New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Global Community Charter School

Renewal Site Visit Date: December 8 and 13, 2021
Date of Report: February 10, 2022

Charter School Office
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
518-474-1762

Table of Contents

SCHOOL DESCRIPTION **3**

METHODOLOGY **5**

BENCHMARK ANALYSIS **7**

SUMMARY OF FINDINGS 9
BENCHMARK 1: STUDENT PERFORMANCE 11
BENCHMARK 2: TEACHING AND LEARNING 12
BENCHMARK 3: CULTURE, CLIMATE, AND STUDENT AND FAMILY ENGAGEMENT 18
BENCHMARK 4: FINANCIAL CONDITION 26
BENCHMARK 5: FINANCIAL MANAGEMENT 27
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE 28
BENCHMARK 7: ORGANIZATIONAL CAPACITY 31
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS 35
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION 37
BENCHMARK 10: LEGAL COMPLIANCE 40

ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Global Community Charter School
Board Chair	James Zika
District of location	NYC CSD 5
Opening Date	Fall 2012
Charter Terms	• Initial Term: September 4, 2012 - June 30, 2017 • First Renewal Term: July 1, 2017 - June 30, 2019 • Second Renewal Term: July 1, 2019 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	K - Grade 7 / 585 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 645 students
Facilities	• ES: 2350 Fifth Avenue, New York - Private Space • MS: 218 West 147th Street, New York - Private Space
Mission Statement	*Global Community Charter School (GCCS) serves Harlem and the surrounding communities by engaging students in grades PreK-8 in an education that is rigorous, inquiry-based, and that empowers students and their families to work successfully together across differences in language, culture, economic background, age, and nationality. Our school prepares students to thrive in a challenging secondary education and to exhibit the courage and conviction to make a difference.*
Key Design Elements	• Multiple forms of evidence • Professional Learning Community • Visual and performing arts integration • International Baccalaureate Primary Years Programme (PYP)
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	• A revision to update the school's Key Design Elements to align with its recent Board of Regents-approved expansion to middle school grades.[2]

Noteworthy: Global Community Charter School (GCCS) utilizes the International Baccalaureate (IB) program for both its elementary and middle school grades. GCCS has created an interwoven system to support soft skills required in completing the IB program alongside the academic rigors necessary. To accomplish this task, the school incorporates IB's Primary Years Programme (PYP) and Middle Years Programme (MYP) into daily lessons and the school's responsive classroom and social-emotional learning (SEL) programs. In support of connected Key Design Elements (KDEs), 5th grade students complete an end-

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

[2] In addition to the International Baccalaureate Primary Years Programme, the Key Design Elements would now include the International Baccalaureate Middle Years Programme. The revision would also replace the NYSED Common Core curricula with the New York State Learning Standards and would remove the requirement that the school develop Individualized Student Learning Plans.

of-year, three-month-long Exhibition which culminates in a written artifact as well as a verbal presentation to their community. The individual student presentation then serves as a portfolio presenting their attainment of both academic and SEL goals from previous years as well as the presenting year.

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 http://www.nysed.gov/charter-schools/law-regulations-memos. Benchmark 1 allows for the use of longitudinal data. 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. 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 2019 to 2020	**Year 2 2020 to 2021**	**Year 3 2021 to 2022**
Grade Configuration	K - Grade 5	K - Grade 6	K - Grade 7
Total Approved Enrollment	465	525	585

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[3]

	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	K - Grade 8[4]	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	645	645	645	645	645

METHODOLOGY

A two-day remote renewal site visit was conducted at GCCS on December 8th and 13th. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, student support team, parents, and teachers. The CSO team, board, and parents participated in the interviews remotely; all school staff members joined in the remote interviews

[3] This proposed chart was submitted by GCCS in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

[4] In February 2020, the Board of Regents approved a revision permitting GCCS to serve 645 students in K - Grade 8.

while on site in the school building. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted 18 remote classroom observations in K - Grade 7. The observations were approximately 20 minutes in length and conducted jointly with the chief academic officer (CAO) and assistant chief academic officer (ACAO). The CSO team joined in all classes remotely, although staff and students were in person at the school. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for 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;**
- **NYCDOE School Quality Reports showing survey results;**
- **CSO's 2021 Annual Survey of Charter School Parent/Guardians, Teachers, and Students – prepared for Global Community Charter School;**
- **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;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **School's 2021 renewal application; and**
- **School's 2021 Notices of Deficiency/Concern.**

BENCHMARK ANALYSIS

The 2019 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 2019 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**
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if 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 on December 8th and 13th at GCCS, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2019 Charter School Performance Framework Rating[5]

	2019 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a 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.**	**Meets**
	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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards 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 Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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. High schools are meeting persistence rates commensurate with the NYSED target.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Meets**

[5] 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

- GCCS is in year 10 of operation and currently serves students in K - Grade 7. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**:
  GCCS has a comprehensive academic curriculum in place based on the IB program for primary years (K - Grade 5) and for middle years (Grades 6 - 8). The school engages in frequent data checks and updates curriculum and instruction based on students' needs. The school uses diagnostic assessments to inform intervention programs, and utilizes a range of formative and summative assessments, from daily exit tickets to a month's long Exhibition project. According to NYSED data, GCCS's student proficiency outcomes in ELA and math for the 2018-2019 school year were above those for its district of location, NYS CSD 5, and the NYS average for all students and all subgroup populations. Student proficiency outcomes in science for the same year mirror those in ELA and math except that all students in the aggregate trailed the state average by five percentage points. The following year, state assessments were waived due to the COVID-19 pandemic and were administered during the 2020-2021 school year under the COVID-19 constraints.

  In addition to rigorous academic preparation, the school provides comprehensive culture-building support. The school utilizes the Yale Center for Emotional Intelligence approach, RULER, for school-wide SEL support for all its student populations. (RULER stands for the five skills of emotional intelligence: recognizing, understanding, labeling, expressing, and regulating.) Participants in all focus groups were able to discuss the systems and protocols in place to support all learner populations. The school has integrated both the academic and the SEL programs into each grade level to provide vertical and horizontal alignment and support for its KDEs. The school has a strong school culture based on the integration of restorative practices (e.g., morning meeting, thinking corners, waiting room check-ins) and frequent proactive family communication and involvement.

  In order to support its teachers, GCCS offers professional development (PD) opportunities throughout the year and provides them with multiple iterative cycles for observation and feedback leading up to formal evaluations, which occur both mid-year and at the end of the year. The school utilizes a Danielson-aligned evaluation process alongside regular observations and review of classroom data.

  The school's board composition is diverse and consists of members with experience in such areas as strategic planning, school leadership, business development, finance, fundraising, human resources, law, and data and technology. The GCCS board engages in multiple aspects of the school. It has formed multiple committees, or task forces, to support school finances, academic leadership, middle school expansion, and other operational strategies. Board members are also required to engage in PD to ensure that its membership understands and has working knowledge of the school's IB curriculum and culture.

- **Summary of Areas in Need of Improvement**:
  Although the school has met its subgroup population enrollment targets for English language learners (ELLs) and economically disadvantaged (ED) students, it continues to enroll a smaller percentage of students with disabilities (SWDs) than the district of location.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Meets

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. 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.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory with regard to this benchmark has been consistent in its Meets rating on its 2021 Mid-Term Site Visit Report (SVR) and on this Renewal SVR. Following the arrival of the new school leader at the beginning of the 2017-2018 school year, student proficiency in ELA, math, and science increased for all student population groups. This increase in student proficiency continued in 2018-2019, when SWDs, ELLs, and ED students at GCCS outperformed comparable student populations for both its district of location, NYC CSD 5, and the NYS average in all three subject areas; all students at GCCS in the aggregate outperformed the district of location for the three subject areas (by as much as 29 percentage points in math) and the NYS average for ELA and 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 implements research-based practices and 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 current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	a. The school uses a 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 for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element	*Indicators*
	learners/multi-lingual learners; and economically disadvantaged students. c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School (ES)/Middle School (MS):

- GCCS utilizes the IB PYP curriculum at the elementary school and the IB MYP curriculum for the middle school, both of which provide academic and soft-skill building.
- The school also uses supplemental intervention programs including Wilson, i-Ready, Do the Math, and Literably for all students.
- The school employs frequent data reviews at the teacher and leader level in order to plan interventions and to efficiently utilize planned re-teaching weeks.
- Classrooms utilize daily exit tickets as a response to student data.
- To support students as they navigate the IB academic and soft-skill learner profiles, all 5th grade students complete an end-of-year, three-month long Exhibition which culminates in a written artifact as well as a verbal presentation to their community.

Academic Program for Students with Disabilities and English language learners:

- The school utilizes the integrated co-teaching (ICT) model to facilitate differentiation and small group instruction.
- The school's counseling staff provides mandated counseling. The school utilizes external support services to meet the needs of students that require occupational, speech, and physical therapy.
- The school has both special education (SPED) teachers, and English as a New Language (ENL) teachers who provide push-in and daily 1:1 support.
- The school's SPED and ENL staff support differentiation and PD for teachers

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory with regard to this benchmark has been consistent in its Meets rating on its 2021 Mid-Term SVR and on this Renewal SVR. The school's implementation of a comprehensive, standards-aligned curriculum and incorporation of the IB PYP and MYP frameworks creates a rigorous and holistic educational experience for students. The program continues to foster inquiry-based and student-centered learning that draws upon connections to the real world. The school encourages students to be active learners and compassionate citizens who use their skills in critical thinking and complex problem-solving to make the world a better place. GCCS continues to use data to inform individualized instruction and evaluate the academic program. The school maintains dedicated staff who are trained to provide comprehensive student supports through intervention and enrichment.

1. Element: ***Curriculum***:
    - **Indicator a:** The school's renewal application states that "GCCS offers a rigorous curriculum that is aligned to the New York State Learning Standards (NYSLS)." In addition to ELA and math, the ES offers three academic specials: Spanish, science, and media center. The MS academic program

consists of language and literature (ELA), math, science, individuals and societies (social studies), Spanish, visual and performing arts, digital and/or production design, health, and physical education. GCCS earned certification as an IB World School in August 2017 and, as such, uses the PYP framework. With the MS program having started in 2020-2021, the school is hoping to reach the MYP certification by 2025. The MYP and PYP frameworks help GCCS integrate critical thinking, project-based learning, literacy across all content areas, and complex problem-solving across the curriculum. The school's curriculum map aligns the six transdisciplinary themes from the PYP framework with the NYSLS. These themes include who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. Twenty-seven teachers responded to the CSO's 2021 Annual Survey of Charter School Parent/Guardians, Teachers, and Students prepared for Global Community Charter School (CSO survey), and all respondents agreed that the school has a documented curriculum that is aligned to the NYSLS.

- **Indicator b:** In the CSO survey, 97% of teachers who responded agreed that the school's curriculum is aligned horizontally across same grade-level classrooms and 93% of those who responded agreed that the school's curriculum is aligned vertically between grade levels. According to the renewal application, vertical alignment is facilitated through grade-level content progressions and goals found in the NYSLS, PYP and MYP frameworks, and the Teachers College Reading and Writing Project (TCRWP). Horizontal alignment occurs during weekly grade-level meetings led by the grade team leader, during common planning time, and weekly PD on Friday afternoons. The CAO and ACAO oversee vertical and horizontal alignment several times per year. Grade-level meetings are held after each unit, where teachers and coaches review student academic progress, engagement, and whether unit objectives were achieved. The instructional leadership team reviews these unit reflections throughout the summer and makes any necessary grade-level and vertical adjustments.

- **Indicator c:** Ninety-two percent of teachers responding to the CSO survey agree that the school's curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts. Parents participating in the focus group noted that, during the COVID-19 pandemic and remote instruction, student learning was not interrupted and that their children continued to make academic gains. During remote instruction, the school supported differentiation, in part, by leveraging technology such as Kami, a classroom application that allowed students to annotate texts. As noted in the renewal application and during the school leadership focus group, some of the programmatic shifts the school made in response to remote learning were so successful that they are now being used during in-person learning as well. In order to support individualized instruction and student supports, GCCS has continued to provide office hours as well as an intervention period at the end of the day where students can receive extra support or, for accelerated students, enrichment activities. This year, students with IEPs continue to receive daily in-class support from SPED-certified teachers. Each classroom observed during the site visit included one or more concrete examples of differentiation to support learning for all students. Students were provided with multiple opportunities to engage in discourse, work with other students, model and explain answers in front of the class, and employ close reading strategies. Students also had opportunities to receive 1:1 teacher support when necessary. In addition, during observed math, ELA, and social studies classes, teachers made multiple attempts to provide strategic check-ins to elicit student understanding and discourse. Teachers across content areas ensured that students were able to engage with texts at their reading levels. The majority of classroom instruction observed utilized frequent and successful academic checks for

understanding, whereas a couple of the classes did not utilize a diversity of checks for understanding techniques or did so without promoting an increase in accuracy for the observed student groups. The school leader present in the latter classes, were able to identify checks for understanding and engagement as an area they were providing active coaching to support. The school also regularly uses the application classroom Dojo, which provides external incentives and feedback for students for whom that is helpful. During the focus group, many parents mentioned Class Dojo as a supportive tool. One parent participant for whom English is not her native language explained how the school uses this and other translating programs to communicate academic and other information.

