



Annual Report  
2010 – 2011

1001 Ridge Road  
Lackawanna, NY. 14218

School Information and Cover Page

School Name: Global Concepts Charter School

School Leader: David Ehrle, Principal

Richard Fill, CEO

School email address: [dehrle@globalccs.org](mailto:dehrle@globalccs.org)

[rfill@globalccs.org](mailto:rfill@globalccs.org)

Primary address: 1001 Ridge Rd., Lackawanna, NY 14218

School website: [globalccs.org](http://globalccs.org)

School email: [globalccs.org](mailto:globalccs.org)

Telephone: 716-821-1903

Fax: 716-821-9563

BEDS # 141800860044

District/CSD of Location: Lackawanna, NY 14218

Charter authorizer: Regents of the University of the State of New York

Chair, Board of Trustees: Mr. Dawan D. Jones

Date school first opened for instruction: September 2002

2010-11 Enrollment: 699

2010-11 Grades Served: Kindergarten through Grade 9

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

RICHARD J. Fill

Print Name, Head of Charter School

Richard J. Fill 7/29/11

Signature and Date

DAWAN D. JONES

Print Name, President, Board of Trustees

Dawan D. Jones 7/29/11

Signature and Date

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### III. New York State School Report Card

Follow the link below to view Global Concepts Charter School school-level enrollment and demographic information, staff qualifications, electronic records, attendance rates, as prescribed by New York State statutes.

<https://www.nystart.gov/publicweb>

Required Forms: Appendices

*Appendix A: Progress Toward Charter Goals*

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

Evidence of Attainment of Academic Goals during Current Charter Term			
Academic Goal or objective	Measure used to evaluate progress toward attainment of goal or objective	Progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
<p>1. Each year students will achieve grade level equivalent academic growth as measured by grade level equivalents on the Terra Nova Standardized Test for grades K, 1, and 3 and in reading for grades 3 to 8. Students who are below grade level will be expected to gain 1.2 grade level equivalent changes by the end of each year.</p>	<ul style="list-style-type: none"> <li>• Terra Nova grade level equivalent results</li> </ul>	<ul style="list-style-type: none"> <li>• In 2008, Terra Nova ELA results revealed that 48% of students were performing at grade level. Of the 51% that were below grade level, 50% increased 1.2 or more in 2010 and another 27% increased in 2011. The 2011 Terra Nova ELA test revealed that 89% of the students reviewed were performing at or above grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress toward goal met</li> </ul>
<p>2. Students who have been enrolled in the Global Concepts Charter School for at least three consecutive years will meet New York State Education Learning Standards in core area subjects as established by the New York State Education Department. A grade level performance checklist will be</p>	<ul style="list-style-type: none"> <li>• Performance checklists in core subjects to determine student mastery of key ideas and performance indicators of the NYS Learning Standards</li> </ul>	<ul style="list-style-type: none"> <li>• All curriculum written at Global Concepts Charter School is fully aligned to the New York State Learning Standards and Performance Indicators. Short-cycle and long-cycle assessments were also created to measure progress toward the standards and performance indicators, and reveal any student in need of academic intervention. Each</li> </ul>	<ul style="list-style-type: none"> <li>• Progress toward goal met</li> </ul>

<p>used to determine attainment of this goal.</p>		<p>grade level has curriculum maps for each of the core content subject areas. In each classroom, charts are posted for students to track their progress toward performance indicators.</p>	
<p>3. Annually, Global Concepts Charter School students will experience incremental gains on all required New York State Assessments, starting from the baseline data. This will enable GCCS to reach its goal of maintaining an achievement level of 80 to 90% of the total population of student being proficient (levels 3 or 4) on all NYS Assessments. In addition, GCCS will strive for 100% of students attaining a score of levels 3 or 4 on all NYS assessments.</p>	<ul style="list-style-type: none"> <li>Grades 3 through 8 NYS Assessments in ELA, math, and science</li> </ul>	<ul style="list-style-type: none"> <li>In 2009, 92.5 % of students in grades 3 – 7 scored a level 3 or 4 on the NYS Math Assessment. This success is largely due to the data-driven curriculum and assessments created by the grade level teachers that support the NYS learning standards and performance indicators. In 2010, 75.8% of students in grades 3 through 8 scored a level 3 or 4 on the NYS math assessment. Raw scores indicate an increase in student achievement over prior years, however the cut scores at the end of this year were significantly increased. In 2009, 77.8% of students in grades 3 - 7 scored a 3 or 4 on the NYS ELA Assessment. In 2010, 46.7% of students scored a 3 or 4 on the NYS ELA Assessment. Again, raw scores increased, however cut scores were also significantly increased.</li> </ul>	<ul style="list-style-type: none"> <li>This goal is currently being addressed by the implementation of reader’s and writer’s workshops in grades K – 8, which in its infancy at GCCS has already proven to increase student performance. Grades 9 – 12 will align the ELA curriculum to the Common Core Standards. All grade levels will vertically align to the NYS standards in the core subject areas. Progress continues to be made toward this goal.</li> </ul>
<p>4. By the end of 8<sup>th</sup></p>	<ul style="list-style-type: none"> <li>Commissioner’s</li> </ul>	<ul style="list-style-type: none"> <li>All students in grade 8</li> </ul>	<ul style="list-style-type: none"> <li>Goal was achieved</li> </ul>

