



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for Growing Up Green Charter School

SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

Growing Up Green Charter School (“GUGCS”) is an elementary and middle school located in the Astoria neighborhood of Queens. The school is located in a private space in Community School District 30 and the school is in its second charter term.

The school leadership team is comprised of the following individuals: School Leader, Matthew Greenberg, has been with the school for seven years; Director of Upper School Instruction, Lauren Barkan, has been with the school for six years; Director of Lower School Instruction, Brittany Tuber, has been with the school for seven years; Director of Curriculum, Jennifer Slutak, has been with the school for seven years, Director of Counseling, Kristen Lengyel, has been with the school for six years, Director of Assessment, Brian Martin, has been with the school for seven years and Director of Support Services, Kersten Russell, has been with the school for seven years.

SCHOOL HIGHLIGHTS

GUGCS aims to meet all needs of students within the general education classroom. They host a range of special education programs that provides a variety of support for students including one Integrated Co-Teaching (ICT) class per grade. In ICT classes, students with IEPs learn alongside their general education peers and are given the support of both a certified general education and special education teacher, allowing smaller group work and individualized attention. GUGCS also provides Special Education Teacher Support Services for students mandated for intensive small group instruction on key foundational skills in ELA and math.

CURRENT SCHOOL SNAPSHOT

Growing Up Green Charter School	
DBN	84Q321
School Leader(s)	Matthew Greenberg
Board Chair(s)	Jeffrey Mueller
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	30
Physical Address(es)	39-27 28th Street, Queens, NY 11101 (K-5) 36-49 11th Street, Queens, NY 11101 (6-7)
Facility Owner(s)	Private

Enrollment ¹	704
Grades Served	K-7

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ²
1. Jeffery Mueller	Chairman	Finance Committee, Real Estate Committee	3	3/4
2. Kyla Kupferstein	Vice Chairman	Education Committee, Fundraising Committee	3	3/4
3. Reid Chase	Treasurer	Finance Committee, Real Estate Committee	3	2/4
4. Kurt Shuman	Secretary	Finance Committee, Real Estate Committee	3	0/4
5. Kate Hooker	Trustee	Education Committee, Fundraising Committee	4	1/4

CHARTER AUTHORIZATION PROFILE

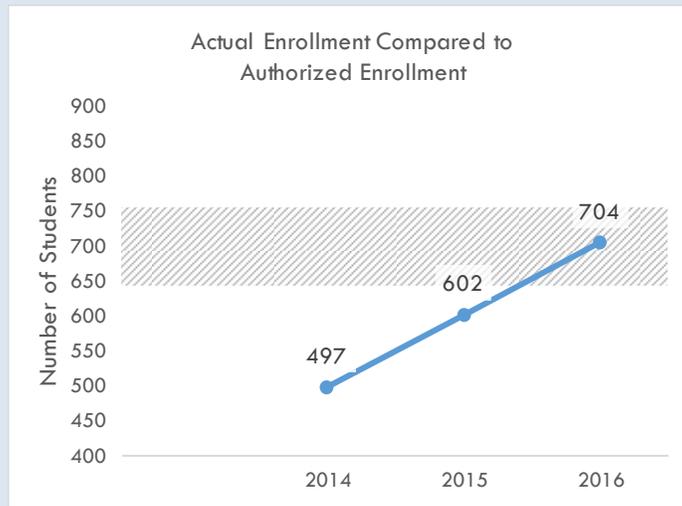
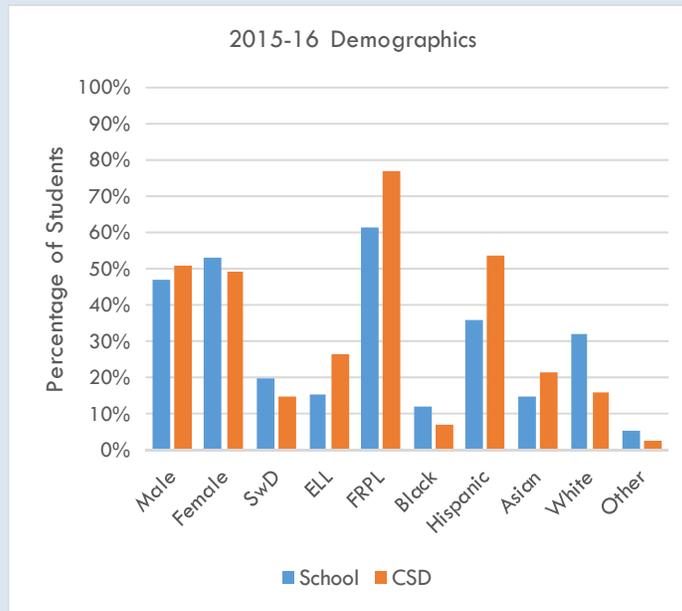
Growing Up Green Charter School	
School Opened For Instruction	2009-2010
Date of First Renewal	2013-2014
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2017
Current Authorized Grade Span	K-8
Current Authorized Enrollment	756

GUGCS was renewed for a three year short-term renewal in the 2013-14 academic year with no conditions.

¹ According to ATS data as of October 14, 2015.

² The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

ENROLLMENT AND DEMOGRAPHICS³



Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

³ Schools are permitted to fall below 15% below authorized enrollment until they are fully enrolled. The school is not yet fully enrolled.

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

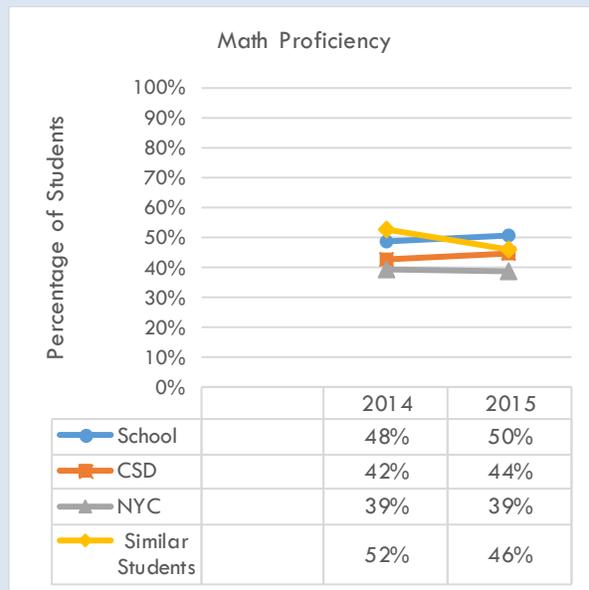
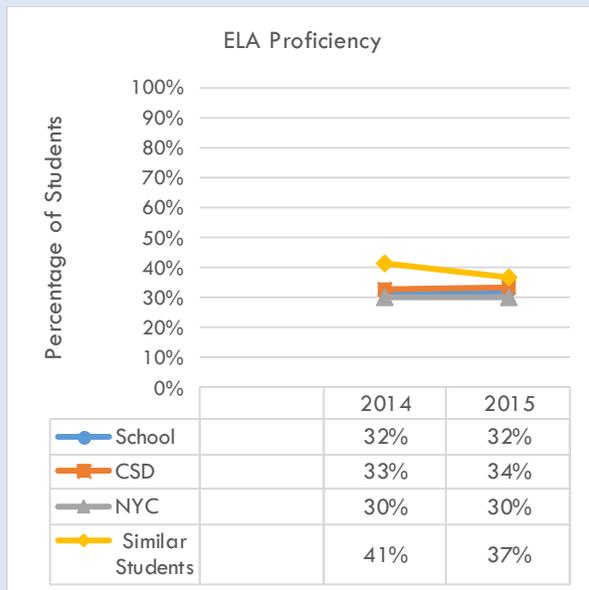
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁴

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁶

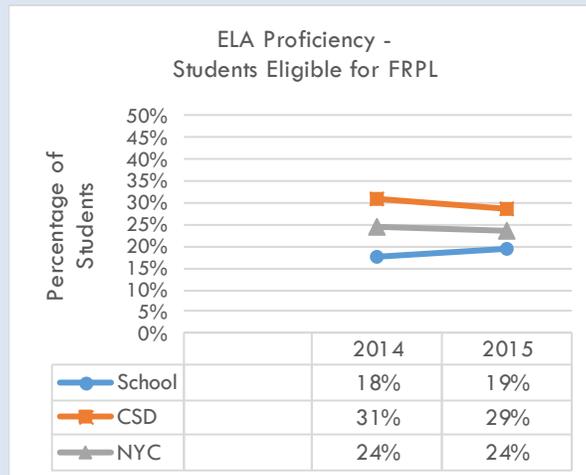
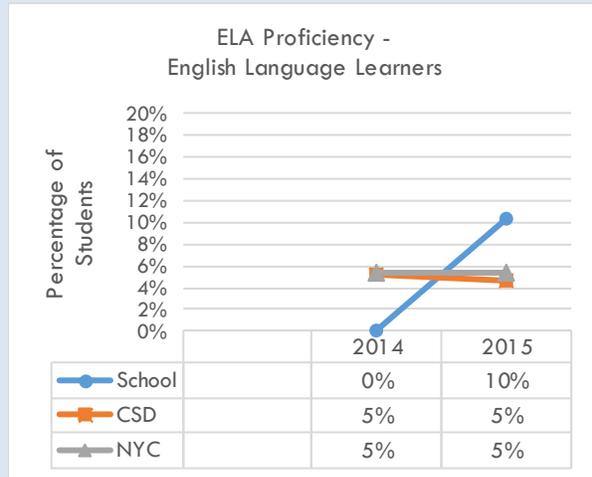
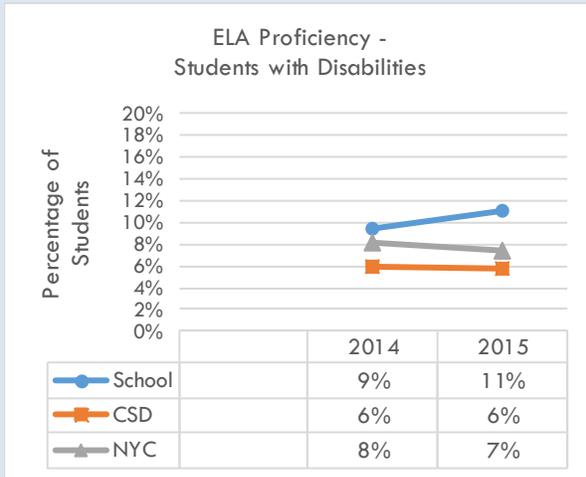


⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

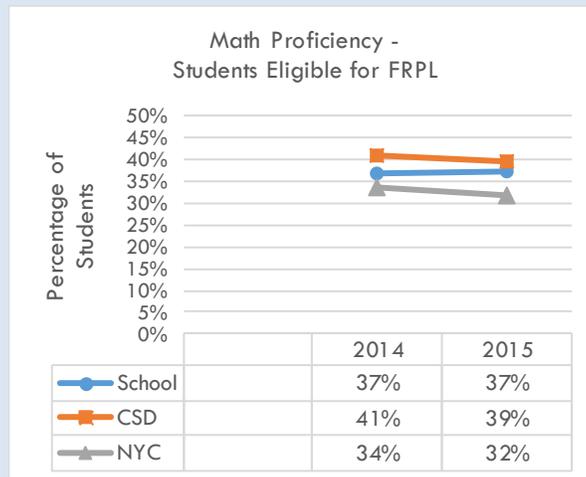
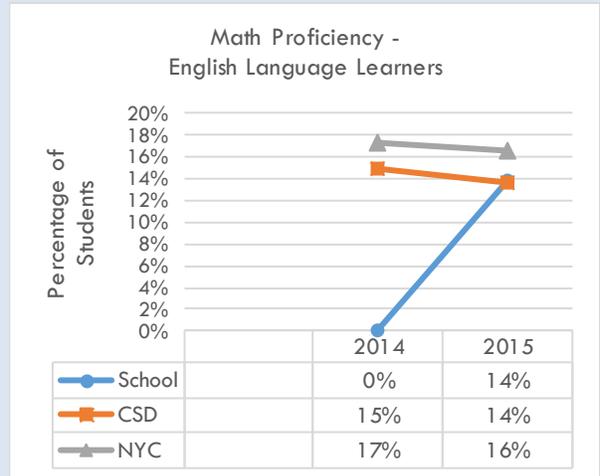
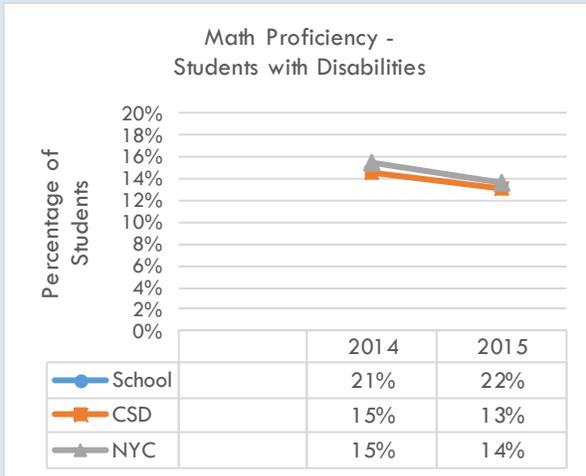
⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

⁶ For more on the NYC DOE's similar students comparisons, please see the information here: http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below.

RESPONSE TO INTERVENTION

GUGCS has a strong Response to Intervention (RtI) process in place. Teachers identify struggling students through data and classroom observations and present a case-study to a group of colleagues. The GUGCS' RtI process is upheld by a robust support staff in both the elementary and middle school including learning specialists, intervention teachers, school counselors, a behavior coordinator, and ELL specialists.

PROFESSIONAL DEVELOPMENT

GUGCS believes in the value of teachers attending external workshops and conferences that support student learning. To this end, as a school committed to Responsive Classroom and Developmental Designs, all teachers are trained in both these models. All new elementary teachers who have not previously been trained in Responsive Classroom attend the Responsive Classroom Summer Institute while all middle school teachers are trained in the Developmental Designs model.

RESPONSIVE CLASSROOM AND DEVELOPMENTAL DESIGNS

Responsive Classroom and its companion social curriculum in the middle school, Developmental Designs, are fundamental and centralizing forces within the school community. GUGCS accomplishes this by creating a classroom and school-wide environment with routines and universal expectations. Through this established framework, students at GUG are empowered to be active participants in their own learning and the learning of their peers.

SPECIAL EDUCATION PROGRAM AND ICT

GUGCS has a comprehensive special education program which includes an Integrated Co-Teaching Classroom on each grade, K through 5th, and a robust special education staff.

PROJECT BASED LEARNING

GUGCS is committed to increasing learning opportunities for all students of every age and skill level by providing a well-rounded, integrated hands-on curriculum for all subject areas. The school's approaches include multi-media, field trips, math manipulatives, scientific experiments, art, writing, and other experiential activities.

GREEN CHARACTER DEVELOPMENT

GUGCS builds character in their students through their GREEN school culture. The core GREEN values of Giving back, Respect, Embrace, Empower, and Nurture are addressed on a daily basis and integrated into the school environment with the hope that they are embedded in the student's way of life both in the walls of the school and in the world outside.

TEACHER COACHING

Every week teachers are provided with an additional prep to meet with their direct supervisor. During this block of time teachers discuss observations that have taken place, SMART goals, specific data pertaining to students, and a variety of other topics.

GOVERNANCE

As per GUGCS bylaws, there may be no fewer than five Trustees on the Board. The GUGCS Board of Directors includes five members who have all been on the Board for three years or more. The Board calendar includes seven scheduled Board meetings putting the school out of compliance with the recently revised charter law requiring 12 annual meetings of the Board of Trustees.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix E.

SUPPORTIVE ENVIRONMENT

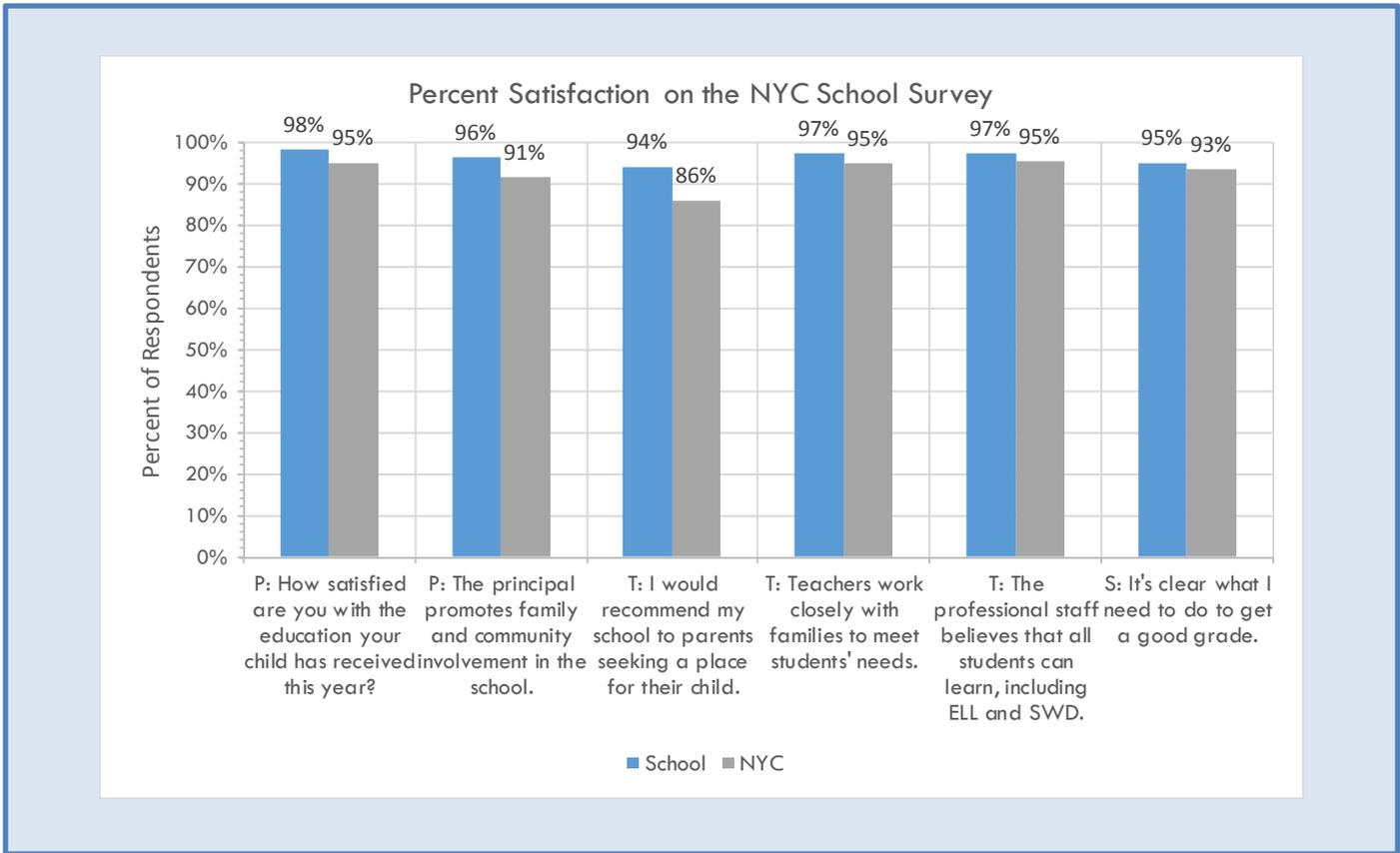
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Not Compliant	There is no posted procedure for parents to express concerns.

OPERATIONAL STABILITY		
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	The school did not submit their lottery materials and ACR materials by the February 1 st deadline.
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum ⁷	Compliant	The board did not consistently meet quorum.

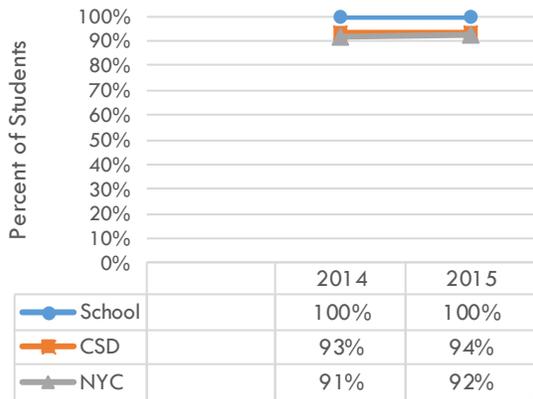
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)		
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (lease, certificate of occupancy, certificate of insurance, fire and safety inspections)	Compliant	
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Compliant	
School has an appropriate safety plan	Compliant	

⁷ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

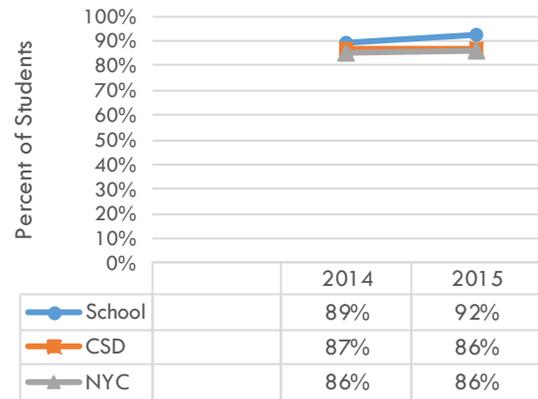
School is meeting Department of Health immunization requirements	Not Compliant	The school had 91.3% complete records; the goal was 99%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	



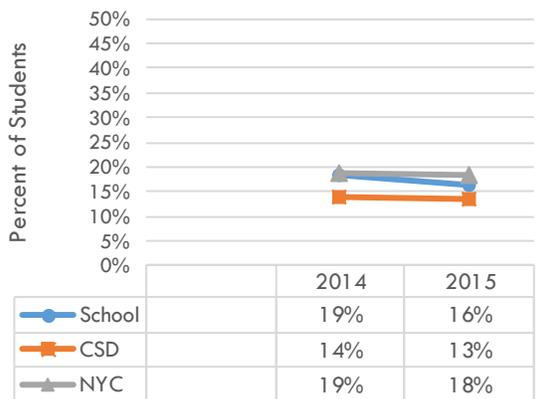
Attendance Rates



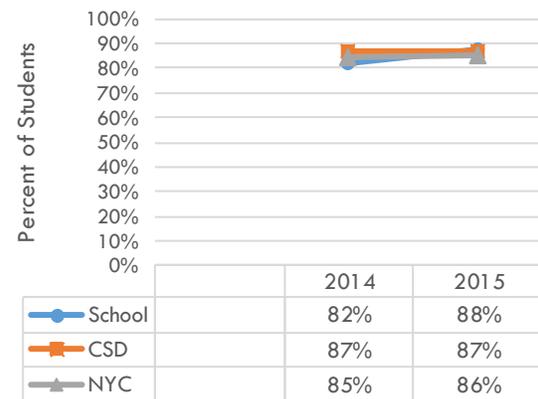
Retention Rates



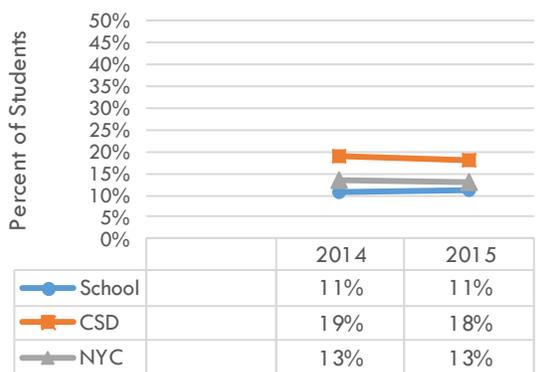
Enrollment Rates - Students with Disabilities



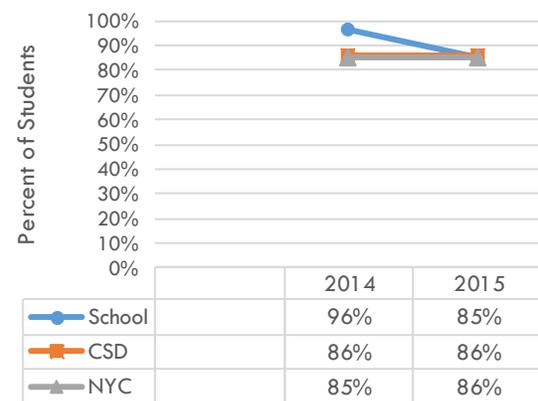
Retention Rates - Students with Disabilities



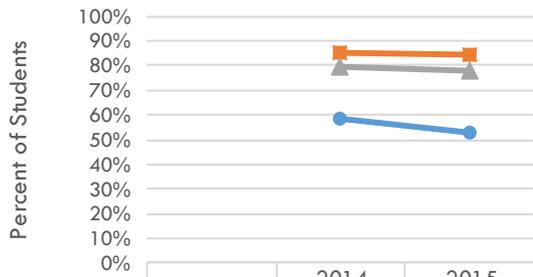
Enrollment Rates - English Language Learners



Retention Rates - English Language Learners

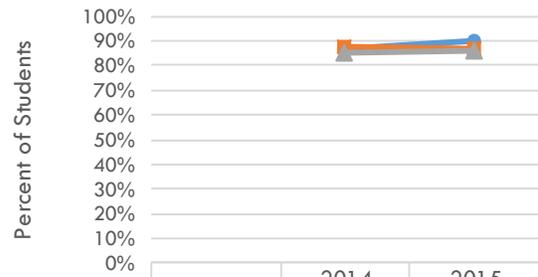


Enrollment Rates - Students Eligible for FRPL



	2014	2015
School	58%	53%
CSD	85%	84%
NYC	80%	78%

Retention Rates - Students Eligible for FRPL



	2014	2015
School	87%	90%
CSD	87%	87%
NYC	85%	86%

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Growing Up Green Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

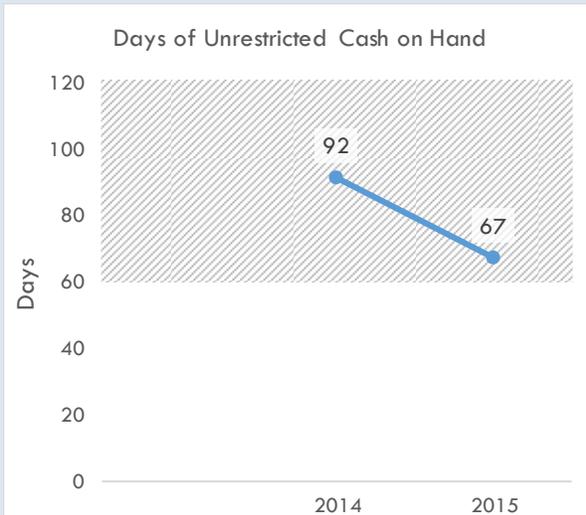
SCHOOL FINANCES

An independent audit was performed for fiscal year 2015 (FY15) and there were no material findings.

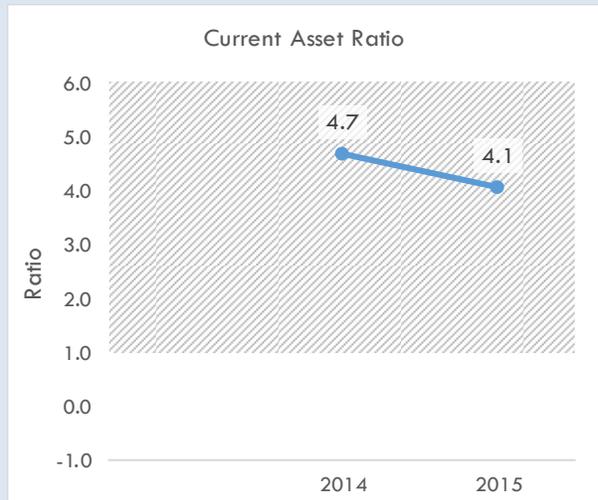
The School is an affiliate of Friends of Growing up Green, a New York State not-for-profit corporation. Friends of GUG supports the School through technical and financial assistance. For the years ended June 30, 2015 and 2014, Friends of GUG made contributions to the School in the amount of \$66,700 and \$32,219, respectively.

The school has \$70,850 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁸



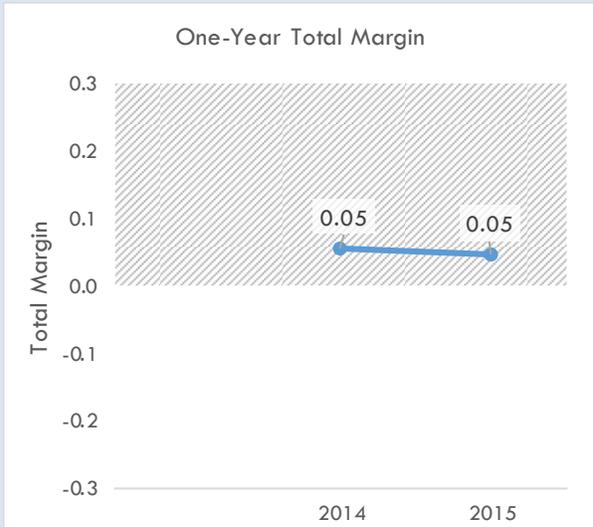
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



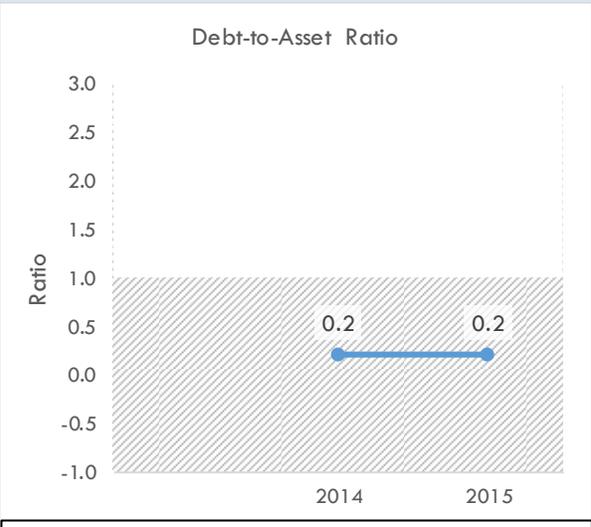
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

⁸ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

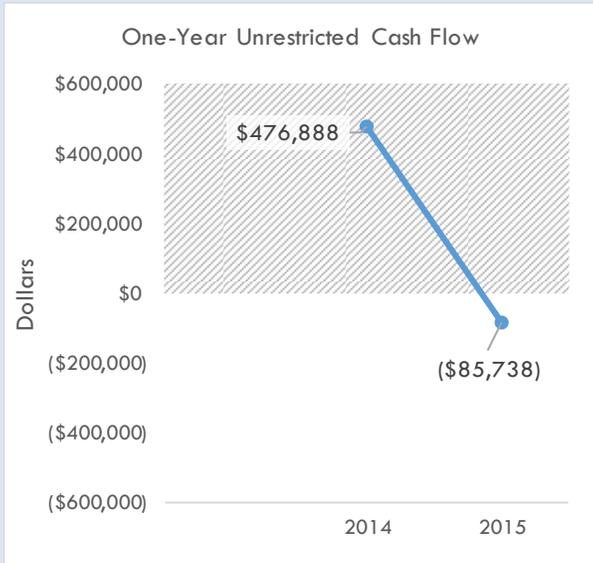
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

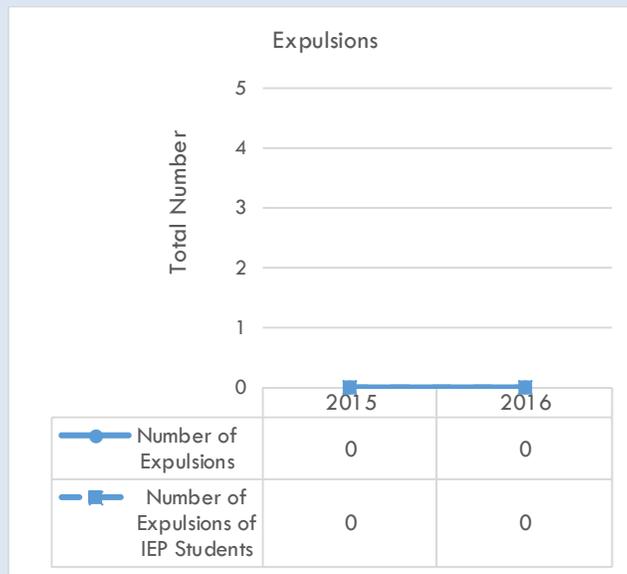
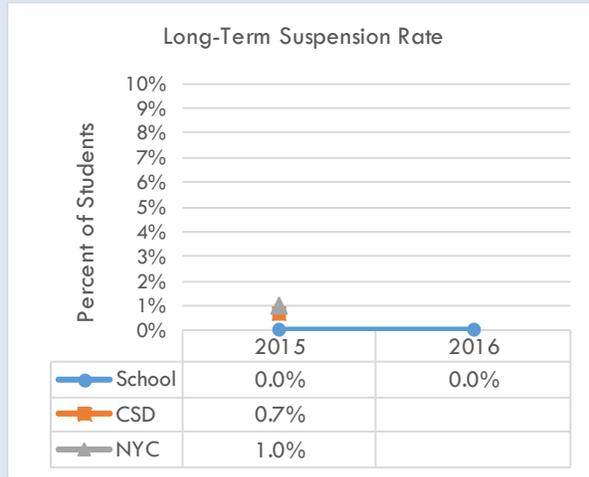
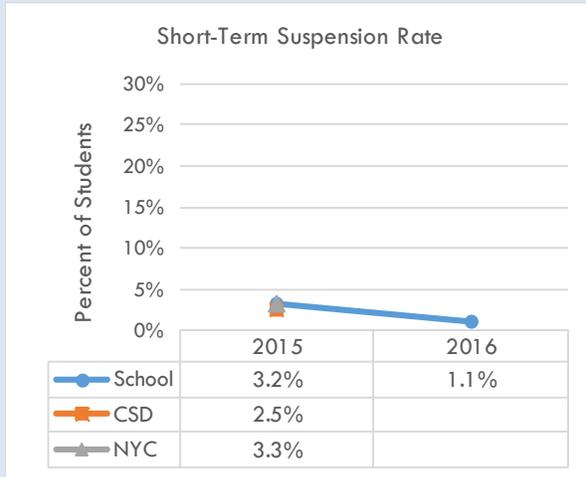
APPENDIX A SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	No
Sections per Grade	Grades K-5: 3 Sections Grades 6-7: 4 Sections
Primary Entry Grade(s)	K-7
Additional Grade(s) for which Student Applications are Accepted	Not reported
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	1600
Number of Students Accepted via the Lottery (School Year 2015-16)	81 (Grade K), 4 (Grade 1), 2 (Grade 2), 2 (Grade 3), 4 (Grade 4), 8 (Grade 6), 2 (Grade 7)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES⁹



⁹ City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
Growing Up Green Charter School			
Grade 3	28%	38%	36%
Grade 4	27%	33%	34%
Grade 5		24%	31%
Grade 6			29%
Grade 7			
Grade 8			
DIFFERENCE FROM CSD			
Grade 3	-3%	4%	1%
Grade 4	-2%	-1%	1%
Grade 5		-6%	-3%
Grade 6			-5%
Grade 7			
Grade 8			

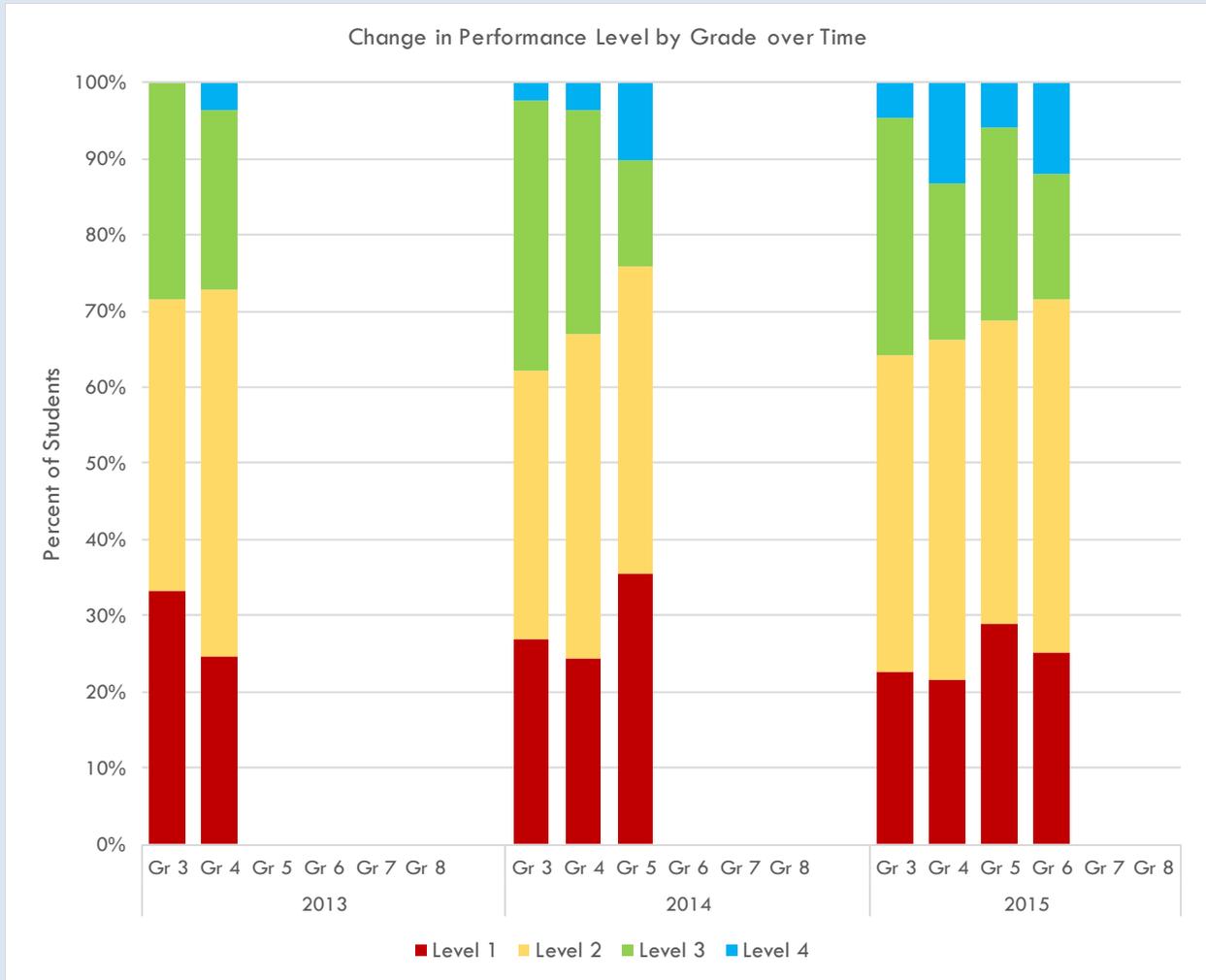
GRADE-LEVEL PROFICIENCY IN MATH

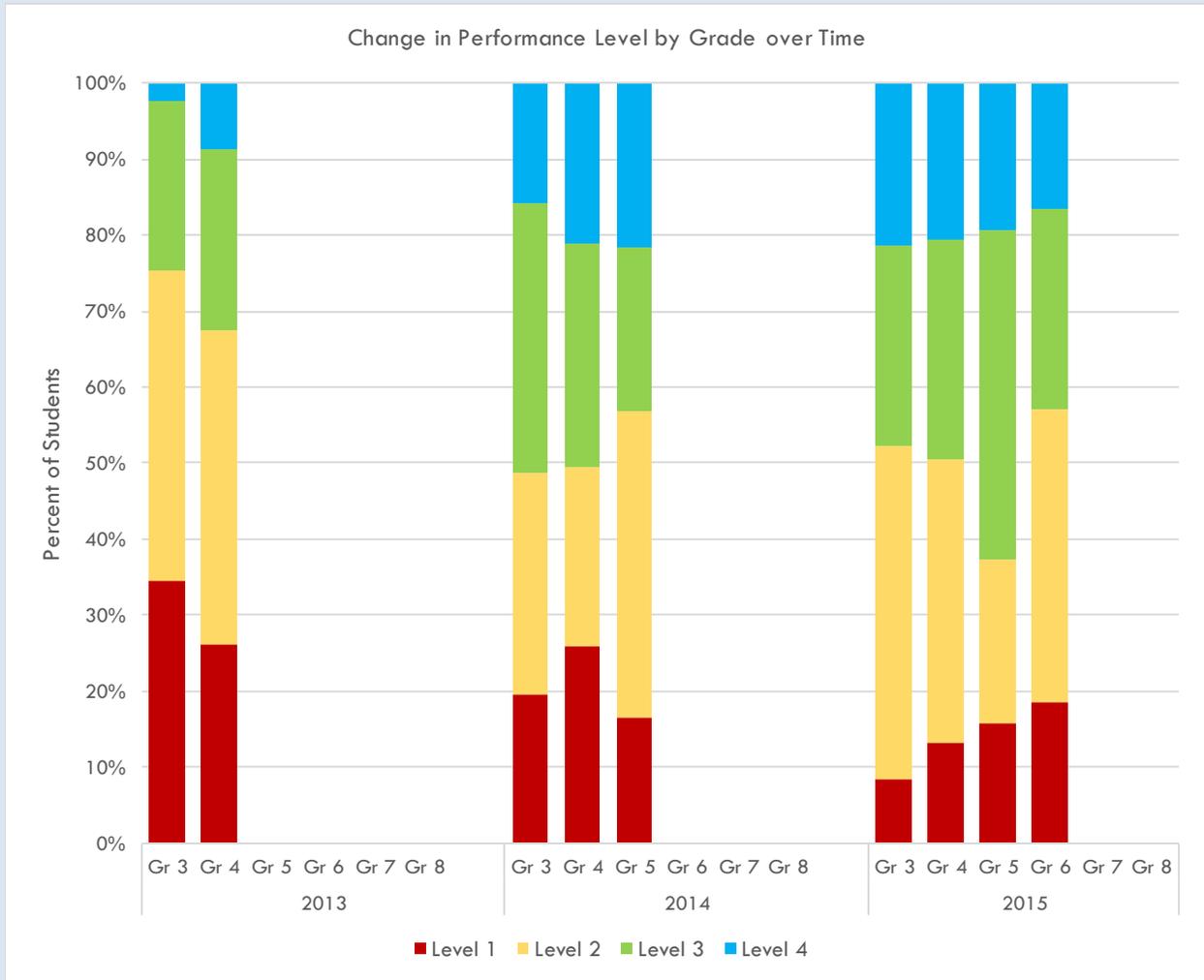
	2012-2013	2013-2014	2014-2015
Growing Up Green Charter School			
Grade 3	25%	51%	48%
Grade 4	33%	51%	49%
Grade 5		43%	63%
Grade 6			43%
Grade 7			
Grade 8			
DIFFERENCE FROM CSD			
Grade 3	-10%	9%	5%
Grade 4	-6%	7%	5%
Grade 5		2%	17%
Grade 6			-2%
Grade 7			
Grade 8			

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS





APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹⁰, the school achieved/met its goals as follows:

- Academic Goals:¹¹
 - 3 of 14 applicable academic charter goals in its most recent year
- Operational Goals:
 - 5 of 5 applicable operational charter goals in its most recent year
- Financial Goals:
 - 2 of 2 applicable financial charter goals in its most recent year

Charter Goals	2014-15
Academic Goals	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State ELA examination.
	Goal Not Met Grade 3 ELA: 35.1% Grade 4 ELA: 34.6% Grade 5 ELA: 31.5% Grade 6 ELA: 30.5% Average ELA: 33.0%
	Each year, the school's Aggregate Performance Index on the NYS ELA exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system.
	Results not available by 11/1/2015.
	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS ELA exam will be greater than the percent of all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE
	Goal Partially Met GUG Grade 3 ELA: 35.1%, CSD 30 Grade 3 ELA: 34.4% GUG Grade 4 ELA: 34.6%, CSD 30 Grade 4 ELA: 32.6% GUG Grade 5 ELA: 31.5%, CSD

¹⁰ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹¹ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

	<p>30 Grade 5 ELA: 34.4%</p> <p>GUG Grade 6 ELA: 30.5%, CSD 30 Grade 6 ELA: 33.6%</p> <p>GUG Average ELA: 33.0%, CSD 30 Average ELA : 34.5%</p>
<p>Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS ELA exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.</p>	<p>Goal Not Met</p> <p>Growth Goal 4th Grade ELA: 50%, 4th Grade ELA: 34.6%</p> <p>Growth Goal 5th Grade ELA: 44%, 5th Grade ELA: 31.5%</p> <p>Growth Goal 6th Grade ELA: 38%, 6th Grade ELA: 30.5%</p> <p>Average Growth Goal ELA: 44%, Average ELA: 32.2%</p>
<p>Each year, 75% of all students (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the NWEA MAP Reading test.</p>	<p>Goal Not Met</p> <p>51% of students in Grades 1-8 who were enrolled at GUGCS for at least two consecutive BEDS date performed at or above grade level.</p>
<p>Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's NWEA MAP Reading exam and an NCE of 50 for the current year's NWEA MAP exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's NWEA MAP Reading exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year</p>	<p>Goal Partially Met</p> <p>The Growth Goal on NWEA's reading test for Spring 2015 was 57% of students performing at or above grade level. 53% of students were performing at or above grade level.</p> <p>Grade 5 exceed growth goals set. Grade 5 students achieved 60% at or above grade level, while their goal was 58%</p>
<p>Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System.</p>	<p>Goal Partially Met</p> <p>69% of students Grades (K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates will performed at or above grade</p>

	<p>level on Fountas and Pinnell Benchmark Assessments.</p> <p>In Grade 1 83.8% of students who have been enrolled for at least two consecutive BEDS dates performed at or above grade level</p> <p>In Grade 2 85.1% of students who have been enrolled for at least two consecutive BEDS dates performed at or above grade level.</p>
<p>Each grade level of students (K-5) who remained in the school for the entire year will show at least 3 levels of growth on the Fountas & Pinnell Benchmark Assessment System between September and June of each school year</p>	<p>Goal Not Met</p> <p>54% of students K-5 who remained in the school for the entire year showed at least 3 levels of growth on the Fountas & Pinnell Benchmark Assessment System between September and June.</p>
<p>Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Mathematics examination.</p>	<p>Goal Not Met</p> <p>Grade 3 Math: 51.4% Grade 4 Math: 50.0% Grade 5 Math: 65.7% Grade 6 Math 43.1% School Average: 52.6%</p>
<p>Each year, the school's aggregate Performance Index on the NYS Math exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system.</p>	<p>Results not available by 11/1/2015.</p>
<p>Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS Math exam will be greater than the percent all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.</p>	<p>Goal Met</p> <p>GUG Grade 3 Math: 51.4%, CSD 30 Grade 3 Math: 43.0%</p> <p>GUG Grade 4 Math: 50.0%, CSD 30 Grade 4 Math: 44.3%</p> <p>GUG Grade 5 Math: 65.7%, CSD 30 Grade 5 Math: 45.8%</p> <p>GUG Grade 6 Math: 43.1%, CSD 30 Grade 6 Math: 44.6%</p> <p>GUG Math Average:</p>

	52.6%, CSD 30 Math Average: 42.4%
Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS Math exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	Goal Partially Met: Growth Goal 4th Grade Math: 60%, 4th Grade Math: 50.0% Growth Goal 5th Grade Math: 56.0%, 5th Grade Math: 65.7% Growth Goal 6th Grade Math: 54.0%, 6th Grade ELA: 43.1% Average Growth Goal Math: 56.7% Average Math: 52.6%
Each year, 75% of all students (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the NWEA MAP Math test.	Goal Partially Met 60% of students in Grades 1-8 who were enrolled at GUGCS for at least two consecutive BEDS date performed at or above grade level. 77% of Grade 2 students who were enrolled at GUGCS for at least two consecutive BEDS dates performed at or above grade level.
Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's NWEA MAP Math exam and an NCE of 50 for the current year's NWEA MAP exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's NWEA MAP Math exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.	Goal Partially Met The Growth Goal on NWEA's Math test for Spring 2015 was 64% of students performing at or above grade level. 60% of students were performing at or above grade level. Grade 5 exceed growth goals set. Grade 5 students achieved 72% at or above grade level, while their goal was 65%
Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders', who have been enrolled at the school on BEDS day for at least two	Goal Met 84% of students in 4th Grade achieved a level 3 or above on the New York State Science Test.

	consecutive years, performing at or above Level 3 on the New York State Science examination.	
	Throughout the course of the school's next charter term, GUGCS will show progress towards earning a score of B or better on the "Progress" section of the citywide Progress Report.	GUGCS achieved an Approaching Target on the Student Progress Section on the 2013-2014 NYCDOE School Quality Guide
	Each year, the school will make AYP in Math, ELA and Science and will be deemed in "Good Standing" on its NYSED Report Card.	Goal Met On the 2014 NYSED Report Card GUGCS made AYP for Math, ELA, and Science Tests and has been deemed in Good Standing
Operational Goals	Each year, the school will have an average daily student attendance rate of at least 95%.	Goal Met GUGCS had a daily attendance rate of 95%
	Each year, 95% of all students enrolled on the last day of the school year will return the following September.	Goal Met 96% of students are projected to return to GUGCS in September 2015.
	Each year, the school will comply will all applicable laws, rules, regulations and contract terms including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act.	Goal Met GUGCS has generally and substantially complied with all applicable laws, rules and regulations. The school's staff has been trained with respect to all applicable procedures and systems. The staff is empowered to identify and address any possible legal or compliance issues and report these matters to the Board or its counsel.
	Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.	Goal Met GUGCS has enlisted parents of English Language Learners (ELLs) to speak on our behalf at community organizations mentioning the services provided to ELLs. GUGCS has sent out marketing materials translated in the most common languages spoken in CSD 30 GUGCS had report cards and other important information

		translated for families that don't speak English.
	Per the charter agreement, each year, student enrollment will be at or within 15% below full enrollment as delineated in the approved renewal application. This will be measured each year by an analysis of student enrollment figures in ATS.	Goal Met GUGCS was fully enrolled in the 2014-2015 school year.
Financial Goals	Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Goal Met Monthly and weekly financial statements are prepared, analyzed by the Controller or Director of Accounting and then distributed to the school admin and board of directors. Year Ending June 30, 2015 Audited Financial Statement.
	Each year, the School will operate on a balanced budget[1] and maintain a stable cash flow.	Goal Met The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.

APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

GUGCS has made a good faith effort to meet the enrollment and retention targets set for it by the state. The school has yielded large numbers of applicants, a lengthy waiting list, and a diverse student body. Growing Up Green already has a positive presence in the community through partnerships and service learning activities. It has built over time a network of like-minded individuals, organizations and agencies, many of which work directly with at-risk youth and their families. Furthermore, the “green” aspects of the school are clearly described in marketing materials, presentations, and discussions with interested families. For students with disabilities, the school website and recruitment materials clearly describe the school’s inclusion model, special education services and staffing as well as counseling supports. Furthermore, our Director of Special Education participates in recruitment activities. In order to recruit English Language Learners, materials are translated, the ELL program is described, and the ELL Coordinator and teachers assist with recruitment. GUGCS also has bilingual staff to help families with the application process. The majority of students are eligible for free and reduced lunch and, having built a positive reputation in the community, word of mouth is particularly effective in attracting these students to our school. GUGCS makes it clear that the school is free and provides support services and extra-curricular opportunities to all students, regardless of need and income. Should the results of the random lottery not yield sufficient numbers to meet enrollment targets, the school’s board will consider adding at-risk preferences to its admissions policy with the permission of its authorizer. Regarding retention, GUGCS has a track record of strong student retention; any student leaving the school is primarily due to family relocation. The school has achieved this success by developing a close, supportive community among students, staff and families through regular communication and events such as orientations, family workshops, conferences, celebrations and performances. Moreover, the school retains students classified with disabilities through the scope of services it offers to serve a variety of student needs. For example, GUGCS provides an ICT class on each grade and special education services, such as speech and language therapy, occupational therapy, hearing services, counseling, and physical therapy. The ELL Coordinator and ELL teachers support limited English proficient students through immersion techniques direct instruction, and the use of the SIOP model. GUGCS is a school where students and their families are known well by the faculty and staff and students do not fall through the cracks. The school also work closely with community organizations to ensure families have the supports they need so their children can succeed

APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.