- **Indicator d:** Ninety-three percent of teachers responding to the CSO survey agreed that the curriculum is systematically reviewed and revised. School leaders highlighted their continued commitment to being 90% proactive and 10% reactive. To support that balance, the grade-level teams look at the previous year's cohort and identify trends. From there, individual staff and teams determine a plan to ensure student success. According to the renewal application, GCCS' COVID recovery plan for the 2021-2022 school year emphasizes diagnosis, assessment, and reteaching and builds in time for SEL to diminish barriers to academic success. It also incorporates enrichment opportunities so that students can be ready for more advanced work.

2. Element: ***Instruction***:

   Indicator a: According to the participants in the CSO surveys, 97% of teachers agree that staff members have a shared understanding of high quality instruction in support of all students and 97% of parents/guardians agree that the quality of teaching and learning at GCCS is high. (One hundred forty parents out of a potential 465 responded to the CSO 2021 Parent Survey, indicating a 30% response rate.) Teachers responding to the CSO survey described what an academically rigorous lesson would look like in their classrooms. Most responses were aligned to one or more of the following themes. They noted the importance of providing: clear learning objectives that are tied in with the NYSLS; challenging questions that promote critical thinking and problem solving; highly-engaging activities; opportunities for student discourse and collaboration; differentiated instruction and activities; more time for students to complete tasks so they can more fully engage with the content; and more opportunities for student choice. Classroom observations showed evidence that teachers not only share a common understanding of these practices, but also regularly implement them in their lessons. Across classrooms, the CSO team observed teachers encouraging students to do the "heavy lifting" through such practices as requiring students to go back to a text to find evidence and giving students space to grapple with challenging questions. One member of the CSO team also noted that students in the MS were actively listening throughout a lesson and building upon what other students said, effortlessly incorporating the habits of discussion routines learned and practiced in the ES. These routines were observed in classes at the ES with teachers expecting students to explain their answers and acknowledging when students "respectfully disagree" during class discussions. During the focus group, one of the teachers from the MS stressed the importance of regularly incorporating writing into lessons across the curriculum because, as he tells his students, the ability to "communicate through writing is part of being a competent student and adult."

   - **Indicator b:** All teachers who responded to the CSO survey agreed that instructional delivery at GCCS fosters engagement with all students. In the open-ended responses, teachers provided examples of how they promote student engagement in their classes. Some of the themes across responses include allowing wait time for students to think before responding; encouraging

students to use close reading strategies when engaging with a text; allowing students to have meaningful discourse; and incorporating collaboration, creativity, hands-on activities, and complex problem-solving in their lessons. Teachers also noted the importance of fostering positive relationships with students, which was evident on site. According to school leadership, in some subjects, students have the opportunity to decide what they want to learn about, and this promotes student engagement and ownership over their own learning. All classrooms observed showed high levels of student engagement. In one class at the MS, students were reading (and listening to an audio version of) a highly engaging text by Sherman Alexie, "The Absolutely True Diary of a Part-Time Indian." In a discussion that required the students to dig deeper into the narrator's experience, students were observed actively moving the conversation along amongst their peers with minimal prompting from the teacher. In one instance, after seeing what a student had written in her notes, the teacher asked the student to share her response, providing encouragement to a student who had been reluctant to participate. The academic specials at GCCS provide further opportunities for student engagement. During the site visit, one CSO team member observed a music class at the ES. This highly engaging lesson encouraged students to project their voices, move around the room, and express themselves in fun and unique ways. The teacher modeled enthusiasm, energy, and humor, while maintaining a safe and well-managed classroom environment.

- **Indicator c:** According to the CSO survey, 93% of teachers who responded agree that the school differentiates instruction to ensure equity for all students. Teachers responding to the CSO survey listed examples of how they differentiate instruction in their classrooms, such as: 1:1 support, intentional student groupings, differentiated assessments (e.g., exit tickets), modified assignment length, visuals, word wall lists, sentence starters, math manipulatives, number lines, anchor charts, verbal and written directions, and think-pair-share. During classroom observations, the CSO team observed teachers using various strategies for differentiation such visuals, scaffolded materials, modified texts, videos, audio supports, student choice in reading, opportunities for students to turn-and-talk, manipulatives, small group instructions, and 1:1 support. All students receive differentiated instruction based on specific, individualized reading goals through the school's guided reading and close reading programs, for K - Grade 2 and Grades 3 - 5, respectively. According to the renewal application, the school had 13 ICT classrooms last year and they are continuing to offer a "robust" ICT program in 2021-2022. It states that "the ICT model maximizes the potential for differentiated instruction by allowing for frequent, flexible small-group instruction." During the focus group, school leaders explained how they used data from last year's final exams and summer assessment to form enrichment and intervention groups at the MS. Once a week during period 10, students in need of extra support work with a teacher while the students in the enrichment group work independently, using challenging texts (based on their individual reading level); their work is student-led and inquiry-driven and students are expected to use strategies learned in the ES with no scaffolding.

- **Indicator d:** Participants in the teacher and leadership focus groups described PD and staff support systems to ensure equity and access for all students. All staff receive internal PD from the school's SPED, ENL, and counseling staff. Teachers explained how teaching pairs meet two times each day for planning and also collaborate as a team with other grade-level teachers to discuss what strategies have worked in their classrooms. Teachers who require additional academic support receive targeted professional coaching from school coaches. The school's partnership with the Lavinia group also supports teacher development. Teachers described working with a consultant from Lavinia Group two times per month to increase the effectiveness of the guided

reading program. The board focus group described professional development given to teachers and administrators to meet IB standards, which are aligned with NYSLS. During the teacher focus group, one teacher noted that the PD they received on how to identify and serve students who may be McKinney-Vento eligible was "incredibly helpful" and that she was able to immediately apply what she had learned. According to the CSO survey, 81% of responding teachers agree that they are provided with professional development opportunities to support all students, including SWDs, ELLs and ED students.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** One hundred percent of teachers who responded to the CSO survey agreed that GCCS uses a system of formative, diagnostic, and summative assessments. In an open-ended survey response, one teacher noted that teachers use assessment data "for creating groups, planning for expected misconceptions, differentiation, intervention, and reteaching weeks."

   - **Indicator b:** In the focus group, school leadership explained that teachers are expected to use data on a daily basis. Teachers regularly conduct checks for understanding (CFUs) and use daily exit tickets to inform student groupings and whether or not they need to reteach the lesson. As stated in the school's renewal application, formative and summative assessments that GCCS uses include weekly assessments, post-unit exams, mock state assessment in ELA and math, and mid-term and final exams. Students also take the IB performance-based assessments and collect work through electronic portfolios (via Class Dojo) at the end of units. In order to have diagnostic data in place at the start of the school year, the school gathered data through iReady and Literably during the summer. These assessments are then administered two additional times each year. School leadership noted that, for the middle school, teachers use data from the previous year's final exams as well as data from the summer to form enrichment or intervention groups.

   - **Indicator c:** According to the CSO survey, 97% of teachers who responded agreed that the school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program. The renewal application states that when student data indicates weaknesses shared by many students, the school adjusts the program. Two examples provided were the implementation of Into Math in the 2019-2020 school year following a review of student data in math and the weekly enrichment period for accelerated students described above that was initiated in 2020-2021 following a review of Fountas & Pinnell assessment data showing many students scoring at or above grade level.

   - **Indicator d:** Ninety-six percent of teachers who responded to the CSO survey agreed that the school uses multiple measures to assess student progress towards state standards. School leaders described utilizing the IB curriculum's embedded assessments as well as intervention assessments through iReady and Literably.

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** Eighty-nine percent of teachers responding to the CSO teacher survey agree that GCCS follows the NYSED-approved identification process for SWDs and 86% agree that the school does so for ELLs. Special populations staff reported that they work with the district committee on special education (CSE) and keep in touch with families throughout the identification process. According to the CSE report provided to the CSO this fall, "The school appears to have a strong relationship with its parents and is responsive to parent's requests and concerns. The school also has a good relationship with the CSE and is generally prepared for IEP meetings. The school has a

good understanding of specially designed instruction (SDI). In addition, the school typically submits comprehensive data on response to intervention (RTI) and appears to support students prior to referring them for initial special education evaluations. One area of concern is that the school seems to have difficulty ensuring that it has sufficient special education staffing." In response to the area of concern, support staff indicated that they do not see staffing as an issue. The school has a SPED-certified teacher in every ICT class and has been working with the same agencies that provide mandated services for fours year. They also noted that there are math and ELA teachers at the MS who are certified in SPED. The special populations coordinator stated that through his meetings with SPED collaborators from other schools, he has seen that most other schools are actually have a harder time finding qualified SPED instructors than GCCS.

- **Indicator b:** GCCS provides supports to meet the academic needs of all students. As in the spring, participants in the parent, teacher, and special populations focus groups this fall described consistent support from the school's academic support staff in providing short- and long-term academic and behavioral interventions for both students and staff. As noted above, the school utilizes the ICT model to facilitate differentiation and small group instruction. SPED and ENL teachers push-in to classrooms daily to provide daily 1:1 support. GCCS offers intervention services in both ELA and math for all grade levels. Teachers in the focus group described the intervention blocks, which include targeted group instruction based on data collected in class. At the MS, intervention blocks are built into the schedule at the end of the day two times per week. School leadership emphasized that, in ICT classes, both teachers are responsible for all students in the class. The special populations coordinator supervises both the SPED and general education teacher in these classes and is available to provide feedback on lesson plans, instruction, and individualized supports for students. According to school leadership, this practice is new this year and was implemented to prevent teacher pairs from receiving different feedback from their respective coaches, which made co-teaching difficult. The school has also offered optional extended academic support programs after school at least two days a week, during a six-week long Saturday test preparation program, and during the summer program. Teachers in the focus group explained that students at the MS have Advisory two to three times per week which helps students build real-life applicable skills such as scheduling, time management, organizing, study skills, conflict resolution, and communication. Teachers stated that IB is holistic, describing it as "a way of learning." They noted that when at-risk students have access to different supports, including SEL supports like RULER, they are able to fully participate in classroom learning.

- **Indicator c:** As noted in the renewal application, the school's primary method of intervention is the Holistic Team, led by the special populations coordinator and school counselor. Holistic Team meetings may include academic leaders, classroom teachers, specials teachers, specialists, deans, and parents. When a teacher refers a student to this team for academic, social, emotional, and/or behavior issues, the teacher is required to provide data to support the referral. Following this, the team discusses the student and develops a plan of action that also includes what parents can do to reinforce the strategies at home. For the next four weeks, the team continues to monitor and report progress made, and at the end of this time, reviews the plan and data collected to assess next steps. The school monitors the supports provided to individual students as well as any progress made through the use of an intervention tracker. This tracker also facilitates communication among school leaders, interventionists, and teachers. The school also uses Apricot, a tracking software, to monitor students who receive mandated and at-risk counseling services.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. 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. *Measures of Culture, Climate, and Student Engagement*	a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [6] b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [7] c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.
2. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses

[6] See https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf.

