New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

Brooklyn Urban Garden Charter School

Renewal Site Visit Dates: November 17-18, 2021
Date of Report: April 13, 2022

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Brooklyn Urban Garden Charter School
Board Chair	Felice Ekelman, Jackie Piccolo (co-chairs)
District of location	NYC CSD 15
Opening Date	Fall 2013
Charter Terms	● Initial Charter: August 26, 2013 - June 30, 2018 ● First Renewal: July 1, 2018 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	Grades 6-8 / 300 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-8 / 300 students
Facilities	500 19th Street, Brooklyn, NY, 11215 – Private Space
Mission Statement	*The Brooklyn Urban Garden Charter School (BUGS) will be a vibrant learning community dedicated to stewardship of the environment and the inter-disciplinary study of the science of sustainability. Through explorations of real-world problems and challenges, BUGS graduates will gain: a deep knowledge in the core academic subjects; the problem-solving and critical thinking skills to succeed in high school, college, and the future workforce; and the ability to collaborate with others in an increasingly global society.*
Key Design Elements	● Education for Sustainability ● Rigorous and Engaging Academic Program ● Data Driven Climate ● Serving Students with Special Needs ● Technology Infusion
Requested Revisions	● To amend the school's organizational chart. ● To **remove** these key design elements: Education for Sustainability; Rigorous and engaging academic program; Data-driven climate; Focus on services for students with special needs; and Technology infusion and **add** the following key design elements: Inquiry-Based Study of the Science of Sustainability; Extended Time for Learning; A Positive and Inclusive School Climate; A Professional Learning Community;

[1] The information in this section was provided by the NYS Education Department Charter School Office.

	Authentic Assessments and Individualization; and Use of Technology. ● To amend the charter school's mission **from**: "The Brooklyn Urban Garden Charter School (BUGS) will be a vibrant learning community dedicated to the stewardship of the environment and the interdisciplinary study of the science of sustainability. Through explorations of real-world problems and challenges, BUGS graduates will gain a deep knowledge of the core academic subjects, the problem-solving and critical thinking skills to succeed in high school, college, and the future workforce, and the ability to collaborate with others in an increasingly global society." **to** "The mission of Brooklyn Urban Garden Charter School (BUGS) is to provide a hands-on, interdisciplinary education to young adolescents of all abilities and backgrounds, with a focus on real-world problem solving and the exploration of environmental, social, and economic sustainability. BUGS students will excel in the core academic subjects and become engaged community members who are critical thinkers prepared to achieve excellence in high school and beyond."

Noteworthy: Brooklyn Urban Garden Charter School (BUGS) demonstrates commitment and alignment to the pillars of sustainability that undergird its mission and vision. The Sustainability Competencies Framework is integrated across content areas and focuses students on applying creative approaches to real world challenges, particularly those related to the environment and surrounding community. Specifically, the school provides the opportunity for students to explore grade-wide learning themes and deeply engage in authentic project and problem-based learning through the lens of social justice. BUGS continues to develop its restorative practices model and provide holistic support for its students via The Collaborative for Academic, Social, and Emotional Learning (CASEL) and through its multiple partnerships with community-based organizations that are aligned with its core values.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at Laws, Regulations & Memos | New York State Education Department). Benchmark 1 allows for the use of longitudinal data. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the memo (See Monitoring Plan section).

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and Grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	300	300	300	300

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Proposed Enrollment	300	300	300	300	300

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to the Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program,

[2] This proposed chart was submitted by Brooklyn Urban Garden Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day remote renewal site visit was conducted at BUGS on 11/17/2021 and 11/18/2021 The CSO team conducted interviews with the board of trustees, school leadership team, special populations staff, school culture team, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents

The team conducted twelve remote classroom observations in K - Grade 8. The observations were approximately 20-25 minutes in length and conducted jointly with the school principal, sustainability manager, director of inclusion and the executive director. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the Renewal SV Protocol.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **2021 CSO Annual Survey of Charter School Parents/Guardians, Teachers, and Students Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's 2021 renewal application;**
- **School's 2020 Notices of Deficiency/Concern;**
- **Any supplementary evidence or data submitted to NYSED by the school;**
- **School's 2020-2021 End line and 2021-2022 Baseline Growth Data;**
- **School's 2021-2022 Dashboard: Enrollment, Attendance and Discipline (Month of September and October) and;**
- **Report from NYCDOE Committee on Special Education (CSE) 8.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from 11/17 to 11/18/2021 at BUGS, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2015 Charter School Performance Framework Rating[3]

	2015 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). **Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**	**Approaches**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Approaches**

[3] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

BUGS is in year nine of operation and serves students in Grades 6 to 8. During its current charter term, the school is rated in the following manner: meeting seven benchmarks and approaching three benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**:
  The school leader, executive director, board of trustees, and teachers all demonstrate commitment and alignment to pillars of sustainability that the school's mission and vision is based on. Throughout individual classrooms, lesson plans, and visible projects, there is clear evidence of interdisciplinary focus on authentic project and problem-based learning that includes a lens of social justice. The school demonstrates a strong pedagogical focus on interdisciplinary learning as evidenced by their charrettes, student projects, and focus on grade-wide learning themes. During the current charter term, the school has consistently maintained quality standards-based instruction built on a well-aligned, cohesive curriculum and driven by the school's founding principles. In addition, the school has an overall steady record of strong oversight and governance, stable school leadership, and a healthy professional climate.

  BUGS has also demonstrated its commitment to the consistent application of responsive classroom, restorative justice practices, "CARES values," and high levels of family engagement. The school has fostered productive community partnerships and collaborations with entities aligned with its mission and vision and has focused on sharing resources with the community it serves.

- **Summary of Areas in Need of Improvement**:
  BUGS received a Notice of Deficiency with Request for a Corrective Action Plan (CAP) from the NYSED CSO in February 2020 for failing to enroll a comparable percentage of English language learners (ELLs) when compared to the district of location, NYC CSD 15 and has more recently experienced low enrollment of economically disadvantaged (ED) students compared to the district of location, so will receive another notice in 2022 for enrollment deficiencies. BUGS submitted a student recruitment plan for SY 2021-2022 which focuses on supporting ELL/Spanish speaking families; but has not yet hired a dedicated English as a New Language (ENL)/ELL coordinator to oversee provision of services.

  In addition, in February 2020, the CSO issued BUGS a Notice of Deficiency with Request for a CAP for low academic performance in comparison to the district of location, based on SY 2018-2019 NYSTP 3-8 assessment data. Proficiency outcomes for all students and in some sub-group indicators were ten percentage points or more below the district. BUGS' school leaders have acknowledged the need for growth in this area, but also note being hampered by the unique challenges associated with educating students during the COVID-19 pandemic, including the lack of official and statistically relevant state data needed to gauge performance.

  As noted in BM 10, BUGS has had some instances of non-compliance with state laws and the provisions of its charter. When advised by the CSO that formal revision requests needed to be submitted for revisions previously implemented by the school and that the school believed were approved by the CSO, BUGS complied with the CSO's direction and submitted the formal revision requests.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Note: State assessments were not administered in the 2019-2020 school year and were administered under the COVID-19 constraints during the 2020-2021 school year. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory with regard to this benchmark has been consistent as an Approaches, due to poor results on NYSTP 3-8 Assessments in the first year of the renewal charter term (2018-2019) that are balanced by 46 percent mean trending toward proficiency for SY 2018-2019, as well as promising internal assessment results.

In terms of NYS assessment results, BUGS' current charter term runs from July 2018 to June 2022, and SY 2019-2020 academic proficiency data is not available, as no NYS assessments were conducted in 2020. BUGS reports in the BM 1 narrative submitted with its renewal application that the participation rate for state testing data in 2021 "was below 50 percent for the whole school overall," and reports that participation in both ELA and math by grade was as follows: 52 percent in Grade 6, 54 percent in Grade 7 and 28 percent in Grade 8.

In February 2020, the CSO issued BUGS a Notice of Deficiency with Request for a CAP for low academic performance in comparison to NYC CSD 15, the district of location. According to proficiency data from the 2018-2019 NYSTP 3-8 Assessments, BUGS' "all students" ELA proficiency and math outcomes were 17 and 14 percentage points below NYC CSD 15, respectively. In addition, SWD math and ED student math and ELA proficiency outcomes were ten percentage points or more below the district. On a positive note, for that same year ELLs performed well, at eight percentage points above the district of location in ELA and two percentage points above the district of location in math.

See Attachment 1 for data tables and additional academic information

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. *Curriculum*	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between Grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. *Instruction*	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. *Assessment and Program Evaluation*	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. *Supports for Diverse Learners*	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Middle School:

The following is excerpted from BUGS' charter renewal application:

- The mission and design of the school call for an emphasis on the interdisciplinary study of sustainability. Teachers meet weekly to find connections among their content areas and identify connections to the grade-level sustainability themes.
- Interdisciplinary projects are completed by each grade, incorporating concepts of sustainability that prompt students' critical thinking, engage their interests, and apply their understanding of core subject content to real-world problems.

