

I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 22, 2014

Updated Monday, July 28, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

331300860810 COMMUNITY PARTNERSHIP C

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 13

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
241 Emerson Place Brooklyn NY, 11205	718-399-3824		

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Denniston Reid
Title	Interim Acting Principal
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.cpcsschool.org

6. DATE OF INITIAL CHARTER

2000-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2000-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K

• 1

• 2

• 3

• 4

• 5

• 6

• 7

• 8

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
Yes	Beginning with Children

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Denniston Reid	██████████	██████████	██████████	Yes
CFO (e.g., network CFO)	Geraldeen Licurse	██████████		██████████	No
Compliance Contact	Natalie Bledman	██████████		██████████	Yes
Complaint Contact	Martin Ragde	██████████		██████████	No

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	241 Emerson Place Brooklyn NY 11205	718-399-38 24	CSD 13	K-4	Yes	DOE space
Site 2	114 Kosciusko Street Brooklyn NY 11216	718-636-39 04	CSD 13	5-8	Yes	DOE space

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Denniston Reid	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Tahira Norton	[REDACTED]		[REDACTED]
Compliance Contact	Natalie Bledman	[REDACTED]		[REDACTED]
Complaint Contact	Martin Ragde	[REDACTED]		[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Keisha Rattray	[REDACTED]		[REDACTED]
Operational Leader	Tahira Norton	[REDACTED]		[REDACTED]
Compliance Contact	Natalie Bledman	[REDACTED]		[REDACTED]
Complaint Contact	Martin Ragde	[REDACTED]		[REDACTED]

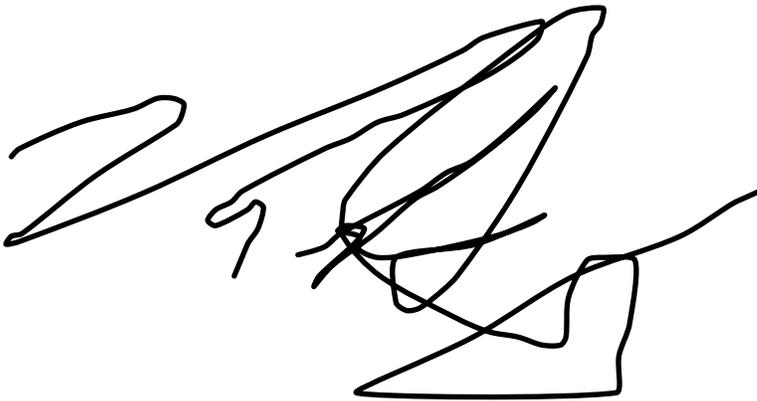
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. 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 use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the left.

Signature, President of the Board of Trustees

Thank you.

Appendix A: Link to the New York State School Report Card

Created Tuesday, July 29, 2014

Page 1

Charter School Name: 331300860810 COMMUNITY PARTNERSHIP C

1. NEW YORK STATE REPORT CARD

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).

<http://data.nysed.gov/reportcard.php?instid=800000045417&year=2013&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attenda>



**Community
Partnership**

**COMMUNITY PARTNERSHIP
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Beginning with Children, Adjowah Scott, and Keisha Rattray

Lower School: 241 Emerson Pl, Brooklyn, NY 11205
Phone: (718) 399-3824 **Email:** info@cpcsschool.org

Middle School: 114 Kosciuszko St, Brooklyn, NY
Phone: (718) 636-3904 **Email:** info@cpcsschool.org

Beginning with Children, Adjowah Scott (CPCS LS Interim Acting Principal) and Keisha Rattray (CPCS MS Principal) prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Martin Ragde	Chair/President
Clair Cusack	Member/Audit and Finance Committee/School Review
Amy Kolz	Member/Audit/ School Review/Academics
Kisha Morrow	Secretary/Legal/Academic
David Stutt	Treasurer/Audit and Finance/ Community Outreach/ Nomination Committee
Adjowah Scott	Member Ex-Officio/ Interim Acting School Leader/ Academics
Keisha Rattray	Member Ex-Officio/ School Leader/Academics
Name	Office, Committees

**Keisha Rattray has served as the CPCS Lower School leader since August 2010
Adjowah Scott has served as Interim Acting School Leader since August 2014.**

INTRODUCTION

Community Partnership Charter School (CPCS) was founded in 2000 by a group of parents in Fort Greene, Brooklyn and the Beginning with Children Foundation (BwCF). At CPCS, families, educators, and community members join together in creating a strong academic base in which students learn to read, write, and perform mathematically at levels that exceed citywide averages. Students are expected to achieve high levels in an environment that values kindness and respect.

There were three main shifts in the educational practice at Community Partnership LS this year to strengthen the school's academic programming; the implementation of new math and literacy curriculum, revised report cards and weekly data meetings.

At the end of last year, Beginning with Children conducted an extensive search to find a literacy and math program that would provide teachers with more direction in aligning their instruction to the common core standards and providing students with more rigorous work. The search concluded in the adoption of *Journeys* by Houghton Mifflin and *Math in Focus*, Singapore Math. Teachers were trained in the new programs during our two week summer institute in August and began using the program with students in September.

In addition to the new programs we implemented a new report card system to keep families informed about their child's progress. The report cards were assessment based and provided parents with a perspective of all the data collected on their students during the four school quarters, November, January, April and June. The report cards were coupled with Parent-Teachers conferences for all students in November and April, while struggling students had meetings with each report card cycle.

We also implemented weekly data meetings in kindergarten through fourth grade. Teachers met with an Academic Dean weekly to review different data points and plan for instruction. These data points included but were not limited to classroom observations, STEP reading levels, writing samples, unit assessments, and exit slips. The meetings pushed teachers thinking around differentiation, instruction and student performance in all grade levels.

At Community Partnership Charter Middle School, we were incredibly excited about our fourth year, knowing that it promised to be filled with even more *golden opportunities* for our learning community. Opportunities came in the form of academic enrichment and the tangible taste of success for our scholars. We began this school year welcoming our new and returning families, new and returning staff and change. We thoughtfully made intentional changes throughout our school, most importantly to integral areas of our academic program to ensure the holistic enhancement of our scholars.

The 2013-14 middle school year ended with a farewell to our 2nd graduating class of 35 scholars; once again we saw our scholars off to NYC Public High and Specialized Schools as well as Independent boarding and day schools. Graduates received

scholarship offers exceeding \$200,000 to private, independent day and boarding schools. Through Beginning with Children (BwC), a select group of scholars were able to study and explore the various branches of medicine with Doctors for a Day at the University of California Irvine. BwC also afforded some of our scholars the opportunity to study at Colgate University. The week long Science Institute at Colgate exposed our scholars to the rigors of college prep and deepened their understanding of the collegiate experience. An explicit goal of the program is to build an awareness of what it takes to be accepted, enrolled and succeed in a college environment.

While we have long been attentive to the need for preparing our scholars for college now, we are acutely aware of this prevalent urge for college readiness across the country. The Common Core Learning Standards (CCLS) created a new baseline for learning and scholar proficiency; as a result, it warranted a change in our approach to teaching and student learning. Our changes addressed the shifts in the standards as well as the overall needs of our student body. In an effort to equip our scholars and teachers to meet the shifts, we added Houghton Mifflin's *Journeys Common Core* reading program in grades 5 and 6 and *Math in Focus: Singapore Math* in grades 5-8. Successful implementation of both curriculums required adjustments to our daily schedule and additional teacher training. Teachers received initial training during our three-week Summer Intensive and follow up training during the school year. Journeys introduced an additional literacy block to our schedule.

As a professional learning community, we recognize the importance of professional development in teaching. The demands of the common core- no doubt- call for an increased focus on professional development for teachers. It requires knowledge of content and pedagogy, and effective engagement of students in learning. It challenges us to make a professional commitment to constant reflection and growth. With this in mind, we made significant changes to professional development at the middle school level:

- 3 weeks instead of 2 weeks for Summer Institute
- ELA and Math teachers participated in weekly hour long content meetings with the Math and Literacy Academic Deans
- Coaching portfolios for the School Leadership team to meet with staff, discuss professional goals, observations, and to provide feedback
- ELA teachers attended the International Reading Association conference in New Orleans, LA
- Full day professional development and Data days to review student assessment results and devise instructional action plans

As we look ahead to the 2014-15 school year, we affirm our commitment to providing our scholars with choice by providing them with a rigorous learning environment. This will be a fresh year of engaging, meaningful, and rigorous work in our classrooms, as well as, memorable times through whole school events, clubs, and activities for scholars and families. To that end, our staff of highly qualified professional educators and support personnel is committed to providing our students **many** opportunities---both inside and outside of the classroom---for high caliber and quality learning, continual growth, leadership, and achievement at a high level of excellence.

This year we embrace our professional responsibilities and are recommitting ourselves as a Professional Learning Community (PLC). As the school moves forward, every professional will engage with colleagues in ongoing exploration around three basic questions that drive the work within a Professional Learning Community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

To begin this work the elementary school is piloting PLC groups to examine teaching and learning this year. Each PLC group will be led by a PLC Coordinator who will work closely with the Academic Dean to select appropriate weekly meeting topics and protocols. The PLC coordinator will work with group members to analyze real time student data and develop and support action steps to improve student learning.

School Enrollment

The school served approximately 415 students in grades K-8 during the 2013 -14 school year. Since the 2009-10 school year, CPCS has added an additional grade each year and expanded to a K-8 school at the start of 2012-13.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2009-10	52	51	52	52	52	39	-	-	-	298
2010-11	50	49	48	52	52	46	33	-	-	330
2011-12	48	51	48	50	53	49	50	29	-	378
2012-13	50	49	49	51	52	52	49	42	26	420
2013-14	46	46	52	48	51	46	52	38	36	415

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

CPCS students will become proficient readers and writers of the English language.

Background

CPCS has traditionally developed lifelong readers who enjoy reading a wide range of literature and factual material to make sense of the world and influence its direction. Literacy is integrated throughout the day in a print-rich environment that fosters a love of reading. Students select their own independent reading books and are encouraged to read at different times throughout the day. In addition to the language arts block, morning meetings are rich opportunities for teachers to model reading strategies to students. Non-fiction content-area reading is also included in the social studies and science curriculum.

CPCS offers a wide range of books for students, through extensive classroom libraries, which include meaningful, culturally relevant texts, as well as classic stories and engaging books on a variety of topics, themes and levels, and a book room that supplements classroom materials with multiple copies of texts for targeted guided reading groups. With guidance, each student is able to freely select books from the classroom library for his or her independent reading. In grades 3-5, classes are departmentalized, with a dedicated ELA teacher in each grade who teaches the Literacy Block.

In 2013 -2014, CPCS began a process to fully overhaul its approach to teaching reading. CPCS selected the Journeys Common Core literacy program developed by Houghton Mifflin in grades K-6. Journeys embeds Common Core based instruction into every unit and lesson and is a comprehensive program that provides the resources needed to plan, teach and engage, as well as assess our students.

In Kindergarten through 6th grades, we launched the Journeys Common Core literacy program in the fall of 2013. The Journeys student text uses Complex Text and the Common Core to engage students and build comprehension skills with materials leveled to ensure all readers receive the proper support and challenge. All Journeys Common Core leveled readers are leveled by consulting author Irene Fountas. These texts apply comprehension skills and strategies from the core lessons and support students at their instructional level. The writing portion of the Journeys Common Core program is a combination of direct writing instruction through common core mini-lessons and student practice utilizing the Common Core Writing Handbook.

All teachers prepared for Journeys Common Core instruction during our 2013 Summer Institute where they participated in hands on professional development conducted by Journeys consultants. Teachers were able to delve into the curriculum unit by unit and review all components of the program. Teachers worked in grade groups to prepare

grade specific planning and were able to review the texts and all support materials in advance. Teachers were able to take a deep dive into the intervention components and plan for differentiated instruction for below, on and above grade level students.

In the middle school, literacy teachers continued to work in collaboration with literacy consultant Isoke Nia and blended Journeys Common Core into the 5th and 6th grade Common Core curriculum mapping that began two years ago and further concretized the common core planning for grades 7 and 8. We began the year with our transitioned Dean of Literacy. She worked closely with Ms. Nia to refine the literacy curriculum and oversee its implementation. As the Dean of Literacy she conducted frequent observations of instruction and provided feedback to help move instruction and increase student learning. The Dean of Literacy began to coach teachers, conduct demonstration lessons and provide support in lesson planning.

With the Journeys Common Core Response to Intervention materials CPCS also began to enhance its intervention program for at risk students. Journeys includes a multi-tiered system of support for struggling students. CPCS teachers were called to address three levels of intervention; Tier I supplements the core curriculum with small group support using leveled readers and guided instruction, Tier II combines the core curriculum and small group instruction for students who are at least one year behind with a Write-In Reader that scaffolds the development of vocabulary, phonics and decoding, and Tier III provides supplemental instruction for students who need intensive intervention. On Tier III teachers utilize a Literacy Tool kit that supports instruction in phonics and word study, vocabulary, fluency and comprehension. The kit assesses and prescribes instruction and offers practice and application to ensure mastery. This three tiered intervention system was an addition to the CPCS intervention system and will be refined to provide targeted and intensive support to bridge learning gaps for struggling students and improve learning in 2014 -2015.

In 2013-2014 CPCS continued to implement the STEP assessment program K-4 to monitor students' progress in reading. The STEP assessment is similar to a running record in that students read leveled passages to the tester/ instructor while s/he tracks errors. However, the post-read-aloud comprehension questions in STEP are highly calibrated to students' use of specific reading strategies and help teachers to modify instruction in ways that running record data is not able to. STEP assessment data was collected quarterly at CPCS in the school assessment database to monitor student progress. Staff continued to focus their expertise in analyzing the reasoning behind students' wrong answers, or the miscue analysis, and the comprehension analysis, with support from the STEP staff developers. Through a Dissemination Grant Awarded to CPCS, CPCS LS teachers also collaborated with the shared space Public School to train their teaching staff in the use and analysis of STEP as an assessment tool.

The middle school saw the addition of three hard-working novice ELA teachers in 6th, 7th, and 8th grade. Our established 7th grade ELA teacher transitioned from our classrooms to the Dean of Literacy in October, and the collaborative team teacher stepped in and assumed sole responsibility for teaching Reading and Writing to all of

the students in each section. We introduced *Journeys*, to our established 5th and 6th grade ELA curriculum. There were also some overt changes to the ELA curriculum such as: the introduction of an on-demand writing exam, Quarterly Writing Assessment; a formal test prep unit using the Ready instructional program as a resource; a comprehensive 5-8 test prep action plan; as well as a Book Club/Reading Strategies small group for our most struggling 6th graders.

This year we continued to fine-tune our work with Dr. Nia, Literacy consultant, providing observation and pedagogical development to our teachers twice a month; Friday midday content meetings, after-school work sessions and team meetings, and one-on-one class data analysis coaching meetings. Our Reading and Writing curriculum was replete with Writing publishing celebrations as well as the return of our Book Character Day, which resulted in a trip to a free viewing of *Catching Fire*. During the Spring, all of our scholars could be found reading upwards of 20 minutes daily in each grade. The 2013-2014 ELA instruction continued the paradigm shift in teacher thinking—teaching the seven metacognitive strategies for reading; moreover, teaching students how to use writing and reading strategies in different genres to garner meaning *and* to think about how they use the reading and/or writing strategy to ensure the students' automaticity.

In that vein, we are continuing to refine our teaching of writing. During early content team meetings, which focused on writing instruction, it was deemed that we needed to increase the opportunities to collectively analyze our students writing across the school in order to make informed decisions as a team about the most pressing scholar needs per grade. Subsequently, introducing the QWA, Quarterly Writing Assessment, an on demand formative assessment of the skills of our students. The teachers and dean evaluated the performance of the scholars according to the New York State Writing rubric. During the grading, we noted the strengths and deficits of the individual scholars, by class and grade, and committed to targeted teaching for our students' learning. We also drafted a CPCS MS Student Continuum—A CPCS MS Scholar should be able to... in Reading, Writing, and ELA Scholarly Habits.

CPCS administered two ELA mock state exams created by Rally and Journeys Common Core interim and Benchmark assessments to track student progress in literacy. The school continued to utilize the PowerSchool Studio program to score assessments and generate reports that allowed teachers to view and analyze student mastery by standard and item and identify skill areas where greater focus was needed on the individual, class or school level.

Small group instruction (SGI) within the school day is a hallmark of CPCS's interventions to help struggling students. This year in the middle school, SGIs were formed to address academic concerns that teachers had with specific students. Teachers based the creation of the groups on information they gathered through assessments, such as STEP, interim assessments and unit tests and quizzes, as well as anecdotal records. The small groups, consisting of five to ten students across grades, were led by a teacher and focused on specific skill building goals. In addition,

targeted students received supplemental intervention after school provided by teachers and Eye Level tutoring services.

In 2014 -2015 CPCS will continue to implement the Journeys Common Core Curriculum and the middle school Common Core Curriculum Map. To enhance the effectiveness of the curriculum ELA teachers participated in Journeys Beyond the Basics training and Curriculum Mapping workshops during the 2014 Summer Institute. CPCS Teachers collaborated with our sister school, completing their second year of Journeys, to address lessons learned during year one of Journeys implementation and teamed up to develop a supplemental writing curriculum based on the TCRWP Writing Units of Study.

CPCS and Beginning with Children Charter School 2 (BwCCS2) teachers worked in grade level pairs to design a writing curriculum that adapted TC Units of Study for their assigned grade. The units were aligned to the Journeys Common Core units and standards. The Writing Curriculum Components include Monthly Unit Overviews, # of lessons, Teaching Points, Common Core Standards and an Assessment Calendar. Daily Lessons include Teaching Points, Standards, Guidance for Teach/Model, Guidance for Guided Practice, Guidance for Student Application, Guidance for Assessment and recommended Student Products.

In 2014 -2015 we will also implement Illuminate, an advance Data Management System which will replace and improve upon the PowerSchool data system. This system allows for real time assessment and analysis of student performance with the support of an in class document camera and integration of our assessment and student management systems. All teachers, operations staff and school leaders received training on the Illuminate system during the 2014 Summer Institute.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English Language Arts assessment to students in 3rd through 8th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	47			1	48
4	51				51
5	44				44
6	52			1	53
7	36				36
8	36				36
All	266				271

Results

The overall percent of students in at least their second year achieving proficiency, in each grade, fell significantly short of the absolute measure goal.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	40.43	47	42.86	42
4	15.69	51	17.02	47
5	29.55	44	30.00	40
6	21.15	52	19.51	41
7	33.33	36	35.29	34
8	36.11	36	36.11	36
All	28.57	266	29.58	240

Evaluation

This goal was not met. The overall percent of students in at least their second year achieving proficiency fell short of the absolute measure goal by 45.42 percentage points. Grade 3 scored significantly higher than the average at 42.85 percent proficient.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Grades 4 and 6, however, scored significantly lower than the average at 15.69 percent proficient for grade 4 and 19.51 percent proficient for grade 6.

The school did not meet the measure. There are particular areas of concerns for performance in grades 4 and 6. We looked closely at curriculum and instruction and continue to make significant changes both in personnel and program for the next school year. Common Core instruction was a challenge for both teachers and students in 2013-2014. New and Returning ELA teachers will receive targeted support in implementing the Common Core curriculum this year, beginning with the Beyond the Basics training this summer. In addition, Illuminate will support teachers in the administration and analysis of more frequent interim assessments in order to respond to student needs more quickly. We are also increasing the rigor of writing instruction with an enhanced writing curriculum and corresponding assessments.

Additional Evidence

In 2011-12, CPCS demonstrated progress towards charter goals over the previous year. A new baseline for student performance, relative to common core standards, was established with the NYS testing in 2013. As a result, CPCS performed well below its charter goals in 2012-13. After a year of reshaping our approach to literacy instruction, we have seen some growth in 2013-14.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	58.1	43	19.1	47	42.86	42
4	52.9	51	25.6	43	17.02	47
5	57.8	45	24.5	49	30.00	40
6	61.9	42	25.6	39	19.51	41
7	60.7	28	32.4	37	35.29	34
8	-	-	30.8	26	36.11	36
All	57.9	209	25.7	241	29.58	240

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

The overall PLI for all grades was 101.66. All tested students have a PLI value that exceeds the 2013-14 English language arts AMO of 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	27.92	42.50	25.83	3.75

$$\begin{array}{rclclclcl}
 \text{PI} & = & 42.5 & + & 25.8 & + & 3.7 & = & 72.08 \\
 & & 0 & & 3 & & 5 & & \\
 & & & & 25.8 & + & 3.7 & = & \underline{29.58} \\
 & & & & 3 & & 5 & & \\
 & & & & & & \text{PLI} & = & 101.6 \\
 & & & & & & & & 6
 \end{array}$$

Evaluation

This goal was met. CPCS’s overall PLI exceeded the 2013-14 English language arts AMO by 12.66 points. While the majority of students were not proficient, a larger percentage of those students performed at Level 2 than Level 1, indicating a larger percentage of partially proficient students than below proficient students.

In 2013 -2014 significant changes were made to both curriculum and personnel. While a significant number of students have not met proficiency levels, we can attribute the larger percentage of level 2 students, students approaching proficiency, to a more rigorous literacy curriculum. We expect to see improved proficiency levels as we enter year two of our Common Core based ELA program.

Goal 1: Comparative Measure

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students enrolled in at least their second year are compared to all tested students in District 13, CPCS's home district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in District 13.³

Results

The overall percent of students in at least their second year achieving proficiency exceeded aggregate district proficiency by 4.58 points.

2013-14 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	42.86	42	30.0	322
4	17.02	47	30.5	315
5	30.00	40	32.5	300
6	19.51	41	17.2	138
7	35.29	34	17.2	161
8	36.11	36	20.4	195
All	29.58	240	25.0	1431

Evaluation

This measure was met. The average proficiency of CPCS students was 29.58 compared to 25.0 of the district. Furthermore, students in their second year in grades 3, 6, 7, and 8 exceeded the aggregate performance of their peers in the district. However our performance in grades 4-5 trailed the district average.

Additional Evidence

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

³ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	58.1	47.5	19.1	28.8	42.86	30.0
4	52.9	50.3	25.6	26.1	17.02	30.5
5	57.8	52.0	24.5	27.6	30.00	32.5
6	61.9	37.7	25.6	17.9	19.51	17.2
7	60.7	35.7	32.4	17.9	35.29	17.2
8	-	-	30.8	19.5	36.11	20.4
All	57.9	44.5	25.7	23.2	29.58	25.0

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

The analysis using last year's data shows an effect size of 0.08 for the six grades combined.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	88.2	51	17.7	18.9	- 1.2	-0.09
4	63.5	52	23.1	26.4	- 3.3	-0.25
5	76.9	52	23.1	22.0	1.1	0.08
6	71.4	49	20.4	20.8	- 0.4	-0.03
7	66.7	41	31.7	24.4	7.3	0.49
8	76.9	26	30.7	21.2	9.5	0.68
All	73.9	271	23.6	22.3	1.3	0.08

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

Although the effect size was positive, this measure was not met. The measure was exceeded in seventh and eighth grade, but not in the other grades or the school as a whole. The effect size of 0.08 indicates growth that is slightly higher than expected when comparing performance to demographically similar public schools state-wide.

Additional Evidence

The chart below shows comparative data for ELA for CPCS students during the past three years. While this year's results continue to show weak growth that is only slightly higher than expected, it does show an increase from 2011-12.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-6	57	185	50.3	48.8	0.09
2011-12	3-7	46	225	56.5	55.3	0.07
2012-13	3-8	74	271	23.6	22.3	0.08

Goal 1: Growth Measure⁵ (G1.5A)

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

The analysis using last year's data shows a mean growth percentile of 51 for the six grades combined.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	55	50.0
5	40	50.0
6	54	50.0
7	54	50.0
8	54	50.0
All	51	50.0

Evaluation

This measure was met. CPCS's mean growth percentile exceeded the statewide median by one percentage point. CPCS exceeded the statewide median by 4 points in grades 6, 7, and 8 and by 5 points in grade 4. Unfortunately, grade 5 students trailed the statewide median significantly by 10 percentage points.

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Additional Evidence

The aggregate mean growth percentile of grades 4-6 dropped significantly from 61 in 2011-12 to 51 in 2012-13. While there was growth in grades 4, 6, and 7, the mean growth percentile of 5th grade students dropped by 11 percentage points.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile		
	2011-12 ⁷	2012-13	Statewide Average
4	51	55	50.0
5	51	40	50.0
6	63	54	50.0
7	57	54	50.0
8		54	50.0
All	61	51	50.0

Goal 1: Growth Measure (G1.5B)

Each year, the proficiency rates of grade-level cohorts on the NYS ELA exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS ELA exams. If 75 percent or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2013-14 and also have a state exam score in 2012-13. It includes all current students in grades 4-8 who repeated the grade. These students are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

Results

2012-13 Grade	Cohort Size	Percent Performing At or Above Level 3			Goal Achieved ?
		2012-13	Target	2013-14	
4	47	17.02	46.01	17.02	NO
5	40	25.00	50.00	30.00	NO

6	41	26.83	50.91	19.51	NO
7	34	26.47	50.74	35.29	NO
8	36	33.33	54.17	36.11	NO
All	198	25.25	50.13	29.58	NO

Evaluation

CPCS did not meet the measure for any of the five cohorts. The collapsed proficiency rate for all five cohorts combined, however, did increase by 4.33. Grades 5 and 7 saw growth while performance in grades 4 and 8 remained stagnant. Unfortunately, grade 6 saw a significant drop from 26.83 in 2012-13 to 19.51 in 2013-14.