<p><b>Grade, students at Global Concepts Charter School will meet the requirements for units of study as described in Commissioner's Regulation 100.2.</b></p>	<p><b>Regulation 100.2 in addition to the GCCS school schedule for grades 7 and 8</b></p>	<p><b>in 2010 met the requirements outlined in the Commissioner's Regulation 100.2</b></p>	
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Organizational Goals Table



Continuous Improvement / Action Plan 2011 – 2014

Phase	Goals	Start Date	✓	Completion Date	Outcome
1. Enhanced ELL Programming	<ul style="list-style-type: none"> <li>increased language skills of ELL learners</li> <li>improved testing scores</li> <li>full literacy emersion</li> <li>develop appropriate, effective, and measurable evaluative tool to assess successes of the program</li> </ul>	9/11			<ul style="list-style-type: none"> <li>increased reading level of English Language Learners</li> </ul>
2. Build Parent Partnership	<ul style="list-style-type: none"> <li>develop and implement middle and high school orientations for both parents and students</li> <li>host events on curriculum and educational programs (e.g. Common Core Standards) and how parents can be part of their child's learning</li> </ul>	9/11			<ul style="list-style-type: none"> <li>increase parent involvement in their child's education and further improve student achievement</li> </ul>
3. Develop Professional Development Plan for all staff	<ul style="list-style-type: none"> <li>set goals</li> <li>create building initiatives as the school is evolving, develop better defined roles and expectations</li> <li>improve communication</li> <li>improve new teacher mentorship program</li> <li>redevelop staff evaluation and observation system to meet changing expectations of state and federal agencies</li> </ul>	9/11			<ul style="list-style-type: none"> <li>help improve communication within school teams</li> <li>provide opportunity for staff at all stages of career to set goals for improvement</li> <li>develop and implement revamped evaluation tool to meet needs for state and federal agencies, i.e. RTTT</li> </ul>
4. Enhance AIS program in reading and math	<ul style="list-style-type: none"> <li>increased language skills of all learners</li> <li>improved testing scores</li> <li>develop appropriate, effective, and measurable evaluative tool to assess successes of the program</li> </ul>	9/11			<ul style="list-style-type: none"> <li>increased reading and math levels for all students</li> <li>improved overall student achievement</li> </ul>
5. Technology Plan	<ul style="list-style-type: none"> <li>implement technology plan</li> <li>improve staff opportunities to use technology with students</li> </ul>	9/11			<ul style="list-style-type: none"> <li>Improved use of technology for students and staff</li> </ul>
6. By 2014, fully implement Common Core Standards	<ul style="list-style-type: none"> <li>Systematically move from NYS Standards to Common Core Standards in compliance with state and federal regulations</li> </ul>	9/11			<ul style="list-style-type: none"> <li>Curriculum, instruction and assessment fully aligned to Common Core Standards</li> </ul>

Financial Goals Table

Evidence of Attainment of Academic Goals during Current Charter Term			
Financial Goal or objective	Measure used to evaluate progress toward attainment of goal or	Progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective

	<b>objective</b>		
<b>Not Applicable</b>			

Charter-specific Goals Table Goals Table

<b>Evidence of Attainment of Academic Goals during Current Charter Term</b>			
<b>Financial Goal or objective</b>	<b>Measure used to evaluate progress toward attainment of goal or objective</b>	<b>Progress toward attainment of goal or objective</b>	<b>If not met, describe efforts to be undertaken to meet goal or objective</b>
<b>Not Applicable</b>			