- BUGS teachers use different co-teaching models to maximize engagement as well as academic rigor. In "station teaching," students are split into small groups and visit different stations for instruction. In "alternative teaching," one teacher works with a small group while the other instructs the remainder of the class.
- BUGS teachers follow the Understanding by Design, Backwards Planning method. Units of study are created during the summer curriculum development week and revised throughout the year based on student performance.
- All BUGS teachers use a lesson plan template based on the Teachers College Reading and Writing Program (TCRWP). The template includes a lesson objective, a mini-lesson, group and or individual practice, and an opportunity for sharing with peers.
- BUGS has recently changed its grading system to focus on standards-based grading. Assignments are aligned to both the NYS NGLS and interdisciplinary sustainability standards.
- BUGS uses MasteryConnect, STAR Reading, NWEA-MAP (math) and TCRWP to track student growth across skills and content mastery. This information is used to support strategic grouping.

Academic Program for SWDs and ELLs:

The following is excerpted from BUGS' charter renewal application:

- SWDS and ELLs:
  - The school provides integrated co-teaching (ICT) support through an inclusion model. In their ICT sections, teachers use diverse co-teaching models, including station teaching, team teaching, and parallel teaching.
- SWDs:
  - SWD take the same core academic classes and are given additional in-class support through small group or guided reading in the content area, out-of-class support through one on one targeted assistance sessions, accommodations, and/or modifications to enable them to better meet individual and curricular learning goals.
  - Outside of the classroom, BUGS includes several positions dedicated to supporting SWD, ELL, ED, and other struggling students. These include the School Counselor, Social Worker, Speech Pathologist, and Inclusion Coordinator.
- ELLs:
  - ELLs receive support to develop their communication and reading skills through ELL teachers and teacher assistants, small group and guided reading group instruction in the content areas, and curricular supports such as audio books and computer adapted reading resources that support content learning in addition to English language acquisition.

Summative Evidence for Benchmark 2:

Note: In the Spring of 2021 NYSED instituted a Local Assessment Plan. The Local Assessment Plan is designed to help charter schools demonstrate academic progress and growth. The NYSED CSO is implementing a local assessment plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. More details regarding this initiative can be found in the NYSED Local Assessment Plan memo. Local assessment data will be shared starting in the 2021-2022 school year.

Over this charter term, the trajectory with regard to this benchmark has been consistent as a Meets, due to the consistent application of data-driven, standards-based instruction built on a well-aligned, cohesive curriculum.

1. Element: ***Curriculum***:

- **Indicator a:** BUGS' social studies and science teachers create their own curriculum. As reported by the school leadership and teacher focus groups, BUGS' in-house curriculum is based on NYS NGLS, and humanities teachers utilize TCRWP to support developing student content and skill. Teachers report using the TCRWP curriculum alongside in-house problem-based learning and sustainability curricula to support their interdisciplinary practices in sustainability. Math teachers utilize Math in Focus to support growth of math content and skills. BUGS uses and creates academic and advisory curriculum that includes their Sustainability Competencies Framework, which integrates across content areas and focuses students on using creative approaches to real world challenges. Many of the school's interdisciplinary projects form multi-staged charrettes in which students present to the community their creative solutions to design problems posed within their curriculum.
- **Indicator b:** According to the BUGS organizational chart and the leadership focus group, BUGS has five department chairs who provide in-depth review and support of lesson plans. It was reported in both the teacher and leadership focus groups and evidenced in debriefs of classroom observations that the director of sustainability and science supports teacher planning and implementation of the school's sustainability program. School leaders noted in the focus group that lesson plans include mild/medium/spicy questions to support differentiation for students. It was recommended by the teacher focus group that teachers receive more and differentiated professional development (PD) on building mini-lessons and on building more effective ELL supports into their lesson plans. Additionally, those in the leadership focus group reported that three out of four co-planned, weekly lesson plans must have a sustainability focus to support the school's mission and vision.
- **Indicator c:** Teachers in their focus group confirmed that they are able to use at least four collaborative meetings (examples include co-planning meeting and grade level meetings) throughout the year in addition to summer planning time to support vertical and horizontal alignment of their curriculum. Their work is supported by lead teachers as well as their department chairs and the director of sustainability and science. According to the CSO 2021 Teacher Survey (33 of 38 responded; 87 percent), 90 percent of the 33 teachers who responded agree the curriculum is aligned horizontally across grade levels, and 85 percent of responding teachers agree that their curriculum is aligned vertically among grade levels. This was also substantiated in the teacher focus group as a core thread in their PD work through the school year.
- **Indicator d:** Teachers in their focus group reported that to support differentiation and build reading interest and skill, the school provides both leveled book clubs and high value, high interest books inside classroom libraries. This was also evidenced within classroom observations, as many students in each class were seen to have their chosen texts on or under their desks. When asked, students reported receiving the texts from the school's library. The school's teachers and leadership also report strategic grouping and a focus on interventions for students who are performing in the NYS Level 2 range. To further support differentiation and student groups, the school literacy specialist works with teachers on vocabulary support in lesson planning as well as during grade team meetings. The special populations focus group reports using Learning Ally to provide audio books and highlighted text. The school does not have an ELL coordinator due to the

small size of their ELL population. However, their teachers report that they would like more professional development in serving their ELL population.

- **Indicator e:** The leadership and teacher focus groups both report yearly, ongoing work to update and revise their curriculum to support vertical and horizontal alignment, as well as stronger integration of project-based learning and interdisciplinary strategies. Specifically, teachers note that both aspects have grown substantially over the past four years.

2. **Element: *Instruction*:**
   - **Indicator a:** According to the CSO 2021 Teacher Survey, 90 percent of responding teachers believe that the school staff has a shared understanding of high-quality instruction that supports all learners. However, 94 percent of teachers agree or strongly agree that the curriculum and corresponding materials are differentiated for all students to build mastery. Eighty-eight percent of teachers agree or strongly agree that the school's curriculum is horizontally aligned across grade levels, and 81 percent agree or strongly agree that the curriculum is vertically aligned. Ninety-one percent of the teachers agree or somewhat agree that the school has a documented curriculum that is aligned to NYS NGLS. Teachers reported during the focus group that they do receive training in building aligned curriculum and will be using group planning and PD time to further improve curriculum alignment and lesson improvement across all levels and content areas.
   - **Indicator b:** CSO team members observed differentiation in the use of strategically-formed student groups, the ability to use Chromebooks or handwriting-based notes, and the use of technology to visualize physics concepts. Each classroom incorporated the ability for students to discuss and model their learning versus being wholly teacher focused. The CSO team was able to confirm that teachers were using their ICT models as expected given the areas of pedagogical focus for the sets of teachers. Based on the CSO 2021 Teacher Survey, 94 percent of responding teachers agreed or strongly agreed that their instructional delivery fosters engagement with all students. During CSO observations, students were provided multiple opportunities to engage with the co-teaching pair and with each other. Teachers provided small group activities that were hands-on and mentally engaging such as math games during group practice to understand coordinate plane, the creation and sharing of comic strips in Spanish class, and labs to carry out experimental design in biology and physics classes.

3. **Element: *Assessment and Program Evaluation*:**
   - **Indicator a:** BUGS uses a plethora of qualitative and quantitative data to inform both teacher and student support to achieve educational outcomes. The school uses TCRWP assessments to track ELA progress within that curriculum. Additionally, the school uses STAR assessments to ascertain student benchmarks in ELA. According to the BM 1 narrative submitted with BUGS' renewal application, using STAR assessments and analyzing growth between base and end line data, the school was able to determine that the percentage of students scoring at or above proficient increased by 25 percentage points, compared to data from the 2018 SY. In math, the school used the NWEA-MAP math assessment. However, given the changes in third party math assessments over school years, and the impact of COVID 19 pandemic, the growth data will be a stronger marker over subsequent years for comparison purposes.
   - **Indicator b:** BUGS stated in its BM 1 narrative: "In order to chart academic progress throughout the 2020-2021 SY, we have utilized STAR reading as our interim assessment for reading and NWEA-MAP for math" but noted that the validity of these results may have been affected by inconsistent testing conditions and disruptions to instruction, both due to the COVID-19 pandemic. Despite this, in their BM 1 narrative they note as strengths:

- [All] students' proficiency increased over the charter term in math, as demonstrated by a 10 percentage points increase in the number of students scoring at or above grade level on the BUGS interim math assessment.
- The 2021 graduating cohort increased reading proficiency by 33 percentage points, as measured by the STAR Reading assessment, from 20 percent when they entered in 6th Grade to 53 percent in the 8th Grade.
- The 2021 graduating cohort increased math proficiency by 15 percentage points, as measured by the NWEA-MAP assessment, from their 6th Grade entering scores to their 8th Grade end line assessments.

In its 2021 Self-Evaluation Tool, BUGS' leaders acknowledge: "Academic scores, as measured by state exams in previous years as well as interim assessments during the pandemic have not met district comparisons. The specific group with which we struggle are those students who have opted for home instruction despite our offerings of a hybrid model, and we experience the least success with families who are more disconnected from our community and demonstrate the least amount of engagement." However, they also report as strengths:

- STAR Reading interim assessment data show that there is growth in ELA overall and for students who are ED.
- BUGS writing assessment demonstrated growth during the school year across all categories of students in 6th grade (57 percent of students across the grade grew at least one proficiency level). In Grade 7, SWD experienced overall growth.

The school's spring 2021 Local Assessment Plan results, received by the CSO in June 2021, report proficiency rates of 64 percent and 38 percent for all students in ELA and math, respectively, and participation rates were generally high, at 93 percent and 73 percent for all students in ELA and math, respectively.

Based on the CSO 2021 Teacher Survey, 78 percent of teachers who responded agree or strongly agree that the school uses a system of formative, diagnostic, and summative assessments. During the teacher focus group, teachers reported using student performance on open-ended questions to strategically group students. Additionally, they reported that the school performs two mock Regents exams throughout the school year and uses the resulting data to target high leverage standards and skills across the curriculum in their grade level and content teams.

