75% proficiency on the New York State English language arts and mathematics assessments. In the summer of 2010, the State Education Department raised the cut scores required for students to demonstrate Level 3 and 4 proficiency. While our scores—like those of many schools—experienced a significant decline in proficiency, we also believe that these new cut scores will provide our school with a better benchmark for our mission of college readiness. We will work to achieve these high levels of proficiency for our students.

Subject	Grade	# Students	# < Level 3	# Level 3+	% Level 3+	Goal	Difference
ELA	03	43	29	14	32.6%	75%	-42%
ELA	04	44	36	8	18.2%	75%	-57%
ELA	05	57	35	22	38.6%	75%	-36%
ELA	06	49	31	18	36.7%	75%	-38%
ELA	07	37	22	15	40.5%	75%	-34%
ELA	08	17	11	6	35.3%	75%	-40%
<b>ELA</b>	<b>Total</b>	<b>247</b>	<b>164</b>	<b>83</b>	<b>33.6%</b>	<b>75%</b>	<b>-41%</b>

Subject	Grade	# Students	# < Level 3	# Level 3+	% Level 3+	Goal	Difference
Math	03	43	29	14	32.6%	75%	-42%
Math	04	44	18	26	59.1%	75%	-16%
Math	05	57	26	31	54.4%	75%	-21%
Math	06	49	23	26	53.1%	75%	-22%
Math	07	37	17	20	54.1%	75%	-21%
Math	08	17	10	7	41.2%	75%	-34%
<b>Math</b>	<b>Total</b>	<b>247</b>	<b>123</b>	<b>124</b>	<b>50.2%</b>	<b>75%</b>	<b>-25%</b>

Goal #2

In the 2009-10 school year, Southside did not achieve its goal for student growth. However, Southside has shown strong progress in past years toward reaching this goal and consistently grown at rates above the national average. We believe we have the people and positions in place to do so in coming years.

In 2006-07, Southside scored at the 84<sup>th</sup> percentile in math, 73<sup>rd</sup> percentile in reading, and 67<sup>th</sup> percentile in language usage on the Northwest Evaluation Association's Measure of Academic Progress (NWEA-MAP). In 2007-08, Southside scored at the 56<sup>th</sup> percentile in math, 73<sup>rd</sup> percentile in reading, and 52<sup>nd</sup> percentile in language usage. In 2008-09, Southside scored at the 61<sup>st</sup> percentile in math, 73<sup>rd</sup> percentile in reading, and 64<sup>th</sup> percentile in language usage. This past year, the school's scores were 35<sup>th</sup> percentile in math, 34<sup>th</sup> percentile in reading, and 47<sup>th</sup> percentile in language usage.

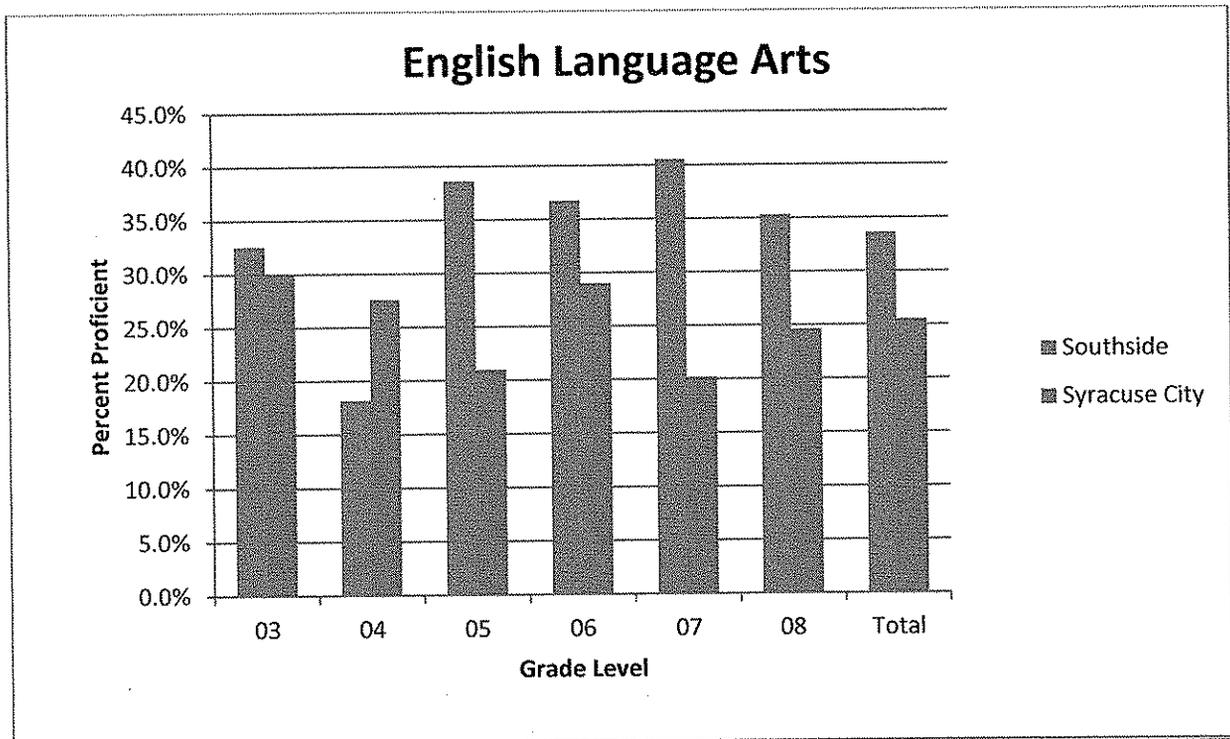
**Student Growth Percentile Among Public Schools Nationally  
Northwest Evaluation Association Measure of Academic Progress**