Organizational Goals Table  
Continuous Improvement / Action Plan 2011 – 2014

Phase	Goals	Start Date	✓	Completion Date	Outcome
7. Enhanced ELL Programming	<ul style="list-style-type: none"> <li>increased language skills of ELL learners</li> <li>improved testing scores</li> <li>full literacy emersion</li> <li>develop appropriate, effective, and measurable evaluative tool to assess successes of the program</li> </ul>	9/11			<ul style="list-style-type: none"> <li>increased reading level of English Language Learners</li> </ul>
8. Build Parent Partnership	<ul style="list-style-type: none"> <li>develop and implement middle and high school orientations for both parents and students</li> <li>host events on curriculum and educational programs (e.g. Common Core Standards) and how parents can be part of their child's learning</li> </ul>	9/11			<ul style="list-style-type: none"> <li>increase parent involvement in their child's education and further improve student achievement</li> </ul>
9. Develop Professional Development Plan for all staff	<ul style="list-style-type: none"> <li>set goals</li> <li>create building initiatives as the school is evolving, develop better defined roles and expectations</li> <li>improve communication</li> <li>improve new teacher mentorship program</li> <li>redevelop staff evaluation and observation system to meet changing expectations of state and federal agencies</li> </ul>	9/11			<ul style="list-style-type: none"> <li>help improve communication within school teams</li> <li>provide opportunity for staff at all stages of career to set goals for improvement</li> <li>develop and implement revamped evaluation tool to meet needs for state and federal agencies, i.e. RTTT</li> </ul>
10. Enhance AIS program in reading and math	<ul style="list-style-type: none"> <li>increased language skills of all learners</li> <li>improved testing scores</li> <li>develop appropriate, effective, and measurable evaluative tool to assess successes of the program</li> </ul>	9/11			<ul style="list-style-type: none"> <li>increased reading and math levels for all students</li> <li>improved overall student achievement</li> </ul>
11. Technology Plan	<ul style="list-style-type: none"> <li>implement technology plan</li> <li>improve staff opportunities to use technology with students</li> </ul>	9/11			<ul style="list-style-type: none"> <li>Improved use of technology for students and staff</li> </ul>
12. By 2014, fully implement Common Core Standards	<ul style="list-style-type: none"> <li>Systematically move from NYS Standards to Common Core Standards in compliance with state and federal regulations</li> </ul>	9/11			<ul style="list-style-type: none"> <li>Curriculum, instruction and assessment fully aligned to Common Core Standards</li> </ul>

Financial Goals Table

Evidence of Attainment of Academic Goals during Current Charter Term			
Financial Goal or objective	Measure used to evaluate progress toward attainment of goal or	Progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective

	<b>objective</b>		
<b>Not Applicable</b>			

Charter-specific Goals Table Goals Table

<b>Evidence of Attainment of Academic Goals during Current Charter Term</b>			
<b>Financial Goal or objective</b>	<b>Measure used to evaluate progress toward attainment of goal or objective</b>	<b>Progress toward attainment of goal or objective</b>	<b>If not met, describe efforts to be undertaken to meet goal or objective</b>
<b>Not Applicable</b>			

*Appendix B: Instructional Timetable*

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

2010-11 Instructional Time	
Total number of instructional days for the 2010-11 school year	182
First and last day of the 2010-11 school year	Sept. 8, 2010 June 23, 2011
Length of school day (please note if schedule varies throughout the week or the year)	7:45am – 3:30pm

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Appendix C  
Global Concepts Charter School  
Total Expenditures and Administrative Expenditures per Child  
6/30/2011

Total Expenditures per Child \$ 10,618  
(Note - above number does not include capital expenditures or debt service. If these were included the Expenditures per Child would be \$10,622)

Total Administrative Expenditures per Child \$ 3,750

*Draft*

**DRAFT**

**GLOBAL CONCEPTS CHARTER SCHOOL**

**FINANCIAL STATEMENTS**

**YEAR ENDED JUNE 30, 2011**



# KIRISITS & ASSOCIATES

CPAS, PLLC

CERTIFIED PUBLIC ACCOUNTANTS

## ACCOUNTANT'S COMPILATION REPORT

The Board of Trustees  
Global Concepts Charter School  
Buffalo, New York

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

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

Our responsibility is to conduct the compilation in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants.