- **Indicator c:** Seventy-four percent of teachers responding to the CSO 2021 Teacher Survey reported that they agree or strongly agree that the school uses qualitative and quantitative data to evaluate program quality and effectiveness. Seventy-five percent agree or strongly agree that the school modifies its academic program after using the data measurements. Consequently, only 80 percent of teachers responding to the survey agree or strongly agree that the school uses qualitative and quantitative data to inform instruction.

4. Element: *Supports for Diverse Learners*:

- **Indicator a:** According to the CSO 2021 Teacher Survey, 82 percent of teachers who responded agree or strongly agree that the school provides staff with professional development opportunities to improve learning across all student groups. However, only 69 percent of those who responded agree or somewhat agree that the school provides support to meet the academic needs of ELLs. Those in the teacher focus group reported that the school needs to increase teacher-facing support and professional development to support their ELL population. The teachers noted that they receive professional development on co-teaching models but no consistent professional development on how to effectively work with ELLs, especially ELLs at the

entering levels. The school has not yet provided an ELL coordinator for this school year. Evidence of co-teaching was observed during CSO observations. Each classroom observed during the visit were co-taught by two subject matter expert or a subject matter expert and a teaching assistant to support. Classes observed predominantly utilized the one teach-one assist teaching model to support diverse learners. Teachers in their focus group reported the need for greater support in differentiating for their ELL students. The school does use teaching assistants to provide home language support for students for whom both languages are aligned.

- **Indicator b:** The school has clear systems for identifying, monitoring and providing intervention for students in need of academic and/or behavioral support. Based on the CSO 2021 Teacher Survey, 86 percent of teachers responding to the survey agree or strongly agree that the school follows the NYSED-approved identification process for students with disabilities, and 84 percent agree or strongly agree that the school follows the NYSED approved identification-process for ELLs. Teachers shared in the focus group that the school has a focus on interventions for students who are performing at grade level to support their growth. The teachers also report that there is a focus on small group instruction and use of the literacy specialist to support teachers during grade team planning meetings. CSO members observed small groups and multiple modalities of co-teaching instruction in each content area during observations. Additionally, the school conducts monthly meetings on inclusion, and their director of inclusion provides professional development on supporting the needs of their special populations. NYC DOE Committee on Special Education (CSE) 8 reported to the CSO in 2021 that "the school appears to be particularly engaged with parents. The school also has a collaborative relationship with the CSE, generally responding to CSE communications in a timely and effective manner. Regarding disciplinary issues, the school seems to be supportive of students, and the CSE has not had a manifestation determination review at the school in years."

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory with regard to this benchmark has been consistent as a Meets, due to BUGS' commitment to the consistent application of responsive classroom and restorative justice practices and "CARES values," as well as its high levels of family engagement.

1. Element: ***Behavior Management and Safety:***

- **Indicator a:** BUGS submitted narrative notes that their goal is to proactively build student intrinsic motivation in displaying behaviors that support the community and school mission and vision. To support students in that goal, BUGS has core values around community, awareness, reach, exploration, student voice, and sustainability (CARES). These core values of CARES are supported by peer mediation groups and advisory programs and are illustrated in the school's code of conduct. BUGS utilizes teachers -who run advisory- as well as their student support team led by their dean of school culture to support building and maintaining the culture of their school. BUGS families had a 49 percent response rate to the CSO 2021 Parent Survey (149 of 304 possible responses; 49 percent). Sixty-eight percent of families who responded to the CSO 2021 Parent Survey agree or strongly agree that classroom environments support learning and are generally free from disruption. However, during the site visit's twelve indoor and outdoor classroom observations and observations of hallway passing time, student behavior was noted to be at least 95 percent compliant.
- **Indicator b:** BUGS has a dean of school culture who is supported by an associate dean and a student success coach. During the focus group, the dean described using multiple systems of intervention to support school culture with individual students and student groups. The dean and student support team support teachers in understanding and implementing strategies and practices from responsive classroom, restorative justice models, and elements from CASEL's schoolwide social-emotional learning (SEL) program. According to the CSO 2021 Parent Survey, 71 percent of parents who responded agree or strongly agree that the school provides a safe environment for their child, whereas 97 percent of teachers agree or strongly agree that the school provides a safe environment. During the leadership focus group, the dean of culture reported plans to grow the student leadership portion of their restorative justice model.
- **Indicator c:** Ninety-seven percent of BUGS teachers who responded to the CSO 2021 Teacher Survey were able to identify the name of their DASA coordinator. Additionally, 93 percent of teachers reported that they last received DASA training within the past two school years. Additionally, on the CSO 2021 Parent Survey, 68 percent of respondents agree or strongly agree that the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination. Seventy-five percent of families who responded agree or strongly agree that the school has high behavioral expectations for their child.
- **Indicator d:** To support high quality learning environments, BUGS provides school-wide expectations and shared protocols to support movement within and without the classroom. This includes usage of non-verbal cues to reduce loss of classroom learning time. The usage of these cues was witnessed during classroom observations and provided seamless ability for teacher and students to communicate. Additionally, the CSO team members observed a minimum of four hallway passing times, including two for lunch. Each hallway passing time was well managed and maintained by students and adults present to support not only expected student interactions but also adherence to the one-minute passing time requirement. Based on the NYSED CSO 2020-2021 Teacher Survey, 82 percent of teachers responding agree or strongly agree that their classroom environments support learning and are generally free from disruption and 89 percent of teachers agree or strongly agree that there is a uniform expectation for class management in the school. However, 93 percent of teachers agree or strongly agree that teacher to student interactions is supportive and respectful.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** The school reports using a variety of surveys, phone calls, special events, individual conferences, and social media to communicate with families. Eighty percent of families responding to the CSO 2021 Parent Survey agree or strongly agree that there are opportunities for parental participation in the school community. All families receive the quarterly newsletter from the executive director and the weekly family newsletter written by the parent coordinator. The school also has a parent teacher association (PTA) which uses the Konstella app to communicate with families.
- **Indicator b:** The school provides teachers with 1:1 feedback opportunities as well as communication of child needs through routine report creation and review with families. The school shares with families on a weekly basis their DeansList CARES reports and their online grade book data from TeacherEase. Families also have access to these reports directly through their virtual credentials. Eighty-eight percent of families who responded to the NYSED CSO 2020-2021 Parent Survey agree or strongly agree that they receive regular and timely information on their child's academic progress in their home language. Eighty-eight percent of responding families agree or strongly agree that the school uses many methods of communication with them. The school also provides direct opportunities for feedback and evidence of a child's growth through student-led conferences and subject area conferences. These conferences not only show academic progress monitoring but social-emotional development as well.
- **Indicator c:** BUGS provides multiple opportunities for students and families to share their input on school and community matters. They have created a junior dean team, student council, and student town hall in support of their core value of student voice and connection to restorative justice practices. For families, the school offers the Climate Council, which is used to actively discuss concerns related to school culture.
- **Indicator d**: The school does include a complaint policy and its protocols in the family handbook. Students and families are also able to share concerns directly with teachers, staff, the principal, and the ED. However, only 52 percent of families who responded to the CSO 2021 Parent Survey agree or strongly agree that the school has a complaint policy that is easy to understand.
- **Indicator e:** The school has a data dashboard that tracks information on student enrollment, retention, and attendance. This data is presented at monthly board meetings to which families and the public are also invited. Families can see school performance data during recruitment sessions and their yearly school performance reports and annual orientations. The school notes the use of BUGS BUZZ which is a communication that is shared with over 2,000 recipients, including but not limited to elected officials, community based organizations, current partners, donors, and grantors.

3. Element: ***Social-Emotional Supports***:

- **Indicator a**: According to the school leadership team, all staff at BUGS receive all-staff or individualized professional development to support restorative practices; responsive classroom alignment; and diversity, equity, and inclusion practices. This professional development is provided through their dean team as well as Fordham University and the Center for Racial Justice. According to the NYSED CSO 2021 Parent Survey, 71 percent of BUGS parents who responded agree or strongly agree that they are aware of how the school supports their child's social-emotional development, and 67 percent of families agree or strongly agree that the school has social, emotional, and mental health that supports all students. Based on the NYSED CSO 2021 Teacher Survey, only 18 percent of teachers responded with the name of the school's McKinney-Vento coordinator, which indicates that BUGS must work harder to ensure that all teachers and staff have this information.

- **Indicator b:** The school leadership team described having a learning environment checklist that both teachers and leadership members use to ascertain adherence to behavioral expectations. Additionally, both groups reported using the behavior tracking system DeansList, which is aligned to BUGS' positive behavioral systems and supports approach to behavior management. Both the BUGS dean of culture and student support team, which is led by their director of inclusion, reported using the data generated from their CARES tracker and DeansList to provide data in discussing and planning for students in need of behavioral interventions. However, according to respondents on the CSO 2021 Teacher Survey, 72 percent of teachers responding agree or strongly agree that school leaders collect and use data to track student social-emotional needs. BUGS students are provided with opportunities for transcendental meditation. And he leadership and special population focus groups report that meditation time is an opportunity for the school to assess the post-pandemic social emotional needs of their community. Staff members are also trained to introduce Brain Power exercises to respond to class or individual needs in focusing on the learning environment. The CSO team was able to witness the school's materials on their LGBTQ+ student group as well as evidence of community action projects related to their gardening programs during the school tour.
- **Indicator c:** Based on focus group data, school leadership reports that deans, the director of inclusion, and counselors track social-emotional needs of students. As reported in the school leadership and special populations focus groups, the teachers are supported in using and responding to behavioral data one-on-one as needed and through grade team meetings. The teacher focus group confirmed that data, and progress monitoring feedback is shared to them during house meetings and other student assemblies, both in-person and/or virtually. Additionally, the teacher focus group notes that behavioral and social-emotional data is also collected in the DeansList and CARES report. According to their submitted self-evaluation. BUGS also provides internal surveys to students and staff to ascertain their opinion, needs, and satisfaction feedback.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over this charter term, the trajectory with regard to this benchmark has been consistent as a Meets, due to the record of composite scores indicating good financial health.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

BUGS appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. BUGS' 2020-2021 composite score is 3.00.