[7] Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element	*Indicators*
	a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity. b. The school uses a tiered approach to behavioral interventions that support student social-emotional development. c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify. e. Classroom environments are conducive to learning and generally free from disruption.
3. Family Engagement and Communication	a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community. b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children. c. The school assesses family 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 and transparent process for responding to family or community concerns. e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. f. The school shares its New York State exam participation rate compared to the district of location.
4. Social-Emotional and Mental Health Supports	a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the

Element	*Indicators*
	educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory with regard to this benchmark has been consistent in its Meets rating on the 2021 Mid-term SVR and on the Renewal SVR. The school's student support staff works closely with teachers to proactively addresses student needs. The school maintains a clear approach to behavior manage that works in conjunction with its robust social and emotional supports. The school maintains a nurturing and academically rigorous environment that encourages students to take responsibility for their learning and to think about individuals and societies through a lens of inquiry, understanding, and respect. GCCS works closely with families to support students' academic and social-emotional learning at school and at home. It also provides assistance to families who need extra support.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

   Indicator a: As noted in the renewal application, GCCS has developed systems to identify and support students who are at risk for chronic absenteeism. The school's Attendance Team includes the assistant deans, CAO, ACAO, academic support coordinator, family coordinator, SPED coordinator, and counselors and is led by the dean. This team meets every other week and tracks chronic and severely chronic absenteeism. The team creates an outreach plan for those students identified that takes into account any root causes for the student's absences. During the focus group, school leadership reported that they have placed a greater focus on chronic absenteeism this year. They stated the most common reasons for absences are related to health or transportation and that the school works with families to figure out solutions. Participants in the board focus group noted that absentee rates are higher now "because students don't come in if they have a runny nose." To combat this, the board created an absentee task force to see what structures need to be put in place to mitigate these struggles

   - **Indicator b:** According to the renewal application, "behavior management at GCCS is integrally connected to the social and emotional supports [they] provide." As described below, the school ensures that students and families understand the school's expectations for student behavior. Teachers are trained in de-escalation techniques and foster proactive strategies for behavior management. When students are sent out of the classroom, the CAO, ACAO, dean, and assistant deans track the student's behavior and any therapeutic and/or disciplinary responses that have been used. The team uses this data to identify trends in individual students, groups of students, or classrooms and creates small intervention groups to target specific behaviors. As noted across focus groups, GCCS's proactive approach to behavior management has kept the number of suspensions low.

   - **Indicator c:** According to the renewal application, the school's culture department, consisting of the CAO, ACAO, counselors, deans, and family coordinator, meet regularly to set goals for school culture and monitor their progress. They measure and evaluate the culture and climate at GCCS by reviewing student behavior and discipline data, DESSA results, feedback from independent observers, and feedback from staff, families, and students. Last spring, school leadership reported

that, due to the impact of the COVID-19 pandemic, their typical strategies for soliciting survey responses from families for the CSO survey were not as effective and thus resulted in a 30% response rate, meaning 140 out of a potential 465 responses were received. School leadership intends to re-engage past in-person strategies as much as the CDC and health guidelines this winter allow.

2. Element: ***Behavior Management and Safety:***
   - **Indicator a:** As noted in the renewal application, "GCCS offers a calm, nurturing environment focused on learning." Staff members receive training on the Responsive Classroom method during the summer and academic deans observe classrooms at the beginning of the school year and provide further coaching in RC as necessary. Both the participants in the student support team focus group and school leadership described the school's use of *Teach Like a Champion* as a PD tool to support behavior management and classroom engagement. Evidence of this was noted across many of the observed classrooms where teachers used protocols for setting clear academic and behavioral expectations. Participants in the student support focus group explained that students at the MS are not as familiar with the teachers in the building, so they are given more structured expectations that cross both schools. Advisory at the MS, which meets three times per week, helps build a culture of understanding and responsibility that contribute to establishing and maintaining a positive classroom environment. According to the CSO survey, 95% of parents/guardians agree that the school's discipline policy is clear, fair to all students, and is enforced by all teachers.

   - **Indicator b:** In the school leadership, student support, and teacher focus groups, participants were able to discuss the integration of non-cognitive skill building into the school culture. To support these efforts, the school uses a multi-tiered approach to behavioral interventions which is aligned to the IB PYP and MYP model as well as staff's training in Responsive Classroom programs. The school utilizes the support of advisory programs created by staff in grade level teams and family-solicited feedback from summer and ongoing family consultations to also support student SEL development. The school leadership and student support group participants noted the school's frequent use of student surveys, anonymous feedback tools, and daily emotional trackers to support understanding of and response to student needs. The CSO team observed the use of emotional trackers within classes, hallways, and while on a virtual tour of the counseling suite.

   - **Indicator c:** The CSO team did not witness any safety concerns while remotely observing classroom instruction. According to the CSO surveys, 96% of both parents/guardians and teachers agree that the school provides a safe environment. As in the spring, participants from all focus groups this fall were able to articulate how the school supports the emotional, mental, and physical safety of students. All classrooms observed maintained CDC COVID-19 pandemic protocols. There were transparent dividers between students' desks and all students and staff wore face masks. Additionally, students and staff maintained proper distance when working in a shared space, such as a rug. All transition observed in classroom were orderly. Students appeared to understand and abide by all classroom management routines and structures.

   - **Indicator d:** According to the CSO surveys, 94% of families and 96% of teachers who responded agree that the school has systems in place to prevent bullying, harassment, and discrimination. Teachers responding to the survey reported that GCCS does not tolerate these actions. The school proactively addresses these through morning meeting discussions with students, the advisory

program at the middles school, and SEL lessons that are facilitated by the school counselors. IB learner profiles that are taught throughout the school also help by teaching students "to regulate themselves and avoid these situations." The ten attributes of the learner profile are: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring risk-takers, balanced, and reflective. In the focus group, teachers explained how the school focuses on one attribute each month and students who best exemplify that particular attribute receive recognition.

- **Indicator e:** According to the CSO surveys, 97% of families and 100% of teachers who responded agreed that classroom environments are generally free from disruption. The CSO team did not witness any disruptions during classroom observations. Classrooms were positive, well-managed, and encouraging environments. To keep students on task, teachers used proximity, 1:1 quick chats to redirect behavior, verbal and non-verbal reminders of classroom protocols and expectations. Students did not require much redirection; they were engaged and knew the classroom routines. School leaders stated that there were many structures in place at GCCS to be proactive and avoid issues. Every school day starts out with a morning meeting and ends with a closing circle where students reflect on their day and think about ways their actions can make any issues they encountered better in the future. They ensure that students have two or three check-ins with adults before entering the classroom so that adults know how the students are doing and can ensure that they are ready for learning. During a virtual tour of the building, the CAO explained that the environment created at GCCS is intentional. On the walls is art work (conveying the arts integration at the school), images related to IB learner profiles, and large pictures of students engaged in academic work. The CAO said that they want the environment to reflect the fact that the school takes learning seriously, honors the arts, and honors diversity throughout the year.

3. Element: ***Family Engagement and Communication:***
   - **Indicator a:** The school utilizes translation services provided electronically as well as through staff interpreters to provide academic reviews and child-specific communication in a family's preferred language. Ninety-eight percent of parents/guardians responding to the CSO survey agree that they receive regular and timely information about their child's academic progress in their home language. In the focus group, teachers explained that, during report card conferences, parents can receive report cards fully translated into Spanish. They reported that there is always a translator present at parent events, either someone provided by the NYCDOE or a staff member from the school. Many members of the school staff are fluent in Spanish. Parents participating in the focus group were able to share their experiences of non-English language support through verbal and written translation services provided by the school.

   - **Indicator b:** The school regularly communicates with families via email, text, phone call, virtual town halls and Class Dojo (which can automatically translate messages into a parent's preferred language). Parents also have access to JumpRope, an electronic gradebook used at the MS level. According to the renewal application, "this software provides parents, teachers and students with in-the-moment performance data organized by standard, as well as informs regular student check-ins." The family engagement coordinator reported that he works with families on how to support their children to be more independent and more aware in their learning. He noted that a student's transition to MS is often more difficult for the parent than the student. During the focus group, parents stated that the school has been "extremely supportive" and is "totally invested in the growth of every child." They said that communication with the school is "awesome" and that teachers provide parents with the tools to assist in their child's academic and social-emotional development at home. As noted in the renewal application and confirmed in the parent focus

group, parents are "frequently invited to share in learning experiences such as end-of-unit summative presentations and annual portfolio presentations." School leadership stated that, at the end of each unit, students choose one artifact, something that they are proud of and that represents what they've learned, to add to their electronic IB portfolio. These are shared with families and is used to prompt open dialogue between students and parents. The school also maintains an open-door policy by which parents are always welcome to speak with staff members and observe classes.

- **Indicator c:** The school utilizes its parent voice from surveys, community town halls, and planned family events when making schoolwide decisions. Additionally, the school has a Parents as Partners Association (PAPA) and a Parent Advisory Team (PAT). According to the renewal application, "the PAT is comprised of one parent representative from each classroom; the group meets monthly with school leaders to directly address issues and support parent engagement projects."

- **Indicator d:** Although NYSED has received several informal complaints during the charter term, including some alleging that the school has not responded to parent concerns, eighty-seven percent of parents/guardians responding to the CSO survey agree that the school has a complaint policy that is easy to understand and 82% agree they can find the school's complaint policy. In addition, during the focus group, parents stated that the school encourages them to attend board meetings and participate in the parent organizations. They all agreed that the school respects parents' input and has an "open-conversation" policy. One parent who is a member of the PAPA indicated that she is "involved in every single classroom aspect of the building" and feels like she is part of the staff, like "there are things she can do." During the focus group, when school leaders described the addition of enrichment groups, they explained that providing accelerated student with higher level materials came about as a response to parent feedback.

- **Indicator e:** According to the CSO survey, 89% of parents/guardians agree that the school informs parents about how it performs compared to other schools in the district and NYS.

- **Indicator f:** Parents and community members are informed of the school's performance on state assessments during some board meetings and town halls.

4. Element: ***Social-Emotional and Mental Health Supports***:
   - **Indicator a:** GCCS utilizes multiple programs that support students' social-emotional and mental health needs. These are integrated into each grade level for vertical and horizontal alignment. Specifically, the school utilizes RULER as the main schoolwide SEL support, as well as a grade-level specific advisory program and Responsive Classroom to support SEL and mental health needs. The school also has counselors who visit classrooms each month to teach an SEL lesson and who provide support to students, whether their services are mandated or not. As noted in the student support and parent focus groups, every student, parent, and staff member know what the "mood meter" is. The school provides many tools to help students develop positive techniques for socializing and understanding and managing their emotions. One parent reported that her son has had a much easier time expressing himself since he's been at the school and that this progress has helped at home too (e.g., communication, academic work, chores, etc.). During the site visit, the CSO team went on a virtual tour of the school's counseling suite. The suite is an inviting space that is filled with decorations and aromatherapy (for each month, the counselors choose a new scent). Among other things, there is a giant "mood meter," a bean bag, and many toys that

students can use during play therapy. Students can also take a couple of minutes to meditate there before going back to class. The space also houses an SEL library that includes books associated with feeling words included in the RULER program and other SEL-related topics. Every classroom in the ES also includes a "mood meter" on which students can move their marker throughout the day as their feelings change. The advisory program at the MS, mentioned above, provides students with lessons in SEL and developing soft skills. During this time, students also have conversations about their learning. They review data on JumpRope and develop goals and strategies for academic improvement.

- **Indicator b:** The school uses a variety of data tools, such as the intervention tracker and Apricot tracking software, to collect and utilize data to track students' social-emotional needs. Counselors administer the DESSA assessment to students at the beginning, middle, and end of every school year. The initial portion of the DESSA indicates whether or not a student may need supports; if so, the counselor then administers the rest of the DESSA.

- **Indicator c:** School leaders explained how the school uses the DESSA assessment to assess their use of RULER and the counseling program. They also analyze student behavior data and conduct classroom observations to assess the impact of the school's SEL program.

- **Indicator d:** Staff are provided professional development in Responsive Classroom, RULER- the school's main SEL program and the IB Learner Profile program - to support the social and emotional health of all of their students. Additionally, school counselors and deans also provide professional development opportunities for staff. During the focus group, teachers noted that counselors meet weekly with teachers to help them implement SEL in different ways.

- **Indicator e:** GCCS has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students. Throughout the COVID-19 pandemic, the school provided meals for families with food insecurity and provided parents with all the school materials that students would need. The school provided Wi-Fi and hotspots, as needed. This year, every student has a laptop that they bring to school every day. School leadership reported that 14.5% of the students at GCCS fit into this category. The school provides them with school bags, uniforms, MetroCards, Thanksgiving baskets, and, before winter break, a brand new winter coat. School leaders noted that they continue to give students these supports until the family tells them that they are no longer in need of them. Students who are recommended to the program receive the same supports, even if they do not technically qualify. During the tour of the counseling suite, the CSO team saw the Giving Closet, which has a large picture of "the Giving Tree" on and around the doorway. Inside, there are various items that students may, such as coats, mittens, uniforms, bags, etc. School leadership explained that when students come to school without their uniforms, they go to the dean, not for punishment, but to borrow a uniform, so that they can go to class and not miss out on any learning. As noted above, all staff receive PD on how to identify and support students who are McKinney-Vento eligible.

Benchmark 4: Financial Condition

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

Finding: Meets

Over the course of this charter term, the trajectory with regard to this benchmark has been consistent in its Meets rating on both the 2021 Mid-Term SVR and this Renewal SVR.

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

Global Community Charter School appears to be in 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. Global Community Charter School's 2020-2021 composite score is 3.00.

Composite Scores
2016-2017 to 2020-2021

Year	*Composite Score*
2016-2017	2.12
2017-2018	1.64
2018-2019	1.66
2019-2020	1.53
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 the course of this charter term, the trajectory with regard to this benchmark has been consistent in its Meets rating on both the 2021 Mid-Term SVR and this Renewal SVR.