The objective of the compilation is to assist management in presenting financial information in the form of financial statements and supplementary budgeted information without undertaking to obtain or provide any assurance that there are no material modifications that should be made to the financial statements and supplementary budgeted information.

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

We are not independent with respect to Global Concepts Charter School because we perform certain accounting services, including preparation of general journal entries and exercise judgment related to estimates that impair our independence.

July 27, 2011

**DRAFT**

716-881-0089 • Fax: 716-332-3772

1231 DELAWARE AVENUE, SUITE #6, BUFFALO, NY 14209  
www.kirisitscpa.com

**Global Concepts Charter School  
Balance Sheet  
June 30, 2011**  
(See Accountant's Compilation Report)

DRAFT

**ASSETS**

<b>Current Assets:</b>	
Cash	\$ 4,355,615.64
Grant and other receivables	169,185.79
Prepaid expenses	<u>91,059.66</u>
Total Current Assets	<u>4,615,861.09</u>
Property and equipment, net of accumulated depreciation	7,701,803.88
Project construction fund	341,823.96
Debt service reserve fund	646,721.32
Custodial account	120,021.68
Debt service fund	251,617.80
Per Pupil Bond Fund	70.01
Bond financing costs	483,822.41
Lease deposit	<u>150,000.00</u>
Total Assets	<u>\$ 14,311,742.15</u>

**LIABILITIES AND CAPITAL**

<b>Current Liabilities:</b>	
Accounts payable	\$ 142,588.34
Accrued expenses	766,672.40
Current portion of bonds payable	120,000.00
Accrued bond interest expense	123,906.25
Copier capital lease	<u>18,041.68</u>
Total Current Liabilities	<u>1,171,208.67</u>
<b>Long-Term Liabilities</b>	
Bonds Payable	<u>7,930,000.00</u>
Total Liabilities	<u>9,101,208.67</u>
<b>Net Assets:</b>	
Unrestricted	<u>5,210,533.48</u>
Total Liabilities and Net Assets	<u>\$ 14,311,742.15</u>

**Global Concepts Charter School  
Statement of Activities  
For the Year Ending June 30, 2011  
(See Accountant's Compilation Report)**

**DRAFT**

	Actual	Budget	Favorable (Unfavorable) Variance
<b>Revenues and support:</b>			
Grants	\$ 458,419.47	356,700.00	101,719.47
State aid & special Education	8,663,667.25	6,822,194.00	1,841,473.25
Field trip income	3,685.25	6,200.00	(2,514.75)
Interest income	4,063.78	5,000.00	(936.22)
Dividend income	237.11	-	237.11
Cafeteria revenue	646.25	-	646.25
Other income	20,702.07	4,500.00	16,202.07
<b>Total revenue and support</b>	<b>9,151,421.18</b>	<b>7,194,594.00</b>	<b>1,956,827.18</b>
<b>Expenses</b>			
<b>Instructional:</b>			
Instructional salaries	2,973,544.31	2,793,205.00	(180,339.31)
Instructional materials	180,341.05	200,000.00	19,658.95
Classroom supplies	71,423.74	36,500.00	(34,923.74)
Food service expense	42,079.95	42,884.00	804.05
Nurses office	5,619.33	4,100.00	(1,519.33)
Transportation	347,752.44	278,100.00	(69,652.44)
Student activities	482.60	10,500.00	10,037.40
Instructional consultants	14,753.26	-	(14,753.26)
Student testing and assessment	22,420.26	27,500.00	5,079.74
Field trips	25,079.25	17,500.00	(7,579.25)
Athletic department	9,540.88	45,000.00	35,459.02
Technology	104,305.64	53,500.00	(50,805.64)
<b>Total Instructional</b>	<b>3,797,322.61</b>	<b>3,508,789.00</b>	<b>(288,533.61)</b>
<b>Administrative:</b>			
Administrative salaries	528,231.30	459,735.00	(68,496.30)
Staff development	26,298.42	45,000.00	18,701.58
Teacher recruitment	5,072.48	10,000.00	4,927.52
Drug tests, physicals	2,557.00	7,100.00	4,543.00
Conferences	3,628.39	1,500.00	(2,128.39)
Meeting expense	1,572.99	4,000.00	2,427.01
Board expenses	14,071.95	13,400.00	(671.95)
Dues and memberships	1,533.95	2,600.00	1,066.05
<b>Total administrative</b>	<b>562,966.48</b>	<b>543,335.00</b>	<b>(39,631.48)</b>
<b>Maintenance:</b>			
Custodial salaries	120,134.73	103,538.00	(16,596.73)
Custodial supplies	45,996.08	40,000.00	(5,996.08)
Contracted services	34,349.77	25,000.00	(9,349.77)
Repairs & maintenance	45,891.57	30,000.00	(15,891.57)
<b>Total maintenance</b>	<b>246,372.15</b>	<b>198,538.00</b>	<b>(47,834.15)</b>
<b>General:</b>			
Payroll taxes	288,942.89	296,841.00	7,898.11
Employee benefits	724,209.35	777,702.00	53,492.65
Rent	267,314.38	260,000.00	(7,314.38)
Property Taxes	14,158.76	14,500.00	341.24
Utilities	165,432.88	234,267.00	68,834.12
Insurance	74,700.25	56,000.00	(18,700.25)
Telephone	27,777.72	17,000.00	(10,777.72)
Office expense	73,457.51	84,200.00	10,742.49
Copier	15,940.50	20,600.00	4,659.50
Postage	6,814.85	6,500.00	(314.85)
Printing/Promotion	4,768.16	-	(4,768.16)
Advertising	24,157.64	15,000.00	(9,157.64)
Professional fees	99,459.93	42,500.00	(56,959.93)
Miscellaneous	34,395.57	10,208.00	(24,187.57)
Interest expense	504,606.09	511,250.00	6,643.91
Depreciation and amortization	484,710.73	500,000.00	15,289.27
<b>Total General</b>	<b>2,810,847.21</b>	<b>2,846,568.00</b>	<b>35,740.79</b>
<b>Total expense</b>	<b>7,437,508.65</b>	<b>7,097,250.00</b>	<b>(340,258.65)</b>
Change in net assets	1,713,912.53	97,344.00	1,616,568.53
Net assets - beginning	3,496,620.95		
<b>Net assets - ending \$</b>	<b>5,210,533.48</b>		





## Charter Revisions:

During the 2010 school year a proposal to expand the organizational structure was made to the State Education Department for the creation of a high school program. This proposal involved financial procurement, architectural planning and design, curricular development and finally phased construction completion. A suitable former school building was found and purchased by a third party that is leasing space to Global Concepts for the development of the high school program. At the present, remodeling and renovations are underway in three separate phases as space is needed to accommodate the increased student population. The areas completed to accommodate the introduction of a freshman class of students during the 2010-2011 school year were part of Phase I renovation and construction. This included the complete remodeling and renovation of all classrooms on the first floor of the school. The renovations included all new HVAC, electrical, plumbing and structural changes, with the addition of a full-size high school gymnasium. Further work in Phase II will continue to allow for the expansion of the high school to accommodate the inclusion of a 10<sup>th</sup> grade class of students for the 2011-2012 school year. As part of the Charter Renewal application process, which Global Concepts has recently submitted to the State Education Department for review and approval, we are seeking to further expand our high school program to include grades 11 and 12, during the 2012-13 and 2013-14 school years.

## Appendix G: Board of Trustees Membership Table

This Table is required of Board of Regents-authorized charter schools, and optional for charter schools authorized by other chartering entities.

List the board membership and the number of board members joining and leaving the board in the 2010-11 school year.

Current Board Members				
Name	Position on The Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member, etc.)	Number of terms served and length of each, including date of election and expiration
Dawan Jones	Chairman	Finance, Personnel And Progress	Law enforcement	4 <sup>th</sup> term – 3 yrs 2010-2013
Antonio Estrada	Vice-Chair	Finance	Social Services and a Parent	4 <sup>th</sup> term -3 yrs 2009-2012
William Kruger	Secretary	Personnel	Technology and a Parent	2 <sup>nd</sup> term – 3 yrs 2009-2012
Idreas Ahmed	Trustee	NA	Community Liaison and Parent	4 <sup>th</sup> term – 3 yrs 2010-2013
Suzana Mazella	Treasurer	Finance	Medical Insurance Reimbursement	4 <sup>th</sup> term – 3 yrs 2009-2012
Kelly Asher	Trustee	NA	Social Services	1 <sup>st</sup> term – 3yrs 2009-2012
Anthony DeMarco	Trustee	Personnel	Education	1 <sup>st</sup> term – 3 yrs 2010-2013
Total members joining the board during charter term				2
Total members departing the board during the charter term				2

Appendix F: Disclosure of Financial Interest Form

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

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

1. Trustee Name (print) DAWAN JONES
2. Charter School Name GLOBAL CONCEPTS CHARTER SCHOOL
3. Charter Authorizer Entity BOARD OF REGENTS
4. Home Address\* \_\_\_\_\_
5. Business Address\* \_\_\_\_\_
6. Daytime Phone\* \_\_\_\_\_
7. E-Mail Address\* \_\_\_\_\_
8. List all positions held on board (e.g., chair, treasurer, parent representative)  
CHAIRMAN, VICE CHAIRMAN, SECRETARY, TRUSTEE

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

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

N/A

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

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

N/A

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

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

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

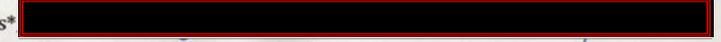
Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken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

Lawan A. Jones \_\_\_\_\_  
 Signature Date

Appendix F: Disclosure of Financial Interest Form

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

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

1. Trustee Name (print) Suzana J. Mazella
2. Charter School Name Global Concepts Charter School
3. Charter Authorizer Entity Global Concepts Charter School
4. Home Address\* 
5. Business Address\* 
6. Daytime Phone\* \_\_\_\_\_
7. E-Mail Address\* 
8. List all positions held on board (e.g., chair, treasurer, parent representative)  
Treasurer

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

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

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

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

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

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

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

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

Signature Erin M. Mayhew Date 7/27/11

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

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

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

1. Trustee Name (PRINT) Antonio Estrada

2. Charter School Name Global Concepts Charter School

3. Charter Authorizer Entity \_\_\_\_\_

4. Home Address\* [REDACTED] \_\_\_\_\_

1. Business Address\* \_\_\_\_\_

2. Daytime Phone\* [REDACTED] \_\_\_\_\_

3. E-Mail Address [REDACTED] \_\_\_\_\_

4. List all positions held on board (e.g., chair, treasurer, parent representative)  
Trustee Co-Chair \_\_\_\_\_  
\_\_\_\_\_

5. Is the trustee an employee of the school? Yes \* No

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

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

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

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

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

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

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

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Antonio Estrada  
Signature

7/29/11  
Date

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

Appendix F: Disclosure of Financial Interest Form

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

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

1. Trustee Name (print) Anthony J. DeMarco Jr.
2. Charter School Name Global Concepts Charter School
3. Charter Authorizer Entity Global Concept Charter School
4. Home Address\* [REDACTED]
5. Business Address\* \_\_\_\_\_
6. Daytime Phone\* \_\_\_\_\_
7. E-Mail Address\* \_\_\_\_\_
8. List all positions held on board (e.g., chair, treasurer, parent representative)  
Trustee

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

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

\_\_\_\_\_

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

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

\_\_\_\_\_

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

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

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

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

*Anthony J. Delmarco*  
Signature

*July 27, 2011*  
Date

## Appendix G: Board of Trustees Membership Table

This Table is required of Board of Regents-authorized charter schools, and optional for charter schools authorized by other chartering entities.

List the board membership and the number of board members joining and leaving the board in the 2010-11 school year.

Current Board Members				
Name	Position on The Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member, etc.)	Number of terms served and length of each, including date of election and expiration
<b>Dawan Jones</b>	<b>Chairman</b>	<b>Finance, Personnel And Progress</b>	<b>Law enforcement</b>	<b>4<sup>th</sup> term – 3 yrs 2010-2013</b>
<b>Antonio Estrada</b>	<b>Vice-Chair</b>	<b>Finance</b>	<b>Social Services and a Parent</b>	<b>4<sup>th</sup> term -3 yrs 2009-2012</b>
<b>William Kruger</b>	<b>Secretary</b>	<b>Personnel</b>	<b>Technology and a Parent</b>	<b>2<sup>nd</sup> term – 3 yrs 2009-2012</b>
<b>Idreas Ahmed</b>	<b>Trustee</b>	<b>NA</b>	<b>Community Liaison and Parent</b>	<b>4<sup>th</sup> term – 3 yrs 2010-2013</b>
<b>Suzana Mazella</b>	<b>Treasurer</b>	<b>Finance</b>	<b>Medical Insurance Reimbursement</b>	<b>4<sup>th</sup> term – 3 yrs 2009-2012</b>
<b>Kelly Asher</b>	<b>Trustee</b>	<b>NA</b>	<b>Social Services</b>	<b>1<sup>st</sup> term – 3yrs 2009-2012</b>
<b>Anthony DeMarco</b>	<b>Trustee</b>	<b>Personnel</b>	<b>Education</b>	<b>1<sup>st</sup> term – 3 yrs 2010-2013</b>
Total members joining the board during charter term				<b>2</b>
Total members departing the board during the charter term				<b>2</b>