Composite Scores
2016-2017 to 2020-2021

Year	*Composite Score*
2016-2017	2.66
2017-2018	2.91
2018-2019	2.93
2019-2020	3.00
2020-2021	3.00

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory with regard to this benchmark has been consistent as a Meets. The independent auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed BUGS' 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory with regard to this benchmark has been consistent as a Meets, due to the board's overall record of steady oversight and governance.

1. Element: ***Board Oversight and Governance:***

- **Indicator a:** BUGS has a twelve-member board whose expertise includes finance and financial oversight, board governance and organizational management, education, communication, operations, business development, and law. Additionally, at least seven of the board members present during the board focus group report that their interests include social justice and sustainability as a direct connection to the school's key design element (KDE), mission, and vision. An example provided by the board included beginning each board meeting with reflection on the mission.
- **Indicator b:** To support improving school results around academic and student outcomes, the board decided to include PTA presidents as voting members and to add two needed board members in 2020 with deeper academic backgrounds.
- **Indicator c:** The board focus group reports that trustees undergo annual planning and reflection retreats to ensure that priorities and key performance indicators are met. The board focus group members noted active use of the school's data dashboard to track and support the executive director (ED) and principal in strategic planning and progress monitoring for academic and school enrollment goals. The board also supports the school in growing its purposeful partnerships. Examples provided included but were not limited to scholarship opportunities for students in

support of building a stronger alumni program in service of recruitment endeavors. Additionally, to support academic goals, the board referenced researching other strong school models to support adding the new assistant principal of STEAM and new humanities positions.

- **Indicator d:** The submitted narrative explains that the board updates school policies based on known needs as well as when informed of required updates by their outside counsel. Additionally, the ED does an annual review and revision of school policies and submits this to the board. Any changes go through a board review and a consulting process with legal and the NYC Charter School Center to ensure that changes are in compliance.
- **Indicator e:** The board submitted its evaluative process for itself and BUGS school leaders. As part of its process the board solicits feedback from its members for annual review. The board evaluates the ED on a yearly basis through the provided evaluation tool which tracks performance against personal goals, school goals, and student performance goals. The ED reports on these goals through the monthly board meetings. Additionally, the ED does a self-evaluation in addition to the board's reflection on their work.
- **Indicator f:** During its focus group, the board reported using outside counsel to ensure its awareness of its legal obligations in specific situations. However, there are some instances where the school is not in compliance with charter school law as outlined further in Benchmark 10. The school has made corrections and is working with its CSO liaison to remediate. Additionally, a new board member specializing in human resource law was added to ensure that the board has this area of expertise. The board follows requirements to submit conflict of interest and financial disclosure forms on an annual basis.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ☐N/A	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory with regard to this benchmark has been consistent as a Meets, due to strong and steady school leadership and a generally healthy professional climate.

1. Element: ***School Leadership:***

- **Indicator a:** The school leadership is committed to each of the three pillars of sustainability education (social sustainability, economic sustainability and environmental sustainability) and

provides its community with professional development, partnerships, staff, and resources to support their mission and KDEs in both academics and cultural systems. Participants within the board focus group shared a conviction around sustainability and social justice as their connection to BUGSs KDE, and 75 percent of the board shared this as their leading connection with the school prior to their board placement. This is evident in the school leadership focus group and was noted as a deep connection during the teacher and board focus groups. It was also evidenced during the school visit by the resources put into classroom design, and both partnership and project foci. However, 72 percent of the teacher population responding to the CSO 2021 Teacher Survey agree that the school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the community. Seventy-seven percent of BUGS families who responded to the CSO 2021 Parent Survey identify as feeling that the school is fulfilling its mission. However, parents routinely expressed choosing BUGS for their students based on the school's mission, student centered learning, and smaller class sizes.

- **Indicator b:** The CSO team learned during the board focus group and in speaking with the executive director (ED) that the school is hiring assistant principals to increase instructional support for student and staff needs. These two new positions for assistant principal (AP) of humanities and AP of STEAM have been added as revisions to support rebuilding of the school's organizational chart. Those in the teacher focus group were able to articulate their understanding of the current roles and responsibilities, while also requesting that the school invest in hiring an ELL coordinator and build out professional development and mentoring opportunities for their current leaders.
- **Indicator c:** The teacher and school leadership group both report a plethora of opportunities for communication within and across teams, including but not limited to meetings, surveys, and use of open-door policies. They also both report that communication with families is supported through newsletters, virtual events, phone calls and email blasts, social media, and communication apps. Specifically, according to responses on the CSO 2021 Teacher Survey, 97 percent of teachers agree or strongly agree that the school seeks feedback through surveys, meetings, or alternative methods. Ninety-four percent of teachers agree or strongly agree that the school uses many methods to communicate with families.
- **Indicator d:** Those in the school leadership focus group reported that the school conducted a talent management survey related to staff engagement. Additionally, when staff are not retained, the team conducts exit surveys. Subsequent reports indicate that some of those departures are due to staff relocation and others are due to the staff person not being a "good-fit" or well aligned to the mission and vision of the school. A constant challenge in terms of retaining staff is the competition that exists within the compensation system between the school and the NYC DOE. However, school leaders stated in their focus group that, overall, they have a stable group of teachers with an average of 8.75 years of teaching experience.

2. Element: ***Professional Climate:***

- **Indicator a:** BUGS is led by an executive director, principal, and director of operations. The instructional team includes directors of STEM and humanities, as well as a director of inclusion, dean of students, family coordinator, and an academic programs and data coordinator.
- **Indicator b:** Those in the BUGS teacher focus group report the use of grade level team meetings, child study team meetings, inclusion meetings, advisory planning sessions, lesson planning sessions, and content team meetings as some of the established structures for collaboration. To support collaboration, the school leadership focus group reported that they have streamlined processes to facilitate equality and support to increase and improve communication and team

building within the staff. Seventy-nine percent of teachers who responded to the NYSED CSO 2021 Teacher Survey agree or strongly agree that the school has established procedures for effective collaboration among teachers.

- **Indicator c:** BUGS provides PD sessions through their two-week summer institute, monthly opportunities for the whole staff, and a variety of weekly support meetings. BUGS also provides PD through external partnerships. Teachers in the focus group noted that they would benefit from more professional development as it relates to supporting ELLs. That focus group also shared that the school needs to increase its use of external providers to grow and mentor its teachers and rising and current leaders to directly support their growth and development.
- **Indicator d:** Teachers at BUGS are evaluated twice a year: midyear and end of year. Their evaluation framework is aligned to Danielson. Directors of content and the school principal provide observation feedback and support teachers with progress monitoring and coaching to grow teacher practice and remediate areas of growth. Based on the CSO 2021 Teacher Survey, 75 percent of BUGS teachers who responded agree or strongly agree that the school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process.
- **Indicator e:** The teacher focus group reported the ability to use open door policy with their content leaders as well as with the principal and executive director to provide feedback. Additionally, teachers present noted that there is also a formal feedback cycle where they are asked to provide critical feedback during their evaluation cycles. Seventy-seven percent of teachers agree or strongly agree that the school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction. Those in the BUGS leadership focus group noted that they do use the NYSED CSO and NYC DOE surveys in addition to their internal staff surveys. BUGS' submitted narrative also notes that the school principal hosts monthly open forums for teacher leaders to share concerns and/or input into the schoolwide decision-making processes.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** N/A
   - **Indicator b:** N/A
   - **Indicator c:** N/A

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory with regard to this benchmark has been consistent as a Meets.

1. Element: ***Missions and Key Design Elements:***

- **Indicator a:** Teachers in their focus group reported that they are provided with the autonomy and support necessary to incorporate the three pillars of sustainability into their lessons and interdisciplinary projects as well as their advisory program. According to the CSO 2021 Teacher Survey nearly, and 93 percent of parents who responded to the CSO 2021 Parent Survey are familiar with the mission. During the board of trustees focus group, board members articulated that their work is aligned to the school's mission.
- **Indicator b:** BUGS implements its key design elements as outlined in its charter. Its implementation of its KDEs is evidenced with:
    - Advisory program for all students;
    - Professional development;
    - Authentic assessments and project-based learning;
    - Incorporation of art, sustainability, and interdisciplinary problems across and within each grade;
    - A director of sustainability who supports planning and implementation across school grades;
    - Consistent use of outdoor spaces for classrooms and gardening;
    - Community events and partnerships which support both sustainability and social justice; and
    - Evidence of board member engagement or deep belief in sustainability and social justice as the leading reason for their board position: during the board focus group, over half of the members identified sustainability and social justice orientation as the reason they value their position.