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. 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.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. 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 Global Community Charter School's 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 utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers. b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes. d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter. e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. f. The board engages in ongoing professional development. g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter. h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory with regard to this benchmark has been consistent in its Meets rating on both the 2021 Mid-Term SVR and this Renewal SVR. Board members demonstrate significant commitment, skills and expertise to meet the needs of the school, while engaging in appropriate and consistent oversight of the school's performance and management.

1. Element: ***Board Oversight and Governance:***
    - **Indicator a:** The board provides an annual evaluation for school leadership. The board was able to discuss its formal and informal procedures to evaluate school leadership. As noted in the board's submitted narrative, it provides a mid-year and end-of-year evaluation as well as measurement of the school leaders' specific goals. The board focus group discussed their plans to strengthen their internal reviews, create more efficient protocols such as allowing more time to review board documents ahead of meetings, and to ensure a balance of work responsibilities based on core strengths of board members. Additionally, newer members of the board were able to describe a similar onboarding process that provided time for new members to engage with the school and receive training in aspects of the school's KDEs. The board engages in an annual self-evaluation process. Each member completes a self-evaluation survey. The results are then discussed in groups to create focal areas for strategic board goals. These goals are then categorized into strategic goal areas and assigned to a committee or task force led by an appointed board member. Progress monitoring occurs through board meetings and other meeting structures.

    - **Indicator b:** The board possesses a range of skills relevant to charter school governance, including strategic planning, school leadership, business development, finance, fundraising, human resources, law, and data and technology. The board noted its desire to reinstate the historically existing parent position on the board. The participants in the board focus group described increasing the transparency of meeting times as well as the accessibility of the meetings to families. The board has also adapted its organizational core values to include diversity as front of mind in board hiring, school hires, program design, and throughout the curriculum. As in the spring, board members stated that their recruitment priorities include a board member with a deeper history in direct authentic community involvement.

    - **Indicator c:** The board has multiple committees and task forces to support the school. Standing committees include executive, education and accountability (EAC), and finance. During the focus group, the board described two task forces that are currently in place. The fundraising task force augments the work of the finance committee and is charged solely with optimizing the school's fundraising capacity. The EAC has been focusing on the academic and operational aspects of the middle school expansion. Additionally, the committee has been reviewing student performance data and instructional techniques to determine which "best practices" the school should "dust off and bring back" from remote instruction. They are also discussing supplemental services, such as 1:1 tutoring, that money from the CARES Act would help them provide. To support meeting board and school goals, committees and task forces may also consist of academic and/or operational leadership from GCCS. For example, the school's CAO sits on the education and accountability committee. To support evaluating curriculum and academic choices, the board also annually evaluates its organizational capacity in supporting the IB curriculum and to ensure the PYP curriculum is aligned to NYSLS.

    - **Indicator d:** As described above, the board performs an annual internal evaluation through a board survey, the results of which are utilized in an annual planning meeting to identify the areas in which it is doing well and those that needs improvement, such as cultivating a more diverse board membership.

    - **Indicator e:** As stated in the renewal application and confirmed in focus groups, the board reviews existing school policies annually and new policies as they are developed. The CAO and COO

provide the initial revisions and then bring the revised policies to the board for approval. When needed, the board reported that it seeks advice from outside counsel to ensure that the policies comply with state and federal laws.

- **Indicator f:** During the focus group, the board indicated that, like teachers and school leaders, its members are routinely provided professional development in the school's IB program. This PD occurs within the EAC as well as with the whole board.

- **Indicator g:** The board recognizes its role and obligations to the school. The board submitted documents and the focus group discussed its methods to support school goals and progress monitoring benchmarks, compliance, organizational capacity, alignment with state standards, and professional development in support of IB priorities. The CSO issued a Notice of Deficiency to GCCS in the spring of 2021 regarding its low SWD enrollment when compared to NYC CSD 5. As described further in Benchmark 9, the school developed a corrective action plan (CAP), which was approved by NYSED in May 2021. The board is aware of the school's efforts in attracting and enrolling more SWDs as outlined in the school's CAP. They have worked with school leadership and the CSO to revise the school's enrollment policy to allow an increased lottery weight to students who are already receiving (or who may require) SPED services.

- **Indicator h:** The board is aware of NYSED frameworks and utilizes its committees and task forces, alongside frequent check-ins with school leadership to ensure concrete plans are in place to ensure alignment and success.

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 communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. Professional Climate	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
3. Contractual Relationships (if applicable)	a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory with regard to this benchmark has been consistent in its Meets rating on both its 2021 Mid-Term SVR and on this Renewal SVR. GCCS has a well-established leadership team that consistently reflects on the school's systems and structures and makes adjustments as needed to support strong staff performance and student outcomes. The school has an effective staff team structure that fosters communication, collaboration, and support among staff.

1. Element: ***School Leadership:***
   - **Indicator a:** The school has an effective leadership team in place. All participants in the teacher and student support focus groups were able to articulate key elements of the school's mission and vision as well as specific strategies that align to KDEs. In focus groups and classroom observations, there was evidence that staff share a unified vision for the school's program, utilize the PD they receive to improve their performance, and strive to implement the school's holistic approach to student learning.

   - **Indicator b:** The school ensures effective communication across the school. As stated in the renewal application, communication among staff occur during daily grade-level planning sessions and weekly all-school professional development sessions. Teachers receive the weekly staff electronic newsletter, *The Weekly Thread*, which provides updates, news, and guidance. Staff members review the Personnel Handbook annually. Each year, staff members complete an evaluation of the CAO and COO through an anonymous survey that measures their satisfaction of staff engagement related to "basic needs, support from management, teamwork, and growth.

   - **Indicator c:** The school utilizes Danielson aligned end-of-year evaluations to measure teaching staff improvement and to make personnel revisions necessary. Non-teaching staff are rated on performance goals and progress made. School leaders noted that they "try to grow talent from within." A couple of the teachers currently at the school had started out as student teachers, then moved up to apprentice teachers, and now are lead teachers. School leaders also indicated their interest in training more staff members for leadership positions. One example of this is the Leader in Residence position that offers a training program and experience in such areas as leading PD sessions, coordinating academic program areas, and implementing discipline procedures at the leadership level. During the focus group, school leadership indicated that most of the teachers they hire are either certified or on-track to earning their certification.

   - **Indicator d:** School leadership and the board are familiar with the NYSED Performance Framework. During the focus group, school leaders reported that the proactive academic support planning they had discussed during the mid-term site visit began April and was executed over the summer. Over a two-week period in the summer teachers reviewed data and used the results to proactively plan for students ahead of the school year. They also noted that teachers will have the ability to provide feedback to support the development and implementation of the plan as the school year progresses. Participants in the school leadership, board, and student support focus group discussed the school's efforts to effectively recruit and serve students from the SWD and ELL populations.

2. Element: ***Professional Climate:***
   - **Indicator a:** According to the renewal application and organizational chart that the school submitted with its renewal application, the roles and responsibilities for the board, school

leadership, and staff are clearly defined and adhered to. The instructional team, led by the CAO and ACAO, supervise and support the teaching staff, the special populations coordinator, the dean, the academic support coordinator, and the family coordinator. The special populations coordinator oversees the SPED and ENL teachers and the dean oversees the two assistant deans and the security provider. The school counselors, interventionists, instructional coach, and Leader in Residence (also referred to as the IB coordinator) are all supervised directly by the CAO. The operations team is led by the COO and includes the operations manager, operations and technology associate, finance and operations associate, facilities associate, development coordinator, and contractors. The board oversees school governance and supports the school through its committee structures and traditional board sessions. The board also supports the school leadership through annual goal review, regular check-ins, and evaluations.

- **Indicator b:** GCCS provides a variety of PD opportunities throughout the year. Deans and counselors work with staff through PDs to establish classroom and school-wide rules, expectations for student behavior, and goals. Staff participate in PD-related activities which connect to the school's IB mission-oriented goals. Teachers are able to use coaching or supervisory sessions as well as school-based Gallup polls to reflect on and request specific topics for PD. Additional PD is provided for data analysis (weekly in grade teams) and analysis of student work (data reviews). Special populations staff deliver PD to help teachers best support SWDs and ELLs in their classrooms; these cover such topics as understanding IEPs, the use of different co-teaching models, and how to plan and implement differentiation in instruction. To support the skill diversity of the staff, GCCS provides differentiated PD. During the site visit, the CAO explained how she revised the PD schedule this year based on teacher feedback at the end of last year. She wanted to have a more intentional and creative approach to planning PD to ensure that every staff member engaged in PD that was appropriate for them and relevant to their specific jobs. Some of the internal PD topics this year have included guided reading, advisory, and intervention blocks. As noted above, a consultant from the Lavinia Group assists with developing and refining instruction in ELA. The school works with Metamorphosis in refining the math program. The school also implements instructional coaching cycles where coaches work with teachers by teaching a demo lesson, co-teaching, and providing in-the-moment-feedback, among other things. School leaders noted that they are also trying to leverage other teachers' strengths and promote intervisitation among teachers. They are also having teachers create videos of classroom instruction that coaches and teachers can review afterwards and discuss.

- **Indicator c:** As indicated on the organizational chart the school submitted with its renewal application and discussed during the school leadership and support staff focus groups, the school uses a number of staff teams to coordinate its work, including the leadership team (CAO, COO, ACAO); the support and intervention team (SPED, family, and ENL coordinators, deans, and intervention teachers; academic support teams (curriculum coordinator, special education and ENL and family coordinator); teaching teams (for teachers in general education, special education, and special programs such as yoga, music, dance, and Spanish); operational teams (classroom aides, security staff, and facilities, technology and finance associates) and its external consultants. These teams meet regularly to review data and plan. At the time of the site visit the school had lost two teachers due to the vaccine mandate, the dance teacher and an ENL instructor. School leadership reported that the school was able to continue providing services to its ELL population. Additionally, the ACAO offered PD for teachers on how to support ELLs in accessing instruction and content. The school also has a vacancy for a SPED instructor. Since they have had trouble filling this position, school leaders reduced ICT class sizes.

- **Indicator d:** As stated in the renewal application, the school employs the use of professional learning communities that are internally supported by grade-level team leaders and coaches. Teachers' schedules allow for more than one hour of common planning time daily as well as weekly grade-level planning on Fridays. Friday data days occur once every interim assessment cycle and "allow classroom, grade-level, and whole-school discussions about student performance, and strategies to improve student performance."

- **Indicator e:** As stated in the renewal application, "The yearly process for teacher evaluation includes a reflection, goal setting, and targeted conversation aimed to improve instructional practice." Before their first formal evaluation, midway through the school year, teachers receive observations and feedback. Following the first formal evaluation, teachers have a mid-year reflection meeting with a school leader where they discuss areas of strength and areas of growth and identify a goal that is connected to school-wide goals. If weaknesses are determined, then interventions are planned. The school's evaluation tool is based on the Danielson framework. During the site visit, school leadership stated that instructional coaches conduct observations and meet with teachers several times per week. If, after several observations, a teacher is not making improvement on a specific issue discussed during feedback sessions, the teacher is put on a coaching cycle. At the mid-year reflection, teachers are also invited to share organizational feedback. Teachers then have a formal end-of-year evaluation that measures improvement and informs decisions about renewing or discontinuing employment.

- **Indicator f:** According to the renewal application, school leadership measures teacher satisfaction through a variety of means, including regulars staff check-ins, bi-annual Gallup survey, results from the annual NYCDOE survey, and during mid-year reflection meetings. Based on teacher feedback during remote learning, school leadership began weekly meetings on Friday mornings where staff members have the opportunity to ask questions, provide feedback, and share ideas. During the focus group, school leadership shared another example of how teacher feedback has been utilized. The responses to a teacher survey indicated that teachers felt the school needed to have a "more robust" science program. As a result of this, teachers at the primary level teach science in their classrooms (as opposed to having one science teacher for all grades) while, at the MS level, the school has one teacher who develops the lesson plans and teaches science at the level. Students in Grades 6 and 7 now have science seven periods per week. The science instruction at all levels includes more hands-on experiments and critical inquiry.

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

   - **Indicator b:** As noted in the governance section above, the board regularly monitors and reviews the service provider contracts. The renewal application states, "When contracting with any provider, the GCCS Board reviews contract terms, monitors the quality of service provided through reports from school staff, and ensures that services are provided as described in the agreement." Instructional leadership works closely with instructional service providers such as the Lavinia Group and Metamorphosis in establishing, monitoring, and evaluating their services.