School Year	Math	Reading	Language Usage
2006-07	84 <sup>th</sup>	73 <sup>th</sup>	67 <sup>th</sup>
2007-08	56 <sup>th</sup>	73 <sup>th</sup>	52 <sup>th</sup>
2008-09	61 <sup>th</sup>	73 <sup>th</sup>	64 <sup>th</sup>
2009-10	35 <sup>th</sup>	34 <sup>th</sup>	47 <sup>th</sup>

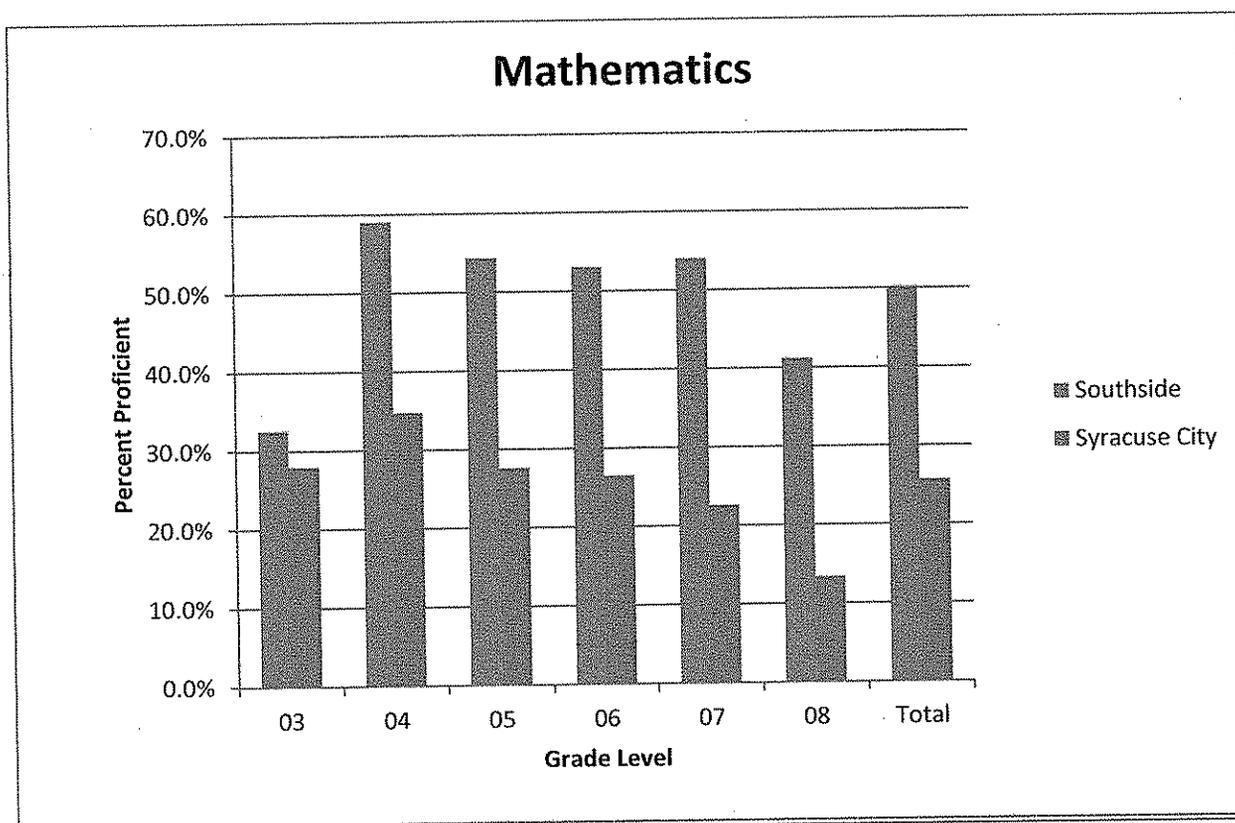
**Goal #3**

Southside achieved its goal of performing better than the local school district, Syracuse City School District. Not only did Southside students outperform their peers in district schools in the aggregate, they did so at nearly every individual grade level—all grades except fourth grade ELA. We are pleased that we are able to provide a quality educational option for the Syracuse community, scoring more than 10 percentage points higher in grades 5, 7, and 8 ELA and more than 20 percentage points higher in grades 4-8 mathematics.

Southside Students in at Least their Third Year			Syracuse City School District			Difference
Subject	Grade	% Level 3+	Subject	Grade	% Level 3+	
ELA	03	32.6%	ELA	3	30.1%	2.5%
ELA	04	18.2%	ELA	4	27.6%	-9.4%
ELA	05	38.6%	ELA	5	21.0%	17.6%
ELA	06	36.7%	ELA	6	29.0%	7.7%
ELA	07	40.5%	ELA	7	20.2%	20.3%
ELA	08	35.3%	ELA	8	24.6%	10.7%
ELA	Total	33.6%	ELA	Total	25.5%	8.1%



Southside Students in at Least their Third Year			Syracuse City School District			Difference
Subject	Grade	% Level 3+	Subject	Grade	% Level 3+	
Math	03	32.6%	Math	3	28.0%	4.6%
Math	04	59.1%	Math	4	34.8%	24.3%
Math	05	54.4%	Math	5	27.6%	26.8%
Math	06	53.1%	Math	6	26.5%	26.6%
Math	07	54.1%	Math	7	22.6%	31.5%
Math	08	41.2%	Math	8	13.4%	27.8%
<b>Math</b>	<b>Total</b>	<b>50.2%</b>	<b>Math</b>	<b>Total</b>	<b>25.7%</b>	<b>24.5%</b>



In order to ensure that Southside makes continuous progress toward Goals 1 & 2 and sustains and grows its performance on Goal 3, we have developed a series of grade level action plans. These plans will help teachers focus on areas where students struggle and where particular improvement is needed.

English Language Arts: Action Plan

<b>Grade Level</b>	<b>Topic for Focus</b>	<b>Action Plan</b>
K	Sounding out CVC words  Identifying beginning sounds	<ol style="list-style-type: none"> <li>1. Use of daily formative and summative assessments in the form of spelling inventories and writing samples</li> <li>2. Daily work through word study</li> <li>3. The use of mini lessons</li> <li>4. Centers to reinforce lessons</li> </ol>
1	Comprehension	<ol style="list-style-type: none"> <li>1. Recognizing main idea from text</li> <li>2. Distinguishes between fact and opinion</li> <li>3. Preview text, make predictions, and confirm</li> </ol>
2	Comprehension	<ol style="list-style-type: none"> <li>1. Preview, text, make predictions, and confirm text</li> <li>2. Recognize main idea and salient details in text</li> <li>3. Makes inference about text</li> <li>4. Summarize text</li> </ol>
3	Comprehension	<ol style="list-style-type: none"> <li>1. Making inferences, drawing conclusions, and making generalizations</li> <li>2. Take notes and/or use graphic organizer to aid in comprehension of text</li> <li>3. Determine author's purpose in specific terms</li> <li>4. Recognizing major and minor themes in story</li> <li>5. Recognizing different genres</li> </ol>
4	Comprehension	<ol style="list-style-type: none"> <li>1. Making inferences, drawing conclusions, and making generalizations</li> <li>2. Take notes and/or use graphic organizer to aid in comprehension of text</li> <li>3. Determine author's purpose in specific terms</li> <li>4. Recognizing major and minor themes in story</li> <li>5. Recognizing different genres</li> </ol>
5	Comprehension	<ol style="list-style-type: none"> <li>1. Making inferences, drawing conclusions, and making generalizations</li> <li>2. Take notes and/or use graphic organizer to aid in comprehension of text</li> <li>3. Determine author's purpose in specific terms</li> <li>4. Recognizing major and minor themes in story</li> <li>5. Recognizing different genre</li> </ol>