  In addition to classroom observations, the school leadership members took the CSO team on a tour of the building and outdoor spaces. During classroom observations and those tours, the executive director and director of sustainability showed the CSO team multiple projects inside and outside of the school building. The projects demonstrated the school's focus on interdisciplinary authentic projects that support creativity, critical thinking, student choice, and crafting, as well as the expected content and skill required for NYS NGLS. Specifically, in math class

student work included phase two of a multiple phase project to create 3D models to show their growing understanding of scale. Additionally, each classroom showcased elements of sustainability science. For example, each classroom included student created posters, pets, or projects that relate to agriculture, use of renewable energies, and/or labs. In one of the science classes, the CSO team observed a hands-on lab that aimed to foster critical thinking and math skills to understand the role of heat energy and human-made products in increasing or decreasing rates of melting. Furthermore, students were able to discuss the integration of societal wealth considerations. This level of inquiry was observed across contents; for example, the CSO team witnessed cross-curricular instruction during Spanish class and two math classes.

Additionally, the school purposefully curates their partnerships to support their KDE and school goals around sustainability and social justice. For example, the executive director and director of sustainability science have grown and developed partnerships for fresh meal programs to be received by the school as well as for the school to donate its in-class grown produce to the community. The school also has solar power showcases and educational opportunities for the larger community.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

Element	*Indicators*
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory with regard to this benchmark has been consistent as an Approaches, due to a history of low ELL and ED enrollment as compared to NYC CSD 15, the district of location.

1. Element: ***Target are met***
   - **Indicator a:** Over the course of the charter term, BUGS has consistently met its contracted enrollment targets and is currently, for the 2020-2021 SY, at 101 percent of enrollment. This school has consistently come close to or exceeded the district of location's enrollment of students with disabilities. The school's retention rates have steadily increased and for the 2020-2021 SY, overall and ED categories are retained at three and five percentage points less than the district of location, respectively, while SWD and ELL students are retained at rates equal to or exceeding NYC CSD 15.
2. Element: ***Targets are not met:***
   - **Indicator a:** In 2020-2021, the school reports having 8 percent ELL enrollment and that is -15 percentage points less than NYC CSD 15. In February 2020, the CSO issued BUGS a Notice of Deficiency with Request for a CAP for failing to enroll a comparable number of ELLs when compared to NYC CSD 15, based on 2019-2020 SY data. BUGS submitted the required CAP for the

2021-2022 SY; but has still failed to enroll a comparable number of ELLs when compared to NYC CSD 15. School leaders, in their focus group, cited issues relating to school competition, as well as reduced school fairs and in-person outreach opportunities due to COVID-19 pandemic protocols. They also cited recruiting fewer students from neighboring districts that house higher numbers of families who speak a language other than English. ED student enrollment has been below that of NYC CSD 15 in years two and three of the current charter: five percentage points below the district of location in the 2019-2020 SY, and -19 percentage points below in the 2020-2021 SY.

- **Indicator b:** The leadership focus group reports that BUGS actively recruits from neighboring districts that have high populations of ELL and ED classified students. The school currently conducts recruitment and outreach by identifying feeder schools, leveraging staff and family word of mouth, and encouraging sibling enrollment.
- **Indicator c:** The school leadership and special populations team described difficulties in recruiting ELLs due to COVID-19 pandemic restrictions hindering their ability to hold open houses and conduct in-person flyer distribution, counselor visits, school fairs, and other grassroots marketing requiring proximity. School leaders noted in their focus group that they were instead able to do virtual tours, increase their marketing materials, and, with CSO approval, increase the lottery weighting of ELLs and ED to 10x. The school notes that it has sent a survey to its Spanish speaking families and developed opportunities to better support those families in choosing their school.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory with regard to this benchmark has been consistent as an Approaches, due to instances of non-compliance with state laws and the provisions of its charter.

1. Element: ***Legal Compliance:***

Indicator a: Education law § 2854(3) requires compliance to fingerprinting school-based staff, and during the course of the charter term, BUGS has not consistently been in compliance regarding obtaining fingerprint clearances for all its staff. Charter schools must ensure that all employees receive fingerprint clearances through the Office of School Personnel Review and Accountability prior to employment, and the school must adopt a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to working in the school. One hundred percent of all hires for 2018-2019, 2019-2020, and 2020-2021 are cleared. However, for SY 2020-2021, out of the seven hires, three started prior to their clearance date; for SY 2018-2019, 100 percent of eight hires were cleared prior to their start date.

In February 2020, based on SY 2019-2020 data, the CSO issued BUGS a Notice of Deficiency with Request for a CAP for failing to enroll a comparable number of ELLs when compared to the district of location, NYC CSD 15.

In February 2020, the CSO issued BUGS a Notice of Deficiency with Request for a CAP for low academic performance in comparison to NYC CSD 15. According to 2018-2019 NYS assessment data, BUGS' "all student" ELA and math proficiency outcomes were -17 and -14 percentage points below NYC CSD 15, respectively. In addition, subgroup math and ELA proficiency outcomes were -10 percentage points or more below the district of location.

Some of the school's policies required updates to be in compliance with the law and/or CSO policy. The CSO requested updates to school level policy documents to ensure compliance, and the school submitted the required updates as noted in Indicator b.

- **Indicator b:** In response to the February 2020 CSO-issued Notices of Deficiency for academic performance and enrollment deficiencies, the school submitted an initial CAP in March 2020 and a subsequent addendum in May 2020 with goals, progress made, and action steps. The school continues to be deficient in terms of enrollment, based on the most recently available data. Efforts to increase ELL enrollment are noted in BM 9. Additionally, the CSO requested updates to the school's DASA and Code of Conduct policies for it to maintain compliance, and BUGS has submitted the necessary updates, which are currently under review.
- **Indicator c:** When advised by the CSO that formal revision requests needed to be submitted for material revisions previously implemented by the school and that the school believed were approved by the CSO, BUGS complied with the CSO's direction and submitted the formal revision requests with its current renewal application.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2020-2021 Enrollment
BROOKLYN URBAN GARDEN CHARTER SCHOOL	331500861011	304

ESEA Accountability Designation (2019-2020):	This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #15
Total Public School Enrollment of Resident Students attending Charter Schools:	6%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Middle
Address:	500 19TH ST BROOKLYN NY 11215
Website:	www.bugsbrooklyn.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2013
Authorizer:	NYS BOR
CEO:	SUSAN TENNER
CEO Phone:	(718) 280-9556
CEO Email:	susan.tenner@bugsbrooklyn.org
BOT President:	JACKIE PICCOLO
BOT President Phone:	(201) 259-8455
BOT President Email:	jmpiccolo01@gmail.com
Institution ID:	800000071074

BoR Charter School Office Information

Regional Liaison:	Paula Orlando
Performance Framework:	2015
Current Term:	7/1/18-6/30/22
2017-2018	Renewal
2018-2019	Check-in
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	304	149	49%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	33	-

***An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.**

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

BROOKLYN URBAN GARDEN CHARTER SCHOOL

2018-2019

BROOKLYN URBAN GARDEN CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Middle School	+/- 5	IS 72 ROCCO LAURIE	-12	-12	.	.
		MOTT HALL II	-14	-7	.	.
		MS 224 MANHATTAN EAST	-16	-13	.	.
		ROBERT J KAISER MIDDLE SCHOOL	+15	+18	.	.
		TOMPKINS SQUARE MIDDLE SCHOOL	-16	-15	.	.
		Mean	-9	-6	.	.
	+/- 7.5	CATSKILL MIDDLE SCHOOL	+4	+2	.	.
		CHESTNUT HILL MIDDLE SCHOOL	+9	-1	.	.
		DOCK STREET SCHOOL-STEM STUDIES	-20	-10	.	.
		EMMET BELKNAP INTERMEDIATE SCHOOL	+17	-5	.	.
		EUGENE BROOKS MIDDLE SCHOOL	+19	-3	.	.
		FULTON JUNIOR HIGH SCHOOL	+13	+16	.	.
		IS 318 EUGENIO MARIA DE HOSTOS	-6	-5	.	.
		IS 59 SPRINGFIELD GARDENS	+4	+7	.	.
		J WATSON BAILEY MIDDLE SCHOOL	+9	+9	.	.
		KNICKERBACKER MIDDLE SCHOOL	+13	+14	.	.
		M CLIFFORD MILLER MIDDLE SCHOOL	+18	+15	.	.
		MARCUS WHITMAN MIDDLE SCHOOL	+3	+5	.	.
		MONT PLEASANT MIDDLE SCHOOL	+29	+30	.	.
		MS 180 DR DANIEL HALE WILLIAMS	-4	-1	.	.
		MS 250 WEST SIDE COLLABORATIVE	+20	+20	.	.
		MT MARKHAM MIDDLE SCHOOL	+20	+6	.	.
		NORTH PARK JUNIOR HIGH SCHOOL	+5	-2	.	.
		PORT JERVIS MIDDLE SCHOOL	+13	+14	.	.
		QUEENS UNITED MIDDLE SCHOOL	+19	+31	.	.
		REDWOOD MIDDLE SCHOOL	+21	+23	.	.
		ROBERTS STREET MIDDLE SCHOOL	+18	+6	.	.
		ROXBORO ROAD MIDDLE SCHOOL	+18	+6	.	.
		SAXTON MIDDLE SCHOOL	+28	+25	.	.
		Mean	+12	+9	.	.
		BEN FRANKLIN MIDDLE SCHOOL	+8	-8	.	.
		BROADWAY ACADEMY	+22	+19	.	.
		CAIRO-DURHAM MIDDLE SCHOOL	+9	+8	.	.
		CAMDEN MIDDLE SCHOOL	+12	+9	.	.
		CARTHAGE MIDDLE SCHOOL	+5	-3	.	.
		CATTARAUGUS-LITTLE VALLEY MIDDLE SCH	+11	-4	.	.
		CHEEKTOWAGA MIDDLE SCHOOL	+18	+18	.	.
		CINCINNATUS MIDDLE SCHOOL	+8	+2	.	.
		CIRCLEVILLE MIDDLE SCHOOL	0	+5	.	.
		CLEVELAND HILL MIDDLE SCHOOL	-4	-12	.	.
		CLYDE-SAVANNAH MIDDLE SCHOOL	+14	+17	.	.
		COLLEGIATE ACADEMY-MATH-PERSONAL AWA	-1	+11	.	.
		COMMUNITY VOICES MIDDLE SCHOOL	+14	+19	.	.