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, including in public-facing materials. 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 in its Meets rating on its 2021 Mid-Term SVR and on this Renewal SVR. The school community has consistently demonstrated a clear and shared understanding of the school's mission and KDEs and they have been implemented with fidelity.

1. Element: ***Missions and Key Design Elements:***
    - **Indicator a:** Each stakeholder focus group was able to articulate the mission and aspects of the school's KDEs. Participants in the board and school leadership focus groups were able to not only clearly articulate the mission and KDEs, but also provide examples of how the school has remained faithful to its mission and continues to implement the KDEs. All focus groups discussed the important role that parents play in their children's education and ways in which the school is engaging and empowering parents (see Benchmarks 2 and 3 above). School leadership, student support staff, and teachers discussed how the curriculum, differentiated instruction, SEL program, and 5th grade student exhibitions, among other things, create a culture of awareness, understanding, respect, inquiry, and responsibility for one's own learning. All focus group participants felt that students at GCCS are well-prepared for a challenging secondary education and beyond. School leadership explained that, when students leave GCCS for high school, the goal is for them to be well-rounded scholars that have the soft skills needed to be successful; they should be well-rounded in term of school culture, take responsibility for their learning, have strong writing skills, and should already have completed some Regents courses (which the school will add once it reaches the full expansion). One of the board members who recently joined has many years of educational experience, especially at the middle school level. She shared her ideas in developing a middle school that prepares students for high school and noted that the school will build a plan to follow students through their college and career experiences. According to the CSO survey, 92% of parents who responded agreed that the school was operating in support of its mission. The school promotes its focus on IB learner profiles as a method to promote whole-child learning and support in its marketing materials.

- **Indicator b:** Over the course of the charter term, GCCS has fully implemented its KDEs:

  - **Multiple Forms of Evidence:** As discussed in Benchmark 2, the school assesses student progress using multiple forms of evidence, such as written tasks, projects, portfolios, presentations, unit tests, and standardized tests. The school has continued to engage students in end-of-year collaborative projects that result in written, oral, and visual tasks.

  - **Professional Learning Community:** As discussed in Benchmark 2, GCCS provides ongoing opportunities for staff to collaborate and share their knowledge and experience with one another. Participants in the school leadership and teacher focus groups discussed utilization of common planning time, spiral reviews, data cycles, grade-level teams, and feedback cycles to support educating and engaging all students. Additionally, school leadership discussed the usage of internal and external professional development to support teacher growth and student outcomes.

  - **Visual and Performing Arts Integration:** All students at GCCS attend art, dance, music, and media classes. Additionally, as part of the school's transdisciplinary and project-based learning approach, the arts are integrated in core classes. During the focus group, board members mentioned the possibility of seeking partnerships with arts organizations, such as the National Dance Institute. As mentioned in Benchmark 3, the school's environment and SEL supports reflect the arts integration as well.

  - **International Baccalaureate Primary Years Programme:** GCCS continues to integrate the IB PYP program into its elementary school and has begun implementation of the IB MYP into its new middle-school grades. As discussed in Benchmarks 2 and 3, the school offers transdisciplinary units aligned to the IB frameworks for primary and middles school grades and utilizes the IB learner profiles across content areas. Participants in the teachers and student support focus groups were also able to discuss how the PYP and MYP integration alongside restorative practices helps support growth within the diverse student populations.

GCCS has requested a revision to update its KDEs in conjunction with its renewal request. The revision would replace the NYSED Common Core curricula with the NYSLS. It would also the IB MYP to accommodate the school's current middle school expansion as an extension of the IB PYP already being used. Another requested revision to the KDEs would remove the requirement that the school develop Individualized Student Learning Plans. This will allow flexibility in how the school implements individual learning plans for students. Unlike the current plans that are required as part of the *Multiple forms of evidence* KDE, the individualized reading goals that will be created for each student are targeted, closely monitored, and adjusted as needed. This increase in flexibility and focus will more effectively guide instruction in order to increase student proficiency in reading, which would then translate into the expectation of broader academic proficiency gains.

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. High schools are meeting persistence rates commensurate with the NYSED target.

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 in its Approaches rating on its 2021 Mid-Term SVR and on this Renewal SVR. While the school has met most of the enrollment targets, its enrollment of SWDs remains below that of the district of location.

1. Element: ***Targets are not met:***
   - **Indicator a:** According to NYSED data covering the 2016-2017 to the 2020-2021 school years, the school has maintained student enrollment numbers that range from 89% to 95% of its maximum approved enrollment. During the 2020-2021 school year, the school reported an enrollment of 465 students, or 89%, of its contracted enrollment of 525 students. The school has self-reported to the NYSED CSO that it enrolled 76 current ELLs or 16% of its enrollment in the 2020-2021 school year. The school's enrollment of ELLs has consistently exceeded that of NYC CSD 5, and its enrollment of ED students has increased during the current charter term and was three percentage points above the district of location for the 2020-2021 school year. However, GCCS has not made gains in the enrollment of SWDs, which, when compared to NYC CSD 5, had a differential of -17 percentage points in 2020-2021. The CSO issued a Notice of Deficiency to GCCS

in the spring of 2021 regarding its low SWD enrollment when compared to NYC CSD 5. The school developed a CAP, which was approved by NYSED in May 2021. The CAP includes several strategies the school will continue to employ to increase its enrollment of SWDs, including:

- Targeted social media campaigns;
- In-person outreach at local day care centers where the school will distribute printed materials specifically targeting families of SWDs;
- Analysis of applicant data leading to targeted outreach to families of SWDs;
- The addition of subgroup enrollment data to the board's dashboard; and
- An increased lottery weight for students whose application indicates they have an IEP. (In January 2022, NYSED approved a revision request from GCCS to increase the weighting for SWDs in its lottery to 5:1.)

For the 2019-2020 and 2020-2021 school years, GCCS's retention of all students in the aggregate as well as all subgroup populations exceeded that of NYCS CSD 5.

- **Indicator b:** In addition to the strategies listed above, participants in the board, school leadership, and student support focus groups discussed the school's current efforts in increasing the SWD population. These include:
  - Increasing the number of sections for the kindergarten class, making each section smaller;
  - Online advertising targeting families with special needs;
  - Virtual open houses where staff provide information regarding the services the school provides for students with specials needs;
  - Targeting daycare centers and Pre-K programs that are therapeutic and those serving students with special needs; and
  - Reaching out to parents of students with IEPs during the summer to describe the services the school offers and how their children specifically will be supported.

  Student support services staff explained their efforts in ensuring families are knowledgeable and comfortable with the IEP process and their children's placements within the school. The annual report explains that "breaking down the stigma with many parents should lead to increased retention, and [GCCS] will continue to work with students, staff, and families to ensure students get the best services." School leadership noted that that the school's recent social media posts mentioning the school's service to all students, including those who are struggling, has generated interest in the school and elicited many comments from parents sharing their thoughts and experiences with special education services and the stigma attached. They also reported that one third of the applications for the 2022-2023 school year they had received up to the renewal site visit date were for students whose parent indicated they had special needs. Parents participating in the focus group reported high levels of satisfaction with the school's ability to serve all student populations.

  The school supports retention of students who are ED through academic and non-academic supports. As described above in Benchmark 3, the school has a "Giving Closet" that helps to provide basic items, like clothing and school supplies, to students who needs them. Additionally, the student support and board focus groups described the school's use of Red Rabbit to deliver food to families in need. As noted above, these supports to families are only discontinued once the family specifically asks for them to be.

- **Indicator c:** GCCS continues to review the policies which determine its lottery weights to support trends they are seeing within applications. As mentioned above, the school revised its admissions

and enrollment policy to provide an increased weight for SWD applications in the lottery. School leadership explained, however, that this strategy can only be employed if the school has enough applicants to hold a lottery.

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: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations 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; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory regarding this benchmark has sustained a Meets rating, as the school continues to comply with relevant legal, fiscal, governance, and CSO requirements.

1. Element: ***Legal Compliance:***
    - **Indicator a:** The school has been in general compliance with applicable state and federal laws and the provisions of its charter based on a review of CSO documents. According to the renewal application, the board ensures compliance by adhering to the requirements of the board's bylaws and the school's charter, which they periodically review. The board reviews and approves the school's policies and family and personnel handbooks. The board receives guidance on state and federal laws from two trustees who have legal experience and maintains a relationship with an outside legal firm. Over the past year, the school's communication with the CSO has not been timely and some required documents have been submitted late and/or with inaccuracies. For example, the CSO had to give GCCS extensions

for completing the 2020-2021 Annual Report this year because school personnel were not always responsive. Additionally, the school submitted an incomplete renewal application, responding only those sections included in the 2015 NYSED Charter School Performance Framework. Despite CSO guidance via webinars and a posting on the CSO website, the school was unaware that it was now under the 2019 NYSED Charter School Performance Framework. Once the school was made aware of the error, school leaders submitted the additional narratives that had been omitted. GCCS has a history of submitting late fire inspection reports and, due to a reporting error, the 2020-2021 ELL enrollment for this charter school is under-represented. Some of the school's policies that were submitted with the renewal application required revision to be fully compliant with the law, charter and/or CSO policy; the school followed CSO guidance and was able to make the appropriate revisions.

- **Indicator b:** As discussed in Benchmark 9, the CSO issued a Notice of Deficiency to GCCS in April 2021 as a result of its low enrollment of SWDs in comparison to NYC CSD 5. The school was required to then develop a CAP to address the identified deficiencies, which was approved by the CSO in May 2021.

- **Indicator c:** According to the school's 2019-2020 Annual Report, GCCS abides by most teacher certification requirements. However, the school has a history of hiring uncategorized, uncertified teachers, in violation of the law. The renewal report states that GCCS contracts with the New York City's Charter Center's teacher certification center, which provides the school with its teachers' certification status. The school also supports its teacher's progress toward obtaining any further education and certification requirements by providing tuition reimbursement.

- **Indicator d:** The school maintains regular communication with the CSO regarding potential revisions and has sought Board of Regents and CSO-approval for material and non-material revisions. In February 2020, the Board of Regents approved GCCS's request to expand its grade levels from K- Grade 5 to K - Grade 8, increase student enrollment from 465 to 645 to accommodate the expansion into middle school, and modify a KDE from "having two teachers in every classroom" to "professional learning community." The school submitted several revisions in conjunction with its renewal application, most of which were non-material and have subsequently been approved by NYSED. The school's mission, which now includes references to the middle school grades was approved by NYSED on January 12, 2022. The school's request to revise its KDEs will go before the Board of Regents for approval along with the school's renewal request. See Benchmark 8 for a description of this request.

- **Indicator e:** As discussed on Benchmark 9, the school maintains sufficient enrollment demand to meet its enrollment plan. School leadership indicated that a considerate number of applications each year are for siblings. Parents in the focus group reported a high level of satisfaction with the school and support its recruitment efforts by encouraging friends, family members, and neighbors to send their children to GCCS.

- **Indicator f:** The board receives guidance on state and federal laws from two trustees who have legal experience and maintains a relationship with an outside legal firm.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2020-2021 Enrollment
GLOBAL COMMUNITY CHARTER SCHOOL	310500861012	465

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 # 5
Total Public School Enrollment of Resident Students attending Charter Schools:	36%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Elementary-Middle
Address:	2350 5TH AVE NEW YORK NY 10037
Website:	www.globalcommunitycs.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - MANHATTAN
Regent:	NAN EILEEN MEAD
Active Date:	7/1/2012
Authorizer:	NYS BOR
CEO:	KRISTAN NORGROVE
CEO Phone:	(646) 360-2363
CEO Email:	knorgrove@globalcommunitycs.org
BOT President:	JAMES ZIKA
BOT President Phone:	(646) 360-2363
BOT President Email:	trustees@globalcommunitycs.org
Institution ID:	800000071075

BoR Charter School Office Information

Regional Liaison:	Laura Hill
Performance Framework:	2019
Current Term:	7/1/19-6/30/22
2017-2018	Check-in
2018-2019	Renewal
2019-2020	Check-in
2020-2021	Midterm
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	465	140	30%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	27	-

***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

GLOBAL COMMUNITY CHARTER SCHOOL

2018-2019

GLOBAL COMMUNITY CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary School	+/- 5	CONCOURSE VILLAGE ELEMENTARY SCHOOL	-23	-24	-13	.
		EAST HARLEM SCHOLARS ACADEMY CS II	+14	+18	+27	.
		EAST NEW YORK ELEMENTARY-EXCELLENCE	+27	+30	+20	.
		GIFFEN MEMORIAL ELEMENTARY SCHOOL	+38	+45	+17	.
		JOHN F HUGHES ELEMENTARY SCHOOL	+34	+28	+7	.
		MANHATTAN CHARTER SCHOOL	+4	+21	-14	.
		NORTH ALBANY ACADEMY	+41	+52	+23	.
		P J SCHUYLER ACHIEVEMENT ACADEMY	+41	+41	+22	.
		PORTER ELEMENTARY SCHOOL	+29	+38	+2	.
		PS 103 HECTOR FONTANEZ	+17	+29	+7	.
		PS 120 CARLOS TAPIA	+18	+32	+14	.
		PS 145 ANDREW JACKSON	+24	+31	+2	.
		PS 173	+10	+18	+23	.
		PS 204 MORRIS HEIGHTS	-7	+1	-13	.
		PS 273	-6	+11	-14	.
		PS 276 LOUIS MARSHALL	+20	+29	-1	.
		PS 297 ABRAHAM STOCKTON	+29	+34	-16	.
		PS 3 BEDFORD VILLAGE (THE)	+25	+32	+22	.
		PS 306	+19	+31	+21	.
		PS 310 MARBLE HILL	+13	+18	-13	.
		PS 34 JOHN HARVARD	+5	+15	+16	.
		PS 345 PATROLMAN ROBERT BOLDEN	+32	+31	+15	.
		PS 397 FOSTER-LAURIE	+2	+4	-2	.
		PS 50 TALFOURD LAWN ELEMENTARY	+5	+8	+1	.
		PS 54 SAMUEL C BARNES	+19	+26	-7	.
		PS 57 CRESCENT	+33	+39	+16	.
		PS 66 SCHOOL OF HIGHER EXPECTATIONS	+20	+22	-9	.
		PS 69 JOURNEY PREP SCHOOL	-18	-10	-19	.
		PS 71 FOREST	+10	+6	+7	.
		PS 75 MAYDA CORTIELLA	+24	+30	+5	.
		PS 75 SCHOOL OF RESEARCH-DISCOVERY	+18	+15	+18	.
		SCHOOL 33-AUDUBON	+39	+41	+22	.
		SUCCESS ACADEMY CS-BUSHWICK	-47	-42	.	.
		VAILS GATE STEAM ACADEMY	+30	+36	+17	.
		WEBSTER ELEMENTARY SCHOOL	+25	+35	+11	.
		Mean	+16	+22	+6	.
		ACHIEVEMENT FIRST NORTH BROOKLYN PRE	-13	-31	-2	.
		AMBER CHARTER SCHOOL EAST HARLEM	-17	0	-19	.
		HEKETI COMMUNITY CHARTER SCHOOL	+14	+13	.	.
		KIPP FREEDOM CHARTER SCHOOL	+20	-4	.	.
		MAPLE HILL ELEMENTARY SCHOOL	+24	+12	-9	.
		MARTIN ROAD ELEMENTARY SCHOOL	+35	+38	+13	.
		MORSE YOUNG MAGNET SCHOOL	+21	+39	+8	.

	NEW BRIDGES ELEMENTARY	+13	+25	+14	.
	NORMA ADAMS CLEMONS ACADEMY	+20	+28	+1	.
	NYC ACADEMY FOR DISCOVERY	+15	+14	-5	.
	NYC MONTESSORI CHARTER SCHOOL	+8	+21	+1	.
	PARK AVENUE SCHOOL	+25	+32	+17	.
	PS 108 CAPT VINCENT G FOWLER	-8	-6	-16	.
	PS 13 ROBERTO CLEMENTE	+12	+21	0	.
	PS 132 GARRETT A MORGAN	+15	+39	+19	.
	PS 140 EAGLE SCHOOL (THE)	+21	+30	+8	.
	PS 149 DANNY KAYE	+9	+19	+4	.
	PS 157 GROVE HILL	+15	+30	+3	.
	PS 159 ISAAC PITKIN	+5	+14	-4	.
	PS 16 WAKEFIELD	+17	+27	-9	.
	PS 171 PETER G VAN ALST	+21	+38	+10	.
	PS 175 HENRY H GARNET	+11	+18	-13	.
	PS 196 TEN EYCK	+9	+16	-3	.
	PS 197 OCEAN SCHOOL (THE)	+21	+18	-5	.
	PS 202 ERNEST S JENKYNS	+22	+32	+18	.
	PS 21 PHILIP H SHERIDAN	+23	+39	+18	.
	PS 214 MICHAEL FRIEDSAM	+11	+16	-7	.
	PS 236 LANGSTON HUGHES	+14	+13	+16	.
	PS 245	+8	+15	-4	.
	PS 25 EUBIE BLAKE SCHOOL	-2	+3	-1	.
	PS 250 GEORGE H LINDSAY	+27	+21	-1	.
+/- 7.5	PS 277	+24	+29	+23	.
	PS 30 HERNANDEZ/HUGHES	+9	+34	+13	.
	PS 305 DR PETER RAY	+26	+38	+12	.
	PS 315	+6	+17	+5	.
	PS 35 NATHANIEL WOODHULL	+12	+15	-5	.
	PS 360	+17	+33	+15	.
	PS 361 E FLATBUSH EARLY CHILDHOOD	+22	+31	+10	.
	PS 398 WALTER WEAVER	+15	+25	-4	.
	PS 399 STANLEY EUGENE CLARKE	+19	+35	+1	.
	PS 40 GEORGE W CARVER	-4	-5	-4	.
	PS 45 CLARENCE WITHERSPOON	+23	+25	-1	.
	PS 48 WILLIAM WORDSWORTH	+3	+11	-1	.
	PS 536	+23	+37	+23	.
	PS 56 NORWOOD HEIGHTS	-8	+4	-14	.
	PS 61 FRANCISCO OLLER	+19	+26	+11	.
	PS 63 AUTHOR'S ACADEMY	+17	+24	+6	.
	PS 65 ROOSEVELT ECC	+18	+25	-6	.
	PS 7 ABRAHAM LINCOLN	+16	+20	+6	.
	PS 83 LUIS MUNOZ RIVERA	+4	+5	-16	.
	PS 88 S SILVERSTEIN LITTLE SPARROW	+8	+26	.	.
	PS 91 ALBANY AVENUE SCHOOL (THE)	-4	+13	-14	.
	PS 92 ADRIAN HEGEMAN	+23	+28	+19	.
	PS/IS 54	+20	+34	+17	.
	QUEENS SCHOOL FOR LDSHP-EXCELLENCE	+2	+4	.	.
	SAMARA COMMUNITY SCHOOL	+25	+25	+36	.
	STOREFRONT ACADEMY CHARTER SCHOOL	+19	+25	-14	.

THOMAS JEFFERSON ELEMENTARY SCHOOL	+18	+19	-4	.
WARRING MAGNET ACAD OF SCI & TECH	+20	+28	+10	.
WATSON WILLIAMS ELEMENTARY SCHOOL	+35	+32	+2	.
WEST RIDGE ELEMENTARY SCHOOL	+27	+30	-1	.
Mean	+14	+21	+3	.
ALBANY ELEMENTARY SCHOOL	+15	+12	-5	.
ARCHER ELEMENTARY SCHOOL	+23	+36	+13	.
BELLEVUE ELEMENTARY SCHOOL	+37	+46	+25	.
BENJAMIN FRANKLIN ELEMENTARY SCHOOL	+32	+34	+16	.
BEVERLY J MARTIN ELEMENTARY SCHOOL	+20	+35	+7	.
BRONX CHARTER SCH FOR EXCELLENCE 2	-41	-37	.	.
BRONX CHARTER SCHOOL FOR CHILDREN	-5	+20	+14	.
BRONX LITTLE SCHOOL	+15	+21	+12	.
CHRISTOPHER COLUMBUS ELEM SCHOOL	+17	+17	-6	.
DELAWARE PRIMARY SCHOOL	+43	+54	+35	.
DR JACQUELINE PEEK-DAVIS SCHOOL	+13	+36	+8	.
DR KING ELEMENTARY SCHOOL	+48	+50	+33	.
DR WEEKS ELEMENTARY SCHOOL	+35	+41	+19	.
EDWARD WILLIAMS SCHOOL	+33	+41	+12	.
GENERAL HERKIMER ELEMENTARY SCHOOL	+17	+13	-4	.
GREENPORT ELEMENTARY SCHOOL	+20	+18	-7	.
GREGORY JOCKO JACKSON-SPORTS-ARTS	+27	+36	+5	.
GROWING UP GREEN CHARTER SCHOOL II	+4	+19	+2	.
HARLEM LINK CHARTER SCHOOL	+10	+9	-3	.
HENRY J KALFAS MAGNET SCHOOL	+45	+43	+12	.
HORIZON-ON-THE-HUDSON MAGNET SCHOOL	+34	+38	+24	.
HYDE LEADERSHIP CS-BROOKLYN	+5	+15	-14	.
LA CIMA CHARTER SCHOOL	+11	+15	+26	.
LEMOYNE ELEMENTARY SCHOOL	+22	+22	+9	.
MANHATTAN CHARTER SCHOOL II	-2	+7	-15	.
MILTON FEIN SCHOOL	-1	+9	-6	.
MOUNT EDEN CHILDREN'S ACADEMY	+12	+7	-7	.
MUSEUM SCHOOL 25	+31	+39	+8	.
NEW AMERICAN ACAD-R CLEMENTE STATE	+25	+42	.	.
NORTHWEST ELEMENTARY SCHOOL	0	+17	.	.
PENINSULA PREP ACAD CHARTER SCH	-11	+9	-17	.
PS 102 JACQUES CARTIER	+12	+19	+1	.
PS 104 BAYS WATER (THE)	+20	+22	-14	.
PS 108 SAL ABBRACCIAMENTO	-5	-2	-8	.
PS 109 SEDGWICK	+19	+31	+9	.
PS 11 HIGHBRIDGE	+26	+33	+2	.
PS 110 THEODORE SCHOENFELD	+19	+28	+8	.
PS 112 DUTCH KILLS	+6	+13	+5	.
PS 114 RYDER ELEMENTARY	+4	+18	-9	.
PS 128 AUDUBON	+13	+25	-11	.
PS 130 ABRAM STEVENS HEWITT	+28	+28	+22	.
PS 134 GEORGE F BRISTOW	+27	+41	+33	.
PS 135 SHELDON A BROOKNER	+14	+17	+1	.
PS 138 SAMUEL RANDALL	+21	+24	-4	.
PS 139 ALEXINE A FENTY	+14	+21	+7	.

Benchmark 1 - Indicator 1: Similar Schools Comparison

+/- 10	PS 14	+17	+25	+3	.
	PS 145 BLOOMINGDALE SCHOOL (THE)	+33	+40	+30	.
	PS 146 EDWARD COLLINS	+20	+23	+13	.
	PS 15 ROBERTO CLEMENTE	-9	-6	-8	.
	PS 150 CHARLES JAMES FOX	+21	+24	+11	.
	PS 151 MARY D CARTER	+6	+6	-17	.
	PS 154	-8	+5	-11	.
	PS 154 HARRIET TUBMAN	+18	+32	+20	.
	PS 154 JONATHAN D HYATT	-6	+21	-4	.
	PS 155	-11	-11	-13	.
	PS 158 WARWICK	+26	+33	-6	.
	PS 160 WALTER FRANCIS BISHOP	+17	+28	-9	.
	PS 161 ARTHUR ASHE SCHOOL	-8	-7	-19	.
	PS 161 CROWN (THE)	+12	+27	-3	.
	PS 161 JUAN PONCE DE LEON SCHOOL	+22	+21	+15	.
	PS 17	+21	+39	-5	.
	PS 182	+8	+16	-1	.
	PS 188 MICHAEL E BERDY	+29	+42	-13	.
	PS 19 CURTIS SCHOOL (THE)	+19	+33	-6	.
	PS 194 COUNTEE CULLEN	+39	+50	+55	.
	PS 194 RAOUL WALLENBERG	+20	+20	-1	.
	PS 212 LADY DEBORAH MOODY	+1	+9	-8	.
	PS 213 NEW LOTS	+34	+41	+37	.
	PS 219 KENNEDY-KING	+15	+24	-11	.
	PS 22 GRANITEVILLE	+13	+24	0	.
	PS 224 HALE A WOODRUFF	+33	+44	+13	.
	PS 23 NEW CHILDREN'S SCHOOL (THE)	+29	+39	+13	.
	PS 234	-24	-14	-19	.
	PS 256 BENJAMIN BANNEKER	+14	+30	+13	.
	PS 257 JOHN F HYLAN	-1	+8	-12	.
	PS 268 EMMA LAZARUS	+11	+30	-3	.
	PS 274 KOSCIUSKO	+29	+29	+7	.
	PS 289 GEORGE V BROWER	+8	+9	-7	.
	PS 290 JUAN MOREL CAMPOS	+12	+12	+2	.
	PS 299 THOMAS WARREN FIELD	+22	+29	-5	.
	PS 309 GEORGE E WIBECAN PREP	+30	+36	+12	.
	PS 32 BELMONT	+28	+35	+15	.
	PS 328 PHYLLIS WHEATLEY	+33	+34	+9	.
	PS 35 FRANZ SIEGEL	+28	+32	+9	.
	PS 376	-9	-12	-18	.
	PS 377 ALEJANDRINA B DE GAUTIER	+24	+43	+9	.
	PS 380 JOHN WAYNE ELEMENTARY	-1	+6	-2	.
	PS 40 SAMUEL HUNTINGTON	+16	+17	+11	.
	PS 41 GUN HILL ROAD	+17	+20	+2	.
	PS 43 JONAS BRONCK	+8	+22	+2	.
	PS 44 DAVID C FARRAGUT	+20	+19	+15	.
	PS 44 MARCUS GARVEY	+15	+29	+14	.
	PS 48 JOSEPH R DRAKE	+32	+40	+34	.
	PS 52	+22	+32	+33	.
	PS 55 BENJAMIN FRANKLIN	+14	+27	+2	.

1/24/2022

Benchmark 1 - Indicator 1: Similar Schools Comparison

		PS 55 MAURE	+1	+10	-15	.
		PS 59 WILLIAM FLOYD	+21	+23	-2	.
		PS 6 WEST FARMS	+26	+38	-4	.
		PS 60 WOODHAVEN	-7	-13	-16	.
		PS 63 OLD SOUTH	+6	+4	-10	.
		PS 65 MOTHER HALE ACADEMY	+22	+33	-1	.
		PS 67 MOHEGAN SCHOOL	+9	+13	+11	.
		PS 76 BENNINGTON SCHOOL (THE)	+29	+43	+3	.
		PS 93 WILLIAM H PRESCOTT	+18	+33	-13	.
		PS 94 KINGS COLLEGE SCHOOL	+31	+44	+31	.
		PS 96	-10	-7	-14	.
		PS 96 RICHARD RODGERS	+25	+30	-1	.
		R J MCNULTY ACADEMY	+31	+38	+31	.
		RISE COMMUNITY SCHOOL	+41	+44	+28	.
		ROSALYN YALOW CHARTER SCHOOL	-7	-15	-17	.
		ROSCOE CONKLING ELEMENTARY SCHOOL	+26	+22	+16	.
		SALEM HYDE ELEMENTARY SCHOOL	+30	+41	+7	.
		SAMUEL G LOVE ELEMENTARY SCHOOL	+29	+32	+14	.
		SCHOOL 20-HENRY LOMB SCHOOL	+39	+34	+12	.
		SCHOOL 3	+38	+34	+10	.
		SCHOOL 34-DR LOUIS A CERULLI	+32	+48	+14	.
		SCHOOL 43-THEODORE ROOSEVELT	+41	+38	+17	.
		SHERIDAN PREP ACADEMY	+38	+45	+7	.
		SODUS ELEMENTARY SCHOOL	+22	+37	.	.
		SUCCESS ACADEMY CHARTER-BRONX 1	-39	-40	-19	.
		SYRACUSE ACADEMY OF SCI-CITIZENSHIP	+17	+37	.	.
		URBAN SCHOLARS COMMUNITY SCHOOL	+15	+26	+3	.
		WAVE PREPARATORY ELEMENTARY SCHOOL	-13	-3	-9	.
		WOODROW WILSON SCHOOL	+32	+34	+13	.
		YOUNG VOICES ACADEMY-BRONX	+9	+10	+22	.
		Mean	+17	+24	+5	.
		Mean	+16	+23	+4	.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

GLOBAL COMMUNITY 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%

Global Community CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	29%	13%	9%	25%	3%	0%	0%	4%
2016-2017	28%	27%	24%	26%	33%	23%	29%	33%
2017-2018	48%	23%	39%	48%	46%	26%	28%	46%
2018-2019	56%	41%	40%	53%	70%	44%	64%	70%

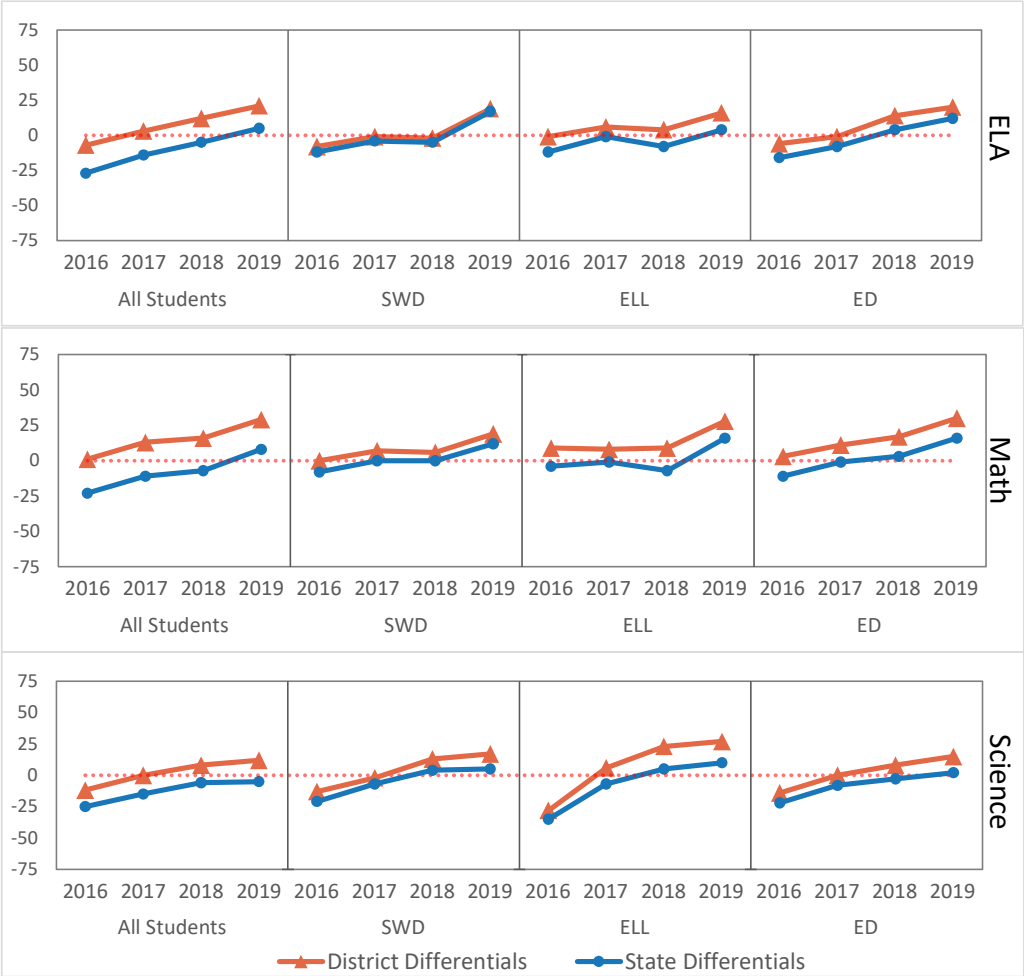
**See NOTES (2), (3), (7), and (8) below.*

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
Global Community Charter School and New York City CSD 5



**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				
		Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS
All Students	2015-2016	14%	21%	**-7**	41%	**-27**	21%	20%	**+1**	44%	**-23**	64%	76%	**-12**	89%	**-25**
	2016-2017	26%	23%	**+3**	40%	**-14**	34%	21%	**+13**	45%	**-11**	71%	71%	**0**	86%	**-15**
	2017-2018	40%	28%	**+12**	45%	**-5**	42%	26%	**+16**	49%	**-7**	82%	74%	**+8**	88%	**-6**
	2018-2019	51%	30%	**+21**	46%	**+5**	58%	29%	**+29**	50%	**+8**	81%	69%	**+12**	86%	**-5**
SWD	2015-2016	0%	8%	**-8**	12%	**-12**	9%	9%	**0**	17%	**-8**	53%	66%	**-13**	74%	**-21**
	2016-2017	8%	9%	**-1**	12%	**-4**	18%	11%	**+7**	18%	**0**	62%	64%	**-2**	69%	**-7**
	2017-2018	13%	15%	**-2**	18%	**-5**	21%	15%	**+6**	21%	**0**	78%	65%	**+13**	74%	**+4**
	2018-2019	34%	15%	**+19**	17%	**+17**	34%	15%	**+19**	22%	**+12**	73%	56%	**+17**	68%	**+5**
ELL	2015-2016	7%	8%	**-1**	19%	**-12**	22%	13%	**+9**	26%	**-4**	36%	64%	**-28**	71%	**-35**
	2016-2017	14%	8%	**+6**	15%	**-1**	22%	14%	**+8**	23%	**-1**	57%	51%	**+6**	64%	**-7**
	2017-2018	20%	16%	**+4**	28%	**-8**	27%	18%	**+9**	34%	**-7**	80%	57%	**+23**	75%	**+5**
	2018-2019	33%	17%	**+16**	29%	**+4**	52%	24%	**+28**	36%	**+16**	83%	56%	**+27**	73%	**+10**
ED	2015-2016	14%	20%	**-6**	30%	**-16**	22%	19%	**+3**	33%	**-11**	62%	76%	**-14**	84%	**-22**
	2016-2017	21%	22%	**-1**	29%	**-8**	32%	21%	**+11**	33%	**-1**	72%	72%	**0**	80%	**-8**
	2017-2018	39%	25%	**+14**	35%	**+4**	41%	24%	**+17**	38%	**+3**	81%	73%	**+8**	84%	**-3**
	2018-2019	48%	28%	**+20**	36%	**+12**	56%	26%	**+30**	40%	**+16**	82%	67%	**+15**	80%	**+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				
		Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	19%	21%	**-2**	42%	**-23**	37%	22%	**+15**	44%	**-7**	-	-	-	-	-
	2016-2017	40%	23%	**+17**	43%	**-3**	47%	25%	**+22**	48%	**-1**	-	-	-	-	-
	2017-2018	37%	32%	**+5**	51%	**-14**	52%	33%	**+19**	54%	**-2**	-	-	-	-	-
	2018-2019	56%	36%	**+20**	52%	**+4**	59%	33%	**+26**	55%	**+4**	-	-	-	-	-
Grade 4	2015-2016	9%	21%	**-12**	41%	**-32**	3%	18%	**-15**	45%	**-42**	64%	76%	**-12**	89%	**-25**
	2016-2017	23%	24%	**-1**	41%	**-18**	35%	18%	**+17**	43%	**-8**	71%	71%	**0**	86%	**-15**
	2017-2018	46%	29%	**+17**	47%	**-1**	34%	22%	**+12**	48%	**-14**	82%	74%	**+8**	88%	**-6**
	2018-2019	53%	29%	**+24**	48%	**+5**	64%	28%	**+36**	50%	**+14**	81%	69%	**+12**	86%	**-5**
Grade 5	2016-2017	13%	21%	**-8**	35%	**-22**	17%	21%	**-4**	43%	**-26**	-	-	-	-	-
	2017-2018	36%	22%	**+14**	37%	**-1**	38%	23%	**+15**	44%	**-6**	-	-	-	-	-
	2018-2019	41%	25%	**+16**	38%	**+3**	50%	25%	**+25**	46%	**+4**	-	-	-	-	-

**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				
		Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	0%	6%	**-6**	13%	**-13**	17%	11%	**+6**	18%	**-1**	-	-	-	-	-
	2016-2017	11%	8%	**+3**	15%	**-4**	26%	15%	**+11**	22%	**+4**	-	-	-	-	-
	2017-2018	0%	20%	**-20**	23%	**-23**	45%	22%	**+23**	28%	**+17**	-	-	-	-	-
	2018-2019	44%	17%	**+27**	22%	**+22**	44%	14%	**+30**	27%	**+17**	-	-	-	-	-
Grade 4	2015-2016	0%	9%	**-9**	11%	**-11**	0%	8%	**-8**	16%	**-16**	53%	66%	**-13**	74%	**-21**
	2016-2017	7%	10%	**-3**	13%	**-6**	14%	9%	**+5**	16%	**-2**	62%	64%	**-2**	69%	**-7**
	2017-2018	17%	14%	**+3**	19%	**-2**	9%	13%	**-4**	20%	**-11**	78%	65%	**+13**	74%	**+4**
	2018-2019	36%	17%	**+19**	18%	**+18**	45%	18%	**+27**	21%	**+24**	73%	56%	**+17**	68%	**+5**
Grade 5	2016-2017	6%	9%	**-3**	9%	**-3**	12%	8%	**+4**	15%	**-3**	-	-	-	-	-
	2017-2018	15%	10%	**+5**	11%	**+4**	23%	12%	**+11**	16%	**+7**	-	-	-	-	-
	2018-2019	24%	11%	**+13**	11%	**+13**	18%	13%	**+5**	17%	**+1**	-	-	-	-	-