	<p>Literary Response Analysis</p>	<p>perspective with evidence from one or more texts</p> <ol style="list-style-type: none"> <li>2. Recognize common themes applied or stated</li> <li>3. Identify or infer main ideas and recalling supporting details</li> <li>4. Make generalizations and make connections</li> <li>5. Summarize important points from text</li> </ol>
6	<p>Expository Informational Text</p>	<ol style="list-style-type: none"> <li>1. Analyzing informational text – providing evidence from text</li> <li>2. Analyzing informational text- assessing the clarity, validity, accuracy, and completeness of information</li> <li>3. Determine cause and effect in text</li> <li>4. Analyzing devices authors use to accomplish their purpose</li> <li>5. Analyzing author's use of conflict in text</li> </ol>
7	<p>Comprehension Expository/Informational Text</p>	<ol style="list-style-type: none"> <li>1. Making text to text, text to self, and text to world applications</li> <li>2. Using strategies before, during, and after reading</li> <li>3. Analyzing informational text by providing evidence from text</li> <li>4. Comparing and contrasting informational text</li> </ol>
8	<p>Fluency and Vocabulary Development Literary Response Analysis</p>	<ol style="list-style-type: none"> <li>1. Use structural (roots, affixes), syntactic (grammar), and semantic (meaning) cues to recognize unfamiliar words in context.</li> <li>2. Identifying character types</li> <li>3. Explaining how minor elements at work influence larger elements and overall meaning (irony, flashback, suspense, symbolism)</li> </ol>

Mathematics: Action Plan

Grade	Topic for Focus	Action Plan
K	Adding and subtracting single digit problems Patterns (ABBA, ABC)	<ol style="list-style-type: none"> <li>Students will practice addition and subtraction skills daily during Math Meeting Time</li> <li>The use of manipulatives to demonstrate addition and subtraction</li> <li>Review the "+" and "-" sign daily</li> <li>Personalization and visualization (dramatic play) of math word problems</li> <li>Use of Base Ten Blocks to help visualize problems for place value</li> <li>Manipulatives for patterns</li> </ol>
1	Number sense	<ol style="list-style-type: none"> <li>Rounding to the nearest 10</li> <li>Use of Base Ten Blocks to help visualize problems for place value</li> <li>Understanding the concept of 0 as a place holder</li> <li>Writing numbers in expanded form</li> </ol>
2	Number sense	<ol style="list-style-type: none"> <li>Writing numbers in standard form (thousands place)</li> <li>Writing numbers in expanded form (thousands place)</li> <li>Identifying one more and one less than a number</li> </ol>
3	Number sense Problem solving	<ol style="list-style-type: none"> <li>Comparing fractions</li> <li>Adding and subtracting fractions with common denominators</li> <li>Commutative and associative properties of addition and multiplication</li> <li>Recognize relevant and irrelevant information in a word problem</li> <li>Selecting and applying appropriate strategies to solve problems</li> </ol>
4	Number sense	<ol style="list-style-type: none"> <li>Comparing fractions</li> </ol>

	Problem solving	<ol style="list-style-type: none"> <li>2. Adding and subtracting fractions with common denominators</li> <li>3. Commutative and associative properties of addition and multiplication</li> <li>4. Recognize relevant and irrelevant information in a word problem</li> <li>5. Selecting and applying appropriate strategies to solve problems</li> </ol>
5	Probability Number sense Number systems	<ol style="list-style-type: none"> <li>1. Rounding whole numbers and decimals to the 6th place value</li> <li>2. Representing whole numbers, up to one billion in standard form with and without exponents</li> <li>3. Write equivalent forms of numbers</li> <li>4. Probability is the measure of how likely an event is</li> <li>5. Make predictions based on experimental and theoretical probabilities</li> </ol>
6	Number sense Number systems Geometry	<ol style="list-style-type: none"> <li>1. Reading, writing, comparing, and ordering decimal, percents, and fractions</li> <li>2. Read, write, convert, and order mixed numbers and improper fractions</li> <li>3. Analyzing and classifying geometric figures</li> <li>4. Construct angles, triangles, and quadrilaterals</li> </ol>
7	Number sense and operations Measurement	<ol style="list-style-type: none"> <li>1. Define rational number and explain why a number is referred to being rational</li> <li>2. Read, write, compare, order and plot rational numbers</li> <li>3. Convert between fraction, decimals, and percents</li> <li>4. Selecting and applying appropriate units and tools to measure and estimate</li> <li>5. Converting common measurements between and within measurements system</li> </ol>
8	Lines, Angles and Geometric Objects	<ol style="list-style-type: none"> <li>1. Use Pythagorean Theorem and its converse</li> </ol>

	<p>Algebraic Representations Mathematical Models</p>	<p>in a variety of contexts (to find missing lengths, distances between points in the coordinate plane)</p> <ol style="list-style-type: none"><li>2. Graphing linear functions using slope and y-intercept, and the slope, and a point on the line</li><li>3. Writing equations and graphing parallel and perpendicular lines to a given line</li><li>4. Identifying and graphing absolute value functions</li></ol>
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**Southside Academy Charter School**  
**Student and Teacher Attrition**  
**2009-10**

Student Attrition Rates					
	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	12	3	6	11	3
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	50	25	33	27	12
Number of students leaving for more restrictive special education setting	1	1	2	2	2
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	49	1	9	1	0
Number leaving for other reasons (undetermined)	23	19	90	74	153
Total number of students leaving	135	49	140	115	170
Highest Number Enrolled ( <i>July 1 – June 30</i> )	632	582	545	438	390
Total Percent Attrition	<b>21.19%</b>	<b>8.42%</b>	<b>25.70%</b>	<b>26.30%</b>	<b>43.60%</b>

Teacher Attrition Rates					
	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	31	31	29	19	23
Number of Special Area Teachers*	4	5	4	4	4
Total Number of Teachers	35	36	33	23	27
Total Number of Teachers Leaving	9	2	4	1	25
Total Percent Attrition	25.70%	5.55%	29.73%	4.30%	92.60%

\*Special Area Teachers include Gym, Art, and Music.

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

\*Southside does not systematically collect this information.

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## SOUTHSIDE ACADEMY CHARTER SCHOOL

### STATEMENT OF FINANCIAL POSITION JUNE 30, 2010

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#### ASSETS

Cash	\$ 300
Due from governmental revenue sources	<u>1,375,663</u>

TOTAL	<u>\$1,375,963</u>
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#### LIABILITIES AND NET ASSETS

LIABILITIES:	
Deferred Revenue	\$ 506
Due to National Heritage Academies, Inc.	<u>1,375,457</u>

Total liabilities	1,375,963
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NET ASSETS — Unrestricted	<u>-</u>
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TOTAL	<u>\$1,375,963</u>
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See notes to financial statements.

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## SOUTHSIDE ACADEMY CHARTER SCHOOL

### STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS YEAR ENDED JUNE 30, 2010

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REVENUES, GAINS AND OTHER SUPPORT:	
State aid	\$6,293,612
Other state sources	59,887
Federal sources	858,125
Private sources	<u>37,678</u>
Total revenues, gains and other support	7,249,302
EXPENSES — Contracted service fee	<u>7,249,302</u>
CHANGE IN NET ASSETS	-
NET ASSETS:	
Beginning of year	<u>-</u>
End of year	<u>\$ -</u>

See notes to financial statements.

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## SOUTHSIDE ACADEMY CHARTER SCHOOL

### STATEMENT OF CASH FLOWS YEAR ENDED JUNE 30, 2010

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CASH FLOWS PROVIDED BY OPERATING ACTIVITIES:	
State aid	\$ 5,295,884
Other state sources	50,269
Federal sources	816,798
Private sources	37,677
Payments for services rendered	<u>(6,200,651)</u>
Net cash used in operating activities	<u>(23)</u>
NET DECREASE IN CASH	(23)
CASH — Beginning of year	<u>323</u>
CASH — End of year	<u>\$ 300</u>
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES:	
Change in net assets	\$ -
Adjustments to reconcile change in net assets to net cash used in operating activities:	
Change in due from governmental revenue sources	(1,049,180)
Change in deferred revenue	506
Change in due to National Heritage Academies, Inc.	<u>1,048,651</u>
NET CASH USED IN OPERATING ACTIVITIES	<u>\$ (23)</u>

See notes to financial statements.

## SOUTHSIDE ACADEMY CHARTER SCHOOL

### SCHEDULE OF FUNCTIONAL EXPENSES YEAR ENDED JUNE 30, 2010

	Program Services		Supporting Services	Total
	Regular Education	Special Education	Management and General	
Contracted service fee:				
Salaries and wages	\$2,033,591	\$ 98,681	\$ -	\$2,132,272
Retirement contributions	40,736	2,764	-	43,500
Other employee benefits	358,230	20,264	-	378,494
Payroll taxes	176,891	8,356	-	185,247
Accounting fees	11,124	-	141,847	152,971
Supplies	121,282	3,278	-	124,560
Postage and shipping	6,169	-	-	6,169
Occupancy	1,662,696	-	12,517	1,675,213
Food service	390,435	-	-	390,435
Equipment rental and maintenance	32,808	1,689	-	34,497
Printing and publications	33,627	-	-	33,627
Travel	2,808	101	-	2,909
Professional development and meetings	52,167	-	-	52,167
Professional fees	89,602	126,236	-	215,838
Instructional support	-	-	138,676	138,676
Academic and general support	-	-	747,125	747,125
Enrollment and parent relations	-	-	70,823	70,823
Board support	-	-	153,308	153,308
Human resources	-	-	301,262	301,262
Technology services	1,970	-	266,047	268,017
Marketing and business development	985	-	49,752	50,737
Insurance	16,708	-	-	16,708
Miscellaneous	16,542	-	58,205	74,747
<b>Total contracted service fee</b>	<b><u>\$5,048,371</u></b>	<b><u>\$261,369</u></b>	<b><u>\$1,939,562</u></b>	<b><u>\$7,249,302</u></b>

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) JAMES KENNETH SUAH-AGYEMAN

Name of Charter School SOUTHSIDE ACADEMY

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

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

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

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

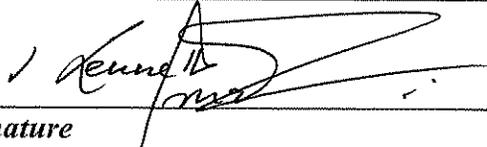
5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes X No

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

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

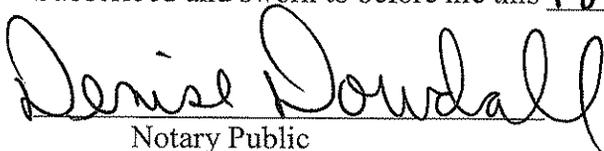
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which 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

May 18, 2010  
 \_\_\_\_\_  
 Date

Subscribed and sworn to before me this 18<sup>TH</sup> day of MAY, 2010.

  
 \_\_\_\_\_  
 Notary Public

Denise Dowdall  
 Notary Public, State of New York  
 No. 01D05069118  
 Qualified in Onondaga County  
 Commission Expires Nov. 12, 2010

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) CAROL HILL  
Name of Charter School SOUTHSIDE ACADEMY CHARTER SCHOOL  
Charter Entity SUNY BOARD OF TRUSTEES SED  
Home Address \_\_\_\_\_  
Business Address \_\_\_\_\_  
Daytime Phone \_\_\_\_\_  
E-Mail Address \_\_\_\_\_

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

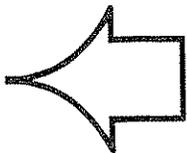
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	NONE		

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		

Carl Hill  
Signature

5/17/10  
Date



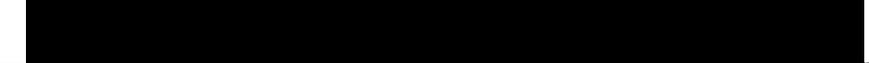
Subscribed and sworn to before me this 17 day of May, 2010

Kathy Campbell  
Notary Public

KATHY CAMPBELL  
Notary Public, State of New York  
Qualified Oswego Co., No. 01CA5028153  
My Commission Exp. May 23, 2010

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) Tracy Renee Miller  
Name of Charter School Southside Academy 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): 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	NONE	NONE	NONE

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

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

*Ms. Tracy Miller*  
 Signature

*5/17/10*  
 Date

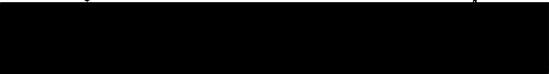
Subscribed and sworn to before me this *17<sup>th</sup>* day of *May*, 20 *10*.

*Marilyn L. Sutherland*  
 Notary Public

MARILYN L SUTHERLAND  
 Notary Public, State of New York  
 No. 01SU6219725  
 Qualified in Onondaga County  
 Commission Expires Mar. 29, 20 *14*

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) Dr. Leonese Nelson  
Name of Charter School Southside Academy Charter School  
Charter Entity SEP  
Home Address   
Business Address   
Daytime Phone   
E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, 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.

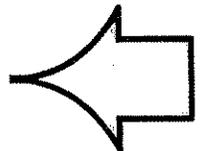
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>None</i>			

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			

*Leonese Nelson*  
 \_\_\_\_\_  
 Signature

5/17/10  
 \_\_\_\_\_  
 Date



Subscribed and sworn to before me this 17<sup>th</sup> day of May, 2010

*Kathy M. Doll*  
 \_\_\_\_\_  
 Notary Public

KATHY M. DOLL  
 No. 01DA6064132  
 Notary Public, State of New York  
 Qualified in Wayne County  
 My Commission Expires Sept. 17, 2013

NEW YORK STATE EDUCATION DEPARTMENT

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

Name (print) Kevin E. Walsh

Name of Charter School Southside Academy Charter School

Charter Entity ~~National Heritage Academies~~ SED

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

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

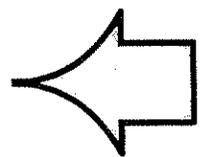
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

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			

*E. Walsh*  
Signature

5/7/10  
Date



Subscribed and sworn to before me this 7 day of May, 2010.

*Elaine B. Foley*  
Notary Public

**ELAINE B. FOLEY**  
Notary Public in the State of New York  
No. 01F06182585  
Qualified in Onondaga County  
My Commission Expires Feb. 25, 2012

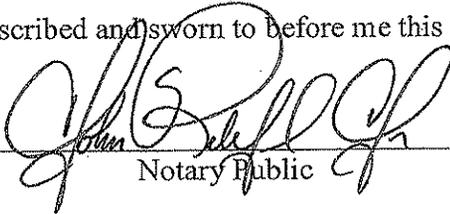
*Statement of Assurances*

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.

Christine Mevec  
Print Name, Head of Charter School

Christine Mevec 5/18/10  
Signature and Date

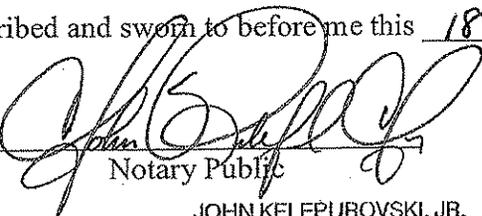
Subscribed and sworn to before me this 18<sup>th</sup> day of May, 2010.

  
Notary Public

JOHN KELEPUROVSKI, JR.  
Notary Public, State of New York  
Qualified in Onon. Co. No. 02KE6037835  
My Commission Expires Feb. 28, 2014

Kevin E. Walsh   
Print Name, President, Board of Trustees      Signature and Date

Subscribed and sworn to before me this 18<sup>th</sup> day of May, 2010.

  
Notary Public

JOHN KELEPUROVSKI, JR.  
Notary Public, State of New York  
Qualified in Onon. Co. No. 02KE6037835  
My Commission Expires Feb. 28, 2014