+/- 10

DANA L LYON MIDDLE SCHOOL	+19	+1	.	.
ELLENVILLE MIDDLE SCHOOL	+19	+15	.	.
EXPEDITIONARY LEARNING MIDDLE SCH	+1	+9	.	.
FIELDSTONE MIDDLE SCHOOL	+14	+12	.	.
FLETCHER ELEMENTARY SCHOOL	+6	-9	.	.
FRANK P LONG INTERMEDIATE SCH	+13	+6	.	.
GENEVA MIDDLE SCHOOL	+20	+23	.	.
GOUVERNEUR MIDDLE SCHOOL	+27	+18	.	.
GOWANDA MIDDLE SCHOOL	+18	+4	.	.
GREAT OAKS CHARTER SCHOOL	+18	+11	.	.
GREGORY B JARVIS MIDDLE SCHOOL	+16	-1	.	.
HAVILAND MIDDLE SCHOOL	+10	+13	.	.
HENRY L STIMSON MIDDLE SCHOOL	+7	+8	.	.
HERITAGE MIDDLE SCHOOL	+11	+12	.	.
HORNELL INTERMEDIATE SCHOOL	+6	+1	.	.
HOWARD T HERBER MIDDLE SCHOOL	-2	-10	.	.
HUDSON JUNIOR HIGH SCHOOL	+10	+17	.	.
INDIAN RIVER MIDDLE SCHOOL	0	-9	.	.
IRWIN ALTMAN MIDDLE SCHOOL 172	-26	-21	.	.
IS 192 LINDEN (THE)	+9	+24	.	.
IS 2 GEORGE L EGBERT	-5	+2	.	.
IS 27 ANNING S PRALL	-11	-2	.	.
J WILLIAM LEARY JUNIOR HIGH SCHOOL	+8	0	.	.
JEAN NUZZI INTERMEDIATE SCHOOL	+2	+4	.	.
JHS 278 MARINE PARK	-16	-10	.	.
JHS 78 ROY H MANN	+4	+5	.	.
JOHN F KENNEDY MIDDLE SCHOOL	+21	+16	.	.
LOWER MANHATTAN COM MIDDLE SCHOOL	-27	-28	.	.
LYNDON H STROUGH MIDDLE SCHOOL	+17	+12	.	.
MEXICO MIDDLE SCHOOL	+13	-1	.	.
MS 101 EDWARD R BYRNE	-25	-23	.	.
MS 61 DR GLADSTONE H ATWELL	+9	+5	.	.
NORTHEASTERN CLINTON MIDDLE SCHOOL	+4	-10	.	.
NORWICH MIDDLE SCHOOL	+10	-10	.	.
NORWOOD-NORFOLK MIDDLE SCHOOL	+11	+10	.	.
OTTO L SHORTELL MIDDLE SCHOOL	+19	+4	.	.
PERSELL MIDDLE SCHOOL	+14	+12	.	.
PIONEER MIDDLE SCHOOL	+2	-23	.	.
RED CREEK MIDDLE SCHOOL	+5	-4	.	.
RICHARD J BAILEY SCHOOL	+1	-4	.	.
ROOSEVELT SCHOOL	+8	0	.	.
SANDY CREEK MIDDLE SCHOOL	+3	-4	.	.
SILVER CREEK MIDDLE SCHOOL	+4	+7	.	.
SOUTH LEWIS MIDDLE SCHOOL	+6	-3	.	.
SPENCER-VAN ETTEN MIDDLE SCHOOL	+3	-24	.	.
ST LAWRENCE MIDDLE SCHOOL	+5	-12	.	.
TIOUGHNIOGA RIVERSIDE ACADEMY	+3	-9	.	.
URBAN INSTITUTE OF MATHEMATICS	-8	-7	.	.
WAVERLY MIDDLE SCHOOL	+16	+7	.	.
WEST MIDDLE SCHOOL	+22	+22	.	.

Benchmark 1 - Indicator 1: Similar Schools Comparison

		WILLIAM PACA MIDDLE SCHOOL	+22	+3	.	.
		WILLIAM S HACKETT MIDDLE SCHOOL	+12	+17	.	.
		Mean	+7	+2	.	.
		Mean	+7	+4	.	.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

BROOKLYN URBAN GARDEN CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency **:**

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Brooklyn Urban Garden CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	51%	44%	46%	45%	32%	23%	27%	28%
2016-2017	48%	29%	22%	42%	32%	21%	0%	26%
2017-2018	58%	38%	50%	52%	47%	36%	37%	41%
2018-2019	48%	37%	44%	41%	43%	20%	39%	35%

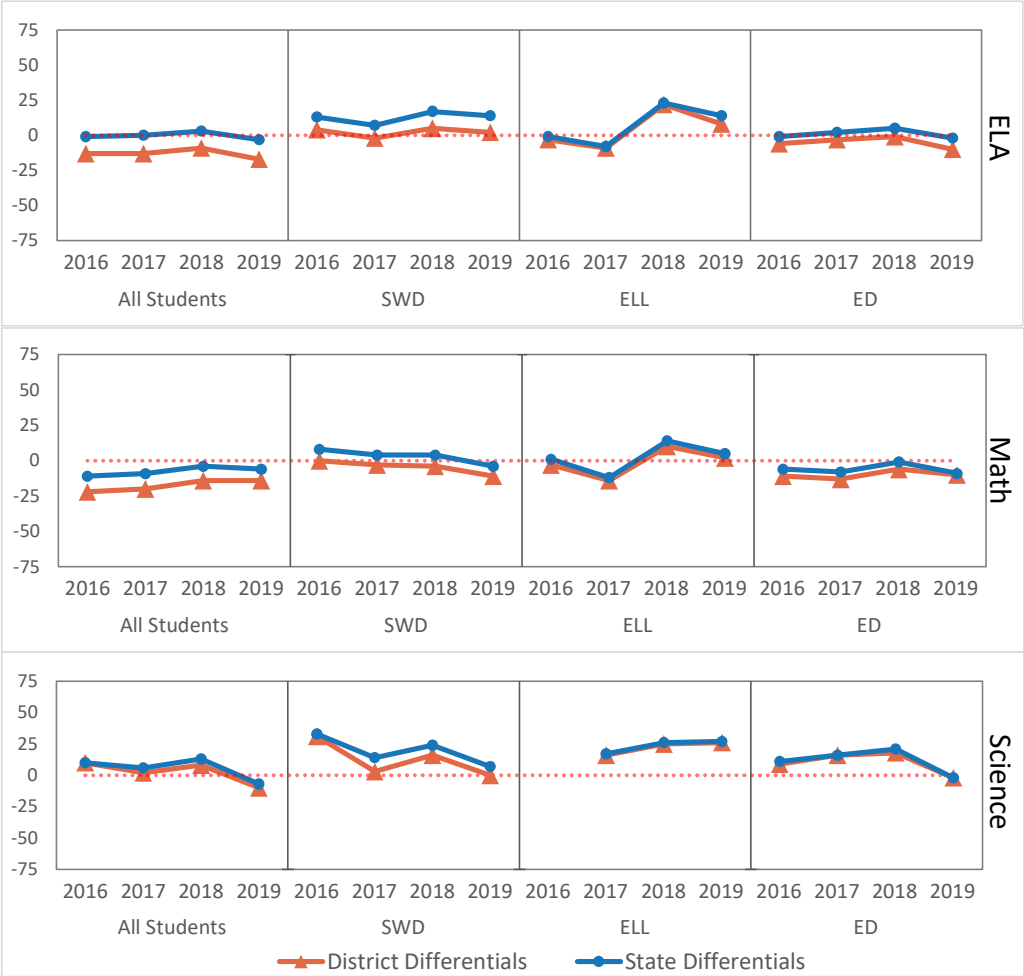
**See NOTES (2), (3), (7), and (8) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of
Brooklyn Urban Garden Charter School and New York City CSD 15