Goal 1: Growth Measure (G1.5C)

Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

This measure examines the change in performance of the same cohort of students from one year to the next on the TerraNova norm-referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for two consecutive years at the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year. For the 2013-14 school year CPCS administered the TerraNova reading exam to students in grades K-3 in June 2014.

Results

2013-14 Grade	Cohort Size	Average NCE			Goal Achieved?
		2012-13 Avg NCE	Target	2013- 14 Avg NCE	
1	39	57.44	57.45	56.28	NO
2	41	46.83	48.41	54.22	YES
3	36	50.47	50.48	55.39	YES
All	116	51.41	51.42	55.58	YES

Evaluation

While all three cohorts averaged above the 50th NCE, only two out of three cohorts met the goal. Second grade students showed the largest growth, moving from an average NCE of 46.83 in first grade to an average of 54.22 in third grade. Third grade students showed an increase from an average NCE of 50.47 in second grade to 55.39 in third grade. Unfortunately students in the first grade did not show growth on the TerraNova ELA exam, with an average NCE of 56.28, down from 57.44 the prior year. First grade did not meet the targeted achievement level.

Summary of the English Language Arts Goal

CPCS did not achieve the absolute measure of 75% proficiency for all grades, however we did meet the absolute measure for this year's Annual Measurable Objective set by NYS's NCLB accountability system. The overall PLI for all grades was 101.66. All tested students have a PLI value that exceeds the 2013-14 English Language Arts AMO of 89.

CPCS did meet the comparative measure for students in the same tested grades in District 13. The overall percent of students in at least their second year achieving proficiency exceeded aggregate district proficiency by 4.58 points. However, we did not meet the comparative measure for Effect size. The effect size of 0.08 does however, indicate growth that is slightly higher than expected when comparing performance to demographically similar public schools state-wide.

CPCS achieved the growth measure for the mean unadjusted growth percentile based on 2012-2013 data. We did not achieve the growth goal for proficiency rates of grade level cohorts on the NYS ELA exams. Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. We partially achieved the growth measure for Terranova. While all three cohorts averaged above the 50th NCE, only grades two and three met the goal. Second grade students showed the largest growth, moving from an average NCE of 46.83 in first grade to an average of 54.22 in third grade. Third grade students showed an increase from an average NCE of 50.47 in second grade to 55.39 in third grade. The first grade average of 56.28 did not meet the targeted achievement level.

Data from our performance on the state ELA exam and Terranova continues to inform our strategic planning for ELA curriculum and instruction and professional development. We have already contracted ongoing PD for the 2014-2015 school year with HMH Journeys Common Core, Isoke Nia for curriculum mapping and a STEP consultant

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve

Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
Growth	Each year, the proficiency rates of grade-level cohorts on the NYS ELA exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS ELA exams. If 75 percent or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.	Did Not Achieve
Growth	Each year, on the TerraNova national norm-referenced reading assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Partial Achievement

Action Plan

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

In 2013 -2014 CPCS implemented its strategic plan to fully overhaul our approach to teaching reading. In Kindergarten through 6th grades, we launched the Journeys Common Core literacy program developed by Houghton Mifflin. In the upper grades, literacy teachers collaborated with literacy consultant Isoke Nia to refine the curriculum map and blend Journeys Common Core into the existing Common Core curriculum. We advanced a master ELA teacher to a fulltime Dean of Literacy position. She worked closely with Ms. Nia to refine the literacy curriculum and oversee its implementation.

ELA teachers prepared for Journeys Common Core instruction during the 2013 Summer Institute where they participated in hands on professional development conducted by Journeys consultants. Teachers were able to delve into the curriculum unit by unit and review all components of the program. Middle school ELA teachers reviewed and revised curriculum maps to make them more effective. After a year of Journeys implementation and tackling a significant Common Core learning curve for both

educators and students we have been able to identify strengths, weaknesses and areas for improvement in both curriculum and instruction.

Journeys Common Core has proven itself to be a rigorous reading comprehension program which embeds Common Core Standards and exposure to complex text in its framework. However, it is clear that teachers need significant support in implementing the program to its full capacity. We learned that the program in its launch year was not implemented with fidelity across all classes and grades. With that in mind we have contracted for additional professional development with HMH to support teachers throughout the year. We have Deans of Academics who participated in training alongside their teachers and are prepared to provide frequent, targeted feedback on teaching and learning to an identified cohort of teachers. The Deans will also coach teachers, conduct demonstration lessons and provide support in lesson planning.

After a year of ELA implementation we also learned that the writing component of the Journeys program focuses on writing in response to reading. With that in mind we identified grade teams to adapt the TCRWP Writing Units to create a supplemental writing curriculum that will align with Journeys to meet all Common Core Writing standards. In the middle school we identified a need for more targeted teaching of reading to at risk students. In response to this data we identified the strongest ELA teacher to provide reading intervention to our most needy students.

In year two of Journeys implementation we will also dig deeper into the intervention components of the program. In the launch year many teachers were overwhelmed by the wealth of resources available and did not fully utilize online resources and available intervention components. Journeys includes a multi-tiered system of support for struggling students. In the Lower School a Special Education Coordinator was hired and will support teachers in how to address the three levels of intervention; Journeys Tier I supplements the core curriculum with small group support using leveled readers and guided instruction, Tier II combines the core curriculum and small group instruction for students who are at least one year behind with a Write-In Reader that scaffolds the development of vocabulary, phonics and decoding, and Tier III provides supplemental instruction for students who need intensive intervention. Teachers will receive support from Deans, the SpEd Coordinator and consultants on this three tiered intervention system in order to provide targeted and intensive support to bridge learning gaps for struggling students and significantly improve learning.

In addition to the enhancements to professional development, curriculum and instruction, we have also enhanced our assessment calendar to include additional Unit and Benchmark assessments and have overhauled our entire data management system. Utilizing Illuminate, assessments can be uploaded, scored and disaggregated for analysis straight from the classroom. This new system will save valuable teacher time and provide real time access to student data for teachers and parents.

MATHEMATICS

Goal 2: Mathematics

CPCS Students will become proficient in the Understanding and Application of Mathematical Skills and Concepts.

Background

Brief narrative discussing mathematics curriculum, instruction, assessment and professional development at the school and any important changes to the mathematics program or staff prior to or during the 2013-14 school year.

In 2012 -2013, CPCS continued its implementation of *Investigations in Number, Data, and Space* in grades K-5, and *Connected Mathematics Project 2 (CMP2)* for grades 6 and 7, as its core mathematics programs. The middle school also incorporated two new math curricula based on the data collected that year. *Envision Math: Common Core* from Pearson and *Prentice Hall Mathematics: Courses 1, 2, 3*. These curricula were chosen to compliment *Investigations in Number, Data, and Space* in fifth grade and *Connected Mathematics Project (CMP2)* in sixth and seventh grades. Math instruction continued to be delivered through a workshop model similar to the language arts delivery system which included mini lessons, independent practice and summary work. In 2012 -2013 CPCS supplemented its core curriculum in mathematics with a variety of programs in an attempt to meet the needs of our range of learners as well as the New York State Mathematics Learning Standards. The goal was to fill the gaps in the core curricula.

A midyear analysis of student data revealed that, even with supplemental programs, our students continued to struggle; particularly in critical thinking, simple and complex word problems. The school leaders and math staff developer researched and decided to also pilot the Singapore Math model drawing approach. Singapore had consistently ranked in the top three countries in the Trends in International Mathematics and Science Study (TIMSS), since 1999. This approach, which is a cornerstone of Singapore's curriculum, allowed students to graphically represent the relationship between numbers and operations that are needed to solve problems presented in stories. Teachers from first through sixth grade along with specialists and the math staff developer were sent to a Singapore Math professional development to learn the method. Workshops were also provided to parents to learn about the method as well. Based on the impact of the Singapore Pilot, BwC research and the gaps that still remained in our students learning, CPCS decided to implement the Singapore Math in Focus curriculum across grades K-8 in 2013 -2014.

In August of 2013 CPCS adopted *Math in Focus*, (Singapore Math), as its core mathematics program for grades K-8. This curriculum change represented a complete overhaul to the teaching of mathematics at CPCS. Teachers in K-8 participated in Math in Focus training on the use of the curriculum and its approaches to teaching mathematics during the 2013 Summer Institute. We also participated in ongoing, onsite professional development to support teachers throughout the year. Onsite visits

included model lessons, co-teaching, observation and feedback and grade level meetings to review strategies for effective implementation of the program.

In adopting *Math in Focus* as its core mathematics program for grades K-8 CPCS was able to unify its mathematical practices across all grades and *begin* to lay the foundation for mastery of critical mathematical concepts and critical thinking. *Math in Focus*, (Singapore Math), is especially strong in developing conceptual understanding. It differs from the original *Singapore* series in that it is also aligned with the NCTM (National Council of Teachers of Mathematics) standards as well as with the Common Core Standards. However, unlike most programs aligned with the NCTM standards, it does not try to teach every concept every year. Instead, it focuses on fewer topics but teaches them thoroughly so they need not be retaught continually and multiple supplemental programs are not needed. The scope and sequence is advanced as with the original series. A major focus is upon preparing students for success in algebra. Consequently, algebraic thinking and expressions are introduced early and used frequently throughout the series. This program is delivered through a gradual release process that includes Direct Involvement, Guided Practice, Independent Practice and Assessment.

The *Math in Focus* program includes comprehensive teacher resource materials with daily lessons, clear benchmarks and pacing guides. The teacher's guides outline exactly what should be taught daily. Each lesson is clearly aligned to the CCLS and contains supplemental resources for review or extension. The *Math in Focus* program has identified resources for students at, below or above grade level. These resources are a part of the daily instructional program and were implemented during small group instructional time in the classroom. Each teacher was trained to use all resource materials provided and follow a grade level Flow of the Day that provides adequate time for targeted instruction and support. Teachers received support from *Math in Focus* curriculum consultants and were able to share and collaborate with lead teachers from a BwC school that was in year II of implementing the *Math in Focus* curriculum.

CPCS continued to provide departmentalized instruction in third through eighth grades. This allowed students to receive up to 120 minutes of math instruction. Math in Focus imbeds Small Group Instruction (SGI) throughout the program. Having piloted SGI in grades 3-8 last year we recognized that targeted, small group instruction is crucial for both our struggling learners and accelerated students. By implementing SGI in all grades we were able to better meet all students' needs. Students were initially grouped according to our assessment data. Careful analysis of this data was used to select specific tasks and problems to solve. Weekly analysis of data collected during daily sessions was used to revise instructional groups and plans.

In an effort to adequately prepare our middle school students for the upcoming state examination, cover all necessary material and not overwhelm our scholars, a 37-day plan was created. For the 37 instructional days leading up to the exam, the math team focused only on standards that were outlined as major & supporting clusters in the 2014 Educators Guide by engageny.org. Analyzing & interpreting data, and determining appropriate measurements are all a part of the supporting clusters (for 6th, 7th, and 8th grades). Therefore, in order to ensure that these concepts were addressed, the science

department for a minimum 3 classes a week during the 37-day plan incorporated these mathematical lessons which allowed the math teachers to focus primarily on the selected major & supporting clusters. The math department also implemented writing techniques & strategies used in writing to help scholars strengthen their responses to short and extended answer problems.

To support students we held four Saturday Academies from February to April that focused on mathematics. Saturday Academy staff members were made up of current CPCS staff members, leadership team members, and certified teachers from other schools. This allowed us to provide high quality small group instruction to students each Saturday in addition to the support Eye Level provided during after-school tutoring four times a week in small groups.

Data-driven instruction continued to inform all instructional decisions at CPCS. Math in Focus Unit and Benchmark assessments provided student performance data continuously. With the continued support of BwC, interim assessment results were processed smoothly and available for teachers within days after assessments were given. These results provided the school leadership with an efficient way to review student progress and identify students in need of intervention. Students in need of intervention were supported by in-classroom grouping, out of classroom tutorials and a Saturday Academy program that was offered to students over eight Saturday sessions from January through May. CPCS used the *New York State Coach, Empire Edition*, the *New York State Progress Coach, Empire Edition*, and the *Ladders to Success on the New York State Mathematics Test* during our Saturday Academies to provide students with more problem solving opportunities and help prepare them for them for the state math test.

CPCS also administered two Mock Math Assessments based on the New York State math exam. These mock assessments from Rally Education® mirrored the content and format of the state exams and provided valuable data on gaps in our mathematics instruction as data was compared both within and across grades. Such data informed both instruction at each grade-level and decisions on a school-wide level. This information allowed us to look more closely at content that had been taught but not mastered, and informed teaching, professional development and the creation of targeted small group instruction.

BwC provided considerable support and guidance in the implementation of PowerSchool Studio, a comprehensive student information system. This system allowed teachers to access student assessment profiles and view comparative exam performance and skills mastery levels for students in all of their classes. The data system also enabled the school to send home detailed reports about student grades and test results, enabling families to provide additional supports with guidance from the school. Math profiles in the PowerSchool database provided historical student assessment data for easy reference by teachers and staff developers. Tracking data in a central location allowed for a more comprehensive view of student progress and performance, at classroom, grade and school-wide levels. In 2014 -2015 CPCS will

significantly improve on the capacity and efficiency of our databased by upgrading to the Illuminate data and student information system.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	47	1		1	47
4	51				51
5	44				44
6	52			1	53
7	36				36
8	36				36
All	266				270

Results

The overall percent of students in at least their second year achieving proficiency, in each grade, fell significantly short of the absolute measure goal.

Performance on 2013-14 State Mathematics Exam

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	60.87	47	65.85	41
4	47.06	51	48.94	47
5	20.45	44	20.00	40
6	35.29	52	39.02	41
7	11.11	36	11.76	34
8	33.33	36	33.33	36
All	35.95	266	37.66	239

Evaluation

This goal was not met. The overall percent of students in at least their second year achieving proficiency fell short of the absolute measure goal by 37.34 percentage points. Grades 3 and 4 scored significantly higher than the average at 65.85 percent proficient for grade 3 and 48.94 percent proficient for grade 4. Grade 7, however, scored significantly lower than the average at 11.76 percent proficient.

Additional Evidence

In 2011-12, CPCS demonstrated progress towards charter goals over the previous year. A new baseline for student performance, relative to common core standards, was established with the NYS testing in 2013. As a result, CPCS performed well below its charter goals in 2012-13. After a year of reshaping our approach to math instruction, we have seen some small growth in 2013-14.

Although there are particular areas of concerns for performance in grades 5 and 7. We made growth in grades 3 (increase of 4.98%), 4 (increase of 1.88%) and 6 (increase of 3.73%) and maintained performance in grade 8. As a whole we made overall growth from 2012-2013 to 2013-2014 of 1.71%. The rigor of the Math in Focus program allowed us to maintain growth and see some gains in 2013 -2014.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	79.2	43	38.3	47	65.85	41
4	82.7	50	44.2	43	48.94	47
5	76.6	45	32.7	49	20.00	40

6	65.3	43	23.1	39	39.02	41
7	82.8	28	32.4	37	11.76	34
8	-	-	7.7	26	33.33	36
All	76.9	209	31.5	241	37.66	239

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

The overall PLI for all grades was 116.32. All tested students have a PLI value that exceeds the 2013-14 Mathematics AMO of 89.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	21.34	41.00	24.69	12.97

$$\begin{array}{rclclclcl}
 \text{PI} & = & 41 & + & 24.6 & + & 12.9 & = & 78.66 \\
 & & & & 9 & & 7 & & \\
 & & & & 24.6 & + & 12.9 & = & \underline{37.66} \\
 & & & & 9 & & 7 & & \\
 & & & & & & \text{PLI} & = & 116.3 \\
 & & & & & & & & 2
 \end{array}$$

Evaluation

This goal was met. CPCS’s overall PLI exceeded the 2013-14 Mathematics AMO by 27.32 points. While the majority of students were not proficient, a larger percentage of

⁸ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

those students performed at Level 2 than Level 1, indicating a larger percentage of partially proficient students than below proficient students.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

The overall percent of students in at least their second year achieving proficiency exceeded aggregate district proficiency by 13.46 points.

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	65.85	41	34.3	370
4	48.94	47	33.0	343
5	20.00	40	32.5	302
6	39.02	41	20.0	161
7	11.76	34	12.0	112
8	33.33	36	8.9	76
All	37.66	239	24.2	1364

Evaluation

This measure was met. The average proficiency of CPCS students was 37.66 compared to 24.2 of the district. Furthermore, students in their second year in grades 3, 4, 6, and 8 performed significantly higher than the aggregate performance of their peers in the district. However, performance in grades 5 and 7 trailed the district average.

⁹ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Additional Evidence

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	79.2	54.4	38.3	30.3	65.85	34.3
4	82.7	58.1	44.2	29.7	48.94	33.0
5	76.6	60.5	32.7	24.0	20.00	32.5
6	65.3	46.2	23.1	14.0	39.02	20.0
7	82.8	47.1	32.4	10.1	11.76	12.0
8	-	-	7.7	11.9	33.33	8.9
All	76.9	53.1	31.5	20.3	37.66	24.2

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁰

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

¹⁰ The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

The analysis using last year's data shows an effect size of 0.40 for the six grades combined.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	88.2	51	37.2	22.5	14.7	0.84
4	63.5	52	40.4	32.2	8.2	0.48
5	76.9	52	32.6	22.1	10.5	0.65
6	71.4	49	20.4	22.6	- 2.2	-0.12
7	66.7	41	31.7	20.6	11.1	0.62
8	76.9	26	7.7	17.5	- 9.8	-0.53
All	73.9	271	30.2	23.5	6.7	0.40

School's Overall Comparative Performance:
Higher than expected to a small degree

Evaluation

This measure was met. It was exceeded in grades 3, 4, 5, and 7 as well as in the whole school. It was not, however, exceeded in grades 6 and 8 which trailed the goal of 0.30 significantly. The effect size of 0.40 indicates growth that is higher than expected to a small degree when comparing performance to demographically similar public schools state-wide.

Additional Evidence

The chart below shows comparative data for ELA for CPCS students during the past three years. 2012-13 results show comparative growth that is only higher than expected to a small degree, which shows a decline from 2011-12.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3 - 6	57	185	70.8	57.9	0.72
2011-12	3 - 7	46	225	76.9	12.5	0.77
2012-13	3 - 8	74	271	30.3	23.5	0.40

Goal 2: Growth Measure¹¹ (G2.5A)

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹²

Results

The analysis using last year's data shows a mean growth percentile of 42 for the six grades combined.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4	47	50.0
5	46	50.0
6	39	50.0
7	51	50.0
8	18	50.0
All	42	50.0

Evaluation

This measure was not met. CPCS's mean growth percentile trailed the statewide median by eight percentage points. CPCS exceeded the statewide median by 1 point in grade 7. Unfortunately, the other grades trailed the statewide median significantly. This

11 See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

12 Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

is especially so with grade 8, which trailed the statewide median by 32 percentage points.

Additional Evidence

The aggregate mean growth percentile of grades 4-6 dropped significantly from 58 in 2011-12 to 42 in 2012-13.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile		
	2011-12	2012-13	Statewide Average
4	55	47	50.0
5	63	46	50.0
6	60	39	50.0
7	67	51	50.0
8		18	50.0
All	58	42	50.0

Goal 2: Growth Measure (G2.5B)

Each year, the proficiency rates of grade-level cohorts on the NYS Math exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS Math exams. If 75 percent or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2013-14 and also have a state exam score in 2012-13. It includes all current students in grades 4-8 who repeated the grade. These students are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years. CPCS used 2012-13 and 2013-14 scale scores to conduct this analysis.

Results

2013-14 Grades	Cohort Size	Percent Performing At or Above Level 3			Goal Achieved ?
		2012-13	Target	2012-13	
4	47	36.17	55.59	48.94	NO

5	40	42.50	58.75	20.00	NO
6	41	34.15	54.57	39.02	NO
7	34	20.59	47.79	11.76	NO
8	36	33.33	54.17	33.33	NO
All	198	33.84	54.42	37.66	NO

Evaluation

CPCS did not meet the measure for any of the five cohorts. The collapsed proficiency rate for all five cohorts combined increased by 3.82. This new proficiency rate represents the new benchmark for proficiency based on NYS common core assessments.

Goal 2: Growth Measure (G2.5C)

Each year, on the TerraNova national norm-referenced math assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

This measure examines the change in performance of the same cohort of students from one year to the next on the TerraNova norm-referenced math test. Each cohort consists of those students who have norm-referenced reading test results for two consecutive years the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year. For the 2013-14 school year CPCS administered the TerraNova math exam to students in grades K-3 in June 2014.

Results

2013-14 Grades	Cohort Size	Average NCE			Goal Achieved?
		2012-13	Target	2013-14	
1	39	57.44	57.45	63.36	YES
2	41	46.83	48.41	57.78	YES
3	36	50.47	50.48	72.92	YES
All	116	51.41	51.42	64.66	YES

Evaluation

All three cohorts met the goal. Third grade students showed the strongest growth, moving from an average NCE of 50.47 in second grade to an average of 72.92 in third grade. Second grade students showed an increase from an average NCE of 46.83 in first grade to 57.78 in second grade. First grade students showed the least growth with an increase from an average NCE of 57.44 in kindergarten to 63.36 in first grade. Overall all three cohorts showed significant growth.

Summary of the Mathematics Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

CPCS did not achieve the absolute measure of 75% proficiency for all grades, however we did meet the absolute measure for this year's Annual Measurable Objective (AMO). CPCS's overall PLI exceeded the 2013-14 Mathematics AMO by 27.32 points. While the majority of students were not proficient, a larger percentage of those students performed at Level 2 than Level 1, indicating a larger percentage of partially proficient students than below proficient students.

CPCS achieved both comparative measures for students. Students in their second year performing at proficiency outperformed students in the same tested grades in District 13. The overall percent of students in at least their second year achieving proficiency exceeded aggregate district proficiency by 4.58 points. The average proficiency of CPCS students was 37.66 compared to 24.2 of the district. Furthermore, students in their second year in grades 3, 4, 6, and 8 performed significantly higher than the aggregate performance of their peers in the district. We also met the comparative measure for Effect size using the 2012 -2013 results.

CPCS did not achieve the growth measure for the mean unadjusted growth percentile based on 2012-2013 data. Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. We also did not achieve the expected proficiency rates of grade level cohorts on the NYS Math exams. We did however achieve the growth measure for Terranova. All three cohorts met the goal. Third grade students showed the strongest growth, moving from an average NCE of 50.47 in second grade to an average of 72.92 in third grade. Second grade students showed an increase from an average NCE of 46.83 in first grade to 57.78 in second grade. First grade students showed the least growth with an increase from an average NCE of 57.44 in kindergarten to 63.36 in first grade. Overall all three cohorts showed significant growth.

Data from our performance on the state Math exam and Terranova continues to inform our strategic planning for mathematics curriculum and instruction and professional development. We have already contracted ongoing *Math in Focus* PD for the 2014-2015 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve
Growth	Each year, the proficiency rates of grade-level cohorts on the NYS Math exams will reduce by one-half the difference between 75 and the proficiency rates on the previous year's NYS Math exams. If 75 percent or more of the grade-level cohorts obtained proficient scores the previous year, their results will increase in the current year.	Did Not Achieve
Growth	Each year, on the TerraNova national norm-referenced math assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Achieved

Action Plan

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

In 2013 -2014 CPCS implemented its strategic plan to fully overhaul our approach to teaching Mathematics. In Kindergarten through 8th grades, we launched the Singapore Math in Focus program. We also hired a Dean of Mathematics in the middle school. The MS Dean of Mathematics worked closely with the math teachers to oversee the implementation of the Math in Focus program and provide instructional support and feedback. The LS Deans of Academics oversaw the implementation of the program in grades K-4. After a year of Math in Focus implementation and tackling the rigor of

Common Core mathematics we identified strengths, weaknesses and areas for improvement in both curriculum and instruction.

In 2013 – 2014 teachers faced a significant learning curve implementing the new Singapore Math in Focus program and Common Core instruction was a challenge for both teachers and students. In 2014 – 2015 we will continue to refine and adapt the *Math in Focus* curriculum and have also made significant changes in personnel. New and Returning Math teachers received Initial Program Overview (IPO) and Beyond the Basics Math in Focus training during the 2014 Summer Institute and will also receive targeted support in implementing the Math in Focus curriculum this year. In addition, Illuminate will support teachers in the administration and analysis of more frequent interim assessments in order to respond to student needs more quickly.

