



Entry 3 Progress Toward Goals

Created: 07/05/2017 • Last updated: 11/01/2017

PROGRESS TOWARD CHARTER GOALS

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
		<p>New York State Testing Program</p> <p>Overall, students in Grades 3-8 who had been enrolled at the school on BEDS day for at least two consecutive years achieved 49.17% proficiency on the New York State ELA Exam in 2016 while they achieved 46.60% proficiency on the New York State ELA Exam in 2017.</p> <p>While this goal was not met, the number of students enrolled for at least 2 BEDS dates scoring at or above a Level 3 did increase in Grades 4, 5, and 7. In Grade 4, 50.00% of our students scored at or</p>		<p>Analyze the data from ELA State Exams to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Humanities/ELA classes/blocks based on what worked well last year and what needs improvement in order to better</p>
	Throughout the			

Academic Goal 1	<p>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.</p>	<p>above a Level 3 on the NYS ELA Exam in 2016 while 53.75% scored at or above a Level 3 in 2017. In Grade 5, 49.40% of our students scored at or above a Level 3 on the NYS ELA Exam in 2016 while 51.85% scored at or above a Level 3 in 2017. In Grade 7, 43.37% of our students scored at or above a Level 3 on the NYS ELA Exam in 2016 while 47.83% scored at or above a Level 3 in 2017.</p> <p>In Grade 3, 53.85% of our students scored at or above a Level 3 on the NYS ELA Exam in 2016 while 48.19% scored at or above a Level 3 in 2017. In Grade 6, 49.23% of our students scored at or above a Level 3 on the NYS ELA Exam in 2016 while 25.45% scored at or above a Level 3 in 2017.</p> <p>There is no year-to-year Grade 8 comparison available because it was the first year our school had an 8th grade cohort.</p>	Not Met	<p>meet needs of all learners.</p> <p>Add into teachers schedules designated guided reading blocks of time (Elementary School).</p> <p>Build in more phonics and small group instruction (Elementary School).</p> <p>Emphasize student based learning through small group and center work (Elementary School).</p> <p>Move IR (Independent Reading block) to morning time and increase time to 25 minutes in order to increase daily reading time for all students (Middle School).</p>
Academic Goal 2	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.	New York State Education Department Report Card		Results not available by November 1st.

Academic Goal 3	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 FastBridge Reading test.	<p>FastBridge Learning - aReading assessment</p> <p>In Spring 2017, 56.39% of students in Grades 1-8 who were enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level. However, we did make progress towards reaching this goal this year. In Spring 2016, 51.29% met this benchmark.</p>	Not Met	<p>Analyze the data to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Humanities/ELA classes/blocks based on what worked well last year and what needs improvement in order to better meet needs of all learners.</p> <p>Add into teachers schedules designated guided reading blocks of time (Elementary School).</p> <p>Build in more phonics and small group instruction (Elementary School).</p> <p>Emphasize student based learning through small group and center work (Elementary School).</p> <p>Move IR (Independent Reading block) to morning time and increase time to 25 minutes in order to increase daily reading time for all students (Middle School).</p>
Academ	Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive	<p>Fountas and Pinnell Benchmark Assessment System</p> <p>59% of students (Grades K-5) who have been enrolled in</p>		<p>Add into teachers schedules designated guided reading blocks of time.</p> <p>Build in more phonics and small group</p>

ic Goal 4	BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System.	GUGCS for at least two consecutive BEDS dates performed at or above grade level on Fountas and Pinnell Benchmark Assessments.	Not Met	instruction (Elementary School). Emphasize student based learning through small group and center work (Elementary School).
Academ ic Goal	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	<p>New York State Testing Program</p> <p>Overall, students in Grades 3-8 who had been enrolled at the school on BEDS day for at least two consecutive years achieved 54.90% proficiency on the New York State Math Exam in 2016 while they achieved 47.88% proficiency on the New York State Math Exam in 2017. Please note that the 2017 percent proficient includes 8th grade students who took and passed the Algebra I Regents Exam instead of the New York State Mathematics examination.</p> <p>While this goal was not met, the number of students enrolled for at least 2 BEDS dates scoring at or above a Level 3 did increase in Grades 5 and 7. In Grade 5, 60.71% of our 2 year cohort students scored at or above a Level 3 on the NYS Math Exam in 2016 while 67.09% scored at or above a Level 3</p>	Not Met	<p>Analyze State Test data to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Math classes based on what worked well last year and what needs improvement in order to better</p>

5	for at least two consecutive years, performing at or above Level 3 on the New York State Mathematics examination.	<p>in 2017. In Grade 7, 31.33% of our 2 year cohort students scored at or above a Level 3 on the NYS Math Exam in 2016 while 41.43% scored at or above a Level 3 in 2017.</p> <p>In Grade 3, 61.54% of our 2 year cohort students scored at or above a Level 3 on the NYS Math Exam in 2016 while 48.19% scored at or above a Level 3 in 2017. In Grade 4, 64.00% of our 2 year cohort students scored at or above a Level 3 on the NYS Math Exam in 2016 while 57.50% scored at or above a Level 3 in 2017. In Grade 6, 56.92% of our 2 year cohort students scored at or above a Level 3 on the NYS Math Exam in 2016 while 36.36% scored at or above a Level 3 in 2017.</p> <p>There is no year-to-year Grade 8 comparison available because it was the first year our school had an 8th grade cohort.</p>		<p>meet needs of all learners.</p> <p>Provide math intervention and reteaching in small groups (during IR time) based on LFLB 6 Week Assessment data (Middle School).</p>
Academic Goal 6	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	New York State Education Department Report Card		Results not available by November 1st.

	system.			
Academic Goal 7	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 FastBridge Math test.	<p>FastBridge Learning - aMath assessment</p> <p>In Spring 2017, 51.93% of students in Grades 1-8 who were enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level. However, we did make progress towards reaching this goal this year. In Spring 2016, 39.70% of students met this benchmark.</p>	Not Met	<p>Analyze the data to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Math classes based on what worked well last year and what needs improvement in order to better meet needs of all learners.</p> <p>Provide math intervention and reteaching in small groups (during IR time) based on LFLB 6 Week Assessment data (Middle School).</p>
Academic Goal 8	Each year, 50% of all Grade 8 students who took integrated Algebra in Grade 8 and were enrolled in GUGCS for at least two consecutive BEDS dates, will pass the Integrated Algebra I New York State Regents Exam with at least a score of 70%.	<p>New York State Regents Exam - Algebra I</p> <p>95.65% of our 8th grade students enrolled for at least two consecutive BEDS dates who took the Algebra I Regents exam passed with a score of at least 70%.</p>	Met	

2. Do have more academic goals to add? Yes

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
		4th Grade - New York State Testing		

Academic Goal 9	<p>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 consecutive years, performing at or above Level 3 on the New York State Science examination.</p>	<p>Program</p> <p>87% of our 4th grade students who had been enrolled for at least two consecutive BEDS dates passed the New York State Science examination, performing at a Level 3 or above.</p> <p>8th Grade - New York State Regents Exam - Living Environment</p> <p>All our 8th grade students took the Living Environment Regents instead of the 8th Grade Science Exam. 79.01% of our 8th grade students who had been enrolled for at least two consecutive BEDS dates passed the Living Environment Regents exam.</p>	Met	
Academic Goal 10	<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 ELA exam will be greater than the percent of all students in CSD 30 in the same tested grade who perform at</p>	<p>New York State Testing Program</p> <p>The percent of all tested students in Grades 3-5 who performed at or above Level 3 on the NYS ELA exam was greater than the percent of all students in CSD 30 in the same tested graded level who performed at or above Level 3. In Grade 3, 49.43% of students at our school performed at a Level 3 or above, while 47.20% of CSD 30 students</p>	Met	

	<p>or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.</p>	<p>performed at or above a Level 3. In Grade 4, 51.76% of students at our school performed at a Level 3 or above, while 45.30% of CSD 30 students performed at or above a Level 3. In Grade 5, 50.00% of students at our school performed at a Level 3 or above, while 42.30% of CSD 30 students performed at or above a Level 3.</p>		
Academic Goal 11	<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 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.</p>	<p>New York State Testing Program</p> <p>Students in Grades 6-8 did not meet this goal this year. In Grade 6, 25.56% of students at our school performed at a Level 3 or above, while 42.30% of CSD 30 students performed at or above a Level 3. In Grade 7, 42.68% of students at our school performed at a Level 3 or above, while 50.80% of CSD 30 students performed at or above a Level 3. In Grade 8, 51.85% of students at our school performed at a Level 3 or above, while 57.40% of CSD 30 students performed at or above a Level 3.</p>	Not Met	<p>Analyze the data from ELA State Exams to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Humanities/ELA classes/blocks based on what worked well last year and what needs improvement in order to better meet needs of all learners.</p> <p>Move IR (Independent Reading block) to morning time and increase time to 25 minutes in order to increase daily reading time for all students at our Middle School.</p>
		<p>New York State Testing Program</p> <p>The percent of all</p>		

Academic Goal 12	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.	tested students in Grades 4 and 5 who performed at or above Level 3 on the NYS Math exam was greater than the percent of all students in CSD 30 in the same tested graded level who performed at or above Level 3. In Grade 4, 55.81% of students at our school performed at a Level 3 or above, while 43.60% of CSD 30 students performed at or above a Level 3. In Grade 5, 64.29% of students at our school performed at a Level 3 or above, while 47.20% of CSD 30 students performed at or above a Level 3.	Met	
Academic Goal	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	<p>New York State Testing Program</p> <p>Students in Grades 3, 6, 7, and 8 did not meet this goal this year. In Grade 3, 48.28% of students at our school performed at a Level 3 or above, while 49.40% of CSD 30 students performed at or above a Level 3. In Grade 6, 34.44% of students at our school performed at a Level 3 or above, while 48.40% of CSD 30 students performed at or above a Level 3. In Grade 7, 35.71% of students at our</p>	Not Met	<p>Analyze State Test data to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Math classes based on what worked well last year and what needs improvement</p>

13	<p>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>school performed at a Level 3 or above, while 43.50% of CSD 30 students performed at or above a Level 3. In Grade 8, 10.71% of students at our school performed at a Level 3 or above, while 36.80% of CSD 30 students performed at or above a Level 3. It is important to note that the Grade 8 data excludes 24 of our students with strongest mathematical ability who took the Algebra I Regents exam instead of the NY State Math Exam.</p>		<p>in order to better meet needs of all learners.</p> <p>Provide math intervention and reteaching in small groups (during IR time) based on LFLB 6 Week Assessment data (Middle School).</p>
Academic Goal 14	<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</p>	<p>New York State Testing Program</p> <p>Our 8th grade cohort exceeded the growth goal of 51.28% by achieving 52.50% proficiency on the NYS ELA exam.</p> <p>Grade 3 students did not have a growth goal because it was their first year taking the ELA State Exam.</p>	Met	

	demonstrate some growth (above 75 percent) in the current year.			
Academic Goal 15	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>New York State Testing Program</p> <p>Students in Grades 4-7 did not meet this goal this year. Our 4th grade cohort had a growth goal of 59.14%, but achieved 53.75% proficiency. Our 5th grade cohort grew from 50.00% to 51.85%, but did not reach their growth goal of 56.25% proficiency. Our 6th grade cohort had a growth goal of 55.80%, but achieved 25.45% proficiency. Our 7th grade cohort had a growth goal of 55.92%, but achieved 47.83% proficiency.</p>	Not Met	<p>Analyze the data from ELA State Exams to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Humanities/ELA classes/blocks based on what worked well last year and what needs improvement in order to better meet needs of all learners.</p> <p>Move IR (Independent Reading block) to morning time and increase time to 25 minutes in order to increase daily reading time for all students at our Middle School.</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	<p>FastBridge Learning - aReading assessment</p> <p>All grades (3-8) except Grade 4 met or exceeded their growth goal.</p> <p>Students in grade 3 had an average NCE of 53.00, surpassing their growth goal of 49.82. Students in grade 5 had an average NCE of</p>		

Academic Goal 16	FastBridge Reading exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Reading exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.	59.83, surpassing their prior year's average NCE of 53.40. Students in grade 6 had an average NCE of 47.62, surpassing their growth goal of 44.90. Students in grade 7 had an average NCE of 50.76, surpassing their growth goal of 48.98. Students in grade 8 had an average NCE of 61.28, surpassing their prior year's average NCE of 54.94.	Met	
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3. Do have more academic goals to add? Yes

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 17	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 FastBridge Reading exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort	FastBridge Learning - aReading assessment Grade 4 students still exceeded an NCE of 50, and only dropped in average NCE by 0.07.	Not Met	Analyze the data to determine what standards have trends that show students are not mastering them. Modify our curriculum to meet those needs. Add into teachers schedules designated guided reading blocks of time (Elementary School). Build in more phonics and small group

	exceeded an NCE of 50 on the previous year's FastBridge Reading exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.			instruction (Elementary School). Emphasize student based learning through small group and center work (Elementary School).
Academic Goal 18	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 and Pinnell Benchmark Assessment System between September and June of each school year.	<p>Fountas and Pinnell Benchmark Assessment System</p> <p>Each grade level of students K-3 who remained in the school for the entire year showed at least 3 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June.</p> <p>Students in Kindergarten grew an average of 3.05 levels. Students in grade 1 grew an average of 4.96 levels. Students in grade 2 grew an average of 3.86 levels, and students in grade 3 grew an average of 3.61 levels.</p>	Met	
		<p>Fountas and Pinnell Benchmark Assessment System</p> <p>Students in grade 4 and 5 did not make an average of at least 3 levels of growth.</p> <p>Students in grade 4</p>		

Academic Goal 19	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 and Pinnell Benchmark Assessment System between September and June of each school year.	<p>averaged 2.39 levels of growth and students and grade 5 averaged 2.51 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June.</p> <p>This is not met (yearly) because the growth that is expected of student in grades 4 and 5 spans fewer reading levels than in K-3. In order to have this number show all growing 3 levels, we would need to cap the level that we test students on prior to joining 4th and 5th grade. Students who are above level and don't show 3 levels of growth do not show a deficiency.</p>	Not Met	<p>Add into teachers schedules designated guided reading blocks of time (Elementary School).</p> <p>Build in more phonics and small group instruction (Elementary School).</p> <p>Emphasize student based learning through small group and center work (Elementary School).</p>
Academic Goal 20	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	<p>New York State Testing Program</p> <p>Our 5th grade cohort exceeded the growth goal of 66.75% by achieving 67.09% proficiency on the NYS Math exam.</p> <p>Grade 3 students did not have a growth goal because it was their first year taking</p>	Met	

	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.	the Math State Exam.		
Academic Goal 21	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.	<p>New York State Testing Program</p> <p>Grades 4, 6, 7, and 8 did not meet this goal. Our 4th grade cohort had a growth goal of 64.91%, but achieved 57.50% proficiency. Our 6th grade cohort had a growth goal of 64.28%, but achieved 36.36% proficiency. Our 7th grade cohort had a growth goal of 61.44%, but achieved 41.43% proficiency. Our 8th grade cohort had a growth goal of 42.25%, but achieved 10.71% proficiency. It is important to note that the Grade 8 data excludes 24 of our students with strongest mathematical ability who took the Algebra I Regents exam instead of the NY State Math Exam.</p>	Not Met	<p>Analyze the data to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Math classes based on what worked well last year and what needs improvement in order to better meet needs of all learners.</p> <p>Provide math intervention and reteaching in small groups (during IR time) based on LFLB 6 Week Assessment data (Middle School).</p>
	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the	FastBridge Learning - aMath assessment		

Academic Goal 22	<p>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 FastBridge Math exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Math exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.</p>	<p>Grades 3 and 4 did not meet their growth goal.</p> <p>Students in Grade 3 grew from an average NCE of 40.53 in Spring 2016 to an average NCE of 41.70 in Spring 2017, but did not reach their growth goal of 42.90.</p> <p>Students in Grade 4 had an average NCE of 51.26 in Spring 2016, and an average NCE of 45.00 in Spring 2017.</p>	Not Met	<p>Analyze the data to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Math classes based on what worked well last year and what needs improvement in order to better meet needs of all learners.</p>
Academic Goal 23	<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 FastBridge Math exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Math exam, the grade level cohort is expected to demonstrate some</p>	<p>FastBridge Learning - aMath assessment</p> <p>Grades 5-8 met or exceeded their growth goal. Grade 5 students had a growth goal of 39.16, and had an actual average NCE of 51.36. Grade 6 students had a growth goal of 37.03, and had an actual average NCE of 46.38. Grade 7 students had a growth goal of 48.15, and had an actual average NCE of 55.54. Grade 8 students had a growth goal of 42.82, and had an actual average NCE of</p>	Met	

	growth above an average NCE score of 50 in the current year.	54.30.		
Academic Goal 24	Each year, the school will make AYP in Math, ELA and Science and will be deemed in "Good Standing" on its NYSED Report Card.	New York State Education Department Report Card		Results not available by November 1st.
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				

4. ORGANIZATIONAL GOALS

2016-17 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
		This will be measured by the school and reported data from an attendance tracking system such as ATS. The figure will		

Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95%.	<p>be calculated by: sum of the total number of days absent for each child in the school total number of possible school days times (total number of students).</p> <p>This year our average daily attendance rate was 97.1%.</p>	Met	
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year will return the following September.	<p>Enrollment Information</p> <p>Even with the ES to MS transition 95.5% of our students are returning in August.</p>	Met	
Org Goal 3	Each year, the school will comply with 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.	Board Policies and Meetings	Met	
				We have established partnerships with

Org Goal 4	<p>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</p>	<p>Enrollment and Retention Marketing</p> <p>Our percentage of students eligible for free or reduced price lunch was below the district average this year.</p>	<p>Not Met</p>	<p>a variety of local community-based organizations, religious institutions, and community centers all located steps from the Queensbridge, Ravenswood, and Astoria Houses.</p> <p>In the coming year, we plan to make the following pre-lottery outreach efforts at these organizations and centers to increase our enrollment of free and reduced price lunch eligible students:</p> <ul style="list-style-type: none"> -Attend community events and fairs to recruit students to apply for our school. -Distribute flyers and applications in the lobby/reception areas at each location. -Make in-person connections between school leadership and directors at each organization. <p>Growing Up Green has led open-house multilingual recruitment events in many of these locations, providing detailed information on the</p>
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	<p>eligible applicants for the free and reduced price lunch program.</p>			<p>school and explain steps involved in the application process.</p> <p>Moving forward, GUGCS is requesting a change in its enrollment policy to allow lottery weighting for low income students living within District 30. In the New York City Housing Authority's Queensbridge Houses alone, this additional application weight would provide a greater chance for access to our school for nearly 7,000 low-income residents. Similarly, in NYCHA's Ravenswood, Astoria, and Woodside Houses combined, an additional 10,000 low-income resident families would be eligible for weighted applications in the school's lottery.</p>
Org Goal 5	<p>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</p>	<p>Enrollment Information</p>	<p>Met</p>	

	each year by an analysis of student enrollment figures in ATS.			
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5. Do you have more organizational goals to add? Yes

2016-17 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 6	Each year, the School will make progress towards meeting or surpassing the New York City averages in positive student, parent, and teacher responses in all areas of the survey including rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties, and trust.	NYC School Survey	Met	
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

2016-17 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent Financial Audit Findings Interim Audit Year Ending June 30, 2017 was completed with results that showed an unqualified opinion and no major findings.	Met	
Financial Goal 2	Each year, the School will operate on a balanced budget and maintain a stable cash flow.	Monthly and weekly financial statements are prepared, analyzed by the Director of Finance & Personnel and then distributed to the school administration and board of directors 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.	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				