**See NOTES (1), (2), (3), and (6) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
All Students	2015-2016	36%	49%	-13	37%	-1	23%	45%	-22	34%	-11	79%	69%	+10	69%	+10
	2016-2017	40%	53%	-13	40%	0	25%	45%	-20	34%	-9	74%	72%	+2	68%	+6
	2017-2018	49%	58%	-9	46%	+3	36%	50%	-14	40%	-4	82%	74%	+8	69%	+13
	2018-2019	42%	59%	-17	45%	-3	36%	50%	-14	42%	-6	59%	69%	-10	66%	-7
SWD	2015-2016	21%	17%	+4	8%	+13	16%	16%	0	8%	+8	67%	36%	+31	34%	+33
	2016-2017	17%	19%	-2	10%	+7	13%	16%	-3	9%	+4	48%	45%	+3	34%	+14
	2017-2018	31%	26%	+5	14%	+17	16%	20%	-4	12%	+4	59%	43%	+16	35%	+24
	2018-2019	27%	25%	+2	13%	+14	9%	20%	-11	13%	-4	39%	39%	0	32%	+7
ELL	2015-2016	7%	10%	-3	8%	-1	15%	18%	-3	14%	+1	-	-	-	-	-
	2016-2017	0%	9%	-9	8%	-8	0%	14%	-14	12%	-12	40%	24%	+16	23%	+17
	2017-2018	43%	21%	+22	20%	+23	35%	25%	+10	21%	+14	60%	35%	+25	34%	+26
	2018-2019	33%	25%	+8	19%	+14	28%	26%	+2	23%	+5	57%	31%	+26	30%	+27
ED	2015-2016	26%	32%	-6	27%	-1	18%	29%	-11	24%	-6	67%	58%	+9	56%	+11
	2016-2017	32%	35%	-3	30%	+2	16%	29%	-13	24%	-8	71%	55%	+16	55%	+16
	2017-2018	41%	42%	-1	36%	+5	29%	35%	-6	30%	-1	77%	59%	+18	56%	+21
	2018-2019	33%	43%	-10	35%	-2	24%	34%	-10	33%	-9	51%	53%	-2	53%	-2

**See NOTES (1), (2), (3), (6), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	39%	47%	**-8**	34%	**+5**	35%	53%	**-18**	40%	**-5**	-	-	-	-	-
	2016-2017	26%	45%	**-19**	32%	**-6**	25%	51%	**-26**	40%	**-15**	-	-	-	-	-
	2017-2018	56%	60%	**-4**	49%	**+7**	53%	55%	**-2**	44%	**+9**	-	-	-	-	-
	2018-2019	42%	58%	**-16**	47%	**-5**	35%	54%	**-19**	47%	**-12**	-	-	-	-	-
Grade 7	2015-2016	19%	53%	**-34**	35%	**-16**	25%	53%	**-28**	36%	**-11**	-	-	-	-	-
	2016-2017	51%	58%	**-7**	42%	**+9**	33%	53%	**-20**	38%	**-5**	-	-	-	-	-
	2017-2018	34%	56%	**-22**	40%	**-6**	36%	55%	**-19**	41%	**-5**	-	-	-	-	-
	2018-2019	47%	60%	**-13**	40%	**+7**	49%	56%	**-7**	43%	**+6**	-	-	-	-	-
Grade 8	2015-2016	45%	48%	**-3**	41%	**+4**	7%	19%	**-12**	24%	**-17**	79%	69%	**+10**	69%	**+10**
	2016-2017	41%	58%	**-17**	45%	**-4**	7%	22%	**-15**	22%	**-15**	74%	72%	**+2**	68%	**+6**
	2017-2018	57%	57%	**0**	48%	**+9**	11%	29%	**-18**	30%	**-19**	82%	74%	**+8**	69%	**+13**
	2018-2019	37%	59%	**-22**	48%	**-11**	3%	19%	**-16**	33%	**-30**	59%	69%	**-10**	66%	**-7**

**See NOTES (1), (3), (6), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	20%	18%	+2	7%	+13	16%	22%	-6	11%	+5	-	-	-	-	-
	2016-2017	9%	15%	-6	7%	+2	10%	19%	-9	11%	-1	-	-	-	-	-
	2017-2018	47%	28%	+19	16%	+31	21%	25%	-4	14%	+7	-	-	-	-	-
	2018-2019	31%	25%	+6	15%	+16	15%	22%	-7	15%	0	-	-	-	-	-
Grade 7	2015-2016	17%	18%	-1	7%	+10	18%	18%	0	8%	+10	-	-	-	-	-
	2016-2017	25%	22%	+3	11%	+14	22%	20%	+2	9%	+13	-	-	-	-	-
	2017-2018	17%	25%	-8	12%	+5	17%	22%	-5	12%	+5	-	-	-	-	-
	2018-2019	17%	24%	-7	10%	+7	6%	24%	-18	12%	-6	-	-	-	-	-
Grade 8	2015-2016	25%	16%	+9	9%	+16	12%	6%	+6	6%	+6	67%	36%	+31	34%	+33
	2016-2017	15%	21%	-6	13%	+2	0%	6%	-6	5%	-5	48%	45%	+3	34%	+14
	2017-2018	35%	24%	+11	16%	+19	11%	12%	-1	9%	+2	59%	43%	+16	35%	+24
	2018-2019	32%	26%	+6	15%	+17	0%	12%	-12	10%	-10	39%	39%	0	32%	+7

**See NOTES (1), (2), (3), (6), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 6	2016-2017	0%	7%	**-7**	6%	**-6**	0%	18%	**-18**	15%	**-15**	-	-	-	-	-
	2017-2018	50%	24%	**+26**	24%	**+26**	63%	29%	**+34**	23%	**+40**	-	-	-	-	-
	2018-2019	25%	27%	**-2**	22%	**+3**	0%	29%	**-29**	26%	**-26**	-	-	-	-	-
Grade 7	2015-2016	0%	9%	**-9**	7%	**-7**	33%	21%	**+12**	14%	**+19**	-	-	-	-	-
	2017-2018	25%	19%	**+6**	15%	**+10**	25%	24%	**+1**	20%	**+5**	-	-	-	-	-
	2018-2019	50%	22%	**+28**	14%	**+36**	67%	29%	**+38**	21%	**+46**	-	-	-	-	-
Grade 8	2015-2016	20%	10%	**+10**	9%	**+11**	-	-	-	-	-	-	-	-	-	-
	2016-2017	-	-	-	-	-	-	-	-	-	-	40%	24%	**+16**	23%	**+17**
	2017-2018	60%	19%	**+41**	20%	**+40**	-	-	-	-	-	60%	35%	**+25**	34%	**+26**
	2018-2019	-	-	-	-	-	-	-	-	-	-	57%	31%	**+26**	30%	**+27**

**See NOTES (1), (2), (3), (6), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	34%	28%	+6	25%	+9	26%	37%	-11	28%	-2	-	-	-	-	-
	2016-2017	18%	25%	-7	23%	-5	19%	34%	-15	28%	-9	-	-	-	-	-
	2017-2018	48%	44%	+4	39%	+9	41%	40%	+1	32%	+9	-	-	-	-	-
	2018-2019	28%	39%	-11	37%	-9	24%	36%	-12	36%	-12	-	-	-	-	-
Grade 7	2015-2016	12%	32%	-20	25%	-13	16%	35%	-19	25%	-9	-	-	-	-	-
	2016-2017	45%	38%	+7	31%	+14	19%	34%	-15	26%	-7	-	-	-	-	-
	2017-2018	29%	37%	-8	31%	-2	29%	38%	-9	30%	-1	-	-	-	-	-
	2018-2019	32%	45%	-13	30%	+2	33%	41%	-8	32%	+1	-	-	-	-	-
Grade 8	2015-2016	32%	36%	-4	31%	+1	9%	13%	-4	19%	-10	67%	58%	+9	56%	+11
	2016-2017	36%	44%	-8	37%	-1	6%	13%	-7	18%	-12	71%	55%	+16	55%	+16
	2017-2018	50%	44%	+6	39%	+11	11%	21%	-10	25%	-14	77%	59%	+18	56%	+21
	2018-2019	40%	46%	-6	39%	+1	4%	16%	-12	28%	-24	51%	53%	-2	53%	-2

**See NOTES (1), (3), (6), and (7) below.*

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

BROOKLYN URBAN GARDEN CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: Pre-High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Brooklyn Urban Garden CS	NYS	Differential to NYS	Charter Total Tested	Brooklyn Urban Garden CS	NYS	Differential to NYS	Charter Total Tested	Brooklyn Urban Garden CS	NYS	Differential to NYS	Charter Total Tested	Brooklyn Urban Garden CS	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	25	100%	94%	+6	5	100%	67%	+33	-	-	-	-	13	100%	88%	+12
	2017-2018	29	90%	90%	0	-	-	-	-	-	-	-	-	10	80%	81%	-1
	2018-2019	38	84%	89%	-5	-	-	-	-	-	-	-	-	24	79%	80%	-1
	2019-2020	45	100%	100%	0	6	100%	100%	0	-	-	-	-	21	100%	100%	0
	2020-2021	7	43%	97%	-54	-	-	-	-	-	-	-	-	-	-	-	-
Living Environment	2016-2017	85	74%	100%	-13	21	48%	56%	-8	5	40%	40%	0	57	72%	79%	-7
	2017-2018	92	80%	100%	-6	23	57%	53%	+4	5	60%	55%	+5	49	76%	77%	-1
	2018-2019	88	59%	100%	-26	23	39%	52%	-13	7	57%	51%	+6	61	51%	76%	-25
	2019-2020	89	100%	100%	0	20	100%	100%	0	5	100%	100%	0	48	100%	100%	0
	2020-2021	87	100%	99%	+1	30	100%	98%	+2	10	100%	97%	+3	61	100%	98%	+2