The Singapore *Math in Focus* program has proven itself to be a rigorous program which embeds Common Core Standards, critical thinking and student mastery in the structure of its curriculum. After a year of implementation it is clear that teachers must completely adapt the Singapore method in order to be successful. It is also clear that teachers need ongoing support in the Singapore method. We learned that during our launch year not all teachers embraced the Concrete Pictorial Abstract (CPA) progression of learning or allowed students to struggle with the mathematical thinking that is the foundation of Math in Focus. With that in mind we contracted additional professional development starting with the Beyond the Basics MIF training in the summer. All teachers will also receive onsite MIF professional development throughout the 2014 – 2015 year with four additional targeted sessions for our middle school math teachers.

Our MS Dean of Mathematics has also worked with the leadership team to review student data and create a Foundational Math Program to address gaps in learning that have prevented middle school students from accessing the *Math in Focus* material on grade level. The Foundational Math class will be taught in 2014 -2015 in addition to the regular Math in Focus block. Lower school and middle school Deans of Academics participated in MIF training alongside their teachers and are prepared to provide frequent, targeted feedback on teaching and learning to an identified cohort of teachers. The Deans of Mathematics will also coach teachers, conduct demonstration lessons and provide support in lesson planning.

After a year of *Math in Focus* implementation we also identified the key components of the program in which our teaching staff need deeper understanding. The Beyond the Basics professional development clarified MIF components; CPA, Math is Thinking, Visualization and Gradual Release. Teachers went through the components and planning of an entire lesson using each of the components and a framework that includes Direct Involvement, Guided Practice, Independent Practice and Assessment.

In the launch year many teachers were overwhelmed by the new Singaporean methods of teaching math and did not fully utilize all components of the program. In year two of MIF implementation we have made changes to some personnel and together new and returning teachers will dig deeper into each the components of the program to ensure

that it is implemented with fidelity. CPCS teachers will receive professional development, support and instructional feedback from our Deans and MIF consultants throughout the year.

In addition to the enhancements to professional development, curriculum and instruction, we have also enhanced our assessment calendar to include additional Unit and Benchmark assessments and have overhauled our entire data management system. Utilizing Illuminate, assessments can be uploaded, scored and disaggregated for analysis straight from the classroom. This new system will save valuable teacher time and provide real time access to student data for teachers and parents.

SCIENCE

Goal 3: Science

CPCS students will become proficient in Science.

Background

Brief narrative discussing science curriculum, instruction, assessment and professional development at the school and any important changes to the science program or staff.

In 2013 – 2014 CPCS continued to support a rich experiential science curriculum provided by science specialists in a variety of programmatic delivery models. Kindergarten teachers taught science in the classroom. In grades 1 and 2 science instruction was provided to students in the science classroom setting, by a science specialist for two hours weekly. In grades 3-4 science was taught by the math classroom teacher in three 60 minute blocks per week. Middle school science was taught by science specialists in grades 5-8.

The lower school science specialist coordinated an annual science fair for students in grades 3-4. This science fair was a huge success this year as it allowed students to demonstrate their capacity for original scientific inquiry. The school also hosted a Science and Technology night during which families came to learn about science and technology and participated in fun and educational activities.

In middle school, through Beginning with Children (BwC), a select group of scholars were able to study and explore the various branches of medicine in the Doctors for a Day program with Doctors at the University of California Irvine. BwC also afforded some of our scholars the opportunity to study at Colgate University. The week long Science Institute at Colgate exposed our scholars to the rigors of college level science and the preparation required to tackle the rigorous curriculum. An explicit goal of the program was to build an awareness of what it takes to be accepted, enrolled and succeed in a college environment. These annual events, alongside our rigorous science instruction, have created a school culture in which students see themselves as scientists and technology enthusiasts.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

CPCS cohort proficiency rate in grade 4 and 8 is just below 90% which significantly outpaces the 75% absolute measure goal.

**Charter School Performance on 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All Students	
	Percent	Number Tested	Percent	Number Tested
4	97.87	47	98.03	51
8	71.43	35	71.43	35
All	86.59	82	87.21	86

Evaluation

This measure was met. CPCS outpaced the 75% absolute measure goal by 12.21 percentage points. Grade 4 performed significantly well at 97.87 percent proficient. Unfortunately, grade 8 performed below the absolute measure goal.

Additional Evidence

While CPCS proficiency rate in grade 4 had increased every year over the course of three years, it saw a decline from 100 percent in 2012-13 to 97.87 percent in 2013-14. The proficiency rate among 8th grade students fell just short of the 75% goal we have established for each grade level, however, the aggregated proficiency rate of the school is just below 90%.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the science program.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	90.2	51	100	43	97.87	47
8	-	-	73.1	26	71.43	35
All	90.2	51	89.9	69	86.59	82

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

Over eighty-six percent of CPCS students were proficient on the 4th and 8th grade science exams in 2014. We are unable to compare that level of proficiency to District 13 as district-level data are no longer released.

2013-14 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	97.87	47	N/A	N/A
8	71.43	35	N/A	N/A
All	86.59	82	N/A	N/A

Evaluation

The school met the 75 percent expectation for its student’s performance. The district will not release its results.

Summary of the Science Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

CPCS achieved the absolute measure of 75% proficiency on the New York State Science examination. CPCS outpaced the 75% absolute measure goal by 12.21 percentage points. Grade 4 performed significantly well at 97.87 percent proficient. Unfortunately, grade 8 performed below the absolute measure goal.

We are unable to determine the achievement of the comparative measure as the local district is not releasing District Level science results. However, over eighty-six percent of CPCS students were proficient on the 4th and 8th grade science exams in 2014.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

CPCS science specialists will continue to implement science in grades 5-8 and strengthen our core science instruction in seventh and eighth grades. In the lower school science has been transferred to the K-4 teachers to be taught in the classroom supplemented by the science lab. K-4 teachers will utilize the FOSS science units of study to ensure that all grade level science standards and content are met. We will continue to develop our project-based approach to science and demonstrate student learning via the Science Fair and Science and Technology nights. Students will continue to participate in extracurricular science programs that enhance the science content including but not limited to the Doctors for a Day program and the Colgate Science Institute.

NCLB

Goal 4: Absolute Measure (G4.1)

Under the state’s NCLB accountability system, the CPCS’s Accountability Status will be “Good Standing” each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

Results

CPCS meets all NCLB criteria and continues to maintain its “Good Standing” accountability status under the NCLB Accountability System.

Evaluation

CPCS met this measure.

Additional Evidence

Provide a narrative reviewing the school’s NCLB status during each year of the current Accountability Period.

CPCS has met the NCLB accountability measures outlined by New York State Education Department each year of this charter period.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

Art, Music, Physical Education, and Technology

Goal 5:

CPCS Students will participate in Social Studies, Art, Music, Physical Education and Technology

Goal 5: Absolute Measure (G5.1)

Every CPCS student will participate in Social Studies, Art, Music, Physical Education, and Technology classes as part of their weekly class schedule.

Results

Students in grades K-4 participated in Social Studies, Art, Music, Physical Education and Technology classes at least once a week. In grades 5-8, specialty teachers taught their subject twice a week on a trimester basis. Specialty teachers are responsible for ensuring 100 percent participation in class.

Evaluation

CPCS met this measure.

Summary of the Art, Music, Physical Education, and Technology Goal

Type	Measure	Outcome
Absolute	CPCS Students will Participate in Social Studies, Art, Music, Physical Education and Technology	Achieved

CPCS will continue to create additional opportunities to enhance our students' studies in these subjects next year. Particular emphasis will continue to be placed on improving technology integration in the classroom and also on providing opportunities for students to learn about potential professions in the arts.

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal 6: Parent Satisfaction

Parents will express a High Satisfaction Rating with the School

Goal 6: Absolute Measure (G6.1)

Each year, responses on the school survey will reflect that parents have high satisfaction with CPCS's program.

Method

CPCS used the DOE Parent Surveys to measure parent satisfaction. Surveys were distributed at the mid-winter parent teacher conferences. They also were sent home in the school's Tuesday folder. Parents were encouraged to provide their feedback via the

school's auto dialer and during PTCC meetings. The results were tabulated by the NYC DOE.

Results

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Response Rate
311	87%

2013-14 Parent Satisfaction on Key Survey Results

Category	Percent Satisfied
Instructional Core	87%
Systems for Improvement	90%
School Culture	93%

Eighty-seven percent of our parents responded to this year's survey. On average, ninety percent of those participants rated CPCS favorably in the key areas of parent satisfaction as articulated by the survey.

Evaluation

DOE Survey results indicate a significantly higher than average level of parent satisfaction compared to schools citywide. Parent satisfaction with Instructional Core, Systems for Improvement, and School Culture were significantly above average. In addition, each category showed dramatic increases over the previous year and parent satisfaction was dramatically improved, moving from 58% in 2012-13 to 87% in 2013-14. The full DOE survey report is available:

http://schools.nyc.gov/OA/SchoolReports/2013-14/Survey_2014_K702.pdf

Goal 6: Absolute Measure (G6.2)

Each year, CPCS will have a daily student attendance rate of at least 90 percent.

Method

CPCS teachers track daily attendance in PowerSchool. The average daily attendance rate shown below is calculated by dividing the number of days in attendance for all students by the number of days enrolled for all students and multiplying that figure by 100.

Results

The average daily student attendance rate for CPCS for the entire 2013-14 school year was 93.57 percent.

Evaluation

CPCS met this goal.

APPENDIX C: SUPPLEMENTARY TABLES

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

In 2013-14, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

2013-14 English Language Arts Performance by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	20	5	36.36	11	33.33	3	64.29	28
4	0	4	0	4	11.11	9	50.00	34
5	25	4	25	4	50	4	18.75	32
6	27.27	11	0	4	50	2	34.29	35
7	0	2	0	5	0	3	15.38	26
8	0	0	0	2	0	3	35.48	31
All	19.23	26	16.67	30	20.83	24	32.80	186

2013-14 Mathematics Performance by Grade Level and Years Attending the School

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	20	5	70	10	66.67	3	46.43	28
4	25	4	50	4	44.44	9	20.59	34
5	25	4	25	4	25	4	28.13	32
6	20	10	75	4	50	2	20.00	35
7	0	2	0	5	0	3	46.15	26
8	0	0	0	2	33.33	3	41.94	31
All	20	25	44.83	29	37.5	24	36.56	186

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Thursday, July 31, 2014
Updated Friday, August 01, 2014

Page 1

Charter School Name: 331300860810 COMMUNITY PARTNERSHIP C

B. 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 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	6546441
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	413
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	15851

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. 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 officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. 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.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	304216
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	260840
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	565056
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	413
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	1368

Thank you.

Charter Funding By NYS School District Code

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
1	10100 ALBANY	11,712	14,072	14,072	14,072	14,072
2	10201 BERNE KNOX	10,814	13,371	13,371	13,371	13,371
3	10306 BETHLEHEM	12,653	12,513	12,513	12,513	12,513
4	10402 RAVENA COEYMAN	11,936	13,289	13,289	13,289	13,289
5	10500 COHOES	11,070	11,791	11,791	11,791	11,791
6	10601 SOUTH COLONIE	11,422	12,137	12,137	12,137	12,137
7	10615 MENANDS	16,582	15,870	15,870	15,870	15,870
8	10623 NORTH COLONIE	10,541	10,708	10,708	10,708	10,708
9	10701 GREEN ISLAND	10,997	12,662	12,662	12,662	12,662
10	10802 GUILDERLAND	10,712	11,354	11,354	11,354	11,354
11	11003 VOORHEESVILLE	12,377	12,742	12,742	12,742	12,742
12	11200 WATERVLIET	9,070	9,404	9,404	9,404	9,404
13	20101 ALFRED ALMOND	10,226	10,628	10,628	10,628	10,628
14	20601 ANDOVER	11,107	12,353	12,353	12,353	12,353
15	20702 GENESEE VALLEY	9,686	11,013	11,013	11,013	11,013
16	20801 BELFAST	10,153	11,619	11,619	11,619	11,619
17	21102 CANASERAGA	11,354	12,329	12,329	12,329	12,329
18	21601 FRIENDSHIP	11,948	12,385	12,385	12,385	12,385
19	22001 FILLMORE	8,668	9,156	9,156	9,156	9,156
20	22101 WHITESVILLE	10,241	10,904	10,904	10,904	10,904
21	22302 CUBA-RUSHFORD	10,889	12,488	12,488	12,488	12,488
22	22401 SCIO	12,133	11,968	11,968	11,968	11,968
23	22601 WELLSVILLE	11,455	11,671	11,671	11,671	11,671
24	22902 BOLIVAR-RICHBG	11,418	10,885	10,885	10,885	10,885
25	30101 CHENANGO FORKS	10,119	10,503	10,503	10,503	10,503
26	30200 BINGHAMTON	9,820	10,220	10,220	10,220	10,220
27	30501 HARPURSVILLE	9,718	9,887	9,887	9,887	9,887
28	30601 SUSQUEHANNA VA	11,919	12,156	12,156	12,156	12,156
29	30701 CHENANGO VALLE	10,906	10,670	10,670	10,670	10,670
30	31101 MAINE ENDWELL	11,002	10,197	10,197	10,197	10,197
31	31301 DEPOSIT	14,020	14,304	14,304	14,304	14,304
32	31401 WHITNEY POINT	9,883	11,324	11,324	11,324	11,324
33	31501 UNION-ENDICOTT	10,955	11,048	11,048	11,048	11,048
34	31502 JOHNSON CITY	11,182	12,066	12,066	12,066	12,066
35	31601 VESTAL	11,413	12,166	12,166	12,166	12,166
36	31701 WINDSOR	9,813	10,115	10,115	10,115	10,115
37	40204 WEST VALLEY	13,408	13,623	13,623	13,623	13,623
38	40302 ALLEGANY-LIMES	9,652	10,362	10,362	10,362	10,362
39	40901 ELLICOTTVILLE	10,206	11,491	11,491	11,491	11,491
40	41101 FRANKLINVILLE	10,696	11,351	11,351	11,351	11,351
41	41401 HINSDALE	10,640	9,952	9,952	9,952	9,952
42	42302 CATTARAUGUS-LI	11,536	11,368	11,368	11,368	11,368
43	42400 OLEAN	9,933	10,976	10,976	10,976	10,976
44	42801 GOWANDA	10,020	11,326	11,326	11,326	11,326
45	42901 PORTVILLE	9,726	10,058	10,058	10,058	10,058
46	43001 RANDOLPH	9,806	10,720	10,720	10,720	10,720
47	43200 SALAMANCA	11,211	11,582	11,582	11,582	11,582
48	43501 YORKSHRE-PIONE	10,566	11,406	11,406	11,406	11,406
49	50100 AUBURN	9,959	10,495	10,495	10,495	10,495
50	50301 WEEDSPORT	10,421	11,820	11,820	11,820	11,820
51	50401 CATO MERIDIAN	9,412	10,653	10,653	10,653	10,653
52	50701 SOUTHERN CAYUG	12,338	13,419	13,419	13,419	13,419
53	51101 PORT BYRON	10,138	10,865	10,865	10,865	10,865
54	51301 MORAVIA	9,940	10,202	10,202	10,202	10,202
55	51901 UNION SPRINGS	11,969	12,059	12,059	12,059	12,059
56	60201 SOUTHWESTERN	9,691	10,202	10,202	10,202	10,202
57	60301 FREWSBURG	8,965	10,206	10,206	10,206	10,206
58	60401 CASSADAGA VALL	10,976	11,359	11,359	11,359	11,359
59	60503 CHAUTAUQUA	14,330	14,457	14,457	14,457	14,457
60	60601 PINE VALLEY	11,072	11,589	11,589	11,589	11,589
61	60701 CLYMER	13,768	14,425	14,425	14,425	14,425
62	60800 DUNKIRK	12,054	12,985	12,985	12,985	12,985
63	61001 BEMUS POINT	10,726	11,810	11,810	11,810	11,810
64	61101 FALCONER	8,694	9,522	9,522	9,522	9,522
65	61501 SILVER CREEK	10,079	11,223	11,223	11,223	11,223
66	61503 FORESTVILLE	10,133	10,484	10,484	10,484	10,484
67	61601 PANAMA	10,861	11,826	11,826	11,826	11,826
68	61700 JAMESTOWN	10,157	10,164	10,164	10,164	10,164
69	62201 FREDONIA	11,242	12,007	12,007	12,007	12,007
70	62301 BROCTON	12,774	12,437	12,437	12,437	12,437
71	62401 RIPLEY	13,456	15,941	15,941	15,941	15,941
72	62601 SHERMAN	10,611	10,196	10,196	10,196	10,196
73	62901 WESTFIELD	10,983	11,891	11,891	11,891	11,891
74	70600 ELMIRA	9,965	11,012	11,012	11,012	11,012
75	70901 HORSEHEADS	9,466	10,188	10,188	10,188	10,188

Charter Funding By NYS School District Code

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
76	70902	ELMIRA HEIGHTS	9,761	10,136	10,136	10,136	10,136
77	80101	AFTON	11,717	13,800	13,800	13,800	13,800
78	80201	BAINBRIDGE GUI	10,541	11,434	11,434	11,434	11,434
79	80601	GREENE	9,598	10,565	10,565	10,565	10,565
80	81003	UNADILLA	10,725	11,393	11,393	11,393	11,393
81	81200	NORWICH	9,089	9,956	9,956	9,956	9,956
82	81401	GRGETWN-SO OTS	11,700	12,871	12,871	12,871	12,871
83	81501	OXFORD	11,678	11,858	11,858	11,858	11,858
84	82001	SHERBURNE EARL	9,264	10,712	10,712	10,712	10,712
85	90201	AUSABLE VALLEY	12,302	13,185	13,185	13,185	13,185
86	90301	BEEKMANTOWN	11,410	11,708	11,708	11,708	11,708
87	90501	NORTHEASTERN	9,825	11,543	11,543	11,543	11,543
88	90601	CHAZY	10,616	11,716	11,716	11,716	11,716
89	90901	NORTHNRN ADIRON	10,706	12,594	12,594	12,594	12,594
90	91101	PERU	11,126	11,849	11,849	11,849	11,849
91	91200	PLATTSBURGH	12,526	13,604	13,604	13,604	13,604
92	91402	SARANAC	9,535	11,333	11,333	11,333	11,333
93	100501	COPAKE-TACONIC	13,043	13,622	13,622	13,622	13,622
94	100902	GERMANTOWN	12,770	14,614	14,614	14,614	14,614
95	101001	CHATHAM	12,277	12,977	12,977	12,977	12,977
96	101300	HUDSON	11,982	13,222	13,222	13,222	13,222
97	101401	KINDERHOOK	10,114	11,239	11,239	11,239	11,239
98	101601	NEW LEBANON	13,441	15,792	15,792	15,792	15,792
99	110101	CINCINNATUS	12,195	12,691	12,691	12,691	12,691
100	110200	CORTLAND	9,778	10,142	10,142	10,142	10,142
101	110304	MCGRAW	11,222	11,248	11,248	11,248	11,248
102	110701	HOMER	10,182	11,092	11,092	11,092	11,092
103	110901	MARATHON	7,853	11,911	11,911	11,911	11,911
104	120102	ANDES	15,445	21,107	21,107	21,107	21,107
105	120301	DOWNSVILLE	16,110	17,143	17,143	17,143	17,143
106	120401	CHARLOTTE VALL	9,939	10,907	10,907	10,907	10,907
107	120501	DELHI	12,859	13,930	13,930	13,930	13,930
108	120701	FRANKLIN	12,786	13,106	13,106	13,106	13,106
109	120906	HANCOCK	13,854	14,267	14,267	14,267	14,267
110	121401	MARGARETVILLE	12,416	13,376	13,376	13,376	13,376
111	121502	ROXBURY	15,068	16,963	16,963	16,963	16,963
112	121601	SIDNEY	11,217	11,637	11,637	11,637	11,637
113	121701	STAMFORD	11,560	13,915	13,915	13,915	13,915
114	121702	S. KORTRIGHT	13,857	13,381	13,381	13,381	13,381
115	121901	WALTON	9,739	10,718	10,718	10,718	10,718
116	130200	BEACON	9,650	11,093	11,093	11,093	11,093
117	130502	DOVER	10,589	11,245	11,245	11,245	11,245
118	130801	HYDE PARK	10,965	12,055	12,055	12,055	12,055
119	131101	NORTHEAST	15,151	15,342	15,342	15,342	15,342
120	131201	PAWLING	14,556	15,571	15,571	15,571	15,571
121	131301	PINE PLAINS	12,380	14,565	14,565	14,565	14,565
122	131500	POUGHKEEPSIE	11,195	12,524	12,524	12,524	12,524
123	131601	ARLINGTON	10,651	11,469	11,469	11,469	11,469
124	131602	SPACKENKILL	14,417	16,018	16,018	16,018	16,018
125	131701	RED HOOK	12,091	13,202	13,202	13,202	13,202
126	131801	RHINEBECK	14,204	16,681	16,681	16,681	16,681
127	132101	WAPPINGERS	10,055	10,887	10,887	10,887	10,887
128	132201	MILLBROOK	11,769	12,902	12,902	12,902	12,902
129	140101	ALDEN	9,737	9,862	9,862	9,862	9,862
130	140201	AMHERST	10,138	10,721	10,721	10,721	10,721
131	140203	WILLIAMSVILLE	10,494	10,904	10,904	10,904	10,904
132	140207	SWEET HOME	10,961	11,954	11,954	11,954	11,954
133	140301	EAST AURORA	9,978	10,205	10,205	10,205	10,205
134	140600	BUFFALO	10,429	12,005	12,005	12,005	12,005
135	140701	CHEEKTOWAGA	9,733	10,235	10,235	10,235	10,235
136	140702	MARYVALE	10,025	10,433	10,433	10,433	10,433
137	140703	CLEVELAND HILL	9,946	10,428	10,428	10,428	10,428
138	140707	DEPEW	10,741	10,409	10,409	10,409	10,409
139	140709	SLOAN	10,860	11,946	11,946	11,946	11,946
140	140801	CLARENCE	8,747	9,001	9,001	9,001	9,001
141	141101	SPRINGVILLE-GR	10,053	11,347	11,347	11,347	11,347
142	141201	EDEN	8,752	9,674	9,674	9,674	9,674
143	141301	IROQUOIS	9,111	9,751	9,751	9,751	9,751
144	141401	EVANS-BRANT	11,083	11,618	11,618	11,618	11,618
145	141501	GRAND ISLAND	9,823	9,915	9,915	9,915	9,915
146	141601	HAMBURG	9,519	9,716	9,716	9,716	9,716
147	141604	FRONTIER	8,271	8,759	8,759	8,759	8,759
148	141701	HOLLAND	9,966	11,032	11,032	11,032	11,032
149	141800	LACKAWANNA	10,833	11,969	11,969	11,969	11,969
150	141901	LANCASTER	7,973	8,442	8,442	8,442	8,442

Charter Funding By NYS School District Code

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
151	142101	AKRON	9,760	10,134	10,134	10,134	10,134
152	142201	NORTH COLLINS	10,361	13,023	13,023	13,023	13,023
153	142301	ORCHARD PARK	10,198	10,523	10,523	10,523	10,523
154	142500	TONAWANDA	9,779	10,051	10,051	10,051	10,051
155	142601	KENMORE	10,412	9,477	9,477	9,477	9,477
156	142801	WEST SENECA	8,948	10,179	10,179	10,179	10,179
157	150203	CROWN POINT	14,203	15,675	15,675	15,675	15,675
158	150301	ELIZABETHTOWN	13,228	13,358	13,358	13,358	13,358
159	150601	KEENE	18,529	19,661	19,661	19,661	19,661
160	150801	MINERVA	27,490	25,637	25,637	25,637	25,637
161	150901	MORIAH	10,922	11,855	11,855	11,855	11,855
162	151001	NEWCOMB	51,675	43,580	43,580	43,580	43,580
163	151102	LAKE PLACID	13,620	14,942	14,942	14,942	14,942
164	151401	SCHROON LAKE	16,058	15,368	15,368	15,368	15,368
165	151501	TICONDEROGA	13,258	13,455	13,455	13,455	13,455
166	151601	WESTPORT	11,244	13,591	13,591	13,591	13,591
167	151701	WILLSBORO	13,461	15,355	15,355	15,355	15,355
168	160101	TUPPER LAKE	10,281	11,461	11,461	11,461	11,461
169	160801	CHATEAUGAY	9,502	10,879	10,879	10,879	10,879
170	161201	SALMON RIVER	11,610	13,576	13,576	13,576	13,576
171	161401	SARANAC LAKE	13,140	13,999	13,999	13,999	13,999
172	161501	MALONE	10,134	10,520	10,520	10,520	10,520
173	161601	BRUSHTON MOIRA	10,152	11,409	11,409	11,409	11,409
174	161801	ST REGIS FALLS	11,664	13,886	13,886	13,886	13,886
175	170301	WHEELERVILLE	15,077	18,435	18,435	18,435	18,435
176	170500	GLOVERSVILLE	9,121	9,865	9,865	9,865	9,865
177	170600	JOHNSTOWN	9,818	10,408	10,408	10,408	10,408
178	170801	MAYFIELD	8,827	10,094	10,094	10,094	10,094
179	170901	NORTHVILLE	12,396	13,440	13,440	13,440	13,440
180	171001	OPPENHEIM EPHR	13,504	13,229	13,229	13,229	13,229
181	171102	BROADALBIN-PER	8,605	8,636	8,636	8,636	8,636
182	180202	ALEXANDER	10,005	11,335	11,335	11,335	11,335
183	180300	BATAVIA	12,503	12,293	12,293	12,293	12,293
184	180701	BYRON BERGEN	10,098	11,347	11,347	11,347	11,347
185	180901	ELBA	10,830	11,423	11,423	11,423	11,423
186	181001	LE ROY	9,837	10,790	10,790	10,790	10,790
187	181101	OAKFIELD ALABA	10,716	9,994	9,994	9,994	9,994
188	181201	PAVILION	10,273	10,682	10,682	10,682	10,682
189	181302	PEMBROKE	9,919	11,828	11,828	11,828	11,828
190	190301	CAIRO-DURHAM	9,731	10,345	10,345	10,345	10,345
191	190401	CATSKILL	11,424	14,130	14,130	14,130	14,130
192	190501	COXSACKIE ATHE	10,905	11,888	11,888	11,888	11,888
193	190701	GREENVILLE	11,269	13,454	13,454	13,454	13,454
194	190901	HUNTER TANNERS	14,001	16,482	16,482	16,482	16,482
195	191401	WINDHAM ASHLAN	14,868	18,838	18,838	18,838	18,838
196	200101	PISECO	26,736	26,047	26,047	26,047	26,047
197	200401	INDIAN LAKE	22,268	24,054	24,054	24,054	24,054
198	200501	INLET	26,736	26,047	26,047	26,047	26,047
199	200601	LAKE PLEASANT	28,900	25,331	25,331	25,331	25,331
200	200701	LONG LAKE	37,270	42,198	42,198	42,198	42,198
201	200901	WELLS	18,500	21,823	21,823	21,823	21,823
202	210302	WEST CANADA VA	10,384	11,723	11,723	11,723	11,723
203	210402	FRANKFORT-SCHU	9,084	9,210	9,210	9,210	9,210
204	210501	ILION	8,025	8,450	8,450	8,450	8,450
205	210502	MOHAWK	9,642	10,758	10,758	10,758	10,758
206	210601	HERKIMER	9,185	9,525	9,525	9,525	9,525
207	210800	LITTLE FALLS	10,818	11,471	11,471	11,471	11,471
208	211003	DOLGEVILLE	9,576	10,527	10,527	10,527	10,527
209	211103	POLAND	10,558	11,690	11,690	11,690	11,690
210	211701	VAN HORNSVILLE	12,211	11,991	11,991	11,991	11,991
211	211901	TOWN OF WEBB	18,823	20,143	20,143	20,143	20,143
212	212001	MT MARKHAM CSD	10,836	11,231	11,231	11,231	11,231
213	220101	S. JEFFERSON	8,069	9,183	9,183	9,183	9,183
214	220202	ALEXANDRIA	10,338	12,100	12,100	12,100	12,100
215	220301	INDIAN RIVER	8,380	6,996	6,996	6,996	6,996
216	220401	GENERAL BROWN	8,410	8,580	8,580	8,580	8,580
217	220701	THOUSAND ISLAND	11,183	12,027	12,027	12,027	12,027
218	220909	BELLEVILLE-HEN	9,652	10,030	10,030	10,030	10,030
219	221001	SACKETS HARBOR	10,726	10,104	10,104	10,104	10,104
220	221301	LYME	10,382	13,021	13,021	13,021	13,021
221	221401	LA FARGEVILLE	10,039	9,458	9,458	9,458	9,458
222	222000	WATERTOWN	7,934	8,985	8,985	8,985	8,985
223	222201	CARTHAGE	8,911	8,472	8,472	8,472	8,472
224	230201	COPENHAGEN	9,038	9,935	9,935	9,935	9,935
225	230301	HARRISVILLE	11,794	12,372	12,372	12,372	12,372

Charter Funding By NYS School District Code

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
226	230901 LOWVILLE	8,403	9,603	9,603	9,603	9,603
227	231101 SOUTH LEWIS	11,777	13,513	13,513	13,513	13,513
228	231301 BEAVER RIVER	10,065	9,873	9,873	9,873	9,873
229	240101 AVON	10,726	10,465	10,465	10,465	10,465
230	240201 CALEDONIA MUMF	9,239	10,218	10,218	10,218	10,218
231	240401 GENESEO	10,819	12,257	12,257	12,257	12,257
232	240801 LIVONIA	10,725	11,356	11,356	11,356	11,356
233	240901 MOUNT MORRIS	11,101	12,120	12,120	12,120	12,120
234	241001 DANSVILLE	9,525	10,313	10,313	10,313	10,313
235	241101 DALTON-NUNDA	11,704	13,107	13,107	13,107	13,107
236	241701 YORK	9,863	10,694	10,694	10,694	10,694
237	250109 BROOKFIELD	11,515	11,171	11,171	11,171	11,171
238	250201 CAZENOVIA	9,996	10,613	10,613	10,613	10,613
239	250301 DE RUYTER	12,001	13,069	13,069	13,069	13,069
240	250401 MORRISVILLE EA	11,015	12,114	12,114	12,114	12,114
241	250701 HAMILTON	12,465	12,897	12,897	12,897	12,897
242	250901 CANASTOTA	9,135	9,837	9,837	9,837	9,837
243	251101 MADISON	10,976	10,738	10,738	10,738	10,738
244	251400 ONEIDA CITY	10,485	11,079	11,079	11,079	11,079
245	251501 STOCKBRIDGE VA	9,838	10,638	10,638	10,638	10,638
246	251601 CHITTENANGO	10,080	10,983	10,983	10,983	10,983
247	260101 BRIGHTON	12,025	12,448	12,448	12,448	12,448
248	260401 GATES CHILI	11,150	12,359	12,359	12,359	12,359
249	260501 GREECE	10,422	10,979	10,979	10,979	10,979
250	260801 E. IRONDEQUOIT	10,006	11,557	11,557	11,557	11,557
251	260803 W. IRONDEQUOIT	10,711	10,413	10,413	10,413	10,413
252	260901 HONEOYE FALLS	10,103	10,435	10,435	10,435	10,435
253	261001 SPENCERPORT	10,259	10,533	10,533	10,533	10,533
254	261101 HILTON	10,019	10,200	10,200	10,200	10,200
255	261201 PENFIELD	12,155	12,346	12,346	12,346	12,346
256	261301 FAIRPORT	10,220	10,647	10,647	10,647	10,647
257	261313 EAST ROCHESTER	12,418	12,585	12,585	12,585	12,585
258	261401 PITTSFORD	12,644	12,722	12,722	12,722	12,722
259	261501 CHURCHVILLE CH	9,496	10,122	10,122	10,122	10,122
260	261600 ROCHESTER	10,868	12,090	12,090	12,090	12,090
261	261701 RUSH HENRIETTA	11,738	12,330	12,330	12,330	12,330
262	261801 BROCKPORT	10,222	10,745	10,745	10,745	10,745
263	261901 WEBSTER	10,427	10,872	10,872	10,872	10,872
264	262001 WHEATLAND CHIL	14,442	15,259	15,259	15,259	15,259
265	270100 AMSTERDAM	8,887	9,443	9,443	9,443	9,443
266	270301 CANAJOHARIE	10,533	10,845	10,845	10,845	10,845
267	270601 FONDA FULTONVI	10,509	11,108	11,108	11,108	11,108
268	270701 FORT PLAIN	10,723	12,841	12,841	12,841	12,841
269	271102 ST JOHNSVILLE	10,561	11,910	11,910	11,910	11,910
270	280100 GLEN COVE	17,909	18,185	18,185	18,185	18,185
271	280201 HEMPSTEAD	17,356	18,202	18,202	18,202	18,202
272	280202 UNIONDALE	18,310	19,864	19,864	19,864	19,864
273	280203 EAST MEADOW	15,631	15,722	15,722	15,722	15,722
274	280204 NORTH BELLMORE	15,419	17,493	17,493	17,493	17,493
275	280205 LEVITTOWN	15,793	17,280	17,280	17,280	17,280
276	280206 SEAFORD	14,547	15,660	15,660	15,660	15,660
277	280207 BELLMORE	17,562	19,638	19,638	19,638	19,638
278	280208 ROOSEVELT	16,845	16,925	16,925	16,925	16,925
279	280209 FREEPORT	14,902	15,703	15,703	15,703	15,703
280	280210 BALDWIN	15,336	15,658	15,658	15,658	15,658
281	280211 OCEANSIDE	15,026	16,067	16,067	16,067	16,067
282	280212 MALVERNE	16,487	19,705	19,705	19,705	19,705
283	280213 V STR THIRTEEN	15,193	15,487	15,487	15,487	15,487
284	280214 HEWLETT WOODME	20,329	22,408	22,408	22,408	22,408
285	280215 LAWRENCE	20,562	23,002	23,002	23,002	23,002
286	280216 ELMONT	13,210	14,397	14,397	14,397	14,397
287	280217 FRANKLIN SQUAR	13,288	13,412	13,412	13,412	13,412
288	280218 GARDEN CITY	16,464	17,620	17,620	17,620	17,620
289	280219 EAST ROCKAWAY	16,680	18,383	18,383	18,383	18,383
290	280220 LYNBROOK	16,514	17,680	17,680	17,680	17,680
291	280221 ROCKVILLE CENT	17,397	18,767	18,767	18,767	18,767
292	280222 FLORAL PARK	12,852	14,937	14,937	14,937	14,937
293	280223 WANTAGH	13,441	13,593	13,593	13,593	13,593
294	280224 V STR TWENTY-F	18,886	20,044	20,044	20,044	20,044
295	280225 MERRICK	16,693	17,936	17,936	17,936	17,936
296	280226 ISLAND TREES	14,337	15,505	15,505	15,505	15,505
297	280227 WEST HEMPSTEAD	14,732	16,759	16,759	16,759	16,759
298	280229 NORTH MERRICK	16,678	17,825	17,825	17,825	17,825
299	280230 VALLEY STR UF	17,598	19,277	19,277	19,277	19,277
300	280231 ISLAND PARK	27,655	27,985	27,985	27,985	27,985

Charter Funding By NYS School District Code

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
301	280251	VALLEY STR CHS	13,762	14,858	14,858	14,858	14,858
302	280252	SEWANHAKA	12,243	12,522	12,522	12,522	12,522
303	280253	BELLMORE-MERRI	13,037	13,764	13,764	13,764	13,764
304	280300	LONG BEACH	19,842	22,348	22,348	22,348	22,348
305	280401	WESTBURY	17,435	18,287	18,287	18,287	18,287
306	280402	EAST WILLISTON	19,814	20,784	20,784	20,784	20,784
307	280403	ROSLYN	20,081	20,898	20,898	20,898	20,898
308	280404	PORT WASHINGTON	19,475	20,028	20,028	20,028	20,028
309	280405	NEW HYDE PARK	13,585	14,771	14,771	14,771	14,771
310	280406	MANHASSET	20,254	21,235	21,235	21,235	21,235
311	280407	GREAT NECK	21,183	22,468	22,468	22,468	22,468
312	280409	HERRICKS	16,522	17,029	17,029	17,029	17,029
313	280410	MINEOLA	22,566	23,709	23,709	23,709	23,709
314	280411	CARLE PLACE	19,902	20,187	20,187	20,187	20,187
315	280501	NORTH SHORE	20,288	23,323	23,323	23,323	23,323
316	280502	SYOSSET	19,526	20,263	20,263	20,263	20,263
317	280503	LOCUST VALLEY	22,104	22,507	22,507	22,507	22,507
318	280504	PLAINVIEW	16,964	17,942	17,942	17,942	17,942
319	280506	OYSTER BAY	22,633	22,533	22,533	22,533	22,533
320	280515	JERICHO	22,601	23,911	23,911	23,911	23,911
321	280517	HICKSVILLE	14,580	14,942	14,942	14,942	14,942
322	280518	PLAINEDGE	13,977	15,704	15,704	15,704	15,704
323	280521	BETHPAGE	17,066	17,350	17,350	17,350	17,350
324	280522	FARMINGDALE	15,641	16,831	16,831	16,831	16,831
325	280523	MASSAPEQUA	15,232	16,052	16,052	16,052	16,052
326	300000	NEW YORK CITY	12,443	13,527	13,527	13,527	13,527
327	400301	LEWISTON PORTE	12,236	12,229	12,229	12,229	12,229
328	400400	LOCKPORT	10,220	9,915	9,915	9,915	9,915
329	400601	NEWFANE	9,476	10,086	10,086	10,086	10,086
330	400701	NIAGARA WHEATF	9,672	10,443	10,443	10,443	10,443
331	400800	NIAGARA FALLS	10,015	10,925	10,925	10,925	10,925
332	400900	N. TONAWANDA	9,630	10,593	10,593	10,593	10,593
333	401001	STARPOINT	9,058	9,789	9,789	9,789	9,789
334	401201	ROYALTON HARTL	9,683	10,207	10,207	10,207	10,207
335	401301	BARKER	13,293	12,895	12,895	12,895	12,895
336	401501	WILSON	10,584	10,386	10,386	10,386	10,386
337	410401	ADIRONDACK	10,915	11,671	11,671	11,671	11,671
338	410601	CAMDEN	9,386	10,655	10,655	10,655	10,655
339	411101	CLINTON	11,072	11,529	11,529	11,529	11,529
340	411501	NEW HARTFORD	11,712	11,431	11,431	11,431	11,431
341	411504	NEW YORK MILLS	12,248	11,834	11,834	11,834	11,834
342	411603	SAUQUOIT VALLE	10,057	10,956	10,956	10,956	10,956
343	411701	REMSEN	13,154	14,798	14,798	14,798	14,798
344	411800	ROME	10,778	11,413	11,413	11,413	11,413
345	411902	WATERVILLE	10,734	10,900	10,900	10,900	10,900
346	412000	SHERRILL	9,667	9,651	9,651	9,651	9,651
347	412201	HOLLAND PATENT	10,071	10,388	10,388	10,388	10,388
348	412300	UTICA	8,441	9,280	9,280	9,280	9,280
349	412801	WESTMORELAND	11,188	11,938	11,938	11,938	11,938
350	412901	ORISKANY	10,625	10,992	10,992	10,992	10,992
351	412902	WHITESBORO	9,505	9,886	9,886	9,886	9,886
352	420101	WEST GENESEE	9,820	10,199	10,199	10,199	10,199
353	420303	NORTH SYRACUSE	9,332	10,709	10,709	10,709	10,709
354	420401	E SYRACUSE-MIN	12,805	13,674	13,674	13,674	13,674
355	420411	JAMESVILLE-DEW	10,805	10,944	10,944	10,944	10,944
356	420501	JORDAN ELBRIDG	10,342	11,623	11,623	11,623	11,623
357	420601	FABIUS-POMPEY	11,565	12,479	12,479	12,479	12,479
358	420701	WESTHILL	10,372	10,635	10,635	10,635	10,635
359	420702	SOLVAY	10,721	11,760	11,760	11,760	11,760
360	420807	LA FAYETTE	15,526	15,766	15,766	15,766	15,766
361	420901	BALDWINSVILLE	10,185	10,722	10,722	10,722	10,722
362	421001	FAYETTEVILLE	10,267	10,653	10,653	10,653	10,653
363	421101	MARCELLUS	8,871	9,775	9,775	9,775	9,775
364	421201	ONONDAGA	10,459	12,132	12,132	12,132	12,132
365	421501	LIVERPOOL	11,946	12,529	12,529	12,529	12,529
366	421504	LYNCOURT	13,521	15,499	15,499	15,499	15,499
367	421601	SKANEATELES	12,010	12,337	12,337	12,337	12,337
368	421800	SYRACUSE	10,362	11,930	11,930	11,930	11,930
369	421902	TULLY	9,585	10,036	10,036	10,036	10,036
370	430300	CANANDAIGUA	10,181	10,828	10,828	10,828	10,828
371	430501	EAST BLOOMFIEL	10,213	11,117	11,117	11,117	11,117
372	430700	GENEVA	10,458	12,688	12,688	12,688	12,688
373	430901	GORHAM-MIDDLES	11,367	11,872	11,872	11,872	11,872
374	431101	MANCHSTR-SHRTS	10,485	10,420	10,420	10,420	10,420
375	431201	NAPLES	13,488	13,135	13,135	13,135	13,135

Charter Funding By NYS School District Code

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
376	431301	PHHELPS-CLIFTON	10,623	11,376	11,376	11,376	11,376
377	431401	HONEOYE	10,487	12,141	12,141	12,141	12,141
378	431701	VICTOR	9,618	9,518	9,518	9,518	9,518
379	440102	WASHINGTONVILL	11,687	11,931	11,931	11,931	11,931
380	440201	CHESTER	12,532	13,170	13,170	13,170	13,170
381	440301	CORNWALL	11,413	11,262	11,262	11,262	11,262
382	440401	PINE BUSH	10,576	11,570	11,570	11,570	11,570
383	440601	GOSHEN	12,560	12,773	12,773	12,773	12,773
384	440901	HIGHLAND FALLS	13,618	14,583	14,583	14,583	14,583
385	441000	MIDDLETOWN	11,355	12,759	12,759	12,759	12,759
386	441101	MINISINK VALLE	10,099	10,552	10,552	10,552	10,552
387	441201	MONROE WOODBUR	12,538	13,089	13,089	13,089	13,089
388	441202	KIRYAS JOEL	25,769	36,930	36,930	36,930	36,930
389	441301	VALLEY-MONTGMR	9,864	11,222	11,222	11,222	11,222
390	441600	NEWBURGH	12,738	14,796	14,796	14,796	14,796
391	441800	PORT JERVIS	11,776	11,904	11,904	11,904	11,904
392	441903	TUXEDO	18,323	17,470	17,470	17,470	17,470
393	442101	WARWICK VALLEY	11,493	12,198	12,198	12,198	12,198
394	442111	GREENWOOD LAKE	15,132	18,311	18,311	18,311	18,311
395	442115	FLORIDA	13,088	14,007	14,007	14,007	14,007
396	450101	ALBION	8,887	10,580	10,580	10,580	10,580
397	450607	KENDALL	9,917	12,590	12,590	12,590	12,590
398	450704	HOLLEY	9,844	10,275	10,275	10,275	10,275
399	450801	MEDINA	10,525	10,827	10,827	10,827	10,827
400	451001	LYNDONVILLE	9,930	10,519	10,519	10,519	10,519
401	460102	ALTMAR PARISH	11,395	11,463	11,463	11,463	11,463
402	460500	FULTON	10,413	11,616	11,616	11,616	11,616
403	460701	HANNIBAL	9,278	10,178	10,178	10,178	10,178
404	460801	CENTRAL SQUARE	9,066	9,571	9,571	9,571	9,571
405	460901	MEXICO	10,521	11,702	11,702	11,702	11,702
406	461300	OSWEGO	12,105	12,270	12,270	12,270	12,270
407	461801	PULASKI	10,270	11,580	11,580	11,580	11,580
408	461901	SANDY CREEK	10,747	12,911	12,911	12,911	12,911
409	462001	PHOENIX	11,107	12,226	12,226	12,226	12,226
410	470202	GLBTSVILLE-MT U	9,683	11,319	11,319	11,319	11,319
411	470501	EDMESTON	9,031	11,243	11,243	11,243	11,243
412	470801	LAURENS	10,185	10,634	10,634	10,634	10,634
413	470901	SCHENEVUS	11,100	12,566	12,566	12,566	12,566
414	471101	MILFORD	11,422	12,217	12,217	12,217	12,217
415	471201	MORRIS	9,185	10,436	10,436	10,436	10,436
416	471400	ONEONTA	10,915	11,790	11,790	11,790	11,790
417	471601	OTEGO-UNADILLA	10,367	11,481	11,481	11,481	11,481
418	471701	COOPERSTOWN	11,595	11,917	11,917	11,917	11,917
419	472001	RICHFIELD SPRI	10,271	10,916	10,916	10,916	10,916
420	472202	CHERRY VLY-SPR	12,632	12,674	12,674	12,674	12,674
421	472506	WORCESTER	10,422	12,352	12,352	12,352	12,352
422	480101	MAHOPAC	13,264	13,925	13,925	13,925	13,925
423	480102	CARMEL	14,865	15,409	15,409	15,409	15,409
424	480401	HALDANE	14,783	16,487	16,487	16,487	16,487
425	480404	GARRISON	20,327	21,713	21,713	21,713	21,713
426	480503	PUTNAM VALLEY	16,294	16,888	16,888	16,888	16,888
427	480601	BREWSTER	15,649	16,808	16,808	16,808	16,808
428	490101	BERLIN	12,019	12,890	12,890	12,890	12,890
429	490202	BRUNSWICK CENT	10,274	10,501	10,501	10,501	10,501
430	490301	EAST GREENBUSH	11,464	11,659	11,659	11,659	11,659
431	490501	HOOSICK FALLS	10,071	11,782	11,782	11,782	11,782
432	490601	LANSINGBURGH	8,509	9,352	9,352	9,352	9,352
433	490801	NORTH GREENBUSH	10,735	11,741	11,741	11,741	11,741
434	490804	WYNANTS KILL	10,613	11,243	11,243	11,243	11,243
435	491200	RENSSELAER	10,996	8,884	8,884	8,884	8,884
436	491302	AVERILL PARK	9,363	10,036	10,036	10,036	10,036
437	491401	HOOSIC VALLEY	9,733	10,338	10,338	10,338	10,338
438	491501	SCHODACK	11,674	12,169	12,169	12,169	12,169
439	491700	TROY	13,360	15,986	15,986	15,986	15,986
440	500101	CLARKSTOWN	12,759	13,310	13,310	13,310	13,310
441	500108	NANUET	17,763	18,531	18,531	18,531	18,531
442	500201	HAVERSTRAW-ST	15,854	17,121	17,121	17,121	17,121
443	500301	S. ORANGETOWN	14,729	15,503	15,503	15,503	15,503
444	500304	NYACK	17,016	18,240	18,240	18,240	18,240
445	500308	PEARL RIVER	14,413	14,858	14,858	14,858	14,858
446	500401	RAMAPO	17,571	16,919	16,919	16,919	16,919
447	500402	EAST RAMAPO	16,326	16,555	16,555	16,555	16,555
448	510101	BRASHER FALLS	9,507	10,172	10,172	10,172	10,172
449	510201	CANTON	11,114	11,252	11,252	11,252	11,252
450	510401	CLIFTON FINE	18,407	17,107	17,107	17,107	17,107

Charter Funding By NYS School District Code

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451	510501	COLTON PIERREP	16,949	18,381	18,381	18,381	18,381
452	511101	GOUVERNEUR	8,945	10,255	10,255	10,255	10,255
453	511201	HAMMOND	11,478	12,727	12,727	12,727	12,727
454	511301	HERMON DEKALB	13,114	12,646	12,646	12,646	12,646
455	511602	LISBON	11,867	12,322	12,322	12,322	12,322
456	511901	MADRID WADDING	10,883	10,491	10,491	10,491	10,491
457	512001	MASSENA	9,131	10,197	10,197	10,197	10,197
458	512101	MORRISTOWN	13,150	13,680	13,680	13,680	13,680
459	512201	NORWOOD NORFOL	10,085	10,652	10,652	10,652	10,652
460	512300	OGDENSBURG	13,053	13,953	13,953	13,953	13,953
461	512404	HEUVELTON	11,007	10,704	10,704	10,704	10,704
462	512501	PARISHVILLE	9,890	10,609	10,609	10,609	10,609
463	512902	POTSDAM	10,840	11,390	11,390	11,390	11,390
464	513102	EDWARDS-KNOX	10,001	10,536	10,536	10,536	10,536
465	520101	BURNT HILLS	10,562	10,168	10,168	10,168	10,168
466	520302	SHENENDEHOWA	10,502	10,919	10,919	10,919	10,919
467	520401	CORINTH	10,020	10,919	10,919	10,919	10,919
468	520601	EDINBURG	28,077	20,896	20,896	20,896	20,896
469	520701	GALWAY	9,042	10,157	10,157	10,157	10,157
470	521200	MECHANICVILLE	9,597	10,280	10,280	10,280	10,280
471	521301	BALLSTON SPA	11,233	11,797	11,797	11,797	11,797
472	521401	S. GLENS FALLS	9,844	10,667	10,667	10,667	10,667
473	521701	SCHUYLerville	11,600	11,472	11,472	11,472	11,472
474	521800	SARATOGA SPRIN	10,496	10,532	10,532	10,532	10,532
475	522001	STILLWATER	8,971	9,269	9,269	9,269	9,269
476	522101	WATERFORD	12,183	12,844	12,844	12,844	12,844
477	530101	DUANESBURG	9,259	9,234	9,234	9,234	9,234
478	530202	SCOTIA GLENSVIL	10,245	11,013	11,013	11,013	11,013
479	530301	NISKAYUNA	11,408	11,790	11,790	11,790	11,790
480	530501	SCHALMONT	12,830	13,862	13,862	13,862	13,862
481	530515	MOHONASEN	8,047	8,989	8,989	8,989	8,989
482	530600	SCHENECTADY	10,272	12,015	12,015	12,015	12,015
483	540801	GILBOA CONESVI	13,436	15,707	15,707	15,707	15,707
484	540901	JEFFERSON	11,905	12,445	12,445	12,445	12,445
485	541001	MIDDLEBURGH	13,341	12,453	12,453	12,453	12,453
486	541102	COBLESKL-RICHM	10,568	10,802	10,802	10,802	10,802
487	541201	SCHOHARIE	10,626	12,147	12,147	12,147	12,147
488	541401	SHARON SPRINGS	12,510	14,154	14,154	14,154	14,154
489	550101	ODESSA MONTOUR	9,698	11,363	11,363	11,363	11,363
490	550301	WATKINS GLEN	9,562	10,489	10,489	10,489	10,489
491	560501	SOUTH SENECA	12,642	13,574	13,574	13,574	13,574
492	560603	ROMULUS	11,830	14,567	14,567	14,567	14,567
493	560701	SENECA FALLS	10,676	11,016	11,016	11,016	11,016
494	561006	WATERLOO CENT	9,295	10,263	10,263	10,263	10,263
495	570101	ADDISON	10,215	11,263	11,263	11,263	11,263
496	570201	AVOCA	11,471	13,203	13,203	13,203	13,203
497	570302	BATH	9,370	9,780	9,780	9,780	9,780
498	570401	BRADFORD	12,185	13,266	13,266	13,266	13,266
499	570603	CAMPBELL-SAVON	9,702	10,531	10,531	10,531	10,531
500	571000	CORNING	10,255	10,637	10,637	10,637	10,637
501	571502	CANISTEO-GREEN	11,986	13,797	13,797	13,797	13,797
502	571800	HORNELL	10,088	9,858	9,858	9,858	9,858
503	571901	ARKPORT	8,587	9,680	9,680	9,680	9,680
504	572301	PRATTSBURG	9,983	10,626	10,626	10,626	10,626
505	572702	JASPER-TRPSBRG	9,625	10,590	10,590	10,590	10,590
506	572901	HAMMONDSPORT	14,515	14,766	14,766	14,766	14,766
507	573002	WAYLAND-COHOCT	9,611	10,769	10,769	10,769	10,769
508	580101	BABYLON	17,161	16,928	16,928	16,928	16,928
509	580102	WEST BABYLON	13,840	14,849	14,849	14,849	14,849
510	580103	NORTH BABYLON	13,353	14,290	14,290	14,290	14,290
511	580104	LINDENHURST	13,409	14,253	14,253	14,253	14,253
512	580105	COPIAGUE	13,079	15,361	15,361	15,361	15,361
513	580106	AMITYVILLE	16,765	17,777	17,777	17,777	17,777
514	580107	DEER PARK	15,380	15,685	15,685	15,685	15,685
515	580109	WYANDANCH	15,791	16,666	16,666	16,666	16,666
516	580201	THREE VILLAGE	14,277	15,887	15,887	15,887	15,887
517	580203	COMSEWOGUE	12,594	13,498	13,498	13,498	13,498
518	580205	SACHEM	13,313	13,251	13,251	13,251	13,251
519	580206	PORT JEFFERSON	21,369	21,199	21,199	21,199	21,199
520	580207	MOUNT SINAI	14,326	14,841	14,841	14,841	14,841
521	580208	MILLER PLACE	14,009	12,922	12,922	12,922	12,922
522	580209	ROCKY POINT	12,271	12,814	12,814	12,814	12,814
523	580211	MIDDLE COUNTRY	12,109	13,119	13,119	13,119	13,119
524	580212	LONGWOOD	13,845	14,380	14,380	14,380	14,380
525	580224	PATCHOGUE-MEDF	12,251	12,814	12,814	12,814	12,814

Charter Funding By NYS School District Code

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
526	580232	WILLIAM FLOYD	13,077	14,169	14,169	14,169	14,169
527	580233	CENTER MORICHE	14,851	14,847	14,847	14,847	14,847
528	580234	EAST MORICHES	15,102	17,372	17,372	17,372	17,372
529	580235	SOUTH COUNTRY	15,404	15,951	15,951	15,951	15,951
530	580301	EAST HAMPTON	21,330	23,729	23,729	23,729	23,729
531	580302	WAINSCOTT	19,419	15,281	15,281	15,281	15,281
532	580303	AMAGANSETT	45,754	57,648	57,648	57,648	57,648
533	580304	SPRINGS	19,627	21,775	21,775	21,775	21,775
534	580305	SAG HARBOR	23,814	24,725	24,725	24,725	24,725
535	580306	MONTAUK	23,842	31,259	31,259	31,259	31,259
536	580401	ELWOOD	14,427	14,773	14,773	14,773	14,773
537	580402	COLD SPRING HA	20,529	20,586	20,586	20,586	20,586
538	580403	HUNTINGTON	16,922	17,512	17,512	17,512	17,512
539	580404	NORTHPORT	16,459	18,008	18,008	18,008	18,008
540	580405	HALF HOLLOW HI	14,381	14,896	14,896	14,896	14,896
541	580406	HARBORFIELDS	13,134	13,773	13,773	13,773	13,773
542	580410	COMMACK	14,858	15,506	15,506	15,506	15,506
543	580413	S. HUNTINGTON	15,252	15,758	15,758	15,758	15,758
544	580501	BAY SHORE	15,048	15,357	15,357	15,357	15,357
545	580502	ISLIP	12,916	14,288	14,288	14,288	14,288
546	580503	EAST ISLIP	13,735	14,659	14,659	14,659	14,659
547	580504	SAYVILLE	15,751	16,460	16,460	16,460	16,460
548	580505	BAYPORT BLUE P	17,035	17,566	17,566	17,566	17,566
549	580506	HAUPPAUGE	15,992	16,435	16,435	16,435	16,435
550	580507	CONNETQUOT	14,373	15,947	15,947	15,947	15,947
551	580509	WEST ISLIP	12,679	13,799	13,799	13,799	13,799
552	580512	BRENTWOOD	12,950	13,483	13,483	13,483	13,483
553	580513	CENTRAL ISLIP	18,571	19,614	19,614	19,614	19,614
554	580514	FIRE ISLAND	105,135	107,803	107,803	107,803	107,803
555	580601	SHOREHAM-WADIN	14,471	15,726	15,726	15,726	15,726
556	580602	RIVERHEAD	15,743	16,076	16,076	16,076	16,076
557	580701	SHELTER ISLAND	25,456	28,013	28,013	28,013	28,013
558	580801	SMITHTOWN	13,272	13,969	13,969	13,969	13,969
559	580805	KINGS PARK	13,065	13,928	13,928	13,928	13,928
560	580901	REMBENBURG	29,102	36,414	36,414	36,414	36,414
561	580902	WESTHAMPTON BE	18,052	18,354	18,354	18,354	18,354
562	580903	QUOGUE	38,866	46,923	46,923	46,923	46,923
563	580905	HAMPTON BAYS	14,438	16,093	16,093	16,093	16,093
564	580906	SOUTHAMPTON	24,096	23,414	23,414	23,414	23,414
565	580909	BRIDGEHAMPTON	51,579	53,545	53,545	53,545	53,545
566	580910	SAGAPONACK	19,419	15,281	15,281	15,281	15,281
567	580912	EASTPORT-SOUTH	12,376	13,276	13,276	13,276	13,276
568	580913	TUCKAHOE COMMO	24,715	28,200	28,200	28,200	28,200
569	580917	EAST QUOGUE	21,071	22,116	22,116	22,116	22,116
570	581002	OYSTERPONDS	30,893	32,931	32,931	32,931	32,931
571	581004	FISHERS ISLAND	37,296	42,471	42,471	42,471	42,471
572	581005	SOUTHOLD	15,431	17,400	17,400	17,400	17,400
573	581010	GREENPORT	14,945	16,700	16,700	16,700	16,700
574	581012	MATTITUCK-CUTC	15,260	15,967	15,967	15,967	15,967
575	581015	NEW SUFFOLK	19,419	15,281	15,281	15,281	15,281
576	590501	FALLSBURGH	16,265	19,402	19,402	19,402	19,402
577	590801	ELDRED	13,588	13,570	13,570	13,570	13,570
578	590901	LIBERTY	15,551	17,477	17,477	17,477	17,477
579	591201	TRI VALLEY	16,260	18,324	18,324	18,324	18,324
580	591301	ROSCOE	17,289	17,826	17,826	17,826	17,826
581	591302	LIVINGSTON MAN	14,627	16,085	16,085	16,085	16,085
582	591401	MONTICELLO	12,084	14,106	14,106	14,106	14,106
583	591502	SULLIVAN WEST	14,012	15,008	15,008	15,008	15,008
584	600101	WAVERLY	8,476	9,063	9,063	9,063	9,063
585	600301	CANDOR	10,252	11,287	11,287	11,287	11,287
586	600402	NEWARK VALLEY	10,412	10,287	10,287	10,287	10,287
587	600601	OWEGO-APALACHI	10,347	11,524	11,524	11,524	11,524
588	600801	SPENCER VAN ET	8,771	10,808	10,808	10,808	10,808
589	600903	TIOGA	8,451	9,451	9,451	9,451	9,451
590	610301	DRYDEN	10,200	11,012	11,012	11,012	11,012
591	610501	GROTON	9,486	10,406	10,406	10,406	10,406
592	610600	ITHACA	12,113	12,670	12,670	12,670	12,670
593	610801	LANSING	12,850	10,855	10,855	10,855	10,855
594	610901	NEWFIELD	8,923	9,832	9,832	9,832	9,832
595	611001	TRUMANSBURG	10,114	10,227	10,227	10,227	10,227
596	620600	KINGSTON	12,731	14,461	14,461	14,461	14,461
597	620803	HIGHLAND	11,914	12,457	12,457	12,457	12,457
598	620901	RONDOUT VALLEY	15,569	17,589	17,589	17,589	17,589
599	621001	MARLBORO	14,591	15,512	15,512	15,512	15,512
600	621101	NEW PALTZ	12,290	13,284	13,284	13,284	13,284

Charter Funding By NYS School District Code

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
601	621201	ONTEORA	15,687	18,571	18,571	18,571	18,571
602	621601	SAUGERTIES	11,303	11,822	11,822	11,822	11,822
603	621801	WALLKILL	10,532	10,997	10,997	10,997	10,997
604	622002	ELLENVILLE	15,427	15,150	15,150	15,150	15,150
605	630101	BOLTON	18,295	20,535	20,535	20,535	20,535
606	630202	NORTH WARREN	15,288	15,475	15,475	15,475	15,475
607	630300	GLENS FALLS	10,923	11,469	11,469	11,469	11,469
608	630601	JOHNSBURG	16,769	18,365	18,365	18,365	18,365
609	630701	LAKE GEORGE	12,636	12,521	12,521	12,521	12,521
610	630801	HADLEY LUZERNE	11,969	13,745	13,745	13,745	13,745
611	630902	QUEENSBURY	8,801	9,538	9,538	9,538	9,538
612	630918	GLENS FALLS CO	14,736	12,000	12,000	12,000	12,000
613	631201	WARRENSBURG	14,290	14,836	14,836	14,836	14,836
614	640101	ARGYLE	10,694	11,402	11,402	11,402	11,402
615	640502	FORT ANN	13,187	13,847	13,847	13,847	13,847
616	640601	FORT EDWARD	11,926	11,493	11,493	11,493	11,493
617	640701	GRANVILLE	10,678	10,360	10,360	10,360	10,360
618	640801	GREENWICH	11,995	12,131	12,131	12,131	12,131
619	641001	HARTFORD	11,389	12,205	12,205	12,205	12,205
620	641301	HUDSON FALLS	9,322	10,021	10,021	10,021	10,021
621	641401	PUTNAM	23,086	23,966	23,966	23,966	23,966
622	641501	SALEM	11,650	13,082	13,082	13,082	13,082
623	641610	CAMBRIDGE	10,634	12,350	12,350	12,350	12,350
624	641701	WHITEHALL	10,832	12,236	12,236	12,236	12,236
625	650101	NEWARK	9,934	11,100	11,100	11,100	11,100
626	650301	CLYDE-SAVANNAH	11,351	13,326	13,326	13,326	13,326
627	650501	LYONS	9,951	10,690	10,690	10,690	10,690
628	650701	MARION	10,933	11,418	11,418	11,418	11,418
629	650801	WAYNE	10,781	11,034	11,034	11,034	11,034
630	650901	PALMYRA-MACEDO	10,787	10,655	10,655	10,655	10,655
631	650902	GANANDA	9,476	9,757	9,757	9,757	9,757
632	651201	SODUS	12,258	12,623	12,623	12,623	12,623
633	651402	WILLIAMSON	11,381	12,113	12,113	12,113	12,113
634	651501	N. ROSE-WOLCOT	11,430	12,030	12,030	12,030	12,030
635	651503	RED CREEK	9,664	10,916	10,916	10,916	10,916
636	660101	KATONAH LEWISB	18,574	20,507	20,507	20,507	20,507
637	660102	BEDFORD	19,852	20,556	20,556	20,556	20,556
638	660202	CROTON HARMON	15,550	15,733	15,733	15,733	15,733
639	660203	HENDRICK HUDSO	16,618	18,174	18,174	18,174	18,174
640	660301	EASTCHESTER	17,035	17,832	17,832	17,832	17,832
641	660302	TUCKAHOE	18,600	20,009	20,009	20,009	20,009
642	660303	BRONXVILLE	21,219	22,106	22,106	22,106	22,106
643	660401	TARRYTOWN	16,455	16,449	16,449	16,449	16,449
644	660402	IRVINGTON	18,320	20,150	20,150	20,150	20,150
645	660403	DOBBS FERRY	18,231	18,927	18,927	18,927	18,927
646	660404	HASTINGS ON HU	17,463	19,404	19,404	19,404	19,404
647	660405	ARDSLEY	17,638	20,471	20,471	20,471	20,471
648	660406	EDGEMONT	16,226	17,814	17,814	17,814	17,814
649	660407	GREENBURGH	20,451	22,343	22,343	22,343	22,343
650	660409	ELMSFORD	21,033	22,211	22,211	22,211	22,211

Charter Funding By NYS School District Code

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
651	660501	HARRISON	20,737	23,457	23,457	23,457	23,457
652	660701	MAMARONECK	16,404	18,416	18,416	18,416	18,416
653	660801	MT PLEAS CENT	18,168	18,590	18,590	18,590	18,590
654	660802	POCANTICO HILL	36,989	46,333	46,333	46,333	46,333
655	660805	VALHALLA	19,877	20,983	20,983	20,983	20,983
656	660809	PLEASANTVILLE	15,490	16,558	16,558	16,558	16,558
657	660900	MOUNT VERNON	15,367	16,794	16,794	16,794	16,794
658	661004	CHAPPAQUA	18,326	19,041	19,041	19,041	19,041
659	661100	NEW ROCHELLE	15,491	16,138	16,138	16,138	16,138
660	661201	BYRAM HILLS	19,805	20,054	20,054	20,054	20,054
661	661301	NORTH SALEM	20,267	20,280	20,280	20,280	20,280
662	661401	OSSINING	16,981	18,296	18,296	18,296	18,296
663	661402	BRIARCLIFF MAN	20,102	22,861	22,861	22,861	22,861
664	661500	PEEKSKILL	16,068	16,430	16,430	16,430	16,430
665	661601	PELHAM	15,317	16,187	16,187	16,187	16,187
666	661800	RYE	18,846	18,917	18,917	18,917	18,917
667	661901	RYE NECK	18,168	18,357	18,357	18,357	18,357
668	661904	PORT CHESTER	12,674	13,392	13,392	13,392	13,392
669	661905	BLIND BROOK-RY	18,589	20,318	20,318	20,318	20,318
670	662001	SCARSDALE	20,819	22,148	22,148	22,148	22,148
671	662101	SOMERS	15,818	16,825	16,825	16,825	16,825
672	662200	WHITE PLAINS	18,811	19,443	19,443	19,443	19,443
673	662300	YONKERS	12,006	14,523	14,523	14,523	14,523
674	662401	LAKELAND	14,318	15,009	15,009	15,009	15,009
675	662402	YORKTOWN	14,859	16,743	16,743	16,743	16,743
676	670201	ATTICA	9,393	9,552	9,552	9,552	9,552
677	670401	LETCHWORTH	10,945	11,337	11,337	11,337	11,337
678	671002	WYOMING	14,555	15,376	15,376	15,376	15,376
679	671201	PERRY	10,672	11,041	11,041	11,041	11,041
680	671501	WARSAW	12,111	11,643	11,643	11,643	11,643
681	680601	PENN YAN	10,287	11,554	11,554	11,554	11,554
682	680801	DUNDEE	9,390	9,998	9,998	9,998	9,998

Charter Funding Alphabetical By NYS School District

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
1 570101	ADDISON	10,215	11,263	11,263	11,263	11,263
2 410401	ADIRONDACK	10,915	11,671	11,671	11,671	11,671
3 80101	AFTON	11,717	13,800	13,800	13,800	13,800
4 142101	AKRON	9,760	10,134	10,134	10,134	10,134
5 10100	ALBANY	11,712	14,072	14,072	14,072	14,072
6 450101	ALBION	8,887	10,580	10,580	10,580	10,580
7 140101	ALDEN	9,737	9,862	9,862	9,862	9,862
8 180202	ALEXANDER	10,005	11,335	11,335	11,335	11,335
9 220202	ALEXANDRIA	10,338	12,100	12,100	12,100	12,100
10 20101	ALFRED ALMOND	10,226	10,628	10,628	10,628	10,628
11 40302	ALLEGANY-LIMES	9,652	10,362	10,362	10,362	10,362
12 460102	ALTMAR PARISH	11,395	11,463	11,463	11,463	11,463
13 580303	AMAGANSETT	45,754	57,648	57,648	57,648	57,648
14 140201	AMHERST	10,138	10,721	10,721	10,721	10,721
15 580106	AMITYVILLE	16,765	17,777	17,777	17,777	17,777
16 270100	AMSTERDAM	8,887	9,443	9,443	9,443	9,443
17 120102	ANDES	15,445	21,107	21,107	21,107	21,107
18 20601	ANDOVER	11,107	12,353	12,353	12,353	12,353
19 660405	ARDSLEY	17,638	20,471	20,471	20,471	20,471
20 640101	ARGYLE	10,694	11,402	11,402	11,402	11,402
21 571901	ARKPORT	8,587	9,680	9,680	9,680	9,680
22 131601	ARLINGTON	10,651	11,469	11,469	11,469	11,469
23 670201	ATTICA	9,393	9,552	9,552	9,552	9,552
24 50100	AUBURN	9,959	10,495	10,495	10,495	10,495
25 90201	AUSABLE VALLEY	12,302	13,185	13,185	13,185	13,185
26 491302	AVERILL PARK	9,363	10,036	10,036	10,036	10,036
27 570201	AVOCA	11,471	13,203	13,203	13,203	13,203
28 240101	AVON	10,726	10,465	10,465	10,465	10,465
29 580101	BABYLON	17,161	16,928	16,928	16,928	16,928
30 80201	BAINBRIDGE GUI	10,541	11,434	11,434	11,434	11,434
31 280210	BALDWIN	15,336	15,658	15,658	15,658	15,658
32 420901	BALDWINSVILLE	10,185	10,722	10,722	10,722	10,722
33 521301	BALLSTON SPA	11,233	11,797	11,797	11,797	11,797
34 401301	BARKER	13,293	12,895	12,895	12,895	12,895
35 180300	BATAVIA	12,503	12,293	12,293	12,293	12,293
36 570302	BATH	9,370	9,780	9,780	9,780	9,780
37 580501	BAY SHORE	15,048	15,357	15,357	15,357	15,357
38 580505	BAYPORT BLUE P	17,035	17,566	17,566	17,566	17,566
39 130200	BEACON	9,650	11,093	11,093	11,093	11,093
40 231301	BEAVER RIVER	10,065	9,873	9,873	9,873	9,873
41 660102	BEDFORD	19,852	20,556	20,556	20,556	20,556
42 90301	BEEKMANTOWN	11,410	11,708	11,708	11,708	11,708
43 20801	BELFAST	10,153	11,619	11,619	11,619	11,619
44 220909	BELLEVILLE-HEN	9,652	10,030	10,030	10,030	10,030
45 280207	BELLMORE	17,562	19,638	19,638	19,638	19,638
46 280253	BELLMORE-MERRI	13,037	13,764	13,764	13,764	13,764
47 61001	BEMUS POINT	10,726	11,810	11,810	11,810	11,810
48 490101	BERLIN	12,019	12,890	12,890	12,890	12,890
49 10201	BERNE KNOX	10,814	13,371	13,371	13,371	13,371
50 10306	BETHLEHEM	12,653	12,513	12,513	12,513	12,513
51 280521	BETHPAGE	17,066	17,350	17,350	17,350	17,350
52 30200	BINGHAMTON	9,820	10,220	10,220	10,220	10,220
53 661905	BLIND BROOK-RY	18,589	20,318	20,318	20,318	20,318
54 22902	BOLIVAR-RICHBG	11,418	10,885	10,885	10,885	10,885
55 630101	BOLTON	18,295	20,535	20,535	20,535	20,535
56 570401	BRADFORD	12,185	13,266	13,266	13,266	13,266
57 510101	BRASHER FALLS	9,507	10,172	10,172	10,172	10,172
58 580512	BRENTWOOD	12,950	13,483	13,483	13,483	13,483
59 480601	BREWSTER	15,649	16,808	16,808	16,808	16,808
60 661402	BRIARCLIFF MAN	20,102	22,861	22,861	22,861	22,861
61 580909	BRIDGEHAMPTON	51,579	53,545	53,545	53,545	53,545
62 260101	BRIGHTON	12,025	12,448	12,448	12,448	12,448
63 171102	BROADALBIN-PER	8,605	8,636	8,636	8,636	8,636
64 261801	BROCKPORT	10,222	10,745	10,745	10,745	10,745
65 62301	BROCTON	12,774	12,437	12,437	12,437	12,437
66 660303	BRONXVILLE	21,219	22,106	22,106	22,106	22,106
67 250109	BROOKFIELD	11,515	11,171	11,171	11,171	11,171
68 490202	BRUNSWICK CENT	10,274	10,501	10,501	10,501	10,501
69 161601	BRUSHTON MOIRA	10,152	11,409	11,409	11,409	11,409
70 140600	BUFFALO	10,429	12,005	12,005	12,005	12,005
71 520101	BURNT HILLS	10,562	10,168	10,168	10,168	10,168
72 661201	BYRAM HILLS	19,805	20,054	20,054	20,054	20,054
73 180701	BYRON BERGEN	10,098	11,347	11,347	11,347	11,347
74 190301	CAIRO-DURHAM	9,731	10,345	10,345	10,345	10,345
75 240201	CALEDONIA MUMF	9,239	10,218	10,218	10,218	10,218

Charter Funding Alphabetical By NYS School District

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
76	641610	CAMBRIDGE	10,634	12,350	12,350	12,350	12,350
77	410601	CAMDEN	9,386	10,655	10,655	10,655	10,655
78	570603	CAMPBELL-SAVON	9,702	10,531	10,531	10,531	10,531
79	270301	CANAJOHARIE	10,533	10,845	10,845	10,845	10,845
80	430300	CANANDAIGUA	10,181	10,828	10,828	10,828	10,828
81	21102	CANASERAGA	11,354	12,329	12,329	12,329	12,329
82	250901	CANASTOTA	9,135	9,837	9,837	9,837	9,837
83	600301	CANDOR	10,252	11,287	11,287	11,287	11,287
84	571502	CANISTEO-GREEN	11,986	13,797	13,797	13,797	13,797
85	510201	CANTON	11,114	11,252	11,252	11,252	11,252
86	280411	CARLE PLACE	19,902	20,187	20,187	20,187	20,187
87	480102	CARMEL	14,865	15,409	15,409	15,409	15,409
88	222201	CARTHAGE	8,911	8,472	8,472	8,472	8,472
89	60401	CASSADAGA VALL	10,976	11,359	11,359	11,359	11,359
90	50401	CATO MERIDIAN	9,412	10,653	10,653	10,653	10,653
91	190401	CATSKILL	11,424	14,130	14,130	14,130	14,130
92	42302	CATTARAUGUS-LI	11,536	11,368	11,368	11,368	11,368
93	250201	CAZENOVIA	9,996	10,613	10,613	10,613	10,613
94	580233	CENTER MORICHE	14,851	14,847	14,847	14,847	14,847
95	580513	CENTRAL ISLIP	18,571	19,614	19,614	19,614	19,614
96	460801	CENTRAL SQUARE	9,066	9,571	9,571	9,571	9,571
97	661004	CHAPPAQUA	18,326	19,041	19,041	19,041	19,041
98	120401	CHARLOTTE VALL	9,939	10,907	10,907	10,907	10,907
99	160801	CHATEAUGAY	9,502	10,879	10,879	10,879	10,879
100	101001	CHATHAM	12,277	12,977	12,977	12,977	12,977
101	60503	CHAUTAUQUA	14,330	14,457	14,457	14,457	14,457
102	90601	CHAZY	10,616	11,716	11,716	11,716	11,716
103	140701	CHEEKTOWAGA	9,733	10,235	10,235	10,235	10,235
104	30101	CHENANGO FORKS	10,119	10,503	10,503	10,503	10,503
105	30701	CHENANGO VALLE	10,906	10,670	10,670	10,670	10,670
106	472202	CHERRY VLY-SPR	12,632	12,674	12,674	12,674	12,674
107	440201	CHESTER	12,532	13,170	13,170	13,170	13,170
108	251601	CHITTENANGO	10,080	10,983	10,983	10,983	10,983
109	261501	CHURCHVILLE CH	9,496	10,122	10,122	10,122	10,122
110	110101	CINCINNATUS	12,195	12,691	12,691	12,691	12,691
111	140801	CLARENCE	8,747	9,001	9,001	9,001	9,001
112	500101	CLARKSTOWN	12,759	13,310	13,310	13,310	13,310
113	140703	CLEVELAND HILL	9,946	10,428	10,428	10,428	10,428
114	510401	CLIFTON FINE	18,407	17,107	17,107	17,107	17,107
115	411101	CLINTON	11,072	11,529	11,529	11,529	11,529
116	650301	CLYDE-SAVANNAH	11,351	13,326	13,326	13,326	13,326
117	60701	CLYMER	13,768	14,425	14,425	14,425	14,425
118	541102	COBLESKILL-RICHM	10,568	10,802	10,802	10,802	10,802
119	10500	COHOES	11,070	11,791	11,791	11,791	11,791
120	580402	COLD SPRING HA	20,529	20,586	20,586	20,586	20,586
121	510501	COLTON PIERREP	16,949	18,381	18,381	18,381	18,381
122	580410	COMMACK	14,858	15,506	15,506	15,506	15,506
123	580203	COMSEWOGUE	12,594	13,498	13,498	13,498	13,498
124	580507	CONNETHQUOT	14,373	15,947	15,947	15,947	15,947
125	471701	COOPERSTOWN	11,595	11,917	11,917	11,917	11,917
126	100501	COPAQUE-TACONIC	13,043	13,622	13,622	13,622	13,622
127	230201	COPENHAGEN	9,038	9,935	9,935	9,935	9,935
128	580105	COPIAGUE	13,079	15,361	15,361	15,361	15,361
129	520401	CORINTH	10,020	10,919	10,919	10,919	10,919
130	571000	CORNING	10,255	10,637	10,637	10,637	10,637
131	440301	CORNWALL	11,413	11,262	11,262	11,262	11,262
132	110200	CORTLAND	9,778	10,142	10,142	10,142	10,142
133	190501	COXSACKIE ATHE	10,905	11,888	11,888	11,888	11,888
134	660202	CROTON HARMON	15,550	15,733	15,733	15,733	15,733
135	150203	CROWN POINT	14,203	15,675	15,675	15,675	15,675
136	22302	CUBA-RUSHFORD	10,889	12,488	12,488	12,488	12,488
137	241101	DALTON-NUNDA	11,704	13,107	13,107	13,107	13,107
138	241001	DANSVILLE	9,525	10,313	10,313	10,313	10,313
139	250301	DE RUYTER	12,001	13,069	13,069	13,069	13,069
140	580107	DEER PARK	15,380	15,685	15,685	15,685	15,685
141	120501	DELHI	12,859	13,930	13,930	13,930	13,930
142	140707	DEPEW	10,741	10,409	10,409	10,409	10,409
143	31301	DEPOSIT	14,020	14,304	14,304	14,304	14,304
144	660403	DOBBS FERRY	18,231	18,927	18,927	18,927	18,927
145	211003	DOLGEVILLE	9,576	10,527	10,527	10,527	10,527
146	130502	DOVER	10,589	11,245	11,245	11,245	11,245
147	120301	DOWNSVILLE	16,110	17,143	17,143	17,143	17,143
148	610301	DRYDEN	10,200	11,012	11,012	11,012	11,012
149	530101	DUANESBURG	9,259	9,234	9,234	9,234	9,234
150	680801	DUNDEE	9,390	9,998	9,998	9,998	9,998

Charter Funding Alphabetical By NYS School District

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
151	60800	DUNKIRK	12,054	12,985	12,985	12,985	12,985
152	420401	E SYRACUSE-MIN	12,805	13,674	13,674	13,674	13,674
153	260801	E. IRONDEQUOIT	10,006	11,557	11,557	11,557	11,557
154	140301	EAST AURORA	9,978	10,205	10,205	10,205	10,205
155	430501	EAST BLOOMFIEL	10,213	11,117	11,117	11,117	11,117
156	490301	EAST GREENBUSH	11,464	11,659	11,659	11,659	11,659
157	580301	EAST HAMPTON	21,330	23,729	23,729	23,729	23,729
158	580503	EAST ISLIP	13,735	14,659	14,659	14,659	14,659
159	280203	EAST MEADOW	15,631	15,722	15,722	15,722	15,722
160	580234	EAST MORICHES	15,102	17,372	17,372	17,372	17,372
161	580917	EAST QUOGUE	21,071	22,116	22,116	22,116	22,116
162	500402	EAST RAMAPO	16,326	16,555	16,555	16,555	16,555
163	261313	EAST ROCHESTER	12,418	12,585	12,585	12,585	12,585
164	280219	EAST ROCKAWAY	16,680	18,383	18,383	18,383	18,383
165	280402	EAST WILLISTON	19,814	20,784	20,784	20,784	20,784
166	660301	EASTCHESTER	17,035	17,832	17,832	17,832	17,832
167	580912	EASTPORT-SOUTH	12,376	13,276	13,276	13,276	13,276
168	141201	EDEN	8,752	9,674	9,674	9,674	9,674
169	660406	EDGEMONT	16,226	17,814	17,814	17,814	17,814
170	520601	EDINBURG	28,077	20,896	20,896	20,896	20,896
171	470501	EDMESTON	9,031	11,243	11,243	11,243	11,243
172	513102	EDWARDS-KNOX	10,001	10,536	10,536	10,536	10,536
173	180901	ELBA	10,830	11,423	11,423	11,423	11,423
174	590801	ELDRED	13,588	13,570	13,570	13,570	13,570
175	150301	ELIZABETHTOWN	13,228	13,358	13,358	13,358	13,358
176	622002	ELLENVILLE	15,427	15,150	15,150	15,150	15,150
177	40901	ELLCOTTVILLE	10,206	11,491	11,491	11,491	11,491
178	70600	ELMIRA	9,965	11,012	11,012	11,012	11,012
179	70902	ELMIRA HEIGHTS	9,761	10,136	10,136	10,136	10,136
180	280216	ELMONT	13,210	14,397	14,397	14,397	14,397
181	660409	ELMSFORD	21,033	22,211	22,211	22,211	22,211
182	580401	ELWOOD	14,427	14,773	14,773	14,773	14,773
183	141401	EVANS-BRANT	11,083	11,618	11,618	11,618	11,618
184	420601	FABIUS-POMPEY	11,565	12,479	12,479	12,479	12,479
185	261301	FAIRPORT	10,220	10,647	10,647	10,647	10,647
186	61101	FALCONER	8,694	9,522	9,522	9,522	9,522
187	590501	FALLSBURGH	16,265	19,402	19,402	19,402	19,402
188	280522	FARMINGDALE	15,641	16,831	16,831	16,831	16,831
189	421001	FAYETTEVILLE	10,267	10,653	10,653	10,653	10,653
190	22001	FILLMORE	8,668	9,156	9,156	9,156	9,156
191	580514	FIRE ISLAND	105,135	107,803	107,803	107,803	107,803
192	581004	FISHERS ISLAND	37,296	42,471	42,471	42,471	42,471
193	280222	FLORAL PARK	12,852	14,937	14,937	14,937	14,937
194	442115	FLORIDA	13,088	14,007	14,007	14,007	14,007
195	270601	FONDA FULTONVI	10,509	11,108	11,108	11,108	11,108
196	61503	FORESTVILLE	10,133	10,484	10,484	10,484	10,484
197	640502	FORT ANN	13,187	13,847	13,847	13,847	13,847
198	640601	FORT EDWARD	11,926	11,493	11,493	11,493	11,493
199	270701	FORT PLAIN	10,723	12,841	12,841	12,841	12,841
200	210402	FRANKFORT-SCHU	9,084	9,210	9,210	9,210	9,210
201	120701	FRANKLIN	12,786	13,106	13,106	13,106	13,106
202	280217	FRANKLIN SQUAR	13,288	13,412	13,412	13,412	13,412
203	41101	FRANKLINVILLE	10,696	11,351	11,351	11,351	11,351
204	62201	FREDONIA	11,242	12,007	12,007	12,007	12,007
205	280209	FREEPORT	14,902	15,703	15,703	15,703	15,703
206	60301	FREWSBURG	8,965	10,206	10,206	10,206	10,206
207	21601	FRIENDSHIP	11,948	12,385	12,385	12,385	12,385
208	141604	FRONTIER	8,271	8,759	8,759	8,759	8,759
209	460500	FULTON	10,413	11,616	11,616	11,616	11,616
210	520701	GALWAY	9,042	10,157	10,157	10,157	10,157
211	650902	GANANDA	9,476	9,757	9,757	9,757	9,757
212	280218	GARDEN CITY	16,464	17,620	17,620	17,620	17,620
213	480404	GARRISON	20,327	21,713	21,713	21,713	21,713
214	260401	GATES CHILI	11,150	12,359	12,359	12,359	12,359
215	220401	GENERAL BROWN	8,410	8,580	8,580	8,580	8,580
216	20702	GENESEE VALLEY	9,686	11,013	11,013	11,013	11,013
217	240401	GENESEO	10,819	12,257	12,257	12,257	12,257
218	430700	GENEVA	10,458	12,688	12,688	12,688	12,688
219	100902	GERMANTOWN	12,770	14,614	14,614	14,614	14,614
220	540801	GILBOA CONESVI	13,436	15,707	15,707	15,707	15,707
221	470202	GLBTSVILLE-MT U	9,683	11,319	11,319	11,319	11,319
222	280100	GLEN COVE	17,909	18,185	18,185	18,185	18,185
223	630300	GLENS FALLS	10,923	11,469	11,469	11,469	11,469
224	630918	GLENS FALLS CO	14,736	12,000	12,000	12,000	12,000
225	170500	GLOVERSVILLE	9,121	9,865	9,865	9,865	9,865

Charter Funding Alphabetical By NYS School District

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

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226	430901	GORHAM-MIDDLES	11,367	11,872	11,872	11,872	11,872
227	440601	GOSHEN	12,560	12,773	12,773	12,773	12,773
228	511101	GOUVERNEUR	8,945	10,255	10,255	10,255	10,255
229	42801	GOWANDA	10,020	11,326	11,326	11,326	11,326
230	141501	GRAND ISLAND	9,823	9,915	9,915	9,915	9,915
231	640701	GRANVILLE	10,678	10,360	10,360	10,360	10,360
232	280407	GREAT NECK	21,183	22,468	22,468	22,468	22,468
233	260501	GREECE	10,422	10,979	10,979	10,979	10,979
234	10701	GREEN ISLAND	10,997	12,662	12,662	12,662	12,662
235	660407	GREENBURGH	20,451	22,343	22,343	22,343	22,343
236	80601	GREENE	9,598	10,565	10,565	10,565	10,565
237	581010	GREENPORT	14,945	16,700	16,700	16,700	16,700
238	190701	GREENVILLE	11,269	13,454	13,454	13,454	13,454
239	640801	GREENWICH	11,995	12,131	12,131	12,131	12,131
240	442111	GREENWOOD LAKE	15,132	18,311	18,311	18,311	18,311
241	81401	GRGETWN-SO OTS	11,700	12,871	12,871	12,871	12,871
242	610501	GROTON	9,486	10,406	10,406	10,406	10,406
243	10802	GUILDERLAND	10,712	11,354	11,354	11,354	11,354
244	630801	HADLEY LUZERNE	11,969	13,745	13,745	13,745	13,745
245	480401	HALDANE	14,783	16,487	16,487	16,487	16,487
246	580405	HALF HOLLOW HI	14,381	14,896	14,896	14,896	14,896
247	141601	HAMBURG	9,519	9,716	9,716	9,716	9,716
248	250701	HAMILTON	12,465	12,897	12,897	12,897	12,897
249	511201	HAMMOND	11,478	12,727	12,727	12,727	12,727
250	572901	HAMMONDSPORT	14,515	14,766	14,766	14,766	14,766
251	580905	HAMPTON BAYS	14,438	16,093	16,093	16,093	16,093
252	120906	HANCOCK	13,854	14,267	14,267	14,267	14,267
253	460701	HANNIBAL	9,278	10,178	10,178	10,178	10,178
254	580406	HARBORFIELDS	13,134	13,773	13,773	13,773	13,773
255	30501	HARPURSVILLE	9,718	9,887	9,887	9,887	9,887
256	660501	HARRISON	20,737	23,457	23,457	23,457	23,457
257	230301	HARRISVILLE	11,794	12,372	12,372	12,372	12,372
258	641001	HARTFORD	11,389	12,205	12,205	12,205	12,205
259	660404	HASTINGS ON HU	17,463	19,404	19,404	19,404	19,404
260	580506	HAUPPAUGE	15,992	16,435	16,435	16,435	16,435
261	500201	HAYERSTRAW-ST	15,854	17,121	17,121	17,121	17,121
262	280201	HEMPSTEAD	17,356	18,202	18,202	18,202	18,202
263	660203	HENDRICK HUDSO	16,618	18,174	18,174	18,174	18,174
264	210601	HERKIMER	9,185	9,525	9,525	9,525	9,525
265	511301	HERMON DEKALB	13,114	12,646	12,646	12,646	12,646
266	280409	HERRICKS	16,522	17,029	17,029	17,029	17,029
267	512404	HEUVELTON	11,007	10,704	10,704	10,704	10,704
268	280214	HEWLETT WOODME	20,329	22,408	22,408	22,408	22,408
269	280517	HICKSVILLE	14,580	14,942	14,942	14,942	14,942
270	620803	HIGHLAND	11,914	12,457	12,457	12,457	12,457
271	440901	HIGHLAND FALLS	13,618	14,583	14,583	14,583	14,583
272	261101	HILTON	10,019	10,200	10,200	10,200	10,200
273	41401	HINSDALE	10,640	9,952	9,952	9,952	9,952
274	141701	HOLLAND	9,966	11,032	11,032	11,032	11,032
275	412201	HOLLAND PATENT	10,071	10,388	10,388	10,388	10,388
276	450704	HOLLEY	9,844	10,275	10,275	10,275	10,275
277	110701	HOMER	10,182	11,092	11,092	11,092	11,092
278	431401	HONEOYE	10,487	12,141	12,141	12,141	12,141
279	260901	HONEOYE FALLS	10,103	10,435	10,435	10,435	10,435
280	491401	HOOSIC VALLEY	9,733	10,338	10,338	10,338	10,338
281	490501	HOOSICK FALLS	10,071	11,782	11,782	11,782	11,782
282	571800	HORNELL	10,088	9,858	9,858	9,858	9,858
283	70901	HORSEHEADS	9,466	10,188	10,188	10,188	10,188
284	101300	HUDSON	11,982	13,222	13,222	13,222	13,222
285	641301	HUDSON FALLS	9,322	10,021	10,021	10,021	10,021
286	190901	HUNTER TANNERS	14,001	16,482	16,482	16,482	16,482
287	580403	HUNTINGTON	16,922	17,512	17,512	17,512	17,512
288	130801	HYDE PARK	10,965	12,055	12,055	12,055	12,055
289	210501	ILION	8,025	8,450	8,450	8,450	8,450
290	200401	INDIAN LAKE	22,268	24,054	24,054	24,054	24,054
291	220301	INDIAN RIVER	8,380	6,996	6,996	6,996	6,996
292	200501	INLET	26,736	26,047	26,047	26,047	26,047
293	141301	IROQUOIS	9,111	9,751	9,751	9,751	9,751
294	660402	IRVINGTON	18,320	20,150	20,150	20,150	20,150
295	280231	ISLAND PARK	27,655	27,985	27,985	27,985	27,985
296	280226	ISLAND TREES	14,337	15,505	15,505	15,505	15,505
297	580502	ISLIP	12,916	14,288	14,288	14,288	14,288
298	610600	ITHACA	12,113	12,670	12,670	12,670	12,670
299	61700	JAMESTOWN	10,157	10,164	10,164	10,164	10,164
300	420411	JAMESVILLE-DEW	10,805	10,944	10,944	10,944	10,944

Charter Funding Alphabetical By NYS School District

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
301	572702	JASPER-TRPSBRG	9,625	10,590	10,590	10,590	10,590
302	540901	JEFFERSON	11,905	12,445	12,445	12,445	12,445
303	280515	JERICO	22,601	23,911	23,911	23,911	23,911
304	630601	JOHNSBURG	16,769	18,365	18,365	18,365	18,365
305	31502	JOHNSON CITY	11,182	12,066	12,066	12,066	12,066
306	170600	JOHNSTOWN	9,818	10,408	10,408	10,408	10,408
307	420501	JORDAN ELBRIDG	10,342	11,623	11,623	11,623	11,623
308	660101	KATONAH LEWISB	18,574	20,507	20,507	20,507	20,507
309	150601	KEENE	18,529	19,661	19,661	19,661	19,661
310	450607	KENDALL	9,917	12,590	12,590	12,590	12,590
311	142601	KENMORE	10,412	9,477	9,477	9,477	9,477
312	101401	KINDERHOOK	10,114	11,239	11,239	11,239	11,239
313	580805	KINGS PARK	13,065	13,928	13,928	13,928	13,928
314	620600	KINGSTON	12,731	14,461	14,461	14,461	14,461
315	441202	KIRYAS JOEL	25,769	36,930	36,930	36,930	36,930
316	221401	LA FARGEVILLE	10,039	9,458	9,458	9,458	9,458
317	420807	LA FAYETTE	15,526	15,766	15,766	15,766	15,766
318	141800	LACKAWANNA	10,833	11,969	11,969	11,969	11,969
319	630701	LAKE GEORGE	12,636	12,521	12,521	12,521	12,521
320	151102	LAKE PLACID	13,620	14,942	14,942	14,942	14,942
321	200601	LAKE PLEASANT	28,900	25,331	25,331	25,331	25,331
322	662401	LAKELAND	14,318	15,009	15,009	15,009	15,009
323	141901	LANCASTER	7,973	8,442	8,442	8,442	8,442
324	610801	LANSING	12,850	10,855	10,855	10,855	10,855
325	490601	LANSINGBURGH	8,509	9,352	9,352	9,352	9,352
326	470801	LAURENS	10,185	10,634	10,634	10,634	10,634
327	280215	LAWRENCE	20,562	23,002	23,002	23,002	23,002
328	181001	LE ROY	9,837	10,790	10,790	10,790	10,790
329	670401	LETCHWORTH	10,945	11,337	11,337	11,337	11,337
330	280205	LEVITTOWN	15,793	17,280	17,280	17,280	17,280
331	400301	LEWISTON PORTE	12,236	12,229	12,229	12,229	12,229
332	590901	LIBERTY	15,551	17,477	17,477	17,477	17,477
333	580104	LINDENHURST	13,409	14,253	14,253	14,253	14,253
334	511602	LISBON	11,867	12,322	12,322	12,322	12,322
335	210800	LITTLE FALLS	10,818	11,471	11,471	11,471	11,471
336	421501	LIVERPOOL	11,946	12,529	12,529	12,529	12,529
337	591302	LIVINGSTON MAN	14,627	16,085	16,085	16,085	16,085
338	240801	LIVONIA	10,725	11,356	11,356	11,356	11,356
339	400400	LOCKPORT	10,220	9,915	9,915	9,915	9,915
340	280503	LOCUST VALLEY	22,104	22,507	22,507	22,507	22,507
341	280300	LONG BEACH	19,842	22,348	22,348	22,348	22,348
342	200701	LONG LAKE	37,270	42,198	42,198	42,198	42,198
343	580212	LONGWOOD	13,845	14,380	14,380	14,380	14,380
344	230901	LOWVILLE	8,403	9,603	9,603	9,603	9,603
345	221301	LYME	10,382	13,021	13,021	13,021	13,021
346	280220	LYNBROOK	16,514	17,680	17,680	17,680	17,680
347	421504	LYNCOURT	13,521	15,499	15,499	15,499	15,499
348	451001	LYNDONVILLE	9,930	10,519	10,519	10,519	10,519
349	650501	LYONS	9,951	10,690	10,690	10,690	10,690
350	251101	MADISON	10,976	10,738	10,738	10,738	10,738
351	511901	MADRID WADDING	10,883	10,491	10,491	10,491	10,491
352	480101	MAHOPAC	13,264	13,925	13,925	13,925	13,925
353	31101	MAINE ENDWELL	11,002	10,197	10,197	10,197	10,197
354	161501	MALONE	10,134	10,520	10,520	10,520	10,520
355	280212	MALVERNE	16,487	19,705	19,705	19,705	19,705
356	660701	MAMARONECK	16,404	18,416	18,416	18,416	18,416
357	431101	MANCHSTR-SHRTS	10,485	10,420	10,420	10,420	10,420
358	280406	MANHASSET	20,254	21,235	21,235	21,235	21,235
359	110901	MARATHON	7,853	11,911	11,911	11,911	11,911
360	421101	MARCELLUS	8,871	9,775	9,775	9,775	9,775
361	121401	MARGARETVILLE	12,416	13,376	13,376	13,376	13,376
362	650701	MARION	10,933	11,418	11,418	11,418	11,418
363	621001	MARLBORO	14,591	15,512	15,512	15,512	15,512
364	140702	MARYVALE	10,025	10,433	10,433	10,433	10,433
365	280523	MASSAPEQUA	15,232	16,052	16,052	16,052	16,052
366	512001	MASSENA	9,131	10,197	10,197	10,197	10,197
367	581012	MATTITUCK-CUTC	15,260	15,967	15,967	15,967	15,967
368	170801	MAYFIELD	8,827	10,094	10,094	10,094	10,094
369	110304	MCGRAW	11,222	11,248	11,248	11,248	11,248
370	521200	MECHANICVILLE	9,597	10,280	10,280	10,280	10,280
371	450801	MEDINA	10,525	10,827	10,827	10,827	10,827
372	10615	MENANDS	16,582	15,870	15,870	15,870	15,870
373	280225	MERRICK	16,693	17,936	17,936	17,936	17,936
374	460901	MEXICO	10,521	11,702	11,702	11,702	11,702
375	580211	MIDDLE COUNTRY	12,109	13,119	13,119	13,119	13,119