Appendix F: Disclosure of Financial Interest Form

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

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

1. Trustee Name (print) Idreas A. Ahmed
2. Charter School Name GCCS
3. Charter Authorizer Entity \_\_\_\_\_
4. Home Address\* 90 Holland Ave LACK, NY 14218
5. Business Address\* 1001 Ridge Rd. "
6. Daytime Phone\* 716-479-9229
7. E-Mail Address\* Idreasahmed@yahoo.com
8. List all positions held on board (e.g., chair, treasurer, parent representative)  
V. Chairman, Secretary, board member

9. Is the trustee an employee of the school? \_\_\_Yes No

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

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

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



Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees  
Member

Annual Report 2010-11

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

1. Trustee Name (PRINT) Kelly Asher
2. Charter School Name Global Concepts Charter School
3. Charter Authorizer Entity Board of Regents
4. Home Address\* 66 Thorndale Ave., West Seneca, NY 14224
5. Business Address\* 95 Franklin St., Buffalo, NY 14202
6. Daytime Phone\* 716-858-8081
7. E-Mail Address\* Kelly.asher@erie.gov
8. List all positions held on board (e.g., chair, treasurer, parent representative)  
member

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

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

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

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

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

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

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

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

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*Kelly J. Ash*  
Signature

*10/21/2011*  
Date

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

**Required Forms: Appendices**

**Appendix A: Progress Toward Charter Goals**

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

<b>Evidence of Attainment of Academic Goals during Current Charter Term</b>			
Academic Goal or objective	Measure used to evaluate progress toward attainment of goal or objective	Progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
<p>1. Each year students will achieve grade level equivalent academic growth as measured by grade level equivalents on the Terra Nova Standardized Test for grades K, 1, and 3 and in reading for grades 3 to 8. Students who are below grade level will be expected to gain 1.2 grade level equivalent changes by the end of each year.</p>	<ul style="list-style-type: none"> <li>• Terra Nova grade level equivalent results</li> </ul>	<ul style="list-style-type: none"> <li>• In 2008, Terra Nova ELA results revealed that 48% of students were performing at grade level. Of the 51% that were below grade level, 50% increased 1.2 or more in 2010 and another 27% increased in 2011. The 2011 Terra Nova ELA test revealed that 89% of the students reviewed were performing at or above grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress toward goal met</li> </ul>
<p>2. Students who have been enrolled in the Global Concepts Charter School for at least three consecutive years will meet New York State Education 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.</p>	<ul style="list-style-type: none"> <li>• Performance checklists in core subjects to determine student mastery of key ideas and performance indicators of the NYS Learning Standards</li> </ul>	<ul style="list-style-type: none"> <li>• All curriculum written at Global Concepts Charter School is fully aligned to the New York State Learning Standards and Performance Indicators. Short-cycle and long-cycle assessments were also created to measure progress toward the standards and performance indicators, and reveal any student in need of academic intervention. Each grade level has curriculum maps for each of the core content subject areas. In each</li> </ul>	<ul style="list-style-type: none"> <li>• Progress toward goal met</li> </ul>

		classroom, charts are posted for students to track their progress toward performance indicators.	
<p>3. Annually, Global Concepts Charter School students will experience incremental gains on all required New York State Assessments, starting from the baseline data. This will enable GCCS to reach its goal of maintaining an achievement level of 80 to 90% of the total population of student being proficient (levels 3 or 4) on all NYS Assessments. In addition, GCCS will strive for 100% of students attaining a score of levels 3 or 4 on all NYS assessments.</p>	<ul style="list-style-type: none"> <li>Grades 3 through 8 NYS Assessments in ELA, math, and science</li> </ul>	<ul style="list-style-type: none"> <li>In 2009, 92.5 % of students in grades 3 – 7 scored a level 3 or 4 on the NYS Math Assessment. This success is largely due to the data-driven curriculum and assessments created by the grade level teachers that support the NYS learning standards and performance indicators. In 2010, 75.8% of students in grades 3 through 8 scored a level 3 or 4 on the NYS math assessment. Raw scores indicate an increase in student achievement over prior years, however the cut scores at the end of this year were significantly increased. In 2009, 77.8% of students in grades 3 - 7 scored a 3 or 4 on the NYS ELA Assessment. In 2010, 46.7% of students scored a 3 or 4 on the NYS ELA Assessment. Again, raw scores increased, however cut scores were also significantly increased.</li> </ul>	<ul style="list-style-type: none"> <li>This goal is currently being addressed by the implementation of reader's and writer's workshops in grades K – 8, which in its infancy at GCCS has already proven to increase student performance. Grades 9 – 12 will align the ELA curriculum to the Common Core Standards. All grade levels will vertically align to the NYS standards in the core subject areas. Progress continues to be made toward this goal.</li> </ul>
<p>4. By the end of 8<sup>th</sup> Grade, students at Global Concepts Charter School will meet the requirements for units of study as described in Commissioner's Regulation 100.2.</p>	<ul style="list-style-type: none"> <li>Commissioner's Regulation 100.2 in addition to the GCCS school schedule for grades 7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>All students in grade 8 in 2010 met the requirements outlined in the Commissioner's Regulation 100.2</li> </ul>	<ul style="list-style-type: none"> <li>Goal was achieved</li> </ul>



## Organizational Goals Table Continuous Improvement / Action Plan 2011 – 2014

Phase	Goals	Start Date	✓	Completion Date	Outcome
1. Enhanced ELL Programming	<ul style="list-style-type: none"> <li>increased language skills of ELL learners</li> <li>improved testing scores</li> <li>full literacy emersion</li> <li>develop appropriate, effective, and measurable evaluative tool to assess successes of the program</li> </ul>	9/11			<ul style="list-style-type: none"> <li>increased reading level of English Language Learners</li> </ul>
2. Build Parent Partnership	<ul style="list-style-type: none"> <li>develop and implement middle and high school orientations for both parents and students</li> <li>host events on curriculum and educational programs (e.g. Common Core Standards) and how parents can be part of their child's learning</li> </ul>	9/11			<ul style="list-style-type: none"> <li>increase parent involvement in their child's education and further improve student achievement</li> </ul>
3. Develop Professional Development Plan for all staff	<ul style="list-style-type: none"> <li>set goals</li> <li>create building initiatives as the school is evolving, develop better defined roles and expectations</li> <li>improve communication</li> <li>improve new teacher mentorship program</li> <li>redevelop staff evaluation and observation system to meet changing expectations of state and federal agencies</li> </ul>	9/11			<ul style="list-style-type: none"> <li>help improve communication within school teams</li> <li>provide opportunity for staff at all stages of career to set goals for improvement</li> <li>develop and implement revamped evaluation tool to meet needs for state and federal agencies, i.e. RTTT</li> </ul>
4. Enhance AIS program in reading and math	<ul style="list-style-type: none"> <li>increased language skills of all learners</li> <li>improved testing scores</li> <li>develop appropriate, effective, and measurable evaluative tool to assess successes of the program</li> </ul>	9/11			<ul style="list-style-type: none"> <li>increased reading and math levels for all students</li> <li>improved overall student achievement</li> </ul>
5. Technology Plan	<ul style="list-style-type: none"> <li>implement technology plan</li> <li>improve staff opportunities to use technology with students</li> </ul>	9/11			<ul style="list-style-type: none"> <li>Improved use of technology for students and staff</li> </ul>
6. By 2014, fully implement Common Core Standards	<ul style="list-style-type: none"> <li>Systematically move from NYS Standards to Common Core Standards in compliance with state and federal regulations</li> </ul>	9/11			<ul style="list-style-type: none"> <li>Curriculum, instruction and assessment fully aligned to Common Core Standards</li> </ul>

### Financial Goals Table

Evidence of Attainment of Academic Goals during Current Charter Term			
Financial Goal or objective	Measure used to evaluate	Progress toward attainment	If not met, describe efforts to be

	progress toward attainment of goal or objective	of goal or objective	undertaken to meet goal or objective
Not Applicable			

**Charter-specific Goals Table Goals Table**

<b>Evidence of Attainment of Academic Goals during Current Charter Term</b>			
Financial Goal or objective	Measure used to evaluate progress toward attainment of goal or objective	Progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Not Applicable			