**See NOTES (1), (2), (4), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

BROOKLYN URBAN GARDEN CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

Not applicable to this charter school

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

BROOKLYN URBAN GARDEN CHARTER SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Brooklyn Urban Garden CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	300	284	95%
2017-2018	300	281	94%
2018-2019	300	286	95%
2019-2020	300	299	100%
2020-2021	300	304	101%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District
2016-2017	27%	26%	+1	5%	12%	-7	62%	55%	+7
2017-2018	23%	27%	-4	7%	17%	-10	62%	56%	+6
2018-2019	27%	25%	+2	8%	17%	-9	65%	55%	+10
2019-2020	26%	24%	+2	7%	17%	-10	51%	56%	-5
2020-2021	26%	24%	+2	8%	23%	-15	41%	60%	-19

**See NOTES (2) and (6) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District	Brooklyn Urban Garden CS	NYC CSD 15	Differential to District
2016-2017	50%	72%	**-22**	53%	73%	**-20**	56%	74%	**-18**	59%	72%	**-13**
2017-2018	83%	93%	**-10**	80%	90%	**-10**	78%	89%	**-11**	88%	92%	**-4**
2018-2019	86%	91%	**-5**	93%	90%	**+3**	100%	89%	**+11**	87%	90%	**-3**
2019-2020	86%	93%	**-7**	87%	90%	**-3**	94%	92%	**+2**	88%	92%	**-4**
2020-2021	89%	92%	**-3**	91%	90%	**+1**	94%	94%	**0**	90%	95%	**-5**

**See NOTES (2) and (6) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

Notes

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

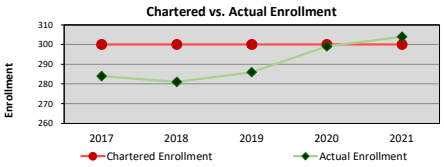
Charter School Fiscal Accountability Summary

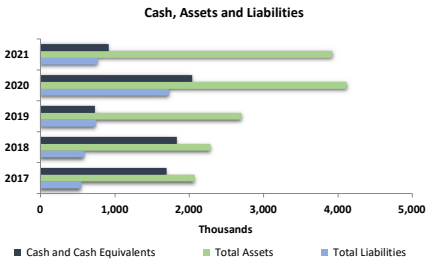
BROOKLYN URBAN GARDEN CHARTER SCHOOL

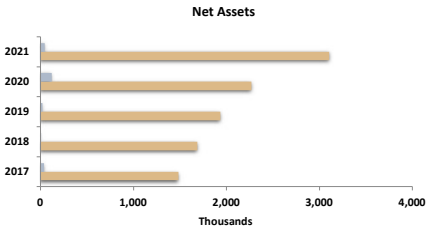
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	6-8	6-8	6-8	6-8	6-8
Maximum Chartered Grades Served	6-8	6-8	6-8	6-8	6-8
Chartered Enrollment	300	300	300	300	300
Maximum Chartered Enrollment	300	300	300	300	300
Actual Enrollment	284	281	286	299	304
ASSETS					
Current Assets					
Cash and Cash Equivalents	1,695,700	1,831,692	732,819	2,038,612	915,107
Grants and Contracts Receivable	124,353	176,890	162,586	177,241	72,844
Prepaid Expenses	53,646	67,098	78,580	118,189	99,443
Other Current Assets	-	-	1,500,003	1,523,934	2,550,000
Total Current Assets	1,873,699	2,075,680	2,473,988	3,857,976	3,637,394
Non-Current Assets					
Property, Building and Equipment, net	27,216	32,521	48,752	76,347	79,080
Restricted Cash	75,124	75,161	75,197	75,229	100,249
Security Deposits	97,083	103,208	103,208	103,208	103,208
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	199,423	210,890	227,157	254,784	282,537
Total Assets	2,073,122	2,286,570	2,701,145	4,112,760	3,919,931
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	82,652	51,437	83,627	750,086	741,789
Accrued Payroll and Payroll Taxes	468,134	498,349	591,268	-	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	-	6,664	7,425	2,745
Total Current Liabilities	550,786	549,786	681,559	757,511	744,534
Long-Term Liabilities					
Deferred Rent	-	43,186	65,418	27,223	27,493
Other Long-Term Liabilities	-	-	-	942,360	-
Total Long-Term Liabilities	-	43,186	65,418	969,583	27,493
Total Liabilities	550,786	592,972	746,977	1,727,094	772,027
NET ASSETS					
Unrestricted	1,484,013	1,688,249	1,933,374	2,266,901	3,103,949
Restricted	38,323	5,349	20,794	118,765	43,955
Total Net Assets	1,522,336	1,693,598	1,954,168	2,385,666	3,147,904
Total Liabilities and Net Assets	2,073,122	2,286,570	2,701,145	4,112,760	3,919,931

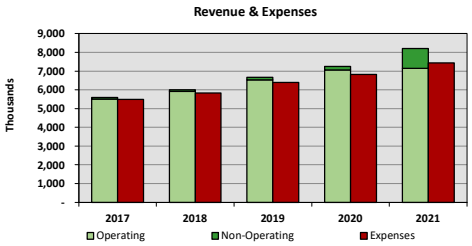


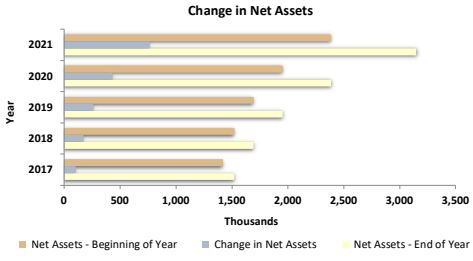




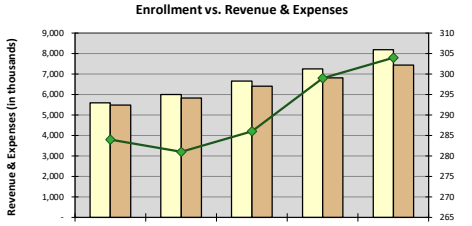
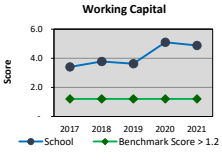
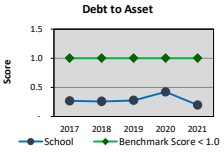
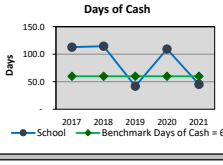
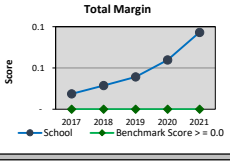
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	3,788,707	4,033,477	4,291,930	4,750,119	4,811,909
State and Local Per Pupil Revenue - SPED	902,582	898,182	1,083,621	1,127,312	1,145,837
State and Local Per Pupil Facilities Revenue	510,723	698,500	719,455	908,455	933,764
Federal Grants	246,822	233,354	409,386	272,311	255,818
State and City Grants	-	-	37,456	-	-
Other Operating Income	60,907	55,952	-	-	-
Total Operating Revenue	5,509,741	5,919,465	6,541,848	7,058,197	7,147,328
EXPENSES					
Program Services					
Regular Education	3,381,883	3,719,845	4,060,146	4,201,578	4,596,255
Special Education	1,072,658	1,055,822	1,332,675	1,423,966	1,449,367
Other Expenses	-	-	-	-	-
Total Program Services	4,454,541	4,775,667	5,392,821	5,625,544	6,045,622
Supporting Services					
Management and General	987,655	1,010,692	964,954	1,146,132	1,339,714
Fundraising	50,228	40,845	42,366	43,932	49,331
Total Support Services	1,037,883	1,051,537	1,007,320	1,190,064	1,389,045
Total Expenses	5,492,424	5,827,204	6,400,141	6,815,608	7,434,667
Surplus/Deficit from Operations	17,317	92,261	141,707	242,589	(287,339)
SUPPORT AND OTHER REVENUE					
Interest and Other Income	37	37	22,420	32,853	31,633
Contributions and Grants	86,098	78,964	96,443	139,073	75,584
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	16,983	942,360
Total Support and Other Revenue	86,135	79,001	118,863	188,909	1,049,577
Change in Net Assets	103,452	171,262	260,570	431,498	762,238
Net Assets - Beginning of Year	1,418,884	1,522,336	1,693,598	1,954,168	2,385,666
Net Assets - End of Year	1,522,336	1,693,598	1,954,168	2,385,666	3,147,904





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	19,400	21,066	22,874	23,606	23,511
Support and Other Revenue	303	281	416	632	3,453
Total Revenue	19,704	21,347	23,289	24,238	26,964
Expenses - Per Pupil					
Program Services	15,685	16,995	18,856	18,815	19,887
Mangement and General, Fundraising	3,655	3,742	3,522	3,980	4,569
Total Expenses	19,340	20,737	22,378	22,795	24,456
% of Program Services	81.1%	82.0%	84.3%	82.5%	81.3%
% of Management and Other	18.9%	18.0%	15.7%	17.5%	18.7%
% of Revenue Exceeding Expenses	1.9%	2.9%	4.1%	6.3%	10.3%
FINANCIAL COMPOSITE SCORE					
Composite Score	2.66	2.91	2.93	3.00	3.00
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	1,322,913	1,525,894	1,792,429	3,100,465	2,892,860
Working Capital (Current) Ratio	3.4	3.8	3.6	5.1	4.9
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.3	0.3	0.3	0.4	0.2
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	112.7	114.7	41.8	109.2	44.9
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard
TOTAL MARGIN					
Total Margin Ratio	0.0	0.0	0.0	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard