



Entry 3 Progress Toward Goals

Created: 06/26/2018 • Last updated: 10/25/2018

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	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.	New York State Testing Program Overall, students in Grades 3-8 who had been enrolled at the school on BEDS day for at least two consecutive years achieved 46.60% proficiency on the New York State ELA Exam in 2017 while they achieved 52.34% proficiency on the New York State ELA Exam in 2018, thus demonstrating strong progress towards our goal of achieving 75 percent proficiency.	Met	
Academic Goal	Each year, the school's Aggregate Performance Index on the NYS ELA exam will meet the Annual	New York State Education		Results not available

2	Measurable Objective set forth in the NYS NCLB accountability system.	Department Report Card		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 2018, 55.21% of students in Grades 1-8 who were enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level.</p>	Not Met	<p>Orton-Gillingham small group instruction for students with IEPs in K-2.</p> <p>Read 180 at ES for 4th and 5th grade; created classes based on that need so students can be pulled out for 90 minutes.</p> <p>All Read 180 classes taught by veteran teachers at ES and MS.</p> <p>Added 3 learning specialists to MS.</p> <p>All 4 sections of 7th ELA co-taught at MS.</p> <p>Continuing independent reading block at MS so that students can be pulled for intervention without missing instruction.</p>
Academic Goal 4	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>Fountas and Pinnell Benchmark Assessment System</p> <p>Exactly 75% of students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level on Fountas and Pinnell Benchmark</p>	Met	

		Assessments.		
Academic Goal 5	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>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 47.88% proficiency on the New York State Math Exam in 2017 while they achieved 54.24% proficiency on the New York State Math Exam in 2018, thus demonstrating strong progress towards our goal of achieving 75 percent proficiency. Please note that the percent proficient includes 8th grade students who took and passed the Algebra I Regents Exam instead of the New York State Mathematics examination.</p>	Met	
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 system.	New York State Education Department Report Card		Results not available by November 1st.
				Math 180 implemented for 6th, 7th, 8th graders during Independent Reading block (30 min per day) so students don't miss

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.	FastBridge Learning - aMath assessment In Spring 2018, 46.08% of students in Grades 1-8 who were enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level.	Not Met	instruction. Addition of 3 more learning specialists at MS. Continued professional development surrounding the relationship between data and implementing Common Core State Standards in instruction with teachers at ES. Dreambox implemented to all 6th grade classes to continue to build foundational skills while using a workshop model.
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%.	New York State Regents Exam - Algebra I 88% 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 a 70.	Met	

2. Do have more academic goals to add? Yes

2017-18 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		

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>State Testing 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. 75% 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 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>The percent of all tested students in Grade 4 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 4, 59.30% of students at our school performed at a Level 3 or above, while 57.40% of CSD</p>	Met	

		30 students performed at a Level 3 or above.		
Academic Goal 11	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>New York State Testing Program</p> <p>Students in Grade 3 and Grades 5-8 did not meet this goal this year. In Grade 3, 55.68% of students at our school performed at a Level 3 or above, while 56.50% of CSD 30 students performed at or above a Level 3. In Grade 5, 39.77% of students at our school performed at a Level 3 or above, while 45.40% of CSD 30 students performed at or above a Level 3. In Grade 6, 46.88% of students at our school performed at a Level 3 or above, while 60.00% of CSD 30 students performed at or above a Level 3. In Grade 7, 42.22% of students at our school performed at a Level 3 or above, while 53.40% of CSD 30 students performed at or above a Level 3. In Grade 8, 54.43% of students at our school performed at a Level 3 or above, while 59.50% of CSD 30 students performed at or above a Level 3.</p>	Not Met	<p>Orton-Gillingham small group instruction for students with IEPs in K-2.</p> <p>Read 180 at ES for 4th and 5th grade; created classes based on that need so students can be pulled out for 90 minutes.</p> <p>All Read 180 classes taught by veteran teachers at ES and MS.</p> <p>Added 3 learning specialists to MS.</p> <p>All 4 sections of 7th ELA co-taught at MS.</p> <p>Continuing independent reading block at MS so that students can be pulled for intervention without missing instruction.</p>
		New York State Testing Program		

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.	The percent of all tested students in Grades 3-5 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 3, 61.36% of students at our school performed at a Level 3 or above, while 57.40% of CSD 30 students performed at a Level 3 or above. In Grade 4, 58.14% of students at our school performed at a Level 3 or above, while 51.90% of CSD 30 students performed at a Level 3 or above. In Grade 5, 60.92% of students at our school performed at a Level 3 or above, while 44.70% of CSD 30 students performed at a Level 3 or above.	Met	
	Each year, the percent of all tested students in each grade level, 3rd-8th,	New York State Testing Program Students in Grades 6-8 did not meet this goal this year. In Grade 6, 47.92% of students at our school performed at a Level 3 or above, while 52.70% of CSD 30 students performed at or above a Level 3. In		Math 180 implemented for 6th, 7th, 8th graders during Independent

Academic Goal 13	<p>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>Grade 7, 42.22% of students at our school performed at a Level 3 or above, while 49.80% of CSD 30 students performed at or above a Level 3. In Grade 8, 12.96% of students at our school performed at a Level 3 or above, while 48.90% of CSD 30 students performed at or above a Level 3. It is important to note that the Grade 8 data excludes 25 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>Reading block (30 min per day) so students don't miss instruction.</p> <p>Addition of 3 more learning specialists at MS.</p> <p>Dreambox implemented to all 6th grade classes to continue to build foundational skills while using a workshop model.</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</p>	<p>New York State Testing Program</p> <p>Students in Grades 4, 6, and 7 met this goal this year. Our 4th grade cohort exceeded the growth goal of 54.89% by achieving 60.26% proficiency on the NYS ELA exam. Our 6th grade cohort exceeded the growth goal of 57.64% by achieving 59.32% proficiency on the NYS ELA exam. Our 7th grade cohort exceeded the growth goal of 37.84% by achieving 45.00% proficiency on the NYS ELA exam.</p>	Met	

	level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	Grade 3 students did not have a growth goal because it was their first year taking the ELA State Exam.		
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 5 and 8 did not meet this goal this year. Our 5th grade cohort had a growth goal of 59.06%, but achieved 44.16% proficiency. Our 8th grade cohort had a growth goal of 54.62%, but fell just short of that and achieved 53.95% proficiency.</p>	Not Met	<p>Orton-Gillingham small group instruction for students with IEPs in K-2.</p> <p>Read 180 at ES for 4th and 5th grade; created classes based on that need so students can be pulled out for 90 minutes.</p> <p>All Read 180 classes taught by veteran teachers at ES and MS.</p> <p>Added 3 learning specialists to MS.</p> <p>All 4 sections of 7th ELA co-taught at MS.</p> <p>Continuing independent reading block at MS so that students can be pulled for intervention without missing instruction.</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	<p>FastBridge Learning - aReading assessment</p> <p>All grades (3-8) except 3rd and 6th met this goal.</p> <p>Students in grade 4 had an average NCE of 55.38, surpassing their prior year's average NCE of 53.00. Students in grade 5 had an</p>		

Academic Goal 16	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 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.	average NCE of 56.99, surpassing their prior year's average NCE of 55.94. Students in grade 7 had an average NCE of 52.53, surpassing their growth goal of 48.22. Students in grade 8 had an average NCE of 59.82, surpassing their prior year's average NCE of 50.76. Moreover, the average NCE across grades 3-8 increased from 54.74 in Spring 2017 to 56.39 in Spring 2018.	Met	
------------------	--	---	-----	--

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

2017-18 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	<p>FastBridge Learning - aReading assessment</p> <p>Students in grades 3 and 6 did not reach this goal.</p> <p>Grade 3 students had an average NCE above 50, but dropped from an average NCE of 62.30 in Spring 2017 to 55.32 in Spring 2018. Grade 6</p>	Not Met	<p>Continuing to improve instruction in 6th grade and work on the transition to middle school.</p> <p>Grade 3 cohort will be receiving Read 180 instruction in 4th grade this year.</p> <p>All Read 180 classes taught by veteran teachers at ES and MS.</p> <p>Added 3 learning specialists to MS.</p>

	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.	students also had an average NCE above 50, but dropped slightly from an average NCE of 59.83 in Spring 2017 to 58.27 in Spring 2018.		All 4 sections of 7th ELA co-taught at MS. Continuing independent reading block at MS so that students can be pulled for intervention without missing instruction.
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.	Fountas and Pinnell Benchmark Assessment System 1st and 2nd grade students who remained in the school for the entire year showed an average of at least 3 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June. Students in grade 1 grew an average of 5.20 levels, and students in grade 2 grew an average of 3.26 levels.	Met	
Academ	Each grade level of students (K-5) who remained in the school for the entire year will show at least 3 levels of	Fountas and Pinnell Benchmark Assessment System Students in grades K, 3, 4 and 5 did not make an average of at least 3 levels of growth. Students in Kindergarten averaged 2.88 levels		Orton-Gillingham small group instruction for students with IEPs in K-2. Providing professional development for ES teachers administering F&P assessments. Imbedding literacy instruction in social studies content at ES, specifically focusing

ic Goal 19	growth on the Fountas and Pinnell Benchmark Assessment System between September and June of each school year.	of growth and grade 3 students averaged 2.86 levels of growth on the Fountas and Pinnell Benchmark between September and June. Grade 4 students made an average of 2.15 levels of growth, and in grade 5 an average of 2.31 levels of growth was made.	Not Met	<p>on inferencing and nonfiction reading skills.</p> <p>Read 180 at ES for 4th and 5th grade; created classes based on that need so students can be pulled out for 90 minutes.</p> <p>All Read 180 classes taught by veteran teachers at ES and MS.</p>
Academ ic 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 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>Students in Grades 4 and 5 met this goal this year. Our 4th grade cohort exceeded the growth goal of 54.89% by achieving 57.69% proficiency on the NYS Math exam. Our 5th grade cohort exceeded the growth goal of 61.88% by achieving 63.16% proficiency on the NYS Math exam.</p> <p>Grade 3 students did not have a growth goal because it was their first year taking the Math State Exam.</p>	Met	
	Each year, each 3rd through 8th grade-level cohort of	New York State Testing Program		

Academic Goal 21	<p>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>	<p>Students in Grades 6-8 did not meet this goal this year. Our 6th grade cohort had a growth goal of 69.07%, but achieved 59.32% proficiency. Our 7th grade cohort had a growth goal of 46.02%, but fell just short and achieved 45.00% proficiency. Our 8th grade cohort had a growth goal of 49.82%, but achieved 9.80% proficiency. It is important to note that the Grade 8 data excludes 25 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>Math 180 implemented for 6th, 7th, 8th graders during Independent Reading block (30 min per day) so students don't miss instruction.</p> <p>Addition of 3 more learning specialists at MS.</p> <p>Dreambox implemented to all 6th grade classes to continue to build foundational skills while using a workshop model.</p>
Academic Goal 22	<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</p>	<p>FastBridge Learning - aMath assessment</p> <p>Grades 6-8 met or exceeded their growth goal.</p> <p>Students in grade 6 had an average NCE of 52.31, surpassing their prior year's average NCE of 51.36. Students in grade 7 had an average NCE of 52.41, surpassing their growth goal of 47.29. Students in grade 8 had an average NCE of</p>	Met	

	Math exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.	59.19, surpassing their prior year's average NCE of 55.54.		
Academic Goal 23	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 growth above an average NCE score of 50 in the current year.	<p>FastBridge Learning - aMath assessment</p> <p>Students in grades 3-5 did not reach this goal.</p> <p>Grade 3 students dropped from an average NCE of 52.62 in Spring 2017 to 38.68 in Spring 2018. Grade 4 students dropped slightly from an average NCE of 41.70 in Spring 2017 to 40.92 in Spring 2018. Grade 5 students dropped from an average NCE of 45.00 in Spring 2017 to 39.15 in Spring 2018.</p>	Not Met	<p>Educating students about the purpose of different types of testing to ensure an optimal testing environment and reduce testing fatigue.</p> <p>Continued professional development surrounding the relationship between data and implementing Common Core State Standards in instruction with teachers at ES.</p>
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				
Academ				

ic Goal 26				
Academ ic Goal 27				
Academ ic Goal 28				
Academ ic Goal 29				
Academ ic Goal 30				
Academ ic Goal 31				
Academ ic Goal 32				
Academ ic Goal 33				
Academ ic Goal 34				
Academ ic Goal 35				
Academ ic Goal 36				
Academ ic Goal 37				
Academ ic Goal 38				
Academ ic Goal 39				
Academ				

ic Goal 40				
Academ ic Goal 41				
Academ ic Goal 42				
Academ ic Goal 43				
Academ ic Goal 44				
Academ ic Goal 45				

4. ORGANIZATIONAL GOALS

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95%.	<p>This will be measured by the school and reported data from an attendance tracking system such as ATS. The figure will 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>Average attendance for the 2017-2018 school</p>	Met	

		year was 95%.		
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year will return the following September.	Enrollment Information	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	
Org Goal 4	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	Enrollment and Retention Marketing	Met	

	eligible applicants for the free and reduced price lunch program.			
Org Goal 5	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.	Enrollment Information	Met	

5. Do you have more organizational goals to add?
Yes

2017-18 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

2017-18 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. A finding is “major” if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.	Independent Financial Audit Findings PKF O'Connor Davies, LLP conducted our Interim Audit for 2017-2018. It was a clean interim Audit which resulted in an unqualified opinion with no major findings. The final part of the Audit will take place end of August 2018 and we fully expect our goal to be met.	Met	
Financial Goal 2	Each year, the School will operate on a balanced budget and maintain a stable cash flow. A budget will be considered “balanced” if revenues equal or exceed expenditures.	Monthly and weekly financial statements are prepared, analyzed by the Director of Finance & Personnel and then distributed to the school admin and board of directors. Financials are all posted on our GUGCS website and indicate that our Goal for 2017-2018 was met.	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				