**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				
		Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	6%	8%	**-2**	21%	**-15**	38%	20%	**+18**	28%	**+10**	-	-	-	-	-
	2016-2017	21%	6%	**+15**	19%	**+2**	21%	21%	**0**	29%	**-8**	-	-	-	-	-
	2017-2018	0%	23%	**-23**	33%	**-33**	38%	28%	**+10**	40%	**-2**	-	-	-	-	-
	2018-2019	55%	20%	**+35**	33%	**+22**	64%	28%	**+36**	39%	**+25**	-	-	-	-	-
Grade 4	2015-2016	9%	9%	**0**	17%	**-8**	0%	7%	**-7**	23%	**-23**	36%	64%	**-28**	71%	**-35**
	2016-2017	7%	8%	**-1**	15%	**-8**	29%	9%	**+20**	20%	**+9**	57%	51%	**+6**	64%	**-7**
	2017-2018	10%	13%	**-3**	30%	**-20**	10%	13%	**-3**	32%	**-22**	80%	57%	**+23**	75%	**+5**
	2018-2019	17%	20%	**-3**	33%	**-16**	50%	23%	**+27**	38%	**+12**	83%	56%	**+27**	73%	**+10**
Grade 5	2016-2017	13%	9%	**+4**	9%	**+4**	11%	14%	**-3**	18%	**-7**	-	-	-	-	-
	2017-2018	50%	13%	**+37**	20%	**+30**	38%	14%	**+24**	28%	**+10**	-	-	-	-	-

**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				
		Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Global Community CS	NYC CSD 5	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	22%	20%	+2	31%	-9	39%	22%	+17	33%	+6	-	-	-	-	-
	2016-2017	32%	22%	+10	32%	0	44%	24%	+20	37%	+7	-	-	-	-	-
	2017-2018	37%	28%	+9	40%	-3	52%	30%	+22	43%	+9	-	-	-	-	-
	2018-2019	53%	34%	+19	42%	+11	54%	31%	+23	44%	+10	-	-	-	-	-
Grade 4	2015-2016	5%	21%	-16	30%	-25	4%	17%	-13	33%	-29	62%	76%	-14	84%	-22
	2016-2017	21%	24%	-3	31%	-10	36%	18%	+18	31%	+5	72%	72%	0	80%	-8
	2017-2018	46%	26%	+20	37%	+9	36%	21%	+15	37%	-1	81%	73%	+8	84%	-3
	2018-2019	55%	26%	+29	38%	+17	65%	25%	+40	39%	+26	82%	67%	+15	80%	+2
Grade 5	2016-2017	5%	20%	-15	25%	-20	11%	20%	-9	31%	-20	-	-	-	-	-
	2017-2018	36%	21%	+15	27%	+9	36%	22%	+14	32%	+4	-	-	-	-	-
	2018-2019	33%	23%	+10	28%	+5	46%	24%	+22	36%	+10	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School
GLOBAL COMMUNITY CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

GLOBAL COMMUNITY 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

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

GLOBAL COMMUNITY CHARTER SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Global Community CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	465	440	95%
2017-2018	465	414	89%
2018-2019	465	421	91%
2019-2020	465	423	91%
2020-2021	525	465	89%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Global Community CS	NYC CSD 5	Differential to District	Global Community CS	NYC CSD 5	Differential to District	Global Community CS	NYC CSD 5	Differential to District
2016-2017	23%	28%	-5	17%	14%	+3	68%	91%	-23
2017-2018	22%	31%	-9	19%	15%	+4	92%	91%	+1
2018-2019	22%	31%	-9	19%	14%	+5	89%	91%	-2
2019-2020	18%	31%	-13	21%	15%	+6	90%	91%	-1
2020-2021	19%	36%	-17	4%	14%	-10	93%	90%	+3

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

***The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error.**

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		
	Global Community CS	NYC CSD 5	Differential to District	Global Community CS	NYC CSD 5	Differential to District	Global Community CS	NYC CSD 5	Differential to District	Global Community CS	NYC CSD 5	Differential to District
2016-2017	85%	78%	+7	85%	77%	+8	81%	81%	0	84%	78%	+6
2017-2018	79%	79%	0	79%	78%	+1	73%	82%	-9	79%	79%	0
2018-2019	83%	79%	+4	78%	80%	-2	77%	80%	-3	83%	78%	+5
2019-2020	85%	80%	+5	84%	82%	+2	88%	80%	+8	84%	80%	+4
2020-2021	90%	74%	+16	87%	74%	+13	87%	71%	+16	91%	74%	+17

**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).

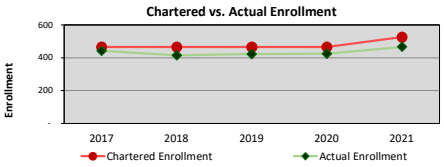
Charter School Fiscal Accountability Summary

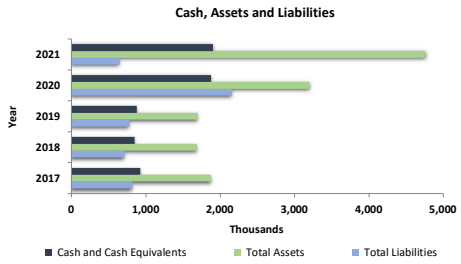
GLOBAL COMMUNITY CHARTER SCHOOL

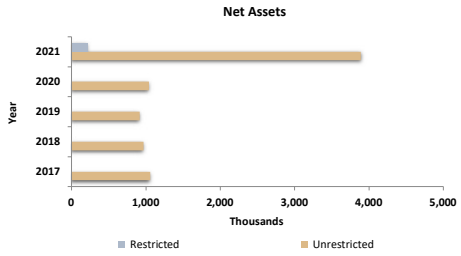
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	K-5	K-5	K-5	K-5	K-6
Maximum Chartered Grades Served	K-8	K-8	K-8	K-8	K-8
Chartered Enrollment	465	465	465	465	525
Maximum Chartered Enrollment	645	645	645	645	645
Actual Enrollment	441	415	422	424	466
ASSETS					
Current Assets					
Cash and Cash Equivalents	925,799	850,054	876,903	1,874,843	1,902,066
Grants and Contracts Receivable	269,386	273,335	175,305	410,462	454,768
Prepaid Expenses	7,681	2,975	3,860	91,990	235,095
Other Current Assets	-	-	-	-	-
Total Current Assets	1,202,866	1,126,364	1,056,068	2,377,295	2,591,929
Non-Current Assets					
Property, Building and Equipment, net	495,731	378,957	359,810	540,396	1,301,037
Restricted Cash	-	-	100,042	100,455	100,023
Security Deposits	180,000	180,000	180,000	180,000	381,250
Other Non-Current Assets	-	-	-	-	379,680
Total Non - Current Assets	675,731	558,957	639,852	820,851	2,161,990
Total Assets	1,878,597	1,685,321	1,695,920	3,198,146	4,753,919
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	302,329	306,964	253,460	329,942	203,594
Accrued Payroll and Payroll Taxes	361,057	329,470	350,519	591,580	394,634
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	99,053	48,177	95,704	75,888	29,532
Total Current Liabilities	762,439	684,611	699,683	997,410	627,760
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	58,459	31,322	80,042	1,158,940	20,615
Total Long-Term Liabilities	58,459	31,322	80,042	1,158,940	20,615
Total Liabilities	820,898	715,933	779,725	2,156,350	648,375
NET ASSETS					
Unrestricted	1,057,699	969,388	916,195	1,041,796	3,888,877
Restricted	-	-	-	-	216,667
Total Net Assets	1,057,699	969,388	916,195	1,041,796	4,105,544
Total Liabilities and Net Assets	1,878,597	1,685,321	1,695,920	3,198,146	4,753,919

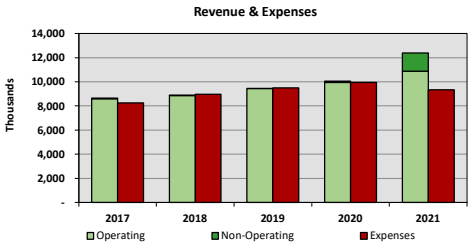


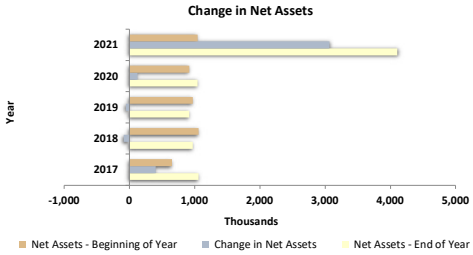




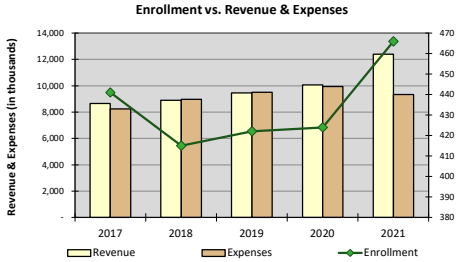
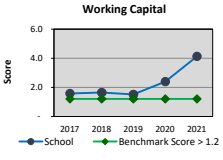
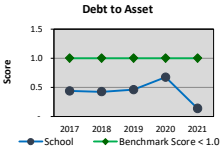
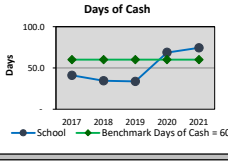
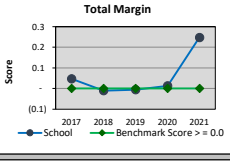
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	6,070,984	7,200,128	6,339,548	6,925,999	7,426,754
State and Local Per Pupil Revenue - SPED	1,130,367	-	1,193,277	1,045,702	1,204,865
State and Local Per Pupil Facilities Revenue	592,214	-	794,247	863,379	1,080,000
Federal Grants	227,136	-	298,504	461,953	468,835
State and City Grants	227,723	1,655,164	194,668	245,062	246,281
Other Operating Income	333,538	-	611,344	418,796	438,038
Total Operating Revenue	8,581,962	8,855,292	9,431,588	9,960,891	10,864,773
EXPENSES					
Program Services					
Regular Education	4,671,111	5,125,201	5,492,396	5,657,571	6,565,940
Special Education	2,033,590	2,251,798	2,411,136	2,454,402	1,065,210
Other Expenses	-	-	-	208,130	209,240
Total Program Services	6,704,701	7,376,999	7,903,532	8,320,103	7,840,390
Supporting Services					
Management and General	1,383,906	1,504,323	1,515,070	1,527,396	1,408,658
Fundraising	155,998	92,869	91,911	95,118	84,248
Total Support Services	1,539,904	1,597,192	1,606,981	1,622,514	1,492,906
Total Expenses	8,244,605	8,974,191	9,510,513	9,942,617	9,333,296
Surplus/Deficit from Operations	337,357	(118,899)	(78,925)	18,274	1,531,477
SUPPORT AND OTHER REVENUE					
Interest and Other Income	12,393	30,588	6,937	10,891	3,907
Contributions and Grants	-	-	18,795	44,014	373,564
Fundraising Support	17,490	-	-	-	-
Other Support and Revenue	36,064	-	-	52,422	1,154,800
Total Support and Other Revenue	65,947	30,588	25,732	107,327	1,532,271
Change in Net Assets	403,304	(88,311)	(53,193)	125,601	3,063,748
Net Assets - Beginning of Year	654,395	1,057,699	969,388	916,195	1,041,796
Net Assets - End of Year	1,057,699	969,388	916,195	1,041,796	4,105,544





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	19,460	21,338	22,350	23,493	23,315
Support and Other Revenue	150	74	61	253	3,288
Total Revenue	19,610	21,412	22,411	23,746	26,603
Expenses - Per Pupil					
Program Services	15,203	17,776	18,729	19,623	16,825
Mangement and General, Fundraising	3,492	3,849	3,808	3,827	3,204
Total Expenses	18,695	21,625	22,537	23,450	20,029
% of Program Services	81.3%	82.2%	83.1%	83.7%	84.0%
% of Management and Other	18.7%	17.8%	16.9%	16.3%	16.0%
% of Revenue Exceeding Expenses	4.9%	-1.0%	-0.6%	1.3%	32.8%
FINANCIAL COMPOSITE SCORE					
Composite Score	2.12	1.64	1.66	1.53	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	440,427	441,753	356,385	1,379,885	1,964,169
Working Capital (Current) Ratio	1.6	1.6	1.5	2.4	4.1
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	0.4	0.4	0.5	0.7	0.1
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	41.0	34.6	33.7	68.8	74.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	0.0	(0.0)	(0.0)	0.0	0.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard