



Entry 1 School Information

Last updated: 07/10/2017

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2017**) or you may not be assigned the correct tasks.

a. SCHOOL NAME AND BEDS# GLOBAL CONCEPTS CS (REGENTS)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER Regents-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

c. DISTRICT / CSD OF LOCATION Lackawanna

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1001 Ridge Road Lackawanna New York 14218	[REDACTED]		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Tracy L. McGee
Title	CEO
Emergency Phone Number (###-###-####)	[REDACTED]

e. SCHOOL WEB ADDRESS (URL) www.globalccs.org

f. DATE OF INITIAL CHARTER 01/2002

g. DATE FIRST OPENED FOR INSTRUCTION 09/2002

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

MISSION STATEMENT

The mission of Global Concepts Charter School is to provide a top-quality educational program wherein students:

Achieve high academic results;

Are geared towards higher education and career opportunities;

Become responsible, caring family and community members;

Are highly knowledgeable of the multicultural world they are part of;

And possess the qualities and problem solving skills to collaborate peacefully in the community and worldwide.

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief description of Key design elements are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Implementation of Math and ELA Benchmark assessments based on NYS and Common Core Standards and Performance Indicators that drive our student instruction.
Variable 2	The required instructional infusion of reading strategies in science and social studies units of study.
Variable 3	Intervention teams that track students who are identified as “at-risk “ in need of receiving academic support from reading specialists, math intervention specialists, and educationally related support services
Variable 4	Student participation in reading and writing workshop in which students work at the instructional level best targeting their needs, so that learning can take place through differentiated instruction to improve student performance.
Variable 5	A curriculum that infuses components of service , creative problem solving, project-based, cohort-based, and experimental learning.
Variable 6	The infusion of performing and fine arts in K-8 and optional electives grades 9-12.
Variable 7	A commitment to teacher teaming, to promote a collaborative approach to instructional planning and facilitate sharing of best practices among teachers.
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2017 933

j. GRADES SERVED IN SCHOOL YEAR 2016-17

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

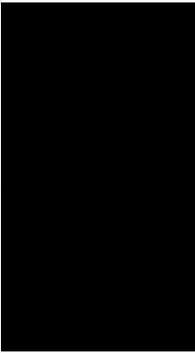
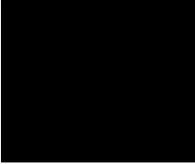
l1. FACILITIES

Does the school maintain or operate multiple sites?

Yes, 2 sites

l2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1001 ridge Road Lackawanna ,NY 14218		LACKAWANN A CITY SD	K-8	No	Own
Site 2	30 Johnson Street Lackawanna ,NY 14218		LACKAWANN A CITY SD	9-12	No	Own
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jack Turner			
Operational Leader	Tracy L. McGee			
Compliance Contact	Tracy L. McGee			
Complaint Contact	Tracy L. McGee			

I3. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Elizabeth Mastromatteo			
Operational Leader	Tracy L. McGee			
Compliance Contact	Tracy L. McGee			
Complaint Contact	Tracy L. McGee			

m1. Is the school or are the school sites co-located? No

n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions). No

o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.

Tracy L. McGee

p. 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. Check **YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "Tracy McGee". The signature is written in a cursive style with a long horizontal line extending from the end of the name.

Signature, President of the Board of Trustees

A handwritten signature in black ink that reads "Dawnan Jones". The signature is written in a cursive style with a long horizontal line extending from the end of the name.

Date

2017/07/10

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/10/2017

1. NEW YORK STATE REPORT CARD

<http://data.nysed.gov/reportcard.php?>

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).



Entry 3 Progress Toward Goals

Last updated: 07/10/2017

PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2017. If the goals are based on student performance data that the school will not have access to before August 1, 2017 (e.g., the NYS Assessment results), explain this in the "2016-2017 Progress Toward Attainment of Goal" column. The information can be updated when available. Please complete and submit no later than November 1, 2017.

1. ACADEMIC STUDENT PERFORMANCE GOALS

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Goal #1: Each year students will achieve grade level academic growth as measured by Star Data Scale Scores in reading for grades K to 12. Students who are below grade level will be expected to	In 2016-2017, STAR reports indicate the Student Growth Percentiles that compare where students are with academic growth against national norms. Students who are not making adequate progress receive intervention from classroom teachers and, when necessary, intervention teachers, to raise the growth levels. Using the SGP Time-Adjusted Model in STAR, SGPs are calculated using a very large national sample of STAR achievement data. Students in the sample are grouped by subject	Met	

work toward achieving Grade Level Benchmark on the New York State Scaled Score.

and grade, and then a statistical technique called quantile regression is used to associate every possible initial score and growth rate combination with a percentile. These analyses generate lists of initial STAR scores along with growth rates that define an SGP for each grade, subject, and time period (for example, fall to winter, winter to spring, fall to spring).

Academic Goal 2

Goal # 2: Students who have been enrolled in the Global Concepts Charter School for at least three consecutive years will meet New York State Learning Standards in core area subjects as established by the New York State Education Department. A grade level performance checklist will be used to determine attainment of this goal.

Short-cycle and long-cycle assessments are used to measure progress toward the standards and reveal any student in need of academic intervention. New York State Assessments are used to determine if this particular goal was attained.

Goal # 3: Annually, Global Concepts Charter School students will experience incremental gains on all required New

<p>Academic Goal 3</p>	<p>York State Assessments, starting from the baseline data. Students in grades 9-12 will be given the opportunity for success in State required Regents Exams. This will enable GCCS to reach its goal of maintaining and achievement level of 80 to 90% of the total population of students being proficient (Levels 3 or 4) on all NYS Assessments and 75% passing rate for 9-12 students on Regents Exams. In addition, GCCS will strive for 100% of students attaining a score of levels 3 or 4 on all NYS Assessments and mastery level on Regents Exams.</p>	<p>New York State Assessments are used to determine if this particular goal was attained.</p>		
<p>Academic Goal 4</p>	<p>Goal # 4:By the end of the 8th grade, students will meet the requirements for units of study as described in Commissioner’s Regulation 100.2. By the end of 12th grade students will have the opportunities to meet graduation requirements as described in Commissioner’s Regulation 100.5</p>	<p>100% of 8th grade students in 2015-2016 completed the year with necessary requirements for the units of study described in the Commissioners’ Regulation 100.2 and were prepared to begin high school. 98% of 12th grade students in 2016 completed the year with necessary requirements for the units of study described in the Commissioners’</p>	<p>Met</p>	

		Regulation 100.5 and graduated from high school.		
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				

2. Do have more academic goals to add? (No response)

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9				
Academic Goal 10				
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				

3. Do have more academic goals to add? (No response)

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 17				

Academ ic Goal 18				
Academ ic Goal 19				
Academ ic Goal 20				
Academ ic Goal 21				
Academ ic Goal 22				
Academ ic Goal 23				
Academ ic Goal 24				
Academ ic Goal 25				
Academ ic Goal 26				
Academ ic Goal 27				
Academ ic Goal 28				
Academ ic Goal 29				
Academ ic Goal 30				

4. ORGANIZATIONAL GOALS

2016-17 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				

5. Do you have more organizational goals to add? No

6. FINANCIAL GOALS

2016-17 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

Created: 07/10/2017 • Last updated: 07/31/2017

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	11701660
Line 2: Year End FTE student enrollment	947
Line 3: Divide Line 1 by Line 2	12357

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2016-17 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	893979
Line 2: Management and General Cost (Column)	718772
Line 3: Sum of Line 1 and Line 2	1612751
Line 5: Divide Line 3 by the Year End FTE student enrollment	1703

Thank you.

Global Concepts Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	12,500,000	350,000	-		8,000	12,858,000
Total Expenses	7,638,367	741,264	666,866		3,219,632	12,111,562
Net Income	4,861,633	(391,264)	(666,866)		(3,211,632)	746,438
Actual Student Enrollment	898	52				950
Total Paid Student Enrollment	853	50				903

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

Lackawanna	\$13,005.00
Buffalo	\$12,969.00
Other Various Districts	\$11,200.00
School District 4 (Enter Name)	
School District 5 (Enter Name)	

7,907,040	-	-	-	-	7,907,040
3,504,537	-	-	-	-	3,504,537
388,423	-	-	-	-	388,423
-	-	-	-	-	-
-	-	-	-	-	-
11,800,000					11,800,000

Special Education Revenue

-	350,000	-	-	-	350,000
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Grants

Stimulus

Other

-	-	-	-	-	-
-	-	-	-	-	-

Other State Revenue

-	-	-	-	-	-
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TOTAL REVENUE FROM STATE SOURCES

11,800,000	350,000				12,150,000
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REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other Federal Revenue

-	-	-	-	-	-
675,000	-	-	-	-	675,000
20,000	-	-	-	-	20,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

TOTAL REVENUE FROM FEDERAL SOURCES

695,000					695,000
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LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

Other Local Revenue

-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	8,000	8,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
5,000	-	-	-	-	5,000

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

5,000				8,000	13,000
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TOTAL REVENUE

12,500,000	350,000			8,000	12,858,000
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management	1.00	-	-	-	115,000	115,000
Instructional Management	2.00	154,567	-	-		
Deans, Directors & Coordinators	3.00	176,587	-	-		176,587

Global Concepts Charter School

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PROGRAM SERVICES

SUPPORT SERVICES

		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
CFO / Director of Finance	1.00	-	-	-	-	76,250	76,250
Operation / Business Manager	2.00	-	-	-	-	111,598	111,598
Administrative Staff	10.00	-	-	-	-	284,585	284,585
TOTAL ADMINISTRATIVE STAFF	19	331,154				587,433	764,020
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	45.00	2,348,331	-	-	-	-	2,348,331
Teachers - SPED	8.00	-	440,861	-	-	-	440,861
Substitute Teachers	15.00	208,000	-	-	-	-	208,000
Teaching Assistants		-	-	-	-	-	-
Specialty Teachers	34.00	1,498,016	-	-	-	-	1,498,016
Aides		-	-	-	-	-	-
Therapists & Counselors	4.00	-	-	182,122	-	-	182,122
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	106	4,054,347	440,861	182,122			4,677,330
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	2.00	-	-	87,440	-	-	87,440
Librarian	1.00	-	-	43,730	-	-	43,730
Custodian	23.00	-	-	-	-	303,020	303,020
Security		-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	26			131,170		303,020	434,190
SUBTOTAL PERSONNEL SERVICE COSTS	151	4,385,501	440,861	313,292		890,453	5,875,540
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		401,232	25,077	25,077	-	50,154	501,540
Fringe / Employee Benefits		897,382	44,869	29,914	-	523,472	1,495,637
Retirement / Pension		427,472	43,205	-	-	24,323	495,000
TOTAL PAYROLL TAXES AND BENEFITS		1,726,086	113,151	54,991		597,949	2,492,177
TOTAL PERSONNEL SERVICE COSTS		6,111,587	554,012	368,283		1,488,402	8,367,717
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	59,000	59,000
Legal		-	-	-	-	166,000	166,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	9,000	-	-	9,000
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	15,000	15,000
Special Ed Services		-	150,000	-	-	-	150,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	132,380	-	10,000	142,380
TOTAL CONTRACTED SERVICES			150,000	141,380		250,000	541,380

SCHOOL OPERATIONS

Global Concepts Charter School

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
Board Expenses	-	-	-	-	7,500	7,500
Classroom / Teaching Supplies & Materials	51,950	-	-	-	-	51,950
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	62,500	-	-	-	-	62,500
Supplies & Materials other	34,250	-	-	-	-	34,250
Equipment / Furniture	-	-	41,250	-	-	41,250
Telephone	-	-	78,700	-	-	78,700
Technology	127,700	-	-	-	-	127,700
Student Testing & Assessment	50,000	-	-	-	-	50,000
Field Trips	22,500	-	-	-	-	22,500
Transportation (student)	593,600	-	-	-	-	593,600
Student Services - other	-	-	-	-	-	-
Office Expense	57,760	7,220	7,220	-	72,200	144,400
Staff Development	46,000	-	-	-	-	46,000
Staff Recruitment	-	-	-	-	15,000	15,000
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	835,845	835,845
TOTAL SCHOOL OPERATIONS	1,046,260	7,220	127,170		930,545	2,111,195
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	136,620	136,620
Janitorial	-	-	-	-	354,000	354,000
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	326,400	20,400	20,400	-	40,800	408,000
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	154,120	9,632	9,633	-	19,265	192,650
TOTAL FACILITY OPERATION & MAINTENANCE	480,520	30,032	30,033		550,685	1,091,270
DEPRECIATION & AMORTIZATION						
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
TOTAL EXPENSES	7,638,367	741,264	666,866		3,219,632	12,111,562
NET INCOME	4,861,633	(391,264)	(666,866)		(3,211,632)	746,438

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
Lackawanna	580	28	608
Buffalo	253	20	273
Other Various Districts	65	4	69
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-

Global Concepts Charter School

PROJECTED BUDGET FOR 2017-2018

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PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
TOTAL ENROLLMENT	898	52	950			
REVENUE PER PUPIL	13,920	6,731	-			
EXPENSES PER PUPIL	8,506	14,255	702			

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

William A Kruger Jr

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Global Concepts Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Secretary, Parent Representative

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

NONE	NONE	NONE	NONE
------	------	------	------

5. 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(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None

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

Signature  Date 7-26-17

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Suzana Mazella

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Global Concepts charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Treasurer

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

None

5. 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(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; color: blue; font-size: 1.2em;">None</p>				

Suzana Mazella

Signature _____ Date 7/18/17

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

DAWAN JONES

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

GLOBAL CONCEPTS CHARTER SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

Anthony J. DeMarco Jr.

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Global Concepts charter school

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Board member

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

5. 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(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

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

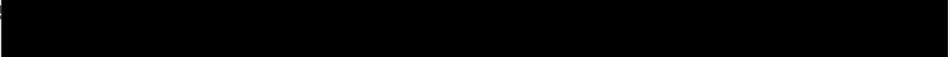
Anthony J. Thomas Jr.
July 26th
 Signature Date

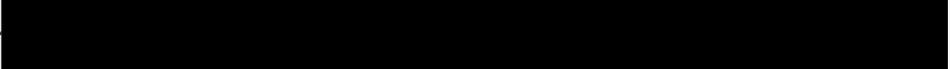
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: 

Home Telephone: 

Home Address: 

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Antonio Estrada

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Global Concepts Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). V.P.

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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(s) governed by the Education Corporation 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 Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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



Entry 9 BOT Table

Last updated: 07/10/2017

(tab across or use scroll bar at bottom of table)

1. Current Board Member Information

	Trustee Name	Email Addresses	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Dawa Jones		Chair/Board resident		Yes	Law Enforcement	6th Term	
2	Antonio Estrada		Vice Chair/Vice resident		Yes	Social Services	7th Term	
3	William Kruger Jr		Secretary		Yes	Technology	5th Term	
4	Suzanna Mazella		Treasurer		Yes	Insurance Company	7th Term	
5	Anthony DeMaco		Trustee/Member		Yes	Education	3rd Term	
6								

7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

2. Total Number of Members on June 30, 2016 5

3. Total Number of Members Joining the Board 2016-17 School Year 0

4. Total Number of Members Departing the Board during the 2016-17 School Year 0

5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes 5

6. Number of Board Meetings Conducted in the 2016-17 School Year 12

7. Number of Board Meetings 12

Scheduled for the [2017-18](#)

School Year

Thank you.



Entry 10 - Board Meeting Minutes

Last updated: 07/10/2017

[Instructions for submitting minutes of the BOT monthly meetings](#)

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2016--June 2017.

A. Provide a URL link to the (No response)
Monthly Board Meeting Minutes
which are posted on the School's
web page.

OR

B. Upload All Monthly Board Meeting Minutes

Combine into one .PDF file

<https://nysed-cso-reports.fluidreview.com/resp/10806729/wNFCVDEEJA/>



Entry 11 Enrollment and Retention of Special Populations

Last updated: 07/10/2017

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	<p>In an effort to support the educational needs of students from economically disadvantaged backgrounds, Global Concepts Charter School conducts the following recruitment and retention efforts:</p> <p>Recruitment:</p> <ul style="list-style-type: none"> • Use Census data to target recruitment information to families in areas of need • Establish partnerships with preschool, head start and daycare organizations in Buffalo and Lackawanna that are located in above-mentioned areas of need • Contact institutions, such as free medical clinics, Catholic Charities and St Vincent de Paul Societies, that assist economically disadvantaged families • Document and evaluate outreach efforts to determine success and focus 	<p>In an effort to support the educational needs of students from economically disadvantaged backgrounds, Global Concepts Charter School conducts the following recruitment and retention efforts:</p> <p>Recruitment:</p> <ul style="list-style-type: none"> • Use Census data to target recruitment information to families in areas of need • Establish partnerships with preschool, head start and daycare organizations in Buffalo and Lackawanna that are located in above-mentioned areas of need • Contact institutions, such as free medical clinics, Catholic Charities and St Vincent de Paul Societies, that assist economically disadvantaged families • Document and evaluate outreach efforts to determine success and focus
	<p>Home districts of Lackawanna and Buffalo have significant percentages of English Language Learners. In an attempt to mirror those demographics, Global Concepts Charter School will utilize the following outreach and retention efforts:</p> <p>Outreach:</p> <ul style="list-style-type: none"> • Use Census data to target recruitment information to areas with high percentage of families new to the United States • Establish partnerships with preschool, head 	<p>Home districts of Lackawanna and Buffalo have significant percentages of English Language Learners. In an attempt to mirror those demographics, Global Concepts Charter School will utilize the following outreach and retention efforts:</p> <p>Outreach:</p> <ul style="list-style-type: none"> • Use Census data to target recruitment information to areas with high percentage of families new to the United States • Establish partnerships with preschool, head

English Language Learners	<p>start and daycare organizations in Buffalo and Lackawanna that are located in above-mentioned areas</p> <ul style="list-style-type: none"> • Contact institutions, such as Catholic Charities, refugee centers, ethnic markets and religious institutions, to assist in publicizing Global Concepts Charter School resources • Document and evaluate outreach efforts to determine success and focus • Utilize a weighted lottery system to ensure students falling into the category of “economically disadvantaged” are given preference for open seats until equilibrium is maintained between Charter and Home District percentages 	<p>start and daycare organizations in Buffalo and Lackawanna that are located in above-mentioned areas</p> <ul style="list-style-type: none"> • Contact institutions, such as Catholic Charities, refugee centers, ethnic markets and religious institutions, to assist in publicizing Global Concepts Charter School resources • Document and evaluate outreach efforts to determine success and focus • Utilize a weighted lottery system to ensure students falling into the category of “economically disadvantaged” are given preference for open seats until equilibrium is maintained between Charter and Home District percentages
Students with Disabilities	<ul style="list-style-type: none"> • Redesign recruitment materials to include special education services offered at Global Concepts Charter School • Advertise in the Special Education Edition of WNY Family magazine and with the Parent Network of WNY • Reach out to operators of pre-schools and daycare centers that offer early intervention services to initiate collaboration between our organizations. • Hold open houses/informational sessions for parents at the above-mentioned institutions • Communicate regularly with Buffalo and Lackawanna CSE chairs to ensure their knowledge of systems available at Global Concepts • Partner with Buffalo State College marketing students to develop a strategic plan for enticing larger numbers of special education students into our population • Ensure special education teachers attend open houses to discuss parental options available for students with special needs • Contact social workers, probation officers, social service officials and people in similar occupations and give them information that they in turn can give to families with whom they work • Attend meetings of community groups to talk about your program. This could include block clubs, community councils, tenants’ organizations, and cultural organizations, or places of worship • Join our local chamber of commerce, 	<p>Redesign recruitment materials to include special education services offered at Global Concepts Charter School</p> <ul style="list-style-type: none"> • Advertise in the Special Education Edition of WNY Family magazine and with the Parent Network of WNY • Reach out to operators of pre-schools and daycare centers that offer early intervention services to initiate collaboration between our organizations. • Hold open houses/informational sessions for parents at the above-mentioned institutions • Communicate regularly with Buffalo and Lackawanna CSE chairs to ensure their knowledge of systems available at Global Concepts • Partner with Buffalo State College marketing students to develop a strategic plan for enticing larger numbers of special education students into our population • Ensure special education teachers attend open houses to discuss parental options available for students with special needs • Contact social workers, probation officers, social service officials and people in similar occupations and give them information that they in turn can give to families with whom they work • Attend meetings of community groups to talk about your program. This could include block clubs, community councils, tenants’ organizations, and cultural organizations, or places of worship • Join our local chamber of commerce, and/or

and/or attend meetings of a local business association in order to build ties to the business community

- Document and evaluate outreach efforts to determine success and focus

attend meetings of a local business association in order to build ties to the business community

- Document and evaluate outreach efforts to determine success and focus

Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
Economically Disadvantaged	<p>Retention:</p> <ul style="list-style-type: none"> • Global Concepts Charter School utilizes Title I services and funds • Students are able to receive free or reduced lunch services • Resources, aids and supplemental are provided to families regarding support/assistance, as necessary • Support and social services are provided to families that need assistance • Bus transportation is available to all students • Global Concepts Charter School administrators attend regular meetings provided by the Buffalo Public School System regarding curriculum updates • Students receive academic support services to offset deficits • A meeting regarding Title I funds and services is held annually for parents • Elementary teachers have received training from the guidance department on poverty's effect on learning 	<p>Retention:</p> <ul style="list-style-type: none"> • Global Concepts Charter School utilizes Title I services and funds • Students are able to receive free or reduced lunch services • Resources, aids and supplemental are provided to families regarding support/assistance, as necessary • Support and social services are provided to families that need assistance • Bus transportation is available to all students • Global Concepts Charter School administrators attend regular meetings provided by the Buffalo Public School System regarding curriculum updates • Students receive academic support services to offset deficits • A meeting regarding Title I funds and services is held annually for parents • Elementary teachers have received training from the guidance department on poverty's effect on learning
	<p>Retention:</p> <ul style="list-style-type: none"> • Students are provided the opportunity to learn Arabic and/or Spanish, at parent request • Five full-time ESL teachers work with students in various stages of language acquisition. Services include the push-in model as much as possible. Students needing extra support are provided resource room services • Families are provided the opportunity to learn more about services provided to their children during the annual ESL dinner and presentation • Cultural differences are respected and supported through events such as "Around the World in 80 Minutes" and "Taste of 	<p>Retention:</p> <ul style="list-style-type: none"> • Students are provided the opportunity to learn Arabic and/or Spanish, at parent request • Five full-time ESL teachers work with students in various stages of language acquisition. Services include the push-in model as much as possible. Students needing extra support are provided resource room services • Families are provided the opportunity to learn more about services provided to their children during the annual ESL dinner and presentation • Cultural differences are respected and supported through events such as "Around the World in 80 Minutes" and "Taste of

English Language Learners	<p>Global”</p> <ul style="list-style-type: none"> • ESL teachers attend workshops and presentations offered by BOCES to remain current on best practices • Communications home are translated in both Spanish and Arabic • We host an annual open house for all ENL students to meet faculty and staff • Annually all ELL students attend a winter field trip to go skiing and snow tubing. • We host an annual ENL Cultural Night, wherein students and parents exchange cultural dishes, and students put on several performances. This event is designed to assist students in becoming acculturated into the Global Concept’s school community. • Annually all ENL students attend a spring field trip to Niagara Fall to see a play at one of the local theaters. • Student are actively engaged in a pen pal program with students from Taiwan. • Annually all ENL students participate in a Chinese Spring Festival. • Students have the opportunity to practice for the NYSEL throughout the year. 	<p>Global”</p> <ul style="list-style-type: none"> • ESL teachers attend workshops and presentations offered by BOCES to remain current on best practices • Communications home are translated in both Spanish and Arabic • We host an annual open house for all ENL students to meet faculty and staff • Annually all ELL students attend a winter field trip to go skiing and snow tubing. • We host an annual ENL Cultural Night, wherein students and parents exchange cultural dishes, and students put on several performances. This event is designed to assist students in becoming acculturated into the Global Concept’s school community. • Annually all ENL students attend a spring field trip to Niagara Fall to see a play at one of the local theaters. • Student are actively engaged in a pen pal program with students from Taiwan. • Annually all ENL students participate in a Chinese Spring Festival. • Students have the opportunity to practice for the NYSEL throughout the year.
Students with Disabilities	<p>Retention:</p> <ul style="list-style-type: none"> • Students with special needs are educated in the least restrictive environment possible through the use of consultant teacher services, supplementary materials and modified/accommodated curriculum • Special education programs and IEP services are provided in accordance with Education Law • Students are provided with the appropriate amount and type of services, as dictated by their IEP • Contracts have been developed with BOCES, Buffalo Hearing and Speech, the Access Center and Optimal Therapy Associates to provide necessary related services in order to provide IEP-mandated services • Consultant teachers remain current in their practice through attendance at seminars and BOCES workshops. Information collected is then provided to necessary staff through turnkey trainings • Quarterly reports are sent home to parents through IEP Direct to inform them of student 	<p>Retention:</p> <ul style="list-style-type: none"> • Students with special needs are educated in the least restrictive environment possible through the use of consultant teacher services, supplementary materials and modified/accommodated curriculum • Special education programs and IEP services are provided in accordance with Education Law • Students are provided with the appropriate amount and type of services, as dictated by their IEP • Contracts have been developed with BOCES, Buffalo Hearing and Speech, the Access Center and Optimal Therapy Associates to provide necessary related services in order to provide IEP-mandated services • Consultant teachers remain current in their practice through attendance at seminars and BOCES workshops. Information collected is then provided to necessary staff through turnkey trainings • Quarterly reports are sent home to parents through IEP Direct to inform them of student

progress towards goals

- Regular communication occurs between the special education teacher and the child's guardians regarding goals, classroom progress and upcoming meetings
- The RTI coordinator ensures appropriate referral and implementation of the RTI process and interventions used in the classroom
- All faculty members participate in an August review of the RTI, CSE and Special Education referral processes
- Benchmark assessments are given four times a year and STAR testing occurs five times a year to determine student standing and referral for necessary supports.

progress towards goals

- Regular communication occurs between the special education teacher and the child's guardians regarding goals, classroom progress and upcoming meetings
- The RTI coordinator ensures appropriate referral and implementation of the RTI process and interventions used in the classroom
- All faculty members participate in an August review of the RTI, CSE and Special Education referral processes
- Benchmark assessments are given four times a year and STAR testing occurs five times a year to determine student standing and referral for necessary supports.



Entry 12 Classroom Teacher and Administrator Attrition

Created: 07/10/2017 • Last updated: 07/21/2017

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	85.5	15	16	1	86

Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	5	2	2	2	7

Thank you



Entry 13 Uncertified Teachers

Created: 07/12/2017 • Last updated: 07/21/2017

**FTE Count of All Teachers 86
(Certified and Uncertified) as of
June 30, 2017**

**FTE Count of All Certified 80
Teachers as of June 30, 2017**

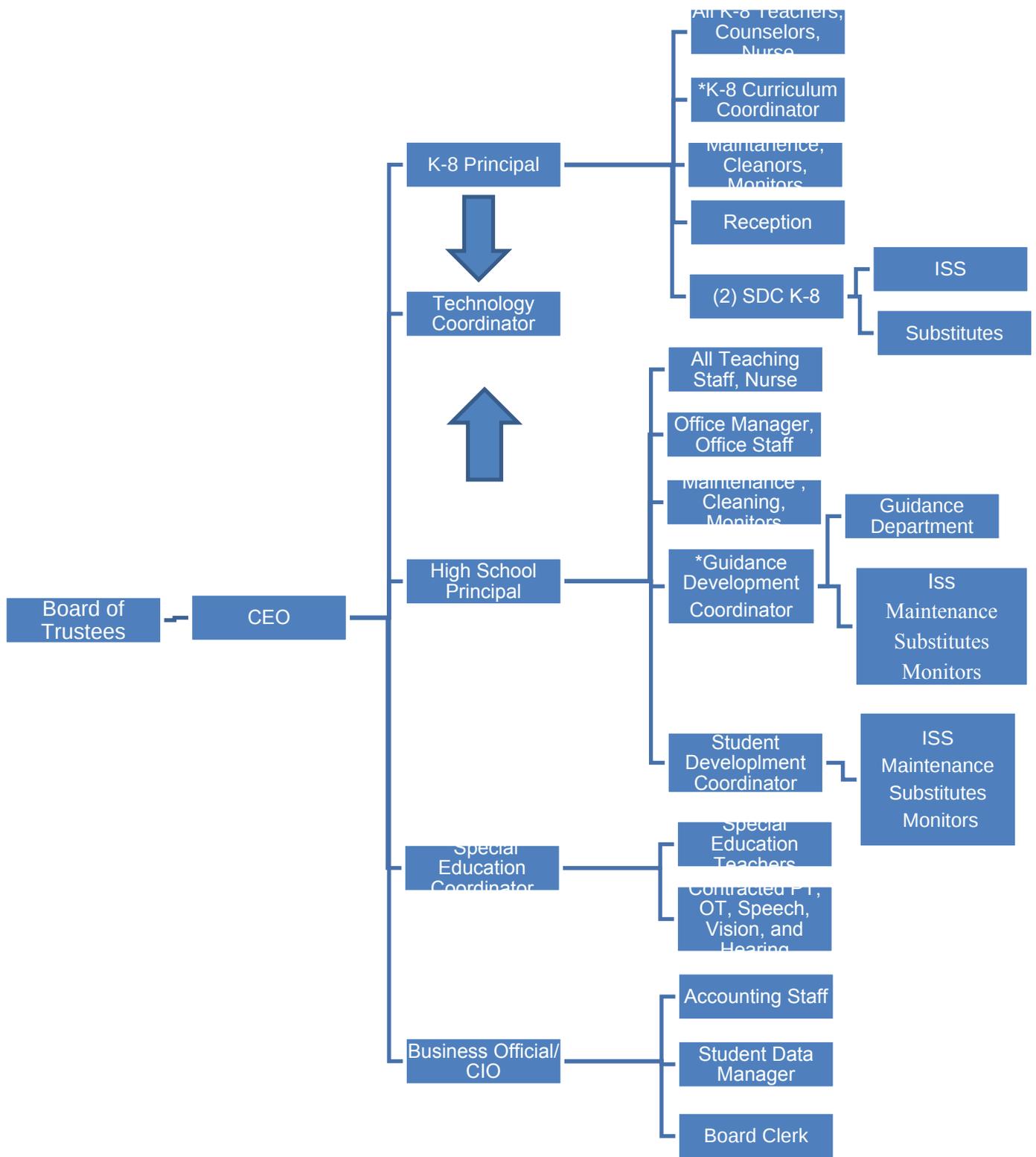
Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on June 30, 2017, and each uncertified teacher should be counted only once.

1. Total FTE count of uncertified teachers (6-30-17)	
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	6
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	

Thank you.



*The Business Official / CIO will at times, due to data collection and billing information, direct the Special Education Coordinator, Senior Counselor and Curriculum Coordinator for the purpose of completing timed

SCHOOL DAYS

GLOBAL CONCEPTS CHARTER SCHOOL 2017-2018 CALENDAR

08/21-25	Professional Development Week
09/04	Labor Day - No School
09/05	Day 1 - Grades K, 7, 8, 9, and All Newcomers
09/06	First Day of School for All Students
10/06	Emergency Drill/Early Release - HS 3:00 K-8 3:30
10/9	Columbus Day - No School
11/10	Veteran's Day - No School
11/15	Early Release - Staff Development
11/23-24	Thanksgiving Recess
11/28	Early Release - Parent /Teacher Conf. 1-4 pm
11/30	Parent -Teacher Conference 5-7 pm
12/7	Early Release - Staff Development
12/25-1/1	Winter Recess
01/15	MLK Day - No School
1/22-25	HS Regents Exams
01/26	No Students - Staff Development/Scoring HS
02/08	Parent -Teacher Conference 5-7 pm
02/19-23	Mid-Winter Recess
03/30-04/6	Spring Recess
04/11-13	Grade 3-8 ELA Tests
04/18	No Students - Staff Dev./ELA Scoring K-8
04/25	Parent -Teacher Conference 5-7 pm
05/01-03	Grade 3-8 Math Tests
05/8	No Students - Staff Dev./Math Scoring K-8
05/15	Early Release / One Global Service Day
05/25-28	Memorial Day Weekend
06/04	Grades 4 & 8 Science Tests
06/05	HS Regents Exam
06/11 - 22	HS Regents Exam
6/22	HS Regents Exam - Early Release K - 12

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Total Staff/Student Days: 190/182	
Staff/Student	Staff/Student
Sep 19/19	Feb 19/18
Oct 21/21	Mar 21/18
Nov 19/19	Apr 16/18
Dec 16/16	May 21/18
Jan 21/20	Jun 18/18

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	27	28	29	29

	School Closed
	Testing
	Staff Development
	Early Release
	Board Mtg. every 4th Wed. Except November 5th Wed.

EARLY RELEASE
K-8 11:30 AM
High School 11:15 AM
Grading Quarters End
1st 11/10/17 3rd 4/13/18
2nd 01/26/18 4th 6/22/18

SCHOOL DAYS
First Day 9/05/17 Only K, 7-9, N
First Day 9/06/17 - All Student
Last Day 06/22/18

Global K-8 (716) 821-1903
Fax (716) 821-9563
Global H.S. (716) 939-2554
Fax (716) 381-9901