Charter Funding Alphabetical By NYS School District

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
376	541001	MIDDLEBURGH	13,341	12,453	12,453	12,453	12,453
377	441000	MIDDLETOWN	11,355	12,759	12,759	12,759	12,759
378	471101	MILFORD	11,422	12,217	12,217	12,217	12,217
379	132201	MILLBROOK	11,769	12,902	12,902	12,902	12,902
380	580208	MILLER PLACE	14,009	12,922	12,922	12,922	12,922
381	280410	MINEOLA	22,566	23,709	23,709	23,709	23,709
382	150801	MINERVA	27,490	25,637	25,637	25,637	25,637
383	441101	MINISINK VALLE	10,099	10,552	10,552	10,552	10,552
384	210502	MOHAWK	9,642	10,758	10,758	10,758	10,758
385	530515	MOHONASEN	8,047	8,989	8,989	8,989	8,989
386	441201	MONROE WOODBUR	12,538	13,089	13,089	13,089	13,089
387	580306	MONTAUK	23,842	31,259	31,259	31,259	31,259
388	591401	MONTICELLO	12,084	14,106	14,106	14,106	14,106
389	51301	MORAVIA	9,940	10,202	10,202	10,202	10,202
390	150901	MORIAH	10,922	11,855	11,855	11,855	11,855
391	471201	MORRIS	9,185	10,436	10,436	10,436	10,436
392	512101	MORRISTOWN	13,150	13,680	13,680	13,680	13,680
393	250401	MORRISVILLE EA	11,015	12,114	12,114	12,114	12,114
394	240901	MOUNT MORRIS	11,101	12,120	12,120	12,120	12,120
395	580207	MOUNT SINAI	14,326	14,841	14,841	14,841	14,841
396	660900	MOUNT VERNON	15,367	16,794	16,794	16,794	16,794
397	212001	MT MARKHAM CSD	10,836	11,231	11,231	11,231	11,231
398	660801	MT PLEAS CENT	18,168	18,590	18,590	18,590	18,590
399	651501	N. ROSE-WOLCOT	11,430	12,030	12,030	12,030	12,030
400	400900	N. TONAWANDA	9,630	10,593	10,593	10,593	10,593
401	500108	NANUET	17,763	18,531	18,531	18,531	18,531
402	431201	NAPLES	13,488	13,135	13,135	13,135	13,135
403	411501	NEW HARTFORD	11,712	11,431	11,431	11,431	11,431
404	280405	NEW HYDE PARK	13,585	14,771	14,771	14,771	14,771
405	101601	NEW LEBANON	13,441	15,792	15,792	15,792	15,792
406	621101	NEW PALTZ	12,290	13,284	13,284	13,284	13,284
407	661100	NEW ROCHELLE	15,491	16,138	16,138	16,138	16,138
408	581015	NEW SUFFOLK	19,419	15,281	15,281	15,281	15,281
409	300000	NEW YORK CITY	12,443	13,527	13,527	13,527	13,527
410	411504	NEW YORK MILLS	12,248	11,834	11,834	11,834	11,834
411	650101	NEWARK	9,934	11,100	11,100	11,100	11,100
412	600402	NEWARK VALLEY	10,412	10,287	10,287	10,287	10,287
413	441600	NEWBURGH	12,738	14,796	14,796	14,796	14,796
414	151001	NEWCOMB	51,675	43,580	43,580	43,580	43,580
415	400601	NEWFANE	9,476	10,086	10,086	10,086	10,086
416	610901	NEWFIELD	8,923	9,832	9,832	9,832	9,832
417	400800	NIAGARA FALLS	10,015	10,925	10,925	10,925	10,925
418	400701	NIAGARA WHEATF	9,672	10,443	10,443	10,443	10,443
419	530301	NISKAYUNA	11,408	11,790	11,790	11,790	11,790
420	580103	NORTH BABYLON	13,353	14,290	14,290	14,290	14,290
421	280204	NORTH BELLMORE	15,419	17,493	17,493	17,493	17,493
422	142201	NORTH COLLINS	10,361	13,023	13,023	13,023	13,023
423	10623	NORTH COLONIE	10,541	10,708	10,708	10,708	10,708
424	490801	NORTH GREENBUSH	10,735	11,741	11,741	11,741	11,741
425	280229	NORTH MERRICK	16,678	17,825	17,825	17,825	17,825
426	661301	NORTH SALEM	20,267	20,280	20,280	20,280	20,280
427	280501	NORTH SHORE	20,288	23,323	23,323	23,323	23,323
428	420303	NORTH SYRACUSE	9,332	10,709	10,709	10,709	10,709
429	630202	NORTH WARREN	15,288	15,475	15,475	15,475	15,475
430	131101	NORTHEAST	15,151	15,342	15,342	15,342	15,342
431	90501	NORTHEASTERN	9,825	11,543	11,543	11,543	11,543
432	580404	NORTHPORT	16,459	18,008	18,008	18,008	18,008
433	90901	NORTHRN ADIRON	10,706	12,594	12,594	12,594	12,594
434	170901	NORTHVILLE	12,396	13,440	13,440	13,440	13,440
435	81200	NORWICH	9,089	9,956	9,956	9,956	9,956
436	512201	NORWOOD NORFOL	10,085	10,652	10,652	10,652	10,652
437	500304	NYACK	17,016	18,240	18,240	18,240	18,240
438	181101	OAKFIELD ALABA	10,716	9,994	9,994	9,994	9,994
439	280211	OCEANSIDE	15,026	16,067	16,067	16,067	16,067
440	550101	ODESSA MONTOUR	9,698	11,363	11,363	11,363	11,363
441	512300	OGDENSBURG	13,053	13,953	13,953	13,953	13,953
442	42400	OLEAN	9,933	10,976	10,976	10,976	10,976
443	251400	ONEIDA CITY	10,485	11,079	11,079	11,079	11,079
444	471400	ONEONTA	10,915	11,790	11,790	11,790	11,790
445	421201	ONONDAGA	10,459	12,132	12,132	12,132	12,132
446	621201	ONTEORA	15,687	18,571	18,571	18,571	18,571
447	171001	OPPENHEIM EPHR	13,504	13,229	13,229	13,229	13,229
448	142301	ORCHARD PARK	10,198	10,523	10,523	10,523	10,523
449	412901	ORISKANY	10,625	10,992	10,992	10,992	10,992
450	661401	OSSINING	16,981	18,296	18,296	18,296	18,296

Charter Funding Alphabetical By NYS School District

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
451	461300	OSWEGO	12,105	12,270	12,270	12,270	12,270
452	471601	OTEGO-UNADILLA	10,367	11,481	11,481	11,481	11,481
453	600601	OWEGO-APALACHI	10,347	11,524	11,524	11,524	11,524
454	81501	OXFORD	11,678	11,858	11,858	11,858	11,858
455	280506	OYSTER BAY	22,633	22,533	22,533	22,533	22,533
456	581002	OYSTERPONDS	30,893	32,931	32,931	32,931	32,931
457	650901	PALMYRA-MACEDO	10,787	10,655	10,655	10,655	10,655
458	61601	PANAMA	10,861	11,826	11,826	11,826	11,826
459	512501	PARISHVILLE	9,890	10,609	10,609	10,609	10,609
460	580224	PATCHOGUE-MEDF	12,251	12,814	12,814	12,814	12,814
461	181201	PAVILION	10,273	10,682	10,682	10,682	10,682
462	131201	PAWLING	14,556	15,571	15,571	15,571	15,571
463	500308	PEARL RIVER	14,413	14,858	14,858	14,858	14,858
464	661500	PEEKSKILL	16,068	16,430	16,430	16,430	16,430
465	661601	PELHAM	15,317	16,187	16,187	16,187	16,187
466	181302	PEMBROKE	9,919	11,828	11,828	11,828	11,828
467	261201	PENFIELD	12,155	12,346	12,346	12,346	12,346
468	680601	PENN YAN	10,287	11,554	11,554	11,554	11,554
469	671201	PERRY	10,672	11,041	11,041	11,041	11,041
470	91101	PERU	11,126	11,849	11,849	11,849	11,849
471	431301	PHELPS-CLIFTON	10,623	11,376	11,376	11,376	11,376
472	462001	PHOENIX	11,107	12,226	12,226	12,226	12,226
473	440401	PINE BUSH	10,576	11,570	11,570	11,570	11,570
474	131301	PINE PLAINS	12,380	14,565	14,565	14,565	14,565
475	60601	PINE VALLEY	11,072	11,589	11,589	11,589	11,589
476	200101	PISECO	26,736	26,047	26,047	26,047	26,047
477	261401	PITTSFORD	12,644	12,722	12,722	12,722	12,722
478	280518	PLAINEDGE	13,977	15,704	15,704	15,704	15,704
479	280504	PLAINVIEW	16,964	17,942	17,942	17,942	17,942
480	91200	PLATTSBURGH	12,526	13,604	13,604	13,604	13,604
481	660809	PLEASANTVILLE	15,490	16,558	16,558	16,558	16,558
482	660802	POCANTICO HILL	36,989	46,333	46,333	46,333	46,333
483	211103	POLAND	10,558	11,690	11,690	11,690	11,690
484	51101	PORT BYRON	10,138	10,865	10,865	10,865	10,865
485	661904	PORT CHESTER	12,674	13,392	13,392	13,392	13,392
486	580206	PORT JEFFERSON	21,369	21,199	21,199	21,199	21,199
487	441800	PORT JERVIS	11,776	11,904	11,904	11,904	11,904
488	280404	PORT WASHINGTON	19,475	20,028	20,028	20,028	20,028
489	42901	PORTVILLE	9,726	10,058	10,058	10,058	10,058
490	512902	POTSDAM	10,840	11,390	11,390	11,390	11,390
491	131500	POUGHKEEPSIE	11,195	12,524	12,524	12,524	12,524
492	572301	PRATTSBURG	9,983	10,626	10,626	10,626	10,626
493	461801	PULASKI	10,270	11,580	11,580	11,580	11,580
494	641401	PUTNAM	23,086	23,966	23,966	23,966	23,966
495	480503	PUTNAM VALLEY	16,294	16,888	16,888	16,888	16,888
496	630902	QUEENSBURY	8,801	9,538	9,538	9,538	9,538
497	580903	QUOGUE	38,866	46,923	46,923	46,923	46,923
498	500401	RAMAPO	17,571	16,919	16,919	16,919	16,919
499	43001	RANDOLPH	9,806	10,720	10,720	10,720	10,720
500	10402	RAVENA COEYMAN	11,936	13,289	13,289	13,289	13,289
501	651503	RED CREEK	9,664	10,916	10,916	10,916	10,916
502	131701	RED HOOK	12,091	13,202	13,202	13,202	13,202
503	411701	REMSEN	13,154	14,798	14,798	14,798	14,798
504	580901	REMSENBURG	29,102	36,414	36,414	36,414	36,414
505	491200	RENSSELAER	10,996	8,884	8,884	8,884	8,884
506	131801	RHINEBECK	14,204	16,681	16,681	16,681	16,681
507	472001	RICHFIELD SPRI	10,271	10,916	10,916	10,916	10,916
508	62401	RIPLEY	13,456	15,941	15,941	15,941	15,941
509	580602	RIVERHEAD	15,743	16,076	16,076	16,076	16,076
510	261600	ROCHESTER	10,868	12,090	12,090	12,090	12,090
511	280221	ROCKVILLE CENT	17,397	18,767	18,767	18,767	18,767
512	580209	ROCKY POINT	12,271	12,814	12,814	12,814	12,814
513	411800	ROME	10,778	11,413	11,413	11,413	11,413
514	560603	ROMULUS	11,830	14,567	14,567	14,567	14,567
515	620901	RONDOUT VALLEY	15,569	17,589	17,589	17,589	17,589
516	280208	ROOSEVELT	16,845	16,925	16,925	16,925	16,925
517	591301	ROSCOE	17,289	17,826	17,826	17,826	17,826
518	280403	ROSLYN	20,081	20,898	20,898	20,898	20,898
519	121502	ROXBURY	15,068	16,963	16,963	16,963	16,963
520	401201	ROYALTON HARTL	9,683	10,207	10,207	10,207	10,207
521	261701	RUSH HENRIETTA	11,738	12,330	12,330	12,330	12,330
522	661800	RYE	18,846	18,917	18,917	18,917	18,917
523	661901	RYE NECK	18,168	18,357	18,357	18,357	18,357
524	521401	S. GLENS FALLS	9,844	10,667	10,667	10,667	10,667
525	580413	S. HUNTINGTON	15,252	15,758	15,758	15,758	15,758

Charter Funding Alphabetical By NYS School District

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
526	220101	S. JEFFERSON	8,069	9,183	9,183	9,183	9,183
527	121702	S. KORTRIGHT	13,857	13,381	13,381	13,381	13,381
528	500301	S. ORANGETOWN	14,729	15,503	15,503	15,503	15,503
529	580205	SACHEM	13,313	13,251	13,251	13,251	13,251
530	221001	SACKETS HARBOR	10,726	10,104	10,104	10,104	10,104
531	580305	SAG HARBOR	23,814	24,725	24,725	24,725	24,725
532	580910	SAGAPONACK	19,419	15,281	15,281	15,281	15,281
533	43200	SALAMANCA	11,211	11,582	11,582	11,582	11,582
534	641501	SALEM	11,650	13,082	13,082	13,082	13,082
535	161201	SALMON RIVER	11,610	13,576	13,576	13,576	13,576
536	461901	SANDY CREEK	10,747	12,911	12,911	12,911	12,911
537	91402	SARANAC	9,535	11,333	11,333	11,333	11,333
538	161401	SARANAC LAKE	13,140	13,999	13,999	13,999	13,999
539	521800	SARATOGA SPRIN	10,496	10,532	10,532	10,532	10,532
540	621601	SAUGERTIES	11,303	11,822	11,822	11,822	11,822
541	411603	SAUQUOIT VALLE	10,057	10,956	10,956	10,956	10,956
542	580504	SAYVILLE	15,751	16,460	16,460	16,460	16,460
543	662001	SCARSDALE	20,819	22,148	22,148	22,148	22,148
544	530501	SCHALMONT	12,830	13,862	13,862	13,862	13,862
545	530600	SCHENECTADY	10,272	12,015	12,015	12,015	12,015
546	470901	SCHENEVUS	11,100	12,566	12,566	12,566	12,566
547	491501	SCHODACK	11,674	12,169	12,169	12,169	12,169
548	541201	SCHOHARIE	10,626	12,147	12,147	12,147	12,147
549	151401	SCHROON LAKE	16,058	15,368	15,368	15,368	15,368
550	521701	SCHUYLERVILLE	11,600	11,472	11,472	11,472	11,472
551	22401	SCIO	12,133	11,968	11,968	11,968	11,968
552	530202	SCOTIA GLENVIL	10,245	11,013	11,013	11,013	11,013
553	280206	SEAFORD	14,547	15,660	15,660	15,660	15,660
554	560701	SENECA FALLS	10,676	11,016	11,016	11,016	11,016
555	280252	SEWANHAKA	12,243	12,522	12,522	12,522	12,522
556	541401	SHARON SPRINGS	12,510	14,154	14,154	14,154	14,154
557	580701	SHELTER ISLAND	25,456	28,013	28,013	28,013	28,013
558	520302	SHENENDEHOWA	10,502	10,919	10,919	10,919	10,919
559	82001	SHERBURNE EARL	9,264	10,712	10,712	10,712	10,712
560	62601	SHERMAN	10,611	10,196	10,196	10,196	10,196
561	412000	SHERRILL	9,667	9,651	9,651	9,651	9,651
562	580601	SHOREHAM-WADIN	14,471	15,726	15,726	15,726	15,726
563	121601	SIDNEY	11,217	11,637	11,637	11,637	11,637
564	61501	SILVER CREEK	10,079	11,223	11,223	11,223	11,223
565	421601	SKANEATELES	12,010	12,337	12,337	12,337	12,337
566	140709	SLOAN	10,860	11,946	11,946	11,946	11,946
567	580801	SMITHTOWN	13,272	13,969	13,969	13,969	13,969
568	651201	SODUS	12,258	12,623	12,623	12,623	12,623
569	420702	SOLVAY	10,721	11,760	11,760	11,760	11,760
570	662101	SOMERS	15,818	16,825	16,825	16,825	16,825
571	10601	SOUTH COLONIE	11,422	12,137	12,137	12,137	12,137
572	580235	SOUTH COUNTRY	15,404	15,951	15,951	15,951	15,951
573	231101	SOUTH LEWIS	11,777	13,513	13,513	13,513	13,513
574	560501	SOUTH SENECA	12,642	13,574	13,574	13,574	13,574
575	580906	SOUTHAMPTON	24,096	23,414	23,414	23,414	23,414
576	50701	SOUTHERN CAYUG	12,338	13,419	13,419	13,419	13,419
577	581005	SOUTHOLD	15,431	17,400	17,400	17,400	17,400
578	60201	SOUTHWESTERN	9,691	10,202	10,202	10,202	10,202
579	131602	SPACKENKILL	14,417	16,018	16,018	16,018	16,018
580	600801	SPENCER VAN ET	8,771	10,808	10,808	10,808	10,808
581	261001	SPENCERPORT	10,259	10,533	10,533	10,533	10,533
582	580304	SPRINGS	19,627	21,775	21,775	21,775	21,775
583	141101	SPRINGVILLE-GR	10,053	11,347	11,347	11,347	11,347
584	271102	ST JOHNSVILLE	10,561	11,910	11,910	11,910	11,910
585	161801	ST REGIS FALLS	11,664	13,886	13,886	13,886	13,886
586	121701	STAMFORD	11,560	13,915	13,915	13,915	13,915
587	401001	STARPOINT	9,058	9,789	9,789	9,789	9,789
588	522001	STILLWATER	8,971	9,269	9,269	9,269	9,269
589	251501	STOCKBRIDGE VA	9,838	10,638	10,638	10,638	10,638
590	591502	SULLIVAN WEST	14,012	15,008	15,008	15,008	15,008
591	30601	SUSQUEHANNA VA	11,919	12,156	12,156	12,156	12,156
592	140207	SWEET HOME	10,961	11,954	11,954	11,954	11,954
593	280502	SYOSSET	19,526	20,263	20,263	20,263	20,263
594	421800	SYRACUSE	10,362	11,930	11,930	11,930	11,930
595	660401	TARRYTOWN	16,455	16,449	16,449	16,449	16,449
596	220701	THOUSAND ISLAND	11,183	12,027	12,027	12,027	12,027
597	580201	THREE VILLAGE	14,277	15,887	15,887	15,887	15,887
598	151501	TICONDEROGA	13,258	13,455	13,455	13,455	13,455
599	600903	TIOGA	8,451	9,451	9,451	9,451	9,451
600	142500	TONAWANDA	9,779	10,051	10,051	10,051	10,051

Charter Funding Alphabetical By NYS School District

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
601	211901	TOWN OF WEBB	18,823	20,143	20,143	20,143	20,143
602	591201	TRI VALLEY	16,260	18,324	18,324	18,324	18,324
603	491700	TROY	13,360	15,986	15,986	15,986	15,986
604	611001	TRUMANSBURG	10,114	10,227	10,227	10,227	10,227
605	660302	TUCKAHOE	18,600	20,009	20,009	20,009	20,009
606	580913	TUCKAHOE COMMO	24,715	28,200	28,200	28,200	28,200
607	421902	TULLY	9,585	10,036	10,036	10,036	10,036
608	160101	TUPPER LAKE	10,281	11,461	11,461	11,461	11,461
609	441903	TUXEDO	18,323	17,470	17,470	17,470	17,470
610	81003	UNADILLA	10,725	11,393	11,393	11,393	11,393
611	51901	UNION SPRINGS	11,969	12,059	12,059	12,059	12,059
612	280202	UNIONDALE	18,310	19,864	19,864	19,864	19,864
613	31501	UNION-ENDICOTT	10,955	11,048	11,048	11,048	11,048
614	412300	UTICA	8,441	9,280	9,280	9,280	9,280
615	280213	V STR THIRTEEN	15,193	15,487	15,487	15,487	15,487
616	280224	V STR TWENTY-F	18,886	20,044	20,044	20,044	20,044
617	660805	VALHALLA	19,877	20,983	20,983	20,983	20,983
618	280251	VALLEY STR CHS	13,762	14,858	14,858	14,858	14,858
619	280230	VALLEY STR UF	17,598	19,277	19,277	19,277	19,277
620	441301	VALLEY-MONTGMR	9,864	11,222	11,222	11,222	11,222
621	211701	VAN HORNSVILLE	12,211	11,991	11,991	11,991	11,991
622	31601	VESTAL	11,413	12,166	12,166	12,166	12,166
623	431701	VICTOR	9,618	9,518	9,518	9,518	9,518
624	11003	VOORHEESVILLE	12,377	12,742	12,742	12,742	12,742
625	260803	W. IRONDEQUOIT	10,711	10,413	10,413	10,413	10,413
626	580302	WAINSCOTT	19,419	15,281	15,281	15,281	15,281
627	621801	WALLKILL	10,532	10,997	10,997	10,997	10,997
628	121901	WALTON	9,739	10,718	10,718	10,718	10,718
629	280223	WANTAGH	13,441	13,593	13,593	13,593	13,593
630	132101	WAPPINGERS	10,055	10,887	10,887	10,887	10,887
631	631201	WARRENSBURG	14,290	14,836	14,836	14,836	14,836
632	671501	WARSAW	12,111	11,643	11,643	11,643	11,643
633	442101	WARWICK VALLEY	11,493	12,198	12,198	12,198	12,198
634	440102	WASHINGTONVILL	11,687	11,931	11,931	11,931	11,931
635	522101	WATERFORD	12,183	12,844	12,844	12,844	12,844
636	561006	WATERLOO CENT	9,295	10,263	10,263	10,263	10,263
637	222000	WATERTOWN	7,934	8,985	8,985	8,985	8,985
638	411902	WATERVILLE	10,734	10,900	10,900	10,900	10,900
639	11200	WATERVLIET	9,070	9,404	9,404	9,404	9,404
640	550301	WATKINS GLEN	9,562	10,489	10,489	10,489	10,489
641	600101	WAVERLY	8,476	9,063	9,063	9,063	9,063
642	573002	WAYLAND-COHOCT	9,611	10,769	10,769	10,769	10,769
643	650801	WAYNE	10,781	11,034	11,034	11,034	11,034
644	261901	WEBSTER	10,427	10,872	10,872	10,872	10,872
645	50301	WEEDSPORT	10,421	11,820	11,820	11,820	11,820
646	200901	WELLS	18,500	21,823	21,823	21,823	21,823
647	22601	WELLSVILLE	11,455	11,671	11,671	11,671	11,671
648	580102	WEST BABYLON	13,840	14,849	14,849	14,849	14,849
649	210302	WEST CANADA VA	10,384	11,723	11,723	11,723	11,723
650	420101	WEST GENESEE	9,820	10,199	10,199	10,199	10,199

Charter Funding Alphabetical By NYS School District

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
651	280227	WEST HEMPSTEAD	14,732	16,759	16,759	16,759	16,759
652	580509	WEST ISLIP	12,679	13,799	13,799	13,799	13,799
653	142801	WEST SENECA	8,948	10,179	10,179	10,179	10,179
654	40204	WEST VALLEY	13,408	13,623	13,623	13,623	13,623
655	280401	WESTBURY	17,435	18,287	18,287	18,287	18,287
656	62901	WESTFIELD	10,983	11,891	11,891	11,891	11,891
657	580902	WESTHAMPTON BE	18,052	18,354	18,354	18,354	18,354
658	420701	WESTHILL	10,372	10,635	10,635	10,635	10,635
659	412801	WESTMORELAND	11,188	11,938	11,938	11,938	11,938
660	151601	WESTPORT	11,244	13,591	13,591	13,591	13,591
661	262001	WHEATLAND CHIL	14,442	15,259	15,259	15,259	15,259
662	170301	WHEELERVILLE	15,077	18,435	18,435	18,435	18,435
663	662200	WHITE PLAINS	18,811	19,443	19,443	19,443	19,443
664	641701	WHITEHALL	10,832	12,236	12,236	12,236	12,236
665	412902	WHITESBORO	9,505	9,886	9,886	9,886	9,886
666	22101	WHITESVILLE	10,241	10,904	10,904	10,904	10,904
667	31401	WHITNEY POINT	9,883	11,324	11,324	11,324	11,324
668	580232	WILLIAM FLOYD	13,077	14,169	14,169	14,169	14,169
669	651402	WILLIAMSON	11,381	12,113	12,113	12,113	12,113
670	140203	WILLIAMSVILLE	10,494	10,904	10,904	10,904	10,904
671	151701	WILLSBORO	13,461	15,355	15,355	15,355	15,355
672	401501	WILSON	10,584	10,386	10,386	10,386	10,386
673	191401	WINDHAM ASHLAN	14,868	18,838	18,838	18,838	18,838
674	31701	WINDSOR	9,813	10,115	10,115	10,115	10,115
675	472506	WORCESTER	10,422	12,352	12,352	12,352	12,352
676	580109	WYANDANCH	15,791	16,666	16,666	16,666	16,666
677	490804	WYNANTSKILL	10,613	11,243	11,243	11,243	11,243
678	671002	WYOMING	14,555	15,376	15,376	15,376	15,376
679	662300	YONKERS	12,006	14,523	14,523	14,523	14,523
680	241701	YORK	9,863	10,694	10,694	10,694	10,694
681	43501	YORKSHRE-PIONE	10,566	11,406	11,406	11,406	11,406
682	662402	YORKTOWN	14,859	16,743	16,743	16,743	16,743



Charter Schools Institute
The State University of New York

Budget and Quarterly Report Template
for SUNY Authorized Charter Schools

Community Partnership Charter School

Contact Name: Brian Stemmer
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Prior Year: 2013-14
Current Year: 2014-15

**Community Partnership Charter School
BALANCE SHEET
2014-15**

	<u>Prior Year</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>
	2013-14	As of 9/30	As of 12/31	As of 3/31	As of 6/30
ASSETS					
CURRENT ASSETS					
Cash and cash equivalents	\$-	\$-	\$-	\$-	\$-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	\$-	\$-	\$-	\$-	\$-
Accrued payroll and benefits	-	-	-	-	-
Dreferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

**Community Partnership Charter School
Budget / Operating Plan
2014-15**

6	Total Revenue	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-
7	Total Expenses	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-
8	Net Income	-	(0)	-	-	(0)	-	-	0	-	-	0	-	-
9	Actual Student Enrollment	-	420	-	-	420	-	-	420	-	-	420	-	-
10	Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-
11														
12		Prior Year Actual		1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30				
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
14	REVENUE	* If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.												
15	REVENUES FROM STATE SOURCES													
16	Per Pupil Revenue													
17		CY Per Pupil Rate												
18	New York City	13,777	1,446,585	-	-	1,446,585	-	-	1,446,585	-	-	1,446,585	-	-
19	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
20	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
21	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
22	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
23	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
24	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
25	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
26	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
27	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
28	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
29	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
30	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
31	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
32	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
33	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777	1,446,585	-	-	1,446,585	-	-	1,446,585	-	-	1,446,585	-	-
35	Special Education Revenue		132,500	-	-	132,500	-	-	132,500	-	-	132,500	-	-
36	Grants													
37	Stimulus													
38	DYCD (Department of Youth and Community Developmt.)													
39	Other													
40	Other													
41	TOTAL REVENUE FROM STATE SOURCES		1,579,085	-	-	1,579,085	-	-	1,579,085	-	-	1,579,085	-	-
42														
43	REVENUE FROM FEDERAL FUNDING													
44	IDEA Special Needs		12,500	-	-	12,500	-	-	12,500	-	-	12,500	-	-
45	Title I		43,481	-	-	43,481	-	-	43,481	-	-	43,481	-	-
46	Title Funding - Other		5,715	-	-	5,715	-	-	5,715	-	-	5,715	-	-
47	School Food Service (Free Lunch)													
48	Grants													
49	Charter School Program (CSP) Planning & Implementation													
50	Other													
51	Other													
52	TOTAL REVENUE FROM FEDERAL SOURCES		61,695	-	-	61,695	-	-	61,695	-	-	61,695	-	-
53														
54	LOCAL and OTHER REVENUE													
55	Contributions and Donations													
56	Fundraising													
57	Erate Reimbursement													
58	Earnings on Investments													
59	Interest Income		3,750	-	-	3,750	-	-	3,750	-	-	3,750	-	-
60	Food Service (Income from meals)													
61	Text Book													
62	OTHER		138,289	-	-	138,289	-	-	138,289	-	-	138,289	-	-
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES		142,039	-	-	142,039	-	-	142,039	-	-	142,039	-	-
64														
65	TOTAL REVENUE		1,782,819	-	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-
66														
67														

CSI: This figure should be a blended rate of all districts under OTHER

**Community Partnership Charter School
Budget / Operating Plan
2014-15**

6	Total Revenue	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-
7	Total Expenses	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-
8	Net Income	-	(0)	-	-	(0)	-	-	0	-	-	0	-	-
9	Actual Student Enrollment	-	420	-	-	420	-	-	420	-	-	420	-	-
10	Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-
11														
12		Prior Year Actual 2013-14	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13			Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
159	ENROLLMENT - *School Districts Are Linked To Above Entries*													
161	New York City	-	420	-	-	420	-	-	420	-	-	420	-	-
162	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
163	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	420	-	-	420	-	-	420	-	-	420	-	-
178	REVENUE PER PUPIL	-	4,245	-	-	4,245	-	-	4,245	-	-	4,245	-	-
180	EXPENSES PER PUPIL	-	4,245	-	-	4,245	-	-	4,245	-	-	4,245	-	-

**Community Partnership Charter School
Budget / Operating Plan
2014-15**

DESCRIPTION OF ASSUMPTIONS

6	Total Revenue	7,131,275	7,131,275	-	7,131,275	7,131,275
7	Total Expenses	7,131,275	7,131,275	-	(7,131,275)	(7,131,275)
8	Net Income	-	-	-	-	-
9	Actual Student Enrollment	-	-	-	-	-
10	Total Paid Student Enrollment	-	-	-	-	-

	Total Year			VARIANCE	
	Original	Current	Variance	Original vs. PY	Current vs. PY

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

- New York City
- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)
- School District 6 (Enter Name)
- School District 7 (Enter Name)
- School District 8 (Enter Name)
- School District 9 (Enter Name)
- School District 10 (Enter Name)
- School District 11 (Enter Name)
- School District 12 (Enter Name)
- School District 13 (Enter Name)
- School District 14 (Enter Name)
- School District 15 (Enter Name)
- School District - ALL OTHER

13,777	5,786,340	5,786,340	-	5,786,340	5,786,340
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	5,786,340	5,786,340	-	5,786,340	5,786,340
Special Education Revenue	530,000	530,000	-	530,000	530,000
Grants	-	-	-	-	-
Stimulus	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	6,316,340	6,316,340	-	6,316,340	6,316,340

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

50,000	50,000	-	50,000	50,000
173,923	173,923	-	173,923	173,923
22,858	22,858	-	22,858	22,858
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	246,781	246,781	-	246,781

LOCAL and OTHER REVENUE

- Contributions and Donations
- Fundraising
- Erste Reimbursement
- Earnings on Investments
- Interest Income
- Food Service (Income from meals)
- Text Book
- OTHER

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
15,000	15,000	-	15,000	15,000
-	-	-	-	-
-	-	-	-	-
563,154	563,154	-	563,154	563,154
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	568,154	568,154	-	568,154

TOTAL REVENUE	7,131,275	7,131,275	-	7,131,275	7,131,275
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Community Partnership Charter School Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
	7,131,275	7,131,275	-	7,131,275	7,131,275	
6	Total Revenue	7,131,275	7,131,275	-	7,131,275	7,131,275
7	Total Expenses	7,131,275	7,131,275	-	(7,131,275)	(7,131,275)
8	Net Income	-	-	-	-	-
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
14						
15						
16	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	New York City					
162	School District 2 (Enter Name)					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178						
179	REVENUE PER PUPIL					
180						
181	EXPENSES PER PUPIL					

**Community Partnership Charter School
Budget / Operating Plan
2014-15**

Total Revenue	-	1,782,819	-	1,782,819	-	1,782,819	-	1,782,819
Total Expenses	-	1,782,819	-	1,782,819	-	1,782,819	-	1,782,819
Net Income	-	(0)	-	(0)	-	0	-	0
Actual Student Enrollment	-	420	-	420	-	420	-	420
Total Paid Student Enrollment	-	-	-	-	-	-	-	-

* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

REVENUE * When entering in Actuals, ORANGE cells must be entered in EACH SECTION in order to generate variance analysis.

	CY Per Pupil Rate	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	13,777												
New York City		1,446,585			1,446,585			1,446,585			1,446,585		
School District 2 (Enter Name)													
School District 3 (Enter Name)													
School District 4 (Enter Name)													
School District 5 (Enter Name)													
School District 6 (Enter Name)													
School District 7 (Enter Name)													
School District 8 (Enter Name)													
School District 9 (Enter Name)													
School District 10 (Enter Name)													
School District 11 (Enter Name)													
School District 12 (Enter Name)													
School District 13 (Enter Name)													
School District 14 (Enter Name)													
School District 15 (Enter Name)													
School District - ALL OTHER													
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777	1,446,585			1,446,585			1,446,585			1,446,585		
Special Education Revenue		132,500			132,500			132,500			132,500		
Grants													
Stimulus													
DYCD (Department of Youth and Community Developmt.)													
Other													
TOTAL REVENUE FROM STATE SOURCES		1,579,085			1,579,085			1,579,085			1,579,085		
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs		12,500			12,500			12,500			12,500		
Title I		43,481			43,481			43,481			43,481		
Title Funding - Other		5,715			5,715			5,715			5,715		
School Food Service (Free Lunch)													
Grants													
Charter School Program (CSP) Planning & Implementation													
Other													
TOTAL REVENUE FROM FEDERAL SOURCES		61,695			61,695			61,695			61,695		
LOCAL and OTHER REVENUE													
Contributions and Donations													
Fundraising													
Erate Reimbursement													
Earnings on Investments													
Interest Income		3,750			3,750			3,750			3,750		
Food Service (Income from meals)													
Text Book													
OTHER		138,289			138,289			138,289			138,289		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		142,039			142,039			142,039			142,039		
TOTAL REVENUE		1,782,819			1,782,819			1,782,819			1,782,819		

**Community Partnership Charter School
Budget / Operating Plan
2014-15**

Total Revenue	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-	1,782,819
Total Expenses	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-	1,782,819
Net Income	-	(0)	-	-	(0)	-	-	0	-	-	0
Actual Student Enrollment	-	420	-	-	420	-	-	420	-	-	420
Total Paid Student Enrollment	-	420	-	-	420	-	-	420	-	-	420

* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES	No. of Positions	Actual	Current Budget	Variance									
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	68,753	-	-	68,753	-	-	68,753	-	-	68,753	-	-
Deans, Directors & Coordinators	-	100,859	-	-	100,859	-	-	100,859	-	-	100,859	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	49,119	-	-	49,119	-	-	49,119	-	-	49,119	-	-
TOTAL ADMINISTRATIVE STAFF	-	218,730	-	-	218,730	-	-	218,730	-	-	218,730	-	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	398,693	-	-	398,693	-	-	398,693	-	-	398,693	-	-
Teachers - SPED	-	190,399	-	-	190,399	-	-	190,399	-	-	190,399	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	31,993	-	-	31,993	-	-	31,993	-	-	31,993	-	-
Specialty Teachers	-	149,873	-	-	149,873	-	-	149,873	-	-	149,873	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	37,250	-	-	37,250	-	-	37,250	-	-	37,250	-	-
Other	-	8,750	-	-	8,750	-	-	8,750	-	-	8,750	-	-
TOTAL INSTRUCTIONAL	-	816,958	-	-	816,958	-	-	816,958	-	-	816,958	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	37,526	-	-	37,526	-	-	37,526	-	-	37,526	-	-
TOTAL NON-INSTRUCTIONAL	-	37,526	-	-	37,526	-	-	37,526	-	-	37,526	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	1,073,214	-	-	1,073,214	-	-	1,073,214	-	-	1,073,214	-	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	96,589	-	-	96,589	-	-	96,589	-	-	96,589	-	-
Fringe / Employee Benefits	-	150,250	-	-	150,250	-	-	150,250	-	-	150,250	-	-
Retirement / Pension	-	29,514	-	-	29,514	-	-	29,514	-	-	29,514	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	276,353	-	-	276,353	-	-	276,353	-	-	276,353	-	-
TOTAL PERSONNEL SERVICE COSTS	-	1,349,567	-	-	1,349,567	-	-	1,349,567	-	-	1,349,567	-	-
CONTRACTED SERVICES													
Accounting / Audit	-	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-	-
Legal	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-	-
Management Company Fee	-	219,202	-	-	219,202	-	-	219,202	-	-	219,202	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	2,000	-	-	2,000	-	-	2,000	-	-	2,000	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	23,750	-	-	23,750	-	-	23,750	-	-	23,750	-	-
TOTAL CONTRACTED SERVICES	-	252,452	-	-	252,452	-	-	252,452	-	-	252,452	-	-
SCHOOL OPERATIONS													
Board Expenses	-	625	-	-	625	-	-	625	-	-	625	-	-
Classroom / Teaching Supplies & Materials	-	30,750	-	-	30,750	-	-	30,750	-	-	30,750	-	-
Special Ed Supplies & Materials	-	1,000	-	-	1,000	-	-	1,000	-	-	1,000	-	-
Textbooks / Workbooks	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	7,500	-	-	7,500	-	-	7,500	-	-	7,500	-	-
Telephone	-	1,875	-	-	1,875	-	-	1,875	-	-	1,875	-	-
Technology	-	14,500	-	-	14,500	-	-	14,500	-	-	14,500	-	-
Student Testing & Assessment	-	14,025	-	-	14,025	-	-	14,025	-	-	14,025	-	-
Field Trips	-	25,000	-	-	25,000	-	-	25,000	-	-	25,000	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	1,500	-	-	1,500	-	-	1,500	-	-	1,500	-	-
Office Expense	-	9,375	-	-	9,375	-	-	9,375	-	-	9,375	-	-
Staff Development	-	34,850	-	-	34,850	-	-	34,850	-	-	34,850	-	-
Staff Recruitment	-	7,500	-	-	7,500	-	-	7,500	-	-	7,500	-	-
Student Recruitment / Marketing	-	2,625	-	-	2,625	-	-	2,625	-	-	2,625	-	-
School Meals / Lunch	-	4,000	-	-	4,000	-	-	4,000	-	-	4,000	-	-
Travel (Staff)	-	300	-	-	300	-	-	300	-	-	300	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	7,625	-	-	7,625	-	-	7,625	-	-	7,625	-	-
TOTAL SCHOOL OPERATIONS	-	165,550	-	-	165,550	-	-	165,550	-	-	165,550	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance	-	10,000	-	-	10,000	-	-	10,000	-	-	10,000	-	-
Janitorial	-	250	-	-	250	-	-	250	-	-	250	-	-
Building and Land Rent / Lease	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-	-
Repairs & Maintenance	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	15,250	-	-	15,250	-	-	15,250	-	-	15,250	-	-
DEPRECIATION & AMORTIZATION RESERVES / CONTINGENCY													
TOTAL EXPENSES	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-
NET INCOME	-	(0)	-	-	(0)	-	-	0	-	-	0	-	-

**Community Partnership Charter School
Budget / Operating Plan
2014-15**

Total Revenue	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-
Total Expenses	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-	-	1,782,819	-
Net Income	-	(0)	-	-	(0)	-	-	0	-	-	0	-
Actual Student Enrollment	-	420	-	-	420	-	-	420	-	-	420	-
Total Paid Student Enrollment	-	420	-	-	420	-	-	420	-	-	420	-
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*												
New York City	-	420	-	-	420	-	-	420	-	-	420	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	420	-	-	420	-	-	420	-	-	420	-
REVENUE PER PUPIL	-	4,245	-	-	4,245	-	-	4,245	-	-	4,245	-
EXPENSES PER PUPIL	-	4,245	-	-	4,245	-	-	4,245	-	-	4,245	-

**Community Partnership Charter School
Budget / Operating Plan
2014-15**

Total Revenue	-	-	-	7,131,275	(7,131,275)	-	-	7,131,275	(7,131,275)	-
Total Expenses	-	-	-	7,131,275	7,131,275	-	-	7,131,275	7,131,275	-
Net Income	-	-	-	-	-	-	-	-	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

* Enrollment, Revenue and Expenditure Data in the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual Original Budget TY	vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue											
New York City				5,786,340	(5,786,340)			5,786,340	(5,786,340)		
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13.777			5,786,340	(5,786,340)			5,786,340	(5,786,340)		
Special Education Revenue	-	-	-	530,000	(530,000)	-	-	530,000	(530,000)	-	-
Grants											
Stimulus	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES				6,316,340	(6,316,340)			6,316,340	(6,316,340)		
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs	-	-	-	50,000	(50,000)	-	-	50,000	(50,000)	-	-
Title I	-	-	-	173,923	(173,923)	-	-	173,923	(173,923)	-	-
Title Funding - Other	-	-	-	22,858	(22,858)	-	-	22,858	(22,858)	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES				246,781	(246,781)			246,781	(246,781)		
LOCAL and OTHER REVENUE											
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	15,000	(15,000)	-	-	15,000	(15,000)	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	553,154	(553,154)	-	-	553,154	(553,154)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				568,154	(568,154)			568,154	(568,154)		
TOTAL REVENUE				7,131,275	(7,131,275)			7,131,275	(7,131,275)		

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	
Total Expenses	-	
Net Income	-	
Actual Student Enrollment		
Total Paid Student Enrollment		
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		
	Actual CY vs. Actual PY	
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	CY Per Pupil Rate	
New York City	13,777	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777	-
Special Education Revenue		-
Grants		-
Stimulus		-
DYCD (Department of Youth and Community Developmnt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
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		-
TOTAL REVENUE FROM FEDERAL SOURCES		-
LOCAL and OTHER REVENUE		
Contributions and Donations		-
Fundraising		-
Erate Reimbursement		-
Earnings on Investments		-
Interest Income		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		-

		DESCRIPTION OF ASSUMPTIONS	
Total Revenue	-		
Total Expenses	-		
Net Income	-		
Actual Student Enrollment			
Total Paid Student Enrollment			
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed			
		Actual CY vs. Actual PY	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	No. of Positions		
Executive Management	-		
Instructional Management	-		
Deans, Directors & Coordinators	-		
CFO / Director of Finance	-		
Operation / Business Manager	-		
Administrative Staff	-		
TOTAL ADMINISTRATIVE STAFF	-		
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-		
Teachers - SPED	-		
Substitute Teachers	-		
Teaching Assistants	-		
Specialty Teachers	-		
Aides	-		
Therapists & Counselors	-		
Other	-		
TOTAL INSTRUCTIONAL	-		
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-		
Librarian	-		
Custodian	-		
Security	-		
Other	-		
TOTAL NON-INSTRUCTIONAL	-		
SUBTOTAL PERSONNEL SERVICE COSTS			
PAYROLL TAXES AND BENEFITS			
Payroll Taxes			
Fringe / Employee Benefits			
Retirement / Pension			
TOTAL PAYROLL TAXES AND BENEFITS			
TOTAL PERSONNEL SERVICE COSTS			
CONTRACTED SERVICES			
Accounting / Audit			
Legal			
Management Company Fee			
Nurse Services			
Food Service / School Lunch			
Payroll Services			
Special Ed Services			
Titlement Services (i.e. Title I)			
Other Purchased / Professional / Consulting			
TOTAL CONTRACTED SERVICES			
SCHOOL OPERATIONS			
Board Expenses			
Classroom / Teaching Supplies & Materials			
Special Ed Supplies & Materials			
Textbooks / Workbooks			
Supplies & Materials other			
Equipment / Furniture			
Telephone			
Technology			
Student Testing & Assessment			
Field Trips			
Transportation (student)			
Student Services - other			
Office Expense			
Staff Development			
Staff Recruitment			
Student Recruitment / Marketing			
School Meals / Lunch			
Travel (Staff)			
Fundraising			
Other			
TOTAL SCHOOL OPERATIONS			
FACILITY OPERATION & MAINTENANCE			
Insurance			
Janitorial			
Building and Land Rent / Lease			
Repairs & Maintenance			
Equipment / Furniture			
Security			
Utilities			
TOTAL FACILITY OPERATION & MAINTENANCE			
DEPRECIATION & AMORTIZATION			
RESERVES / CONTINGENCY			
TOTAL EXPENSES			
NET INCOME			

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	
Total Expenses	-	
Net Income	-	
Actual Student Enrollment		
Total Paid Student Enrollment		
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		
	Actual CY vs. Actual PY	
ENROLLMENT - *School Districts Are Linked To Above Entries*		
New York City	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
TOTAL ENROLLMENT	-	
REVENUE PER PUPIL	-	
EXPENSES PER PUPIL	-	



Annual Report Requirement
for SUNY Authorized Charter Schools

Community Partnership Charter School

Administrative expenditures per pupil: **\$0.00**

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

Appendix E: Disclosure of Financial Interest Form

Created Tuesday, July 29, 2014

Updated Friday, August 01, 2014

Page 1

331300860810 COMMUNITY PARTNERSHIP C

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Thursday, July 24, 2014

Updated Tuesday, July 29, 2014

Page 1

331300860810 COMMUNITY PARTNERSHIP C

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Martin Ragde	Chair/President	Yes	Audit, Finance, School Review	Elected 2007	Finance, Review
2	Clare Cusack	Member	Yes	Audit, Finance, School Review	Elected 2010	Finance, Review
3	Amy Kolz	Member	Yes	Audit, School Review, Academics	Elected 2013	Review, Education
4	Kisha Morrow	Secretary	Yes	Legal, Academic	Elected 2013	Education
5	David Stutt	Treasurer	Yes	Audit, Finance, Community Outreach, Nomination Committee	Elected 2007	Finance, Nominating
6	Keisha Rattray	Member Ex-Officio	No	Academics, School Director	2010	Education

2. Total Number of Members Joining Board during the 2013-14 school year

2

3. Total Number of Members Departing the Board during the 2013-14 school year

3

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

7

5. How many times did the Board meet during the 2013-14 school year?

10

6. How many times will the Board meet during the 2014-15 school year?

10

Thank you.

Appendix H: Enrollment and Retention Efforts

Community Partnership Charter School

Target Populations

In compliance with New York State Education Department sanctions for charter schools that do not mirror district percentages in the following categories for enrollment and retention targets we will continue to utilize the following prescribed formulas for targeted enrollment as follows:

- 1). Students with disabilities
- 2). English language learner
- 3). Students who are eligible for the free and reduced priced lunch program

The preference for the categories listed above will be given in the form of a duplicate (Sped) or triplicate (ELL/FRPL) entry. For example, a student who lives in the district who is listed as ELL or FRPL will be entered in the lottery 3x's increasing their probability of being accepted.

Additionally, the waiting list will be randomized with the same preferences. Priority for admission was given to residents of the district (and, after the initial enrollment program, siblings of current students), students who are English language learners, students with disabilities and students who are eligible to participate in the free or reduced-price lunch program.

Following the 2014 lottery and the completion of the school enrollment process, the school's Director of Operations conducted analyses of student demographics, including whether a student has a disability, is an English Language Learner or qualifies for free or reduced lunch. A percentage of the total school population has been determined and we are working to ensure enrollment that is meeting its targets as discussed above.

Recruitment

For the 2013- 2014 school year our recruitment efforts were comprised of visits to local preschools and UPK programs by parent volunteers and operations staff. One to two visits were conducted at each of these locations. Historically, CPCS has established relationships with local preschools, the neighboring Lafayette Gardens and Pratt Housing Developments. Parents also refer new applicants as a matter of practice. Families continue to spread the word about the CPCS Learning Community and what it has to offer students and families.

Parent leaders joined the School Leader on preschool visits and shared experiences that resonate with prospective families. Faculty volunteers and parents attended community events and district meetings and shared enrollment information. They also visited neighborhood churches and local businesses to distribute flyers and posters. The posters invited families to participate in our information sessions and school tours. Information sessions were held during the day, evenings and on Saturday afternoons for parent's convenience.

For the 2014-2015 school year, our recruitment efforts mirrored previous years. The Director of Operations, Principal, Faculty and parents visited the local pre-schools and UPK programs, community events, neighborhood housing developments and local businesses.

Appendix I: Teacher and Administrator Attrition

Created Tuesday, July 22, 2014

Updated Tuesday, July 29, 2014

Page 1

Charter School Name: 331300860810 COMMUNITY PARTNERSHIP C

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
36	14	13

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
2	6	3

Thank you

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 15, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/44904>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Amy Kolz

2. Charter School Name:

Community Partnership Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

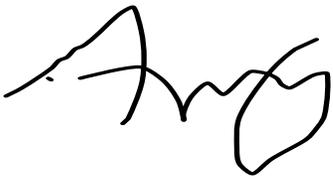
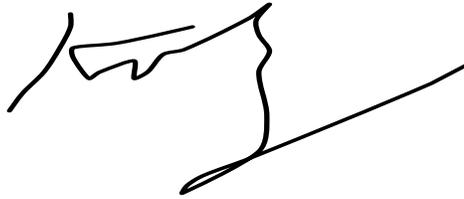
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be the name 'Ang' with a stylized flourish at the end.A handwritten signature in black ink, consisting of a stylized 'J' or 'I' shape with a long horizontal line extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 16, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/12b3c>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Joanna White-Oldham

2. Charter School Name:

Community Partnership Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Parent Representative
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

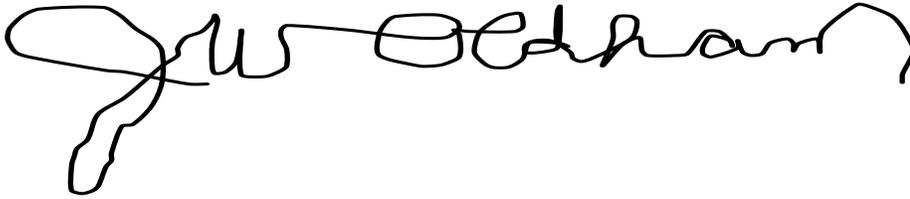
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "J. W. Edham". The signature is written in a cursive style with a large initial "J" and a long horizontal stroke.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 17, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/73846>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Martin Ragde

2. Charter School Name:

Community Partnership Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

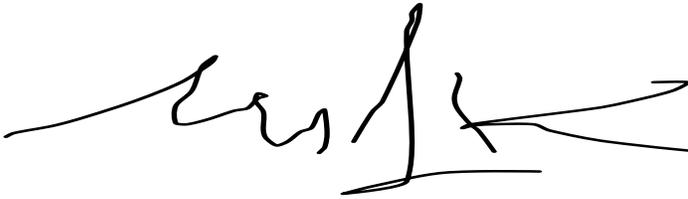
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'C. J. K.', written over a horizontal line.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 17, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/8abfe>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Clare Cusack

2. Charter School Name:

Community Partnership Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

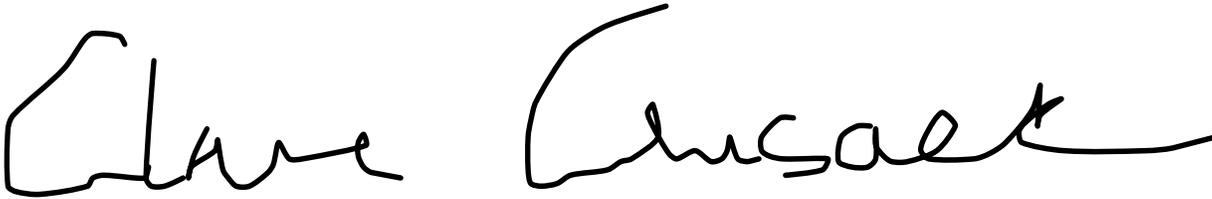
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Dave Kusack". The signature is written in a cursive, flowing style. The first name "Dave" is on the left, and the last name "Kusack" is on the right, connected by a thin line. The "K" in "Kusack" is particularly large and stylized.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 24, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/37390>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Kiisha Morrow

2. Charter School Name:

Community Partnership Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

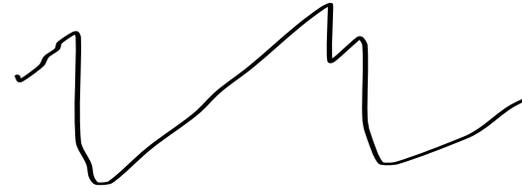
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be a cursive name.A handwritten signature in black ink, appearing to be a